



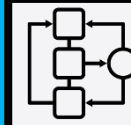
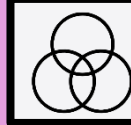





YFPS History Progression Assessment Sheet

Year 5

 Chronology	 Using Evidence	 Say what I think and why	 Changes over time	 Why things happen	 Similarities and differences	 Significance (People, events)
<p>I can use timelines to place and sequence local, national, and international events.</p> <p>T1: Shang Dynasty</p>	<p>I can look at different versions of the same event and identify differences in the accounts.</p> <p>T3: Vikings (English- Battle of Cynwit)</p>	<p>I can give clear reasons why there may be different accounts of history.</p> <p>T3: Anglo Saxons T3: Vikings</p>	<p>I can describe why specific changes occurred over time and how they affected the ways in which people lived.</p> <p>T1: Shang Dynasty T3: Anglo Saxons T3: Vikings</p>	<p>I can accurately describe the consequences of significant people and events and discuss why they happened</p> <p>T1: Shang Dynasty T3: Anglo Saxons</p>	<p>I can identify some social, cultural, religious, and ethnic diversities of societies studied in Britain and the wider world</p> <p>T1: Shang Dynasty T3: Anglo Saxons</p>	<p>I can describe significant historical events in detail and their impact on a theme, period or society.</p> <p>T1: Shang Dynasty T3: Anglo Saxons T3: Vikings</p>
<p>I can describe events using words and phrases such as: decade, century, BC, AD, after, before, during, Romans, Anglo-Saxons.</p> <p>T1: Shang Dynasty T3: Anglo Saxons T3: Vikings</p>	<p>I can use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past.</p> <p>T1: Shang Dynasty</p>	<p>Ask a range of questions about the past. Realise that there is often not a single answer to historical questions.</p> <p>T3: Anglo Saxons</p>	<p>I can give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>T3: Anglo Saxons T3: Vikings</p>		<p>Using what I have learned, I can estimate the time period that people were from by studying and describing their features.</p> <p>T3: Anglo Saxons T3: Vikings</p>	
<p>I can sequence historical periods.</p> <p>T1: Shang Dynasty T3: Anglo Saxons T3: Vikings</p>	<p>I can choose reliable sources of evidence to answer questions.</p> <p>T3: Anglo Saxons</p>	<p>I can represent ideas in ways that persuade others.</p>	<p>I can identify changes and link them with previous units of study.</p> <p>T3: Anglo Saxons</p>			





YFPS History Progression Assessment Sheet

Year 5

Autumn, Spring, Summer

Vocabulary Progression

 Chronology	 Using Evidence
AD/BC (CE/BCE), Cause, Consequence, Similarity, Anachronism, Legacy Short- and long term timescales, Difference and significance, Trends	Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales, Contrast, Analyse trends, Influence, Identify, Hypothesis, Sift arguments, Sources, Infer, Reliable, Fieldwork, Conduct, Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse Conclusions, Advancements, Interpretations, Cause and effect, Structured Accounts, Omissions, Impression, Biased, Motive, Propaganda