



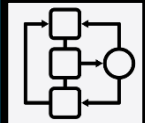
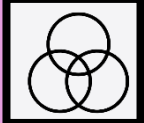





YFPS History Progression Assessment Sheet

Year 6

 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 events, periods, and cultural movements from around the world.</p> <p>T2: Crime and Punishment/Tudors T3: Windrush/Migration</p>	<p>I can choose reliable sources of factual evidence to describe houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion, and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>T1: The Maya</p>	<p>I can suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>T2: Crime and Punishment/Tudors</p>	<p>I can describe how some changes affect life today.</p> <p>T2: Crime and Punishment/Tudors</p>	<p>I can accurately describe the consequences of significant people and events and discuss why they happened.</p> <p>T2: Crime and Punishment/Tudors T3: Windrush/Migration</p>	<p>I can describe similarities and differences between the people, events and periods studied.</p> <p>T1: The Maya</p>	<p>I can evaluate the impact of significant people and events.</p> <p>T2: Crime and Punishment/Tudors T3: Windrush/Migration</p>
<p>I can use timelines to demonstrate changes and developments in culture, technology, religion, and society.</p>	<p>I can select the most appropriate source of evidence for particular tasks.</p> <p>T1: The Maya</p>	<p>To pose and answer their own historical enquiries.</p> <p>T1: The Maya</p>	<p>I can show the identified changes on a timeline.</p> <p>T2: Crime and Punishment/Tudors</p>	<p>I can discuss how not all events and people benefited everyone.</p> <p>T2: Crime and Punishment/Tudors</p>	<p>Makes links between some features of past societies.</p> <p>T1: The Maya</p>	



YFPS History Progression Assessment Sheet

Year 6

<p>T2: Crime and Punishment/Tudors T3: Windrush/Migration</p>						
<p>I can recall the names and dates of any significant event studied from the past and place it correctly on a timeline.</p> <p>T2: Crime and Punishment/Tudors</p>	<p>I can form my own opinion about historical events from a range of sources.</p> <p>T2: Crime and Punishment/Tudors T3: Windrush/Migration</p>	<p>I can discuss how the past has been represented in different way and present a range of ideas as to why.</p> <p>T3: Windrush/Migration</p>	<p>I can give my own reasons for why changes may have occurred supported with evidence.</p> <p>T2: Crime and Punishment/Tudors</p>			
<p>I can use these key periods as reference points: BC, AD, Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and today.</p> <p>T2: Crime and Punishment/Tudors</p>	<p>I know and understand that some evidence is propaganda, opinion, or misinformation and that this affects interpretations of history.</p> <p>T3: Windrush/Migration</p>		<p>Identifies how any of the above may have changed during a time period.</p> <p>T2: Crime and Punishment/Tudors</p>			
	<p>I can identify and use different sources of information and artefacts.</p> <p>T1: The Maya</p>		<p>I can describe the main changes in a period in history using words such as: social, religious, political, technological, and cultural.</p> <p>T2: Crime and Punishment/Tudors</p>			





YFPS History Progression Assessment Sheet

Year 6

			T3: Windrush/Migration			
	I can evaluate the usefulness and accuracy of different sources of evidence. T1: The Maya					

Autumn, Spring, Summer

Vocabulary Progression

 Chronology	 Using Evidence
AD/BC (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,



YFPS History Progression Assessment Sheet

Year 6

	Structured Accounts, Omissions, Impression, Biased, Motive, Propaganda
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