



Warren Wood Progression Grid



History Skills and Knowledge Expected by the End of Year 6	
Historical Chronology	
<ul style="list-style-type: none">• Uses timelines to place events, periods and cultural movements from around the world.• Uses timelines to demonstrate changes and developments in culture, technology, religion and society.• Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.• Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.• Names date of any significant event studied from past and place it correctly on a timeline.	
Historical Concepts	Historical Enquiry
<ul style="list-style-type: none">• Chooses 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.• Identifies how any of above may have changed during a time period.• Gives own reasons why changes may have occurred, backed up with evidence.• Shows identified changes on a timeline.• Describes similarities and differences between some people, events and objects studied.• Describes how some changes affect life today.• Makes links between some features of past societies.• Do they appreciate that some ancient civilisations showed greater advancements.	<ul style="list-style-type: none">• Identifies and uses different sources of information and artefacts.• Evaluates the usefulness and accurateness of different sources of evidence.• Selects the most appropriate source of evidence for particular tasks.• Forms own opinions about historical events from a range of sources.
Historical Communication	Historical Interpretation
<ul style="list-style-type: none">• Presents information in an organised and clearly structured way.• Makes use of different ways of presenting information.• Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).• Makes accurate use of specific dates and terms.	<ul style="list-style-type: none">• Understands that the past has been represented in different ways.• Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.• Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.• Can they pose and answer their own historical questions?



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