

Y6 HISTORY: KEY PERFORMANCE INDICATORS

Age Related Expectations (ARE)	Working at Greater Depth (GD)
A student is achieving the standards expected for their age. This includes: • Students select and use a range of sources to establish accurate facts, justify their choices, and explain how bias, gaps, or limitations affect what a source can tell us • Students use relevant evidence to support ideas about the past, choosing increasingly appropriate sources and explaining how these strengthen their interpretations. • Students describe and explain changes in the local area and wider world, compare different historical periods, and show understanding of the diversity and characteristics of past societies. • Students can order events, describe major changes within and across periods, and identify patterns such as rapid or slow change. • Students can use subject-specific terminology with accuracy to communicate historically both verbally and in written work.	• Students critically evaluate a wide range of sources, explaining in detail how provenance, purpose, context, and bias shape what each source can and cannot reveal about the past. • Students construct well-supported interpretations, selecting evidence with precision and clearly justifying how their chosen sources strengthen or challenge particular arguments. • Students analyse change across different periods and places, offering nuanced explanations that link local, national, and global developments and show insight into the diversity of past societies. • Students make sophisticated use of chronology, connecting events across long time spans, explaining patterns of continuity and change, and evaluating the significance of rapid or slow developments • Students communicate with clarity and authority, using subject-specific terminology fluently.

	Key Performance Indicators	Age-related expectations
To investigate and interpret the past	• Pupils can use sources of evidence to state facts about the past. They can explain why they chose those sources. • Pupils find useful evidence from the past to support an idea or theory. • Pupils explain why a source of evidence may not tell the full story, or may be biased or inaccurate. • This will help them choose more appropriate sources to analyse and justify their ideas about the past.	• A pupil can retell the story of an historical event using accurate facts based on a small selection of evidence. • A pupil gives reasons for the choice of sources. • A pupil can express ideas about the past using reasoning based on historical evidence. • A pupil can explain that a source may be one-sided, inaccurate or deliberately biased, e.g., propaganda. • A pupil is beginning to pick out the better sources of evidence to use.
To build an overview of world history	• Pupils can explain how the local area has changed over time with reasons. • Pupils compare different historical eras they have studied in Britain, making comparisons to other parts of the world. • Pupils explore a past society in the wider world, including all aspects of society and people.	• A pupil can use evidence to show how the school and local area has changed and offers reasons for the changes. • A pupil can describe similarities and differences between periods of history that they have studied. • A pupil can describe the social, ethnic, cultural or religious diversity of a past society. • A pupil can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
To think chronologically	• Pupils can arrange events in order and draw an appropriate timeline, including examples of evidence. • Pupils can describe some of the main changes in a period of history, using the correct historical terms. • Pupils can recognise times of rapid change and slow change.	• A pupil can use a timeline to organise events and can add further details. • A pupil can describe the main changes in a period of history. • Words, such as social, religious, political, technological, cultural, are used appropriately. • A pupil uses a range of resources to be accurate with dates and vocabulary. • A pupil identifies a time of rapid change and compares it to a time of little change.
To communicate historically	• Pupils take care to clearly present information using appropriate historical words and terms. • Pupils use literacy, numeracy and computing skills to present information. • Pupils explore ways to present findings in an accurate, yet more original manner.	• A pupil uses appropriate words in their work, such as: dates, time period, era, century, decade, change, chronology, continuity, and legacy. • Literacy, numeracy and computing skills are used accurately and appropriately. • A pupil can choose from a selection of suggestions to present information and may adapt an idea to be more original.