

History Assessment							
Essential Opportunities Key Stage 1				Essential Opportunities Key Stage 2			
Children will learn about and research: <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]. -- Significant historical events, people and places in their own locality. 				Children will learn about and research: <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • The Roman Empire and its Impact on Britain. • Britain's settlement by Anglo Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England. • A local history study. • A study of a theme in British history. • Early Civilizations achievements and an in-depth study of Ancient Egypt • Ancient Greece. • A non- European society that contrasts with British history: Mayan Civilization History of interest to pupils 			
Essential Learning Objectives		End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6
C o r e S k i l l s	To know how to find out about the past	<ul style="list-style-type: none"> • Understand the different ways to find out about the past (internet, photos, books, maps, artefacts, visits to museums). • Describe historical 	<ul style="list-style-type: none"> • With support, research the different ways to find out about the past (internet, photos, books, maps, artefacts, visits to museums) • Ask and answer questions to find out about the past. 	<ul style="list-style-type: none"> • Independently find fact-based responses and answers to questions when using different sources (internet, photos, books, maps, artefacts) • Ask and answer questions to find out about the past. 	<ul style="list-style-type: none"> • Know what a primary and secondary source is and give examples. 	<ul style="list-style-type: none"> • Give fact-based responses and answers to questions when using different sources. • Analyse possible bias in different interpretations of event. • Recognise that some sources may be more reliable than others. 	<ul style="list-style-type: none"> • Give fact-based responses and answers to questions when using different sources. • Analyse possible bias in different interpretations of events. • Use sources to formulate a question and investigate the answers independently.
	Know how there is continuity and change in and between periods of history	<ul style="list-style-type: none"> • Begin to know simple facts about aspects of daily life studied this year. • Compare with their own life. • Know some things that have changed/stayed the same. 	<ul style="list-style-type: none"> • Begin to know simple facts about aspects of daily life studied this year. • Compare with their own life. • Know some things that have changed/stayed the same. 	<ul style="list-style-type: none"> • Know, with support, significant aspects of different periods of time. • Describe how these aspects have continued or change. 	<ul style="list-style-type: none"> • Begin to describe independently significant aspects of different periods of time. • Describe how these aspects continued or changed. 	<ul style="list-style-type: none"> • Describe independently, significant aspects of different periods of time. • Describe independently how these aspects continued or changed 	<ul style="list-style-type: none"> • Describe significant aspects of different periods of time and how these aspects continued or changed. • Compare these with other periods studied. • Describe change through the use of general and abstract terms such as gradual or rapid/ important/ unimportant etc .
	To understand chronology	<ul style="list-style-type: none"> • Know how to put 3 events/objects in the correct order that they happened/ ere made. • Begin to describe and know about the cause of an event studied this year. 	<ul style="list-style-type: none"> • Know how to put 5 events/objects in the correct order that they happened/ ere made. • Know about the cause of an event studied this year. • Know the name of a famous person and explain why they are famous 	<ul style="list-style-type: none"> • Know how to locate key events/ periods studies on a timeline. • Know the meaning of AD, BC, century and millennium. • Begin to be able to describe the cause of event and consequence (from KS1 and this year) . • Know some important events, places and people. 	<ul style="list-style-type: none"> • Place dates related to periods of history and previously learnt periods of history on a timeline with support. • Know the meaning of a decade, ancient, modern. • Know cause of event and consequence (from previous years and this year) and describe independently. • Know some important events, places and people. 	<ul style="list-style-type: none"> • Place dates related to periods of history and previously learnt periods of history on an independently created timeline. • Know that CE and BCE can be used instead of AD and BC. • Know, make links and draw comparisons between some important events, places and people. 	<ul style="list-style-type: none"> • Know how to order and place the key periods and events studied on a timeline. • Know the relationship between date and century (dates starting from 100AD are 2nd century). • Know cause of event and consequence and explain why (from previous years and current year).

	To communicate about history	<ul style="list-style-type: none"> • Use key words and phrases relating to the passing of time: Old/new Past A long time ago/in the olden days Then/now Before/after 	<ul style="list-style-type: none"> • Use key words and phrases relating to the passing of time: Old/new Past A long time ago/in the olden days Then/now Before/after 	<ul style="list-style-type: none"> • Begin to explain, with support, the consequence of changes on modern Britain. • Begin to independently explain the similarities and differences between significant events and between daily lives of people in the past and today. 	<ul style="list-style-type: none"> • Begin to explain independently, the consequence of changes on modern Britain. • Independently describe the similarities and differences between significant events. • Know some similarities and differences of people in the past and today. 	<ul style="list-style-type: none"> • Begin to explain independently, the consequence of changes on modern Britain and the world • Begin to explain the similarities and differences between daily lives including social, cultural, religious and ethnic diversity of people. 	<ul style="list-style-type: none"> • Explain independently, the consequence of changes on modern Britain and the world. • Explain independently, the similarities and differences between daily lives including social, cultural, religious and ethnic diversity of people.
	Working Towards Expected						
	Working at Expected						