

History Assessment

• A Year 1 Historian	• A Year 2 Historian	• A Year 3 Historian
<p style="text-align: center;">Working Historically</p> <ul style="list-style-type: none"> • Use artefacts, pictures and stories to find out about the past. • Observe or handle evidence to ask question and find answers to questions about the past. • Begin to use dates where appropriate. • Place events and artefacts on a timeline. • Identify similarities and differences between ways of life in different time periods. • I ask and answer questions about new and old objects using phases like years, old, before, after, present, past, then, now, new and a long time ago. 	<p style="text-align: center;">Working Historically</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask question and find answers to questions about the past. • Describe historical events. • Use dates where appropriate. • Recognise that there are reasons why people in the past acted as they did. • I ask and answer questions about new and old objects using phases like years, decades, centuries, old, before, after, present, past, then, now. • Use artefacts, pictures, online sources and databases to find out about the past. 	<p style="text-align: center;">Working Historically</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask question and find answers to questions about the past. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Use evidence to ask questions and find answers to questions about the past. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Understand the concept of change over time, representing this, along with evidence, on a time line including artefacts. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology
<p style="text-align: center;">Knowledge and Understanding</p> <ul style="list-style-type: none"> • I explain how I have changed since I was born. • Describe historical events (e.g. Great Fire of London and Gunpowder Plot). • I can give examples of things that were different when my grandparents were children (e.g. Toys). • I can explain how life was different in the past (living memory) 	<p style="text-align: center;">Knowledge and Understanding</p> <ul style="list-style-type: none"> • I can talk about someone famous who was born or lived near our town. (Superheroes) • I know why there is a monument to a famous person or event in the town centre. (Superheroes) • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace. • I explain how some people have helped us to have better lives. • I can recount the life of someone famous who lived in the past and explain what they did earlier and later in their life. • I research the life of a famous person from the past using different sources of evidence. 	<p style="text-align: center;">Knowledge and Understanding</p> <ul style="list-style-type: none"> • I explain how Stone Age people hunted for their food and what they ate. • I understand some of the differences between the Stone, Bronze and Iron Age. • I know what people learnt from Stone Age paintings. • I describe what a typical day would have been like for a Stone Age man, woman or child. • I know about the struggle between the Athenians and the Spartans. • I explain about some of the things that the Greeks gave the world. • I know that the Greek Gods were an important part of Greek culture.

• A Year 4 Historian	• A Year 5 Historian	• A Year 6 Historian
<p style="text-align: center;">Working Historically</p> <ul style="list-style-type: none"> • I explain how historical artefacts can be used to help build up a picture of life in the past. • I use research skills to find answers to specific historical questions about our locality. • Use evidence to ask questions and find answers to questions about the past. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Understand the concept of change over time, representing this, along with evidence, on a time line including artefacts. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology 	<p style="text-align: center;">Working Historically</p> <ul style="list-style-type: none"> • I describe events from the past using dates when things have happened. • I explain how an event or events from the past shaped our lives today. • I draw a timeline with different historical periods showing key historical events or lives of significant people. • Use more than one source of evidence to justify claims and deduce information about the past. • Identify the main changes in a period of history (using terms such as: social, religious, political, technological and cultural features of the past). • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy 	<p style="text-align: center;">Working Historically</p> <ul style="list-style-type: none"> • I place features of historical events and people from the past societies and periods in a chronological framework. • I summarise the main events from a period of history explaining the order of events and what happened. • Use more than one source of evidence to justify claims and deduce information about the past. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy
<p style="text-align: center;">Knowledge and Understanding</p> <ul style="list-style-type: none"> • I talk about at least three things that the Romans did for our country. • I explain why the Romans needed to build forts in this country. • I know about the lives of at least two famous Romans. • I summarise how Britain may have learnt from other countries and civilisation • I research what it was like for children in a given period of history and present my findings to an audience. I explain how historical artefacts can be used to help build up a picture of life in the past. • I talk about the impact that one of these 	<p style="text-align: center;">Knowledge and Understanding</p> <ul style="list-style-type: none"> • I explain where the Anglo-Saxons came from. • I know at least two famous Anglo-Saxons. • I use a timeline to show when the Anglo-Saxons were in England. • I know the link between Anglo-Saxons and Christianity. • I know that the Anglo-Saxons gave us many of the words we use today. • I explain how the lives of wealthy people were different from the lives of poorer people. • I know that Britain was invaded on more than one occasion. 	<p style="text-align: center;">Knowledge and Understanding</p> <ul style="list-style-type: none"> • I summarise how Britain had a major influence during the Second World War. • I can explain the possible causes of the Second World War. • I can explain the importance of the Home Front during the Second World War, giving examples. • I can compare the lives of rich and poor Victorian children, including child labour. • I can identify the key dates of the Victorian period, including inventions. • I can give examples of social reform during the Victorian period.



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<p>periods of history had on the world.</p> <ul style="list-style-type: none">• I am aware that many of the early civilizations gave much to the world.	<ul style="list-style-type: none">• I know that the Anglo-Saxons and Vikings were often in Conflict.• I explain why the Vikings often overpowered the Anglo-Saxons.	
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