

Kingsbury Green Primary School

History Assessment Objectives

Key Area	Curriculum Aims	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>A) Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>F) Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p>	<p>Pupils recognise the distinction between present and past in their own and other people's lives.</p> <p><u>- I know the difference between something that is happening now and something that has happened</u> <u>- I can recognise how I have changed</u> <u>- I can recognise the changes in the lives of others</u></p>	<p>Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past.</p> <p><u>- I can recognise the changes in the lives of others</u> <u>- I can say how my life is different to someone from the past</u></p>	<p>Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p><u>- I can say how my life is different to someone from the past</u> <u>- I can identify key features of Stone Age man</u> <u>- I can identify key features of hunter gatherers</u> <u>- I can identify the key features of Victorian Britain</u></p>	<p>Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p><u>- I can say how my life is different to someone from the past</u> <u>- I can identify key features of Roman Britain</u> <u>- I can identify key features of the Ancient Egyptian society</u></p>	<p>Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p><u>- I can say how my life is different to someone from the past</u> <u>- I can identify key features of the Anglo-Saxon and Scot society</u> <u>- I can identify key features of Tudor society</u> <u>- I can identify the key features of the Ancient Greek society</u></p>	<p>Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p><u>- I can say how my life is different to someone from the past</u> <u>- I can identify key features of the Viking society</u> <u>- I can explain why the Vikings invaded Britain</u> <u>- I can explain why World War 1 started</u> <u>- I can explain why World War 1 ended</u> <u>- I can identify the key features of the Ancient Islamic civilisation</u></p>
		<p>Pupils show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time.</p> <p><u>- I can use the terms before, yesterday, a long time ago, past, present</u> <u>- I can order up to three events according to when they happened</u> <u>- I can order up to three objects according to their age</u></p>	<p>Pupils demonstrate sense of chronology by placing events and objects in order, and by using everyday terms about the passing of time.</p> <p><u>- I can use the terms before, yesterday, a long time ago, past, present</u> <u>- I can use the terms past, present and future</u> <u>- I can place events in chronological order</u></p>	<p>Pupils can describe characteristic features of past societies and periods, and to identify changes within and across different periods.</p> <p><u>- I can place events in chronological order</u> <u>- I can identify key features of Stone Age man</u> <u>- I can identify key features of hunter gatherers</u> <u>- I can identify the key changes from the Stone Age to the Iron Age</u> <u>- I can identify the key features of Victorian Britain</u> <u>- I can identify key changes made by the Victorians</u></p>	<p>Pupils can describe characteristic features of past societies and periods, and to identify changes within and across different periods.</p> <p><u>- I can place events in chronological order</u> <u>- I can identify key features of Roman Britain</u> <u>- I can identify key changes brought about by the Roman invasion of Britain</u> <u>- I can identify key features of the Ancient Egyptian society</u></p>	<p>Pupils can describe characteristic features of past societies and periods, and to identify changes within and across different periods.</p> <p><u>- I can place events in chronological order</u> <u>- I can identify key features of the Anglo-Saxon and Scot society</u> <u>- I can identify key changes from Roman Britain to Anglo Saxon Britain</u> <u>- I can identify key features of Tudor society</u> <u>- I can identify the key features of the Ancient Greek society</u> <u>- I can identify the key achievements made by the Ancient Greeks</u></p>	<p>Pupils can describe characteristic features of past societies and periods, and to identify changes within and across different periods.</p> <p><u>- I can place events in chronological order</u> <u>- I can identify key features of the Viking society</u> <u>- I can identify key changes brought by the Viking invasion of Britain</u> <u>- I can identify the key features of the Ancient Islamic civilisation</u></p>
Knowledge and understanding of events, people and changes in the past	<p>A) Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>B) Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>D) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p>	<p>Pupils know and recount episodes from stories about the past.</p> <p><u>- I can remember events from a story from the past</u></p>	<p>Pupils show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied.</p> <p><u>- I can remember events from the past</u> <u>- I can remember the names of significant people I have studied</u> <u>- I know about the achievements of a person I have studied</u></p>	<p>Pupils know and understand the main events and people they have studied.</p> <p><u>- I can remember events from the past</u> <u>- I can remember the names and achievements of significant people I have studied</u> <u>- I can give reasons for events in the past</u></p>	<p>Pupils describe some of the main events, people and changes they have studied.</p> <p><u>- I can remember events from the past</u> <u>- I can remember the names and achievements of significant people I have studied</u> <u>- I can give reasons for events in the past</u> <u>- I can give reasons for changes in the past</u></p>	<p>Pupils show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p><u>- I can remember events from the past</u> <u>- I can remember the names and achievements of significant people I have studied</u> <u>- I can give reasons for events in the past</u> <u>- I can give reasons for changes in the past</u> <u>- I can recall key dates and terms and relate them to my period of study</u></p>	<p>Pupils use their factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods, and to make links between features within and across different periods.</p> <p><u>- I can remember events from the past</u> <u>- I can remember the names and achievements of significant people I have studied</u> <u>- I can give reasons for events in the past</u> <u>- I can give reasons for changes in the past</u> <u>- I can recall key dates and terms and relate them to my period of study</u></p>
		<p>Pupils understand that actions have a consequence</p> <p><u>- I understand cause and effect</u></p>	<p>Pupils are beginning to recognise that there are reasons why people in the past acted as they did.</p> <p><u>- I know how people lived/behaved as</u></p>	<p>Pupils recognise that there are reasons why people in the past acted as they did.</p> <p><u>- I can recall the actions of people from</u></p>	<p>Pupils give some reasons for, and results of, the main events and changes.</p> <p><u>- I can recall the actions of people from</u></p>	<p>Pupils describe events, people and changes. Pupils use this to describe features of past societies and periods and to begin to make links between them.</p> <p><u>- I can say what happened as a result of</u></p>	<p>Pupils describe and make links between events and changes and give reasons for, and results of, these events and changes. Pupils examine and explain the reasons for, and results of, events and changes.</p> <p><u>- I can say what happened as a result of</u></p>

			<u>they did in the past</u> - I can explain why people lived/behaved as they did in the past	<u>the past</u> - I can suggest reasons for the actions of the people from the past	<i>the past</i> - I can suggest reasons for the actions of the people from the past - I can say what happened as a result of the actions of the people from the past	<i>the actions of the people from the past</i> - I can make reference to actions of people from different time periods	<i>the actions of the people from the past</i> - I can make reference to actions of people from different time periods
Historical interpretations	E) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	Pupils recognise the need to find out about the past. - I know that I need to find out about the past	Pupils are beginning to identify some of the different ways in which the past is represented. - I know that I need to find out about the past - I know how I could find out about the past	Pupils identify different ways in which the past is represented. - I know that I need to find out about the past - I know how I could find out about the past - I can name different sources - I can sort sources into types	Pupils show some understanding that aspects of the past have been represented and interpreted in different ways. - I can name different sources - I can sort sources into types - I can suggest some of the positives/negatives for using different sources	Pupils know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this. - I can suggest some of the positives/negatives for using different sources - I can relate a type of source to the type of information it may provide	Pupils describe, and begin to analyse, why there are different historical interpretations of events, people and changes. - I can suggest some of the positives/negatives for using different sources - I can relate a type of source to the type of information it may provide - I can recognise the potential for bias in historical sources
Historical Enquiry	D) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses E) Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	Pupils find answers to some simple questions about the past from sources of information. - I can look closely at pictures or objects to find out new information - I can read to find out information - I can listen carefully to find out new information	Pupils observe or handle sources of information to answer questions about the past on the basis of simple observations. - I can look closely at pictures or objects to find out new information - I can read to find out information - I can listen carefully to find out new information - I can select relevant information to answer a question	Pupils observe or handle sources of information to answer questions about the past. - I can select relevant information to answer a question - I can use more than one source of information	Pupils are beginning to select and combine information from different sources. - I can select relevant information to answer a question - I can select relevant information from more than one source - I can combine information from more than one source to answer a question	Using their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks. - I can combine information from more than one source to answer a question - I can choose the best source/s to use - I can explain why I have chosen to use particular sources	Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to reach and support conclusions. - I can choose the best source/s to use - I can explain why I have chosen to use particular sources - I can include historically accurate information in my learning - I can use historically relevant information in my learning - I can make reference to sources I have used in my answer to a question
Organisation and communication	C) Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' F) Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	Pupils can record what they have found out. - I can write down new information	Pupils can record relevant information to answer a question. - I can write down new information - I can write information which answers the learning question	Pupils are beginning to produce structured work, making appropriate use of dates and terms. - I can write information which answers the question - I can include key dates in my learning - I can include key vocabulary in my learning	Pupils produce structured work, making appropriate use of dates and terms. - I can include key dates in my learning - I can include key vocabulary in my learning - I can write information which answers the learning question	Pupils select and organise information to produce structured work, making appropriate use of dates and terms. - I can write information including key terms and dates which answers the question - I can choose the information to write which answers the learning question - I can structure my work so that when it is read, it answers the learning question	Pupils select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms. - I can write information including key terms and dates which answers the question - I can choose the information to write which answers the learning question - I can structure my work so that when it is read, it answers the learning question