

History Assessment Grid

Year 1

Highlight the statements that most of the class have achieved as you teach them.

National Curriculum Statutory topics:

- Changes within living memory, used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally (e.g. the first aeroplane flight)
- The lives of significant individuals in the past who have contributed to nation and international achievements, some be used to compare aspects of life in different periods (e.g. Elizabeth I, Christer Columbus, Willian Caxton, Florence Nightingale, Pieter Bruegel the Elder, Rosa Parks)
- Significant historical events, people and places in their own locality

| Chronological understanding | Knowledge and understanding of past events, people and changes in the past | Historical interpretation | Historical enquiry | Organisation and communication |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Put a few events/objects in order of when they happened. | Find out some facts about people before living memory. | Listen to stories about the past. | Recognise what is old and what is new in pictures/photographs. | Sort events or objects into groups (then and now). |
| Begin to use vocabulary such as - now, yesterday, last week, when I was younger, a long time ago, a long long time ago, before I was born and when my parents were young. | Find out some facts about events that happened long ago. | Look at books to help find out about the past. | Look at objects, pictures and ask what is it used for? And what are people doing? | Draw pictures and write captions/sentences to tell others' about the past. |
| Know about the things that happened to 'me' in the past. | Say why people may have acted as they did. | | Answer questions about events using 'before' and 'after' to describe when something happened. | Use timelines to order events, objects or significant people. |
| Understand the difference between things that happened in the past and the present. | | | | Tell stories about the past (sometimes using role-play.) |
| | | | | Say when their birthday is. |

Year 2

History Assessment Grid

Highlight the statements that most of the class have achieved as you teach them.

National Curriculum Statutory topics:

- Changes within living memory, used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally (e.g. The Great Fire of London)
- The lives of significant individuals in the past who have contributed to nation and international achievements, some be used to compare aspects of life in different periods (e.g. Queen Victoria, Neil Armstrong, Tim Berners-Lee, LS Lowry, Emily Davison, Edith Cavell)
- Significant historical events, people and places in their own locality

| Chronological understanding | Knowledge and understanding of past events, people and changes in the past | Historical interpretation | Historical enquiry | Organisation and communication |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Understand how to put people, events and objects in order of when they happened (using a given sale.) | Use information to describe the past. | Look at books and pictures to help find out about the past. | Estimate the ages of the people by studying and describing their features. | Sort events or objects into groups (then and now). |
| Use vocabulary such as - recently, when my parents/ carers were children, decades and centuries ago. Begin to use - AD & BC | Use information to describe the differences between then and now. | Listen to stories, eye witness accounts, photographs, artefacts, historic buildings, visit to a museum/gallery or historical site. Use the internet. | Look at pictures, artefacts and objects and ask questions such as - what was it like for people in the past? What happened in the past? How long ago did it happen? | Use timelines to order events, objects or significant people. |
| Recount changes in their own life over time. | Look at the evidence to give and explain reasons why people in the past may have acted as they did. | | Use information given to help answer the questions. | Draw labelled diagrams and write about them to tell others about people, objects or events from the past. |
| Know about things that happened to other people in the past. | Recount the main events from a significant in history. (use some interesting detail.) | | | Tell stories about the past using my story writing skills. |
| Understand and use the words 'past' and 'present' when telling others about an event. | Use evidence to describe what was important to people from the past. | | | Write date of birth. |

Year 3

Highlight the statements that most of the class have achieved as you teach them.

History Assessment Grid

| National Curriculum Statutory topics: | | | | |
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| <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • Ancient Egypt • A local history study | | | | |
| Chronological understanding | Knowledge and understanding of past events, people and changes in the past | Historical interpretation | Historical enquiry | Organisation and communication |
| Begin to use a timeline to place events found out about. | Use evidence to describe the past. (Culture and leisure, houses and settlements, rich and poor, religion and clothes etc.) | Use various sources (as mentioned in Historical Enquiry) to interpret. | Look at books and pictures. Listen to eye witness accounts, photographs, artefacts, visit to a museum/ gallery/ historic site to find out about the past. | Describe objects, people or events (from the time of a significant person or event.) |
| Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini). | Use evidence to find out about any of the above have changed in a lifetime. | Look at 2 versions of the same event of history and identify differences in the accounts. | Suggest sources of evidence to help answer questions. | Draw labelled diagrams and write about them to tell others about people, objects and events from the past. |
| Use vocabulary such as - Century, AD, BC, Decade, after, before and during. | Give reason why changes may have occurred. | Give reasons why there might be different accounts of history. | Use sources to help answer their questions. | Use time lines to place an event or significant person in order. |
| Name the date of any significant event that has been studied and place it in approximately the right place of time. | Describe the similarities and differences between people, events and objects (artefacts) studied. | | | Tell stories about the past using story writing skills. |
| Divide recent history into the present, using 21st century and the past using 19th and 20th centuries. | | | | Begin to use significant dates accurately. |

Year 4

Highlight the statements that most of the class have achieved as you teach them.

History Assessment Grid

National Curriculum Statutory topics:

- The Roman Empire and its impact on Britain
- Britain's settlements by Anglo-Saxons and Scots
- Changes in social history (e.g. crime and punishment from the Anglo-Saxons to the present day or leisure and entertainment in the 20th century)
- A local history study

| Chronological understanding | Knowledge and understanding of past events, people and changes in the past | Historical interpretation | Historical enquiry | Organisation and communication |
|---------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Use a timeline to place events found out about. Use BC and AD. | With help, choose reliable sources of factual evidence to describe the past. (Culture and leisure, houses and settlements, rich and poor, religion and clothes etc.) | Use various sources (as mentioned in Historical Enquiry) to interpret. | Look at books and pictures. Listen to eye witness accounts, photographs, artefacts, visit to a museum/ gallery/ historic site to find out about the past. | Describe objects, people or events (from the time of a significant person or event.) |
| Confidently use vocabulary such as - Century, AD, BC, Decade, after, before and during | Use evidence to find out about any of the above have changed in a lifetime. | Look at 2 versions of the same event of history and identify differences in the accounts. | Suggest sources of evidence to help answer questions. | Draw labelled diagrams and write about them to tell others about people, objects and events from the past. |
| Name the date of any significant event that has been studied and place it in approximately the right place on a timeline. | Describe some similarities and differences between people, events and objects (artefacts) studied. | Give reasons why there might be different accounts of history. | Use sources to help answer their questions. | Use timelines to place an event or significant person in order. |
| Divide recent history into the present, using 21st century and the past using 19th and 20th centuries. | Give own reasons why changes may have occurred, backed up by evidence they have researched. | | | Tell stories about the past using story writing skills. |
| | Show on a timeline the changes identified. | | | Begin to use significant dates accurately. |

Year 5

Highlight the statements that most of the class have achieved as you teach them.

History Assessment Grid

National Curriculum Statutory topics:

- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Ancient Mayan Civilisation
- A Local history study

| Chronological understanding | Knowledge and understanding of past events, people and changes in the past | Historical interpretation | Historical enquiry | Organisation and communication |
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| Confidently use a timeline to place chronologically. Specify BC and AD. | Choose reliable sources of factual evidence to describe the past: beliefs, attitudes and religion, culture and leisure, clothes houses and settlements, rich and poor etc. | Look at different versions of the same event in history and identified differences in the accounts. | Use documents, printed sources (archived materials), databases, pictures, music, photographs, artefacts and historic buildings to collect information about the past. | Present findings using speaking, writing, maths, ICT, drama and drawing skills. |
| Use vocabulary such as - era, period, century, decade, before Christ, AD, after, before and during to describe the passing of time. | Choose reliable sources of factual evidence to describe similarities and differences between some people, events and objects (artefacts) studied. | Give clear reasons why there may be different accounts of history. | Ask questions such as 'What was it life for... a rich person or a child etc during...' | Discuss the most appropriate way to present information for the correct audience. |
| Name the date of any significant event that has been studied and place it in approximately the right place on a timeline. | Choose reliable sources of factual evidence to find out how many of the above might have changed in a lifetime. | Recognise that people now and in the past represent events/ideas in a way to persuade others. | Choose reliable sources of evidence to help answer questions. | Tell stories about the past using increasing story writing skills. |
| Divide recent history into the present, using 21st century and the past using 19th and 20th centuries. | Make links between some of the features of past societies (religion, houses, society and technology.) | Know and understand that some evidence from the past (and present) is propaganda, opinion or misinformation and this affects interpretations of history. | Realise there is not a single answer to historical questions. | Use dates and terms accurately. |
| | Give their opinions on why the changes may have occurred, backed up by researched evidence. | | | |

Year 6

Highlight the statements that most of the class have achieved as you teach them.

National Curriculum Statutory topics:

- Ancient Greece

- Battle of Britain, the changing power of monarchs– knowledge beyond 1066
- A Local history study

| Chronological understanding | Knowledge and understanding of past events, people and changes in the past | Historical interpretation | Historical enquiry | Organisation and communication |
|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Use a timeline to place events, periods and cultural movements (linked to art, music and architecture) found out about from around the world. | Choose reliable sources of factual evidence to describe the past: beliefs, attitudes and religion, culture and leisure, clothes houses and settlements, rich and poor etc. | Look at different versions of the same event in history and identify differences in the accounts. | Use documents, printed sources (archived materials), databases, pictures, music, photographs, artefacts and historic buildings to collect information about the past. | Present findings using speaking, writing, maths, ICT, drama and drawing skills. |
| Use a timeline to demonstrate changes and developments in culture, technology and society. | Choose reliable sources of factual evidence to describe similarities and differences between some people, events and objects (artefacts) studied. | Give clear reasons why there may be different accounts of history. | Ask questions such as 'What was it life for... a rich person or a child etc during...' | Discuss the most appropriate way to present information for the correct audience. |
| Use key periods as reference points on a timeline - e.g. BC - ancient civilisations (Greek, Mayan) and AD - Romans, Tudors. | Choose reliable sources of factual evidence to find out how many of the above might have changed in a lifetime. | Recognise that people now and in the past represent events/ideas in a way to persuade others. | Choose reliable sources of evidence to help answer questions. | Tell stories about the past using increasing story writing skills. |
| Confidently use vocabulary such as - era, period, century, decade, before Christ, AD, after, before and during to describe the passing of time. | Make links between some of the features of past societies (religion, houses, society and technology.) | Know and understand that some evidence from the past (and present) is propaganda, opinion or misinformation and this affects interpretations of history. | Realise there is not a single answer to historical questions. | Use dates and terms accurately. |
| Name the date of any significant event that has been studied and place it in the correct place on a timeline. | Give their opinions on why the changes may have occurred, backed up by researched evidence. | | | |
| Describe the main changes in a period of history. (Using words such as technological, cultural, social, political and religious.) | | | | |