

**Subject: History****Key assessment criteria**

	<b>Autumn- Long Arc</b>	<b>Spring</b>	<b>Summer</b>
<b>FS</b>	My History Knowledge and skills	Comparison Knowledge and skills	Significant people Knowledge and skills
<b>Year 1</b>	How am I making history?	How have explorers changed the world?	How has transport changed over time?
<b>Year 2</b>	How was school different in the past?	What is a monarch?	How did the Great Fire change London?
<b>Year 3</b>	Have toys become more fun over time?	Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	How hard was it to invade and settle in Britain?
<b>Year 4</b>	How has clothing changed over time?	Why did Romans settle in Britain?	What did the Ancient Egyptians believe?
<b>Year 5</b>	How have weapons become more efficient?	What was life like in Tudor England?	What was the impact of World War 2 on the people of Britain?
<b>Year 6</b>	How has medicine developed over time?	How did Maya Civilisation compare to the Anglo-saxons?	Were the vikings raiders, traders or settlers?

Chronological knowledge and understanding					
Year 1 How am I making History? <a href="#">Kapow unit</a>	Year 2 <u>How was school different in the past?</u> <a href="#">Kapow unit</a>	Year 3 <u>Toys</u>	Year 4 <u>Clothing</u>	Year 5 <u>Weapons</u>	Year 6 <u>Diseases</u>
<u>Knowledge:</u> <ul style="list-style-type: none"> <li>To know that we start by looking at 'now' on a timeline then look back.</li> <li>To know that 'the past' is events that have already happened.</li> <li>To know that 'the present' is time happening now.</li> <li>To know that within living memory is 100 years</li> </ul>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>To know a decade is ten years.</li> <li>To know that beyond living memory is more than 100 years ago.</li> <li>To know that events in history may last different amounts of time.</li> <li>To know that 'generation' means a group of people that are born in the same period.</li> </ul>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>To know that history is divided into periods of history e.g. ancient times, middle ages and modern.</li> <li>To know that BC means before Christ and is used to show years before the year 0.</li> <li>To know that AD means Anno Domini and can be used to show years from the year 1AD.</li> </ul>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>To know that we can use dates to work out the interval between periods of time and the duration of historical events or periods.</li> </ul>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)</li> </ul>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Tudors and Victorians</li> </ul>
<u>Skills</u> <ul style="list-style-type: none"> <li>Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1).</li> <li>Sequencing three or four artefacts/photographs from different periods of time.</li> <li>Matching objects to people from different</li> </ul>	<u>Skills</u> <ul style="list-style-type: none"> <li>Sequencing six artefacts on a timeline. Sequencing six photographs, focusing on the intervals between events. Placing events on a timeline, building on times studied in Year 1.</li> </ul>	<u>Skills</u> <ul style="list-style-type: none"> <li>Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.</li> <li>Placing the time studied on a timeline</li> </ul>	<u>Skills</u> <ul style="list-style-type: none"> <li>Noticing connections over a period of time.</li> <li>Beginning to develop a chronologically secure knowledge of local, British and world history across</li> </ul>	<u>Skills</u> <ul style="list-style-type: none"> <li>Developing a chronologically secure understanding of British, local and world history across the periods studied.</li> <li>Putting dates in the correct century.</li> </ul>	<u>Skills</u> <ul style="list-style-type: none"> <li>Relating current study on timeline to other periods of history studied.</li> <li>Comparing and making connections between different contexts in the past.</li> </ul>

time periods. <ul style="list-style-type: none"> <li>Recording on a timeline a sequence of historical stories heard orally.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to recognise how long each event lasted.</li> <li>Knowing where people/events studied fit into a chronological framework. Understanding generation in a family context</li> </ul>		the periods studied. <ul style="list-style-type: none"> <li>Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</li> </ul>		
event living memory present significant future  Change similar Worse	evidence date modern decade Beyond Living Memory generation  preferred important	AD/ BC Chronological order period duration  limitations deduction	historically significant continuity observation primary source secondary source  Superior Inferior	Era centuries comparison influence  More efficient Less efficient	democracy societies civilisation economic political cultural  interpret

Words in blue should be emphasised as they are required to talk comparatively about periods of history

Year 1	Year 2	Year 3
<p><b><u>Historical enquiry - How have explorers changed the world? Kapow</u></b></p> <ul style="list-style-type: none"> <li>● To know what an explorer is.</li> <li>● To recognise the achievements of different explorers</li> <li>● To record events on a timeline.</li> <li>● To use photographs to find out about the past.</li> <li>● To recognise changes and similarities (continuities) over time.</li> <li>● To describe the significance of some people and events within history.</li> </ul> <p><b><u>Historical Enquiry- How would I have transported cargo in the past?</u></b></p> <ul style="list-style-type: none"> <li>● I can use appropriate vocabulary to show the passing of time.</li> <li>● I know why it was important for transport to become quicker.</li> <li>● I know how transport has developed through time, becoming quicker.</li> <li>● I can answer questions by using different sources, such as an information book or pictures.</li> <li>● I know which transport vehicle is the most effective for cargo.</li> </ul> <p><b><u>Sources</u></b></p> <ul style="list-style-type: none"> <li>● Using artefacts, photographs and visits to museums to answer simple questions about the past.</li> <li>● Finding answers to simple questions about the past using sources (e.g. artefacts).</li> <li>● Sorting artefacts from then and now.</li> </ul> <p>Oracy- <b><u>Presenting, Organising and Communicating</u></b></p> <ul style="list-style-type: none"> <li>● I can use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</li> <li>● I can talk, write and draw about things from the past.</li> <li>● I can use historical vocabulary to retell simple stories about the past.</li> <li>● I can use drama/role play to communicate my knowledge about the past.</li> </ul>	<p><b><u>Historical enquiry -What is a Monarch? Kapow</u></b></p> <ul style="list-style-type: none"> <li>● To describe what a monarch is.</li> <li>● To explain why coronations take place.</li> <li>● To explain how William the Conqueror became King of England</li> <li>● To identify how William the Conqueror built castles while ruling England.</li> <li>● To identify features of a castle that would be effective when defending against attacks.</li> <li>● To suggest what a monarch was like in the past.</li> </ul> <p><b><u>Historical enquiry - The Great Fire of London and Samuel Pepys Diary</u></b></p> <ul style="list-style-type: none"> <li>● I know how The Great Fire of London is believed to have begun.</li> <li>● I can explain why the fire was able to spread and difficult to stop.</li> <li>● I can explain why we know so much about the fire.</li> </ul> <p><b><u>Sources</u></b></p> <ul style="list-style-type: none"> <li>● Using artefacts, photographs and visits to museums to ask and answer questions about the past.</li> <li>● Making simple observations about a source or artefact.</li> <li>● Using sources to show an understanding of historical concepts.</li> <li>● Identifying a primary source</li> <li>● <b>To know that historians use evidence from sources to find out more about the past.</b></li> </ul> <p>Oracy- <b><u>Presenting, Organising and Communicating</u></b></p> <ul style="list-style-type: none"> <li>● I can use historical terms, such as monarch, parliament, government, war, remembrance;</li> <li>● I can talk, write and draw about things from the past.</li> <li>● I can use historical vocabulary to retell simple stories about the past.</li> <li>● I can use drama/role play to communicate my knowledge about the past.</li> </ul>	<p><b><u>Historical enquiry - British History 1- Would you prefer to live in the Stone Age, Iron Age or Bronze Age? Kapow</u></b></p> <ul style="list-style-type: none"> <li>● To recognise that prehistory was a long time ago and was the beginning of the history of mankind</li> <li>● To use archaeological evidence to learn about prehistoric houses.</li> <li>● To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence.</li> <li>● To explain how bronze transformed prehistoric life</li> <li>● To understand the importance of trade during the Iron Age.</li> <li>● To compare settlements in the Neolithic and Iron Age.</li> </ul> <p><b><u>Historical enquiry - British History 3- How hard to invade and settle in Britain</u></b></p> <ul style="list-style-type: none"> <li>● To understand why the AngloSaxons invaded Britain.</li> <li>● To identify the features of AngloSaxon settlements and how they changed from prehistoric times.</li> <li>● To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.</li> <li>● To understand how AngloSaxons converted to Christianity.</li> <li>● To create an interpretation of Alfred the Great.</li> <li>● To understand how AngloSaxon rule ended.</li> </ul> <p><b><u>Sources</u></b></p> <ul style="list-style-type: none"> <li>● Using a range of sources to find out about a period.</li> <li>● Using evidence to build up a picture of a past event.</li> <li>● To know that archaeological evidence can be used to find out about the past.</li> </ul> <p>Oracy- <b><u>Presenting, Organising and Communicating</u></b></p> <ul style="list-style-type: none"> <li>● I can use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li>● I can present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</li> <li>● I can start to present ideas based on their own research about a studied period.</li> </ul>

Year 4	Year 5	Year 6
<p><b><u>Historical enquiry - What did the Ancient Egyptians believe- Kapow</u></b></p> <ul style="list-style-type: none"> <li>To know when and where the ancient Egyptians lived.</li> <li>To explain the importance of the Egyptian gods and goddesses.</li> <li>To evaluate the challenges of building an Egyptian pyramid.</li> <li>To explain how and why the Egyptians mummified people.</li> <li>To make inferences about Egyptian beliefs, using primary sources.</li> <li>To evaluate significant ancient Egyptian beliefs.</li> </ul> <p><b><u>Historical enquiry-British History 2- Why did Romans settle in Britain? Kapow</u></b></p> <ul style="list-style-type: none"> <li>To understand why the Romans invaded Britain.</li> <li>To create a visual interpretation of Boudicca.</li> <li>To understand how Roman soldiers were equipped for war.</li> <li>To understand Roman army battle formations.</li> <li>To make inferences about life in Roman times.</li> <li>To identify the Roman legacy in Britain.</li> </ul> <p><b><u>Sources</u></b></p> <ul style="list-style-type: none"> <li>Observing the small details when using artefacts and pictures.</li> <li>Identifying sources which are influenced by the personal beliefs of the author.</li> <li>To know that we can make inferences and deductions using images from the past.</li> </ul> <p><b>Oracy- <u>Presenting, Organising and Communicating</u></b></p> <ul style="list-style-type: none"> <li>I can use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</li> <li>I can present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</li> <li>I can start to present ideas based on their own research about a studied period.</li> </ul>	<p><b><u>Historical enquiry - British History 5- What was it like in Tudor Britain? Kapow</u></b></p> <ul style="list-style-type: none"> <li>To use different types of evidence to interpret the character of Henry VIII.</li> <li>To make deductions about Anne Boleyn from a range of primary and secondary sources.</li> <li>To understand why Henry VIII had many wives.</li> <li>To extract evidence from primary sources about the Royal Progresses of Elizabeth I.</li> <li>To reconstruct a Royal Progress using a range of primary sources.</li> <li>To make deductions about the people in Tudor England using inventories.</li> <li>To create a realistic inventory for a person living in Tudor times.</li> </ul> <p><b><u>Historical enquiry - British History 6- What was the impact of World War 2 on the people of Britain?- Kapow</u></b></p> <ul style="list-style-type: none"> <li>To understand the causes of World War 2.</li> <li>To understand how the Battle of Britain was won.</li> <li>To make inferences about the Blitz using images.</li> <li>To understand the emotions and experiences of children during the evacuation.</li> <li>To evaluate the accuracy and reliability of sources.</li> <li>To identify the impact of WW2 on women's lives.</li> <li>To understand how migrants help the war effort.</li> </ul> <p><b><u>Sources</u></b></p> <ul style="list-style-type: none"> <li>Recognising primary and secondary sources.</li> <li>Using a range of sources to find out about a particular aspect of the past.</li> <li>To understand that inventories are useful sources of evidence to find out about people from the past.</li> <li>To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.</li> </ul> <p><b>Oracy- <u>Presenting, Organising and Communicating</u></b></p> <ul style="list-style-type: none"> <li>I know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious.</li> <li>I can present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</li> <li>I can plan and present a self-directed project or research about the studied period.</li> </ul>	<p><b><u>Historical enquiry - British History 4- Were the Vikings raiders, traders or settlers? (Kapow- LKS2 adapt)</u></b></p> <ul style="list-style-type: none"> <li>To explain when and why the Vikings came to Britain.</li> <li>To evaluate the validity of a source.</li> <li>To explore the features of Viking longboats.</li> <li>To examine why trading was important to the Vikings.</li> <li>To extract and interpret information from many sources.</li> <li>To extract and interpret information from many sources.</li> </ul> <p><b><u>Historical enquiry- How did the Maya Civilization compare to the Anglo-saxons?</u></b></p> <ul style="list-style-type: none"> <li>To recognise when and where the ancient Maya lived.</li> <li>To evaluate the challenges of settling in the rainforest.</li> <li>To compare and contrast AngloSaxon and Maya houses.</li> <li>To explain the importance of Maya gods and goddesses.</li> <li>To design a map of a Maya city.</li> <li>To evaluate the reasons for the decline of the Maya cities.</li> </ul> <p><b><u>Sources</u></b></p> <ul style="list-style-type: none"> <li>Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources.</li> <li>Describing how secondary sources are influenced by the beliefs, cultures and time of the author.</li> <li>I will select appropriate sources and bring knowledge gathered from several sources together in a fluent account</li> <li>To know that the most reliable sources are primary sources which were created for official purposes</li> </ul> <p><b>Oracy- <u>Presenting, Organising and Communicating</u></b></p> <ul style="list-style-type: none"> <li>I know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious.</li> <li>I can present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</li> <li>I can plan and present a self-directed project or research about the studied period.</li> </ul>

## History: Bedrock - Timeline

### Nursery

#### **Understanding the World - Past and Present**

##### **3 / 4 year olds:**

- Begin to make sense of their own life-story and family's history.

### Reception

#### **Understanding the World - Past and Present**

##### **Reception**

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

#### **ELG: UTW: Past and Present**

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

#### **Vocabulary:**

**now**

**past**

**timeline**

**different**

**same**

To know that a timeline shows the order events in the past happened.  
Placing events on a simple timeline.

Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after).