

Foundation Subject Assessment Record for History



Highlight each objective when pupils have been taught this area and can confidently portray this skill. Complete one sheet per class, whilst noting in the comments any children who are working at greater depth or those who need additional support and so are working towards the year group objectives.

2021 / 2022	Class:	Number of pupils in class :	Percentages	ARE: %	GD: %
Pupils working at greater depth within their year group expectations:					
Pupils working towards year group expectations:					
History Key Skills in Year 3					
Continuous Key Skills - To continue to develop a chronologically secure knowledge of history - To develop the use of historical terms - To understand that different versions of the past exist.	Stone Age to Iron Age - To describe events from the past using dates when things happened. - To use a timeline within a specific period of history to set out the order that things may have happened. - To use my mathematical knowledge to work out how long ago events happened. - To research in order to find similarities and differences between two or more periods of history.	Rainforests - To use research skills to find answers to specific historical questions. - To notice trends over time.	Romans - To identify and give some results of historical events. - To describe events from the past using dates when things happened. - To compare and contrast periods of British history.		

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2022 / 2023	Class:	Number of pupils in class :	Percentages	ARE: %	GD: %
Pupils working at greater depth within their year group expectations:					
Pupils working towards year group expectations:					
History Key Skills in Year 4					
Continuous Key Skills <ul style="list-style-type: none"> - To continue to develop a chronologically secure knowledge of history. - To use some historical terms and vocabulary correctly. - To understand that different versions of the past exist and can give some reasons for this. 	Egyptians <ul style="list-style-type: none"> - To plot events on a timeline using centuries. - To use my mathematical skills to round up time differences into centuries and decades. - To explain how the lives of wealthy people were different from the lives of poorer people. - To explain how historic items and artefacts can be used to help build up a picture of life in the past. - To research what it was like for children in a given period of history and present my findings to an audience. 	Anglo Saxons <ul style="list-style-type: none"> - To explain some of the times when Britain has been invaded. - To research two versions of an event and explain how they differ. - To explain how historic items and artefacts can be used to help build up a picture of life in the past. 	Coasts <ul style="list-style-type: none"> - To explain how an event from the past has shaped our life today. - To explain how the lives of wealthy people were different from the lives of poorer people. - To research what it was like for children in a given period of history and present my findings to an audience. 		

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2023 / 2024	Class:	Number of pupils in class :	Percentages	ARE: %	GD: %
Pupils working at greater depth within their year group expectations:					
Pupils working towards year group expectations:					
History Key Skills in Year 5					
Continuous Key Skills <ul style="list-style-type: none"> - To have a chronologically secure knowledge of history. - To use many historical terms and vocabulary correctly. - To understand that different versions of the past exist and that these are constructed from a range of sources and can explain why accounts may differ. 	Vikings <ul style="list-style-type: none"> - To draw a timeline with different historical periods showing key historical events - To compare two or more historical periods; explaining things which changed and things which stayed the same. 	Brazil <ul style="list-style-type: none"> - To explain how a locality has changed over time. - To construct informed responses through selecting and organising information. - To describe social, cultural, religious and ethnic diversity in the wider world. 	The Mayans <ul style="list-style-type: none"> - To test out a hypothesis in order to answer questions. - To draw a timeline with different historical periods showing key historical events. 		

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2024 / 2025		Class:	Number of pupils in class :	Percentages	ARE: %	GD: %
Pupils working at greater depth within their year group expectations:						
Pupils working towards year group expectations:						
History Key Skills in Year 6						
Continuous Key Skills - To have a chronologically secure knowledge of history by explaining similarities and differences within and across periods studied. - To use historical terms and vocabulary correctly and confidently. - To understand that different versions of the past exist and that these are constructed from a range of sources and can explain why accounts may differ.	World War II - To place features of historical events and people from the past societies and periods in a chronological framework. - To summarise the main events from a period of history, explaining the order of events and what happened. - To summarise how Britain has had a major influence on the world. - To identify and explain propaganda. - To describe a key event from Britain's past using a range of evidence from different sources. - To describe the features of historical events and way of life from periods I have studied; presenting to an audience.	Ancient Greece - To summarise how Britain may have learnt from other countries and civilizations (historically and more recently). - To identify and explain differences, similarities and changes between different periods of history. - To describe the features of historical events and way of life from periods I have studied; presenting to an audience.	Rivers and Mountains - To identify and give reasons for and the results of historical events, situations and changes. - To address and devise historically valid questions - To identify and explain connections, contrasts and trends over time.			