

History

What are the Key features of 'Knowledge-rich assessment for History'?

- At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:
 - Chronology, from the stone age to 1066
 - One study beyond 1066
 - Ancient civilizations
 - Civilizations around 900AD
 - Ancient Greece
- There are relatively few assessment statements as these knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.
 - There is a difference between knowledge which will be retained close to the point of teaching and that which will be retained for ever.
 - In effect, sticky knowledge refers to the long-term memory and should not be assessed too close to the point of teaching.
 - When considering pupils' improvement in subject specific vocabulary, see the identified historical specific vocabulary outlined in our 'historical knowledge mats'.

History: Key Stage 1

Within living memory	Beyond living memory	Lives of significant people	Local history
<i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>	<i>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i>	<i>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i>	<i>significant historical events, people and places in their own locality</i>
Year 1			
Know that the toys their grandparents played with were different to their own. Organise a number of artefacts by age. Know what a number of older objects were used for. Know the main differences between their school days and that of their grandparents. (Year 1: Autumn 2- Old or New: Which toy do you prefer?)	<i>events beyond living memory that are significant nationally or globally... (Year 1: Summer 1- Who rules our country?)</i>	Name a famous person from the past and explain why they are famous (Year 1: Summer 2- Why do we love to be beside the seaside?)	
Year 2			
	Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts Know that children's lives today are different to those of children a long time ago (Year 2: Summer 2- Who was to blame for the Great Fire of London?)	Know about a famous person from outside the UK and explain why they are famous (Year 2: Spring 2- How have Rosa Parks & Nelson Mandela helped to make the world a better place?)	Know the name of a famous person, or a famous place, close to where they live Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.) (Year 2: Summer 1- What would ... find exciting about our town?)

History: Key Stage 2

CHRONOLOGY (Stone age to 1066)	Beyond 1066	LOCAL STUDY	ANCIENT ANCIENTS (approx. 3000 years ago)	CIVILIZATIONS from 1000 years ago	ANCIENT GREECE
To include: Stone age to Iron age • Romans • Anglo-Saxons • Vikings	<i>An aspect of theme that takes pupils beyond 1066</i>	<i>A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066</i>	Cover each of and then choose one to look at in depth: • Ancient Egypt • Ancient Sumer • Indus Valley • Shang Dynasty	Choose one of: • Mayans • Islamic Civilizations • Benin Civilization	<i>Greek life and influence on the Western world</i>
Year 3					
Know how Britain changed between the beginning of the stone age and the iron age. Know the main differences between the stone, bronze and iron ages. Know what is meant by 'hunter-gatherers'? (Year 3: Aut 2- Who first lived in Britain?)			Know about, and name, some of the advanced societies that were in the world around 3000 years ago Know about the key features of Ancient Egypt. (Year 3: Summer 1- How can we re-discover the wonders of Ancient Egypt?)		
Year 4					
Know how Britain changed from the iron age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation and know about Boudica Know about at least one famous Roman emperor (Year 4: Aut 2- What did the Romans do for us?)					
Year 5					
Know how Britain changed between the end of the Roman occupation and 1066.				Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the	Know some of the main characteristics of the Athenians and the Spartans

<p>Know about how the Anglo-Saxons attempted to bring about law and order into the country.</p> <p>Know that during the Anglo-Saxon period Britain was divided into many kingdoms</p> <p>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today.</p> <p>Use a timeline to show when the Anglo-Saxons were in England.</p> <p>Know where the Vikings originated from and show this on a map.</p> <p>Know that the Vikings and Anglo-Saxons were often in conflict.</p> <p>Know why the Vikings frequently won battles with the Anglo-Saxons.</p> <p>(Year 5: Spring 1- Smashing Saxons or Vicious Vikings- Whose team are you on?)</p>				<p>Islamic civilization; or the Benin</p> <p>Know why they were considered an advanced society in relation to that period of time in Europe</p> <p>(Year 5: Spring 2- Who were the Mayans and what have we learnt from them?)</p>	<p>Know about the influence the gods had on Ancient Greece</p> <p>Know at least five sports from the Ancient Greek Olympics.</p> <p>(Year 5: Summer 1- Who let the Gods out?)</p>
Year 6					
	<p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</p> <p>Know how to place historical events and people from the past societies and periods in a chronological framework</p> <p>know how Britain has had a major influence on the world</p> <p>(Year 6: Summer 2- Why did Britain have to go to war in 1939?)</p>	<p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</p> <p>Know how the lives of wealthy people were different from the lives of poorer people during this time</p> <p>(Year 6: Spring 1- Why should we be proud to come from Oldham?)</p>			