

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

<p>Can I talk about how the toys my grandparents played with are different to my own? Can I organise some artefacts by age on a timeline? Can I label timelines with pictures, words or phrases? Can I identify what a number of older objects were used for? Can I identify the main differences between my school days and those of my grandparents? (Year 1: Autumn 2- Old or New: Which toy do you prefer?)</p> <p>Can I talk about how seaside holidays have changed over the years? Can I identify period features of seaside holidays including clothes, travel and entertainment? Can I answer questions by using different sources, such as an information book or pictures? (Year 1: Summer 2- Why do we love to be beside the seaside?)</p>		<p>Can I explain why Florence Nightingale is famous? Can I tell you how I found out about Florence Nightingale? Can I ask and answer questions using a range of artefacts/photographs/pictures provided? Can I ask questions such as: What was it like for...? What happened? How long ago? (Year 1: Autumn 1- Who is your hero?)</p> <p>Can I find out more about Grace Darling and carry out some research on her? Can I recount some interesting facts about Grace Darling? Can I talk about how her actions changed the way we do things today? (Year 1: Summer 2- Why do we love to be beside the seaside?)</p>	
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Year 2

	<p>Can I place events or artefacts in order on a timeline? Can I label timelines with pictures, words or phrases and give reasons for their order? Can I show understanding of how evidence is collected and used to make historical facts? Can I describe the events which took place in 1666 during the Great Fire of London? Can I explain the causes of an historical event and what the consequences were? (Year 2: Summer 2- Who was to blame for the Great Fire of London?)</p>	<p>Can I understand and use vocabulary such as: in order, a long time ago, timeline, in the.....period? Can I explain the causes of an historical event? (why dinosaurs became extinct) Can I choose and use stories or other sources to show that I understand events from the past? Can I understand and talk about how people find out about the past? Can I talk about what kind of evidence is reliable when finding out about the past? Can I research the life of a famous Briton (Mary Anning and William Buckland) using different resources, including the internet? (Year 2: Autumn 2- How do we know dinosaurs existed?)</p> <p>Can I describe significant people from the past and talk about what they did? Can I explain what impact significant events from the past have had on the way we live today? Can I show an understanding of concepts such as freedom, equal rights and peace? Can I create my own accounts of historical people or events? (Year 2: Spring 2- How have Rosa Parks & Nelson Mandela helped to make the world a better place?)</p>	<p>Can I use dates to talk about people or events from the past close to where I live? (Annie Kenney) Can I ask questions such as: What was it like for people? What happened? How long ago? Can I talk about similarities and differences between different time periods in my town? (Year 2: Summer 1- What would ... find exciting about our town?)</p>
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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
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<p><i>To include:</i> Stone age to Iron age</p> <ul style="list-style-type: none"> • Romans • Anglo-Saxons • Vikings 	<p><i>An aspect of theme that takes pupils beyond 1066</i></p>	<p><i>A local study linked to one of the periods of time studied under chronology; or</i> <i>A local study that could extend beyond 1066</i></p>	<p><i>Cover each of and then choose one to look at in depth:</i></p> <ul style="list-style-type: none"> • Ancient Egypt • Ancient Sumer • Indus Valley • Shang Dynasty 	<p><i>Choose one of:</i></p> <ul style="list-style-type: none"> • Mayans • Islamic Civilizations • Benin Civilization 	<p><i>Greek life and influence on the Western world</i></p>
Year 3					
<p>Can I use dates and historical terms to describe events? Can I use a timeline within a specific time in history to set out the order things may have happened? (Palaeolithic, Mesolithic, Neolithic) Can I explain how Britain changed between the beginning of the stone age and the iron age? Can I talk about the main differences between the stone, bronze and iron age? Can I explain what is meant by 'hunter-gatherers'? Can I explain how events from the past have helped shape our lives today?</p> <p>(Year 3: Aut 2- Who first lived in Britain?)</p>			<p>Can I place events, artefacts and historical figures on a timeline using dates? Can I use evidence to ask questions and find answers to questions about Ancient Egypt? Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can I research what it was like for different classes in Ancient Egyptian society? Can I explain how events from the past have helped shape our lives today? Can I explain the importance of faith in Ancient Egyptian society?</p> <p>(Year 3: Summer 1- How can we re-discover the wonders of Ancient Egypt?)</p>		
Year 4					
<p>Can I explain how Britain changed from the iron age to the end of the Roman occupation? Can I talk about how the Roman occupation of Britain helped to advance British society? Can I explain how there was resistance to the Roman occupation and know about Boudica? Can I talk about at least one famous Roman emperor? Can I understand the concept of change over time representing this, along with evidence, on a timeline? Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history? Can I explain why Britain would have been an important country to have invaded and conquered?</p> <p>(Year 4: Aut 2- What did the Romans do for us?)</p>					
Year 5					
<p>Can I talk about how Britain changed between the end of the Roman occupation and 1066? Can I explain how the Anglo-Saxons attempted to bring about law and order into the country? Can I explain that during the Anglo-Saxon period Britain was divided into many kingdoms? Can I explain how the way the kingdoms were divided led to the creation of some of our county boundaries today?</p>				<p>Can I explain the impact that the Mayan civilisation had on the world? Can I explain why they were considered an advanced society in relation to that period of time in Europe? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I devise historical questions about the period I am studying? Can I understand how our knowledge from the past is constructed from a range of sources?</p> <p>(Year 5: Spring 2- Who were the Mayans and what</p>	<p>Can I talk about some of the main characteristics of the Athenians and the Spartans? Can I explain the influence the gods had on Ancient Greece? Can I list at least five sports from the Ancient Greek Olympics? Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline? Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world? Can I seek out and analyse a range of evidence in order</p>

<p>Can I use a timeline to show when the Anglo-Saxons were in England?</p> <p>Can I locate where the Vikings originated on a map?</p> <p>Can I talk about how the Vikings and Anglo-Saxons were often in conflict?</p> <p>Can I explain why the Vikings frequently won battles with the Anglo-Saxons?</p> <p>Can I seek out and analyse a range of evidence in order to justify claims about the past?</p> <p>(Year 5: Spring 1- Smashing Saxons or Vicious Vikings- Whose team are you on?)</p>				<p>have we learnt from them?)</p>	<p>to justify claims about the past?</p> <p>(Year 5: Summer 1- Who let the Gods out?)</p>
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Year 6

	<p>Can I explain why World War 2 is so important in British history?</p> <p>Can I explain how Britain has had a major influence on the world?</p> <p>Can I use dates and historical terms accurately, placing them on a timeline?</p> <p>Can I devise historical questions about change, cause, similarities and differences and significance relating to World War 2?</p> <p>Can I describe in detail any historical events from World War 2 which I have studied?</p> <p>Can I explain how events from World War 2 have had an impact elsewhere in the world?</p> <p>(Year 6: Summer 2- Why did Britain have to go to war in 1939?)</p>	<p>Can I explain the impact the Industrial Revolution had on Oldham?</p> <p>Can I explain the issues associated with this period?</p> <p>Can I explain how the lives of wealthy people were different from the lives of poorer people during this time?</p> <p>Can I use a wide range of sources of evidence to deduce information about the Industrial Revolution?</p> <p>Can I explain the impact that local people from Oldham have had on Britain? (Helen Bradley and Annie Kenny)</p> <p>Can I describe the main changes in a period of history (using terms such as: social, religious, political, technology and cultural)?</p> <p>(Year 6: Spring 1- Why should we be proud to come from Oldham?)</p>			
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