

## **Assessment Expectations in History**

### **Expected Standard**

#### **A Year 1 historian can:**

Say who Florence Nightingale was and why she is so significant. Explain some of the similarities and differences between Florence Nightingale and Mary Seacole. Explain what technology is and how it has changed over time. Recall some similarities and differences between communication in the past and present. Explain why we have castles and describe how they have changed over time. Order and sequence familiar events and objects. Use sources of information to find out about life in the past e.g. pictures, books, artefacts, the internet and through talking to people who were alive at the time. Ask and answer simple questions about the past. Identify some of the basic ways in which the past can be represented.

Use simple historical terms e.g. *a long time ago, past, present, object, order, changes*.

Beginning to develop an understanding of the key concepts of *society, culture, conflict, religion, rules and laws and migration*.

#### **A Year 2 historian can:**

Explain who Rosa Parks and Eva-Gore Booth were, why they are so significant and what is similar and different about them. Explain the main events of the Great Fire of London, including how the fire spread so quickly and what happened after the fire stopped. Demonstrate knowledge of a local history study on the history of our school and how our school and local area have changed over time. Order and sequence events and objects. Recognise that their own lives are similar and/or different from the lives of people in the past. Use sources to ask and answer simple questions about the past e.g. newspaper articles, diary entries, artefacts and through talking to people who were alive at the time.

Use simple historical terms e.g. *significant, similar, different, past, present, future*.

Beginning to develop an understanding of the key concepts of *society, culture, conflict, religion, and rules and laws*.

#### **A Year 3 historian can:**

Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age, including the impact of farming and significance of bronze. Describe some aspects of the Roman Empire and recognise its impact on Britain. Explain who Julius Caesar and Boudicca were and why they were so significant. Explain who the Early Anglo Saxons were, where they come from and how their religions and beliefs are similar to those of today. Use some dates and historical terms when ordering events and objects. Demonstrate an awareness that the past can be divided into different periods of time. Explore trends and changes over time. Recognise that our knowledge of the past is constructed from different sources of evidence e.g. pictures, artefacts, books and cemeteries. Understand that different versions of the past events may exist.

Use historical terms and vocabulary e.g. *timeline, period, chronological order, empire*.

Develop an understanding of the key concepts of *society, culture, conflict, migration and religion*.

#### **A Year 4 historian can:**

Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. Demonstrate more in-depth knowledge of Ancient Egypt, including Egyptian ranking, religion and dress. Demonstrate an understanding of the Anglo-Saxon struggle with the Vikings, explaining why they invaded and what happened as a result. Demonstrate a knowledge and understanding of the Great Plague and its connections to the Great Fire of London. Use dates and historical terms when ordering events and objects. Use sources to address historically valid questions and hypotheses e.g. pictures, data bases, bills of mortality, and artefacts. Recognise how sources of evidence are used to make historical claims. Identify historically significant people from periods in history.

Use historical terms and vocabulary e.g. *civilisation, artefact, era, causation, consequence*. Demonstrate an understanding of the key concepts of *religion, society, conflict, culture and rules and laws*.

### **A Year 5 historian can:**

Demonstrate knowledge of the Victorian Era and describe links and contrasts between modern day Broughton and Victorian Broughton. Demonstrate knowledge of Ancient Greece including Greek Life and achievements and their influence on the western world. Describe key aspects of The Maya society. Use dates and historical terms to sequence events and periods of time. Identify where people, places and periods fit into a chronological framework. Use a wider range of sources e.g. pictures, artefacts and books to research information about the past, evaluating their reliability. Discuss and debate historical issues.

Use historical terms and vocabulary e.g. *duration, society, evidence, source, hypotheses*. Demonstrate an understanding of the key concepts of *culture, religion, society and conflict*.

### **A Year 6 historian can:**

Demonstrate knowledge of the events leading to WW2, the Battle of Britain and the role of women during this time. Demonstrate an understanding of the slave trade, including how it impacted the British Empire. Explain who William Wilberforce was and why he was so significant. Demonstrate knowledge of a local history study on the Peterloo Massacre, by describing the impact of the event and giving some reasons for contrasting arguments and interpretations of the Massacre. Use dates and a wide range of historical terms when sequencing events and periods of time. Analyse links and contrasts within and across different periods of time, including short-term and long-term time scales. Regularly address and sometimes devise historically valid questions and hypotheses through use of a wider range of sources e.g. films, books, newspaper articles and eyewitness reports.

Use historical terms and vocabulary e.g. *commemorate, empire, allies, government, warfare*. Demonstrate a secure understanding of the key concepts of *culture, religion, society, migration, rules and laws and conflict*.