

HOLLINS GRUNDY PRIMARY SCHOOL

Happiness, Health and Respect for Confident, Creative Learners

Assessment Criteria In History

		MONTH BANDS	
		Understanding the World – Past and Present	Understanding the World
RECEPTION	3 and 4 year olds.		<ul style="list-style-type: none"> •
	Reception		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
	Early Learning Goal (ELG)	<ul style="list-style-type: none"> • 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. 	

Year 1- History

Unit	NC Subject Content	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Why is the Nintendo Switch more fun than Grandma and Grandad's toys?	Changes within living memory revealing aspects about change in national life.	<ul style="list-style-type: none"> Can you order toys chronologically? Can you order events from your life? 	<ul style="list-style-type: none"> How is buying toys today different from when Grandma/granddad were little? Can you compare what you do at the weekend with what grandma/granddad did when children were little? 	<ul style="list-style-type: none"> What toys did Grandma and Grandad want for their birthday when children were little? How are children different from toys today? Can you identify which toys are from the past and present? Can you explain how some games from the past work?
Would the Beatles have won X Factor?	Changes within living memory revealing aspects about change in national life. Significant historical events, people and places in their own locality		<ul style="list-style-type: none"> Who else was famous in Britain because of their music? Can you create a history presentation about some famous Britons from the past? 	<ul style="list-style-type: none"> Who were The Beatles and why does almost every adult in Britain know them? Who would your parents and grandparents say were famous in their day? Who are famous people from the past who have lived in our town and what can we find out about them?
Who was famous when mum and dad were little?	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements.		<ul style="list-style-type: none"> Who was Nelson Mandela and what important things did he do? (LC3) 	<ul style="list-style-type: none"> Why do we still remember Princess Diana? (LC2) Why was Diana known as the people's princess? (LC3) How are Nelson Mandela and Diana similar? (LC5) What would you ask Nelson Mandela if you met him? (LC4)
Historical skills		<ul style="list-style-type: none"> Can children put up to three objects in chronological order (toys) Can children use words and phrases like: 'old', 'new' and 'a long time ago'? (All) Can children tell me about things that happened when they were little? (toys) Do children know that some objects belonged to the past? (toys) 	<ul style="list-style-type: none"> Do children appreciate that some famous people have helped our lives be better today? (Mum & Dad) Can children explain differences between past and present in their life and that of other children from a different time in history? (Toys) 	<ul style="list-style-type: none"> Can children ask and answer questions about old and new objects? (toys) Can children spot old and new objects in a picture? (mum and dad and toys) Can children answer questions using an artefact/ photograph provided? (all) Can children give a plausible explanation about what an object was used for in the past? (Toys) Can children research about a famous event that happens in Britain and why it has been happening for some time? (Remembrance Day)

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Year 2 - History

Unit	NC Subject Content	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
What were the people who lived in Bury like in Victorian times	<p>Events beyond living memory that are significant nationally or globally</p> <p>Significant historical events, people and places in their own locality.</p> <p>The lives of significant individuals in Britain's past who have contributed to our nation's achievements</p>		<ul style="list-style-type: none"> What can your grandparents tell you about Bury in the past? What would it have been like to go to school in Victorian times ago? (compare and contrast with today) Can you create a game that you may have played in Victorian times? Who was John Kay and why was he important? Can you create a presentation? - 'A day in my life in Victorian times 	<ul style="list-style-type: none"> What can we learn about the past in Bury by looking at photographs and artefacts? What do you think you would have been doing on Saturdays and Sundays in Victorian times?
Why was Neil Armstrong very brave?	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<ul style="list-style-type: none"> Can you recount the voyage of Neil Armstrong? 		<ul style="list-style-type: none"> How did Neil Armstrong make our world a better place? What famous Briton do you know from the past and what can you find about them?
Why was Christopher Columbus very brave?	<p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Some should be used to compare aspects of life in different periods</p>	<ul style="list-style-type: none"> Can you recount or sequence Columbus voyage to discover America? Can you place all events we have learnt about on a timeline? 	<ul style="list-style-type: none"> Who was Christopher Columbus and why do we talk about him today? Why would Christopher Columbus's voyages have been very dangerous? 	<ul style="list-style-type: none"> How did Christopher Columbus make our world a better place? What is the same and different about Columbus' voyage and Neil Armstrong's voyage? Who was King during this time and what can you find out about him?
Historical skills		<ul style="list-style-type: none"> Can children use words and phrases like: 'before I was born', 'when I was younger'?(B) Can children use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?(B) Can children use the words 'past' and 'present' correctly?(All) Can children use a range of appropriate words and phrases to describe the past?(All) Can children sequence a set of objects in chronological order and give reasons for their order?(B) Can children sequence events about the life of a famous person?(CC,NA) 	<ul style="list-style-type: none"> Can children recount the life of someone famous from Britain who lived in the past, giving attention to what they did earlier and what they did later?(NA,CC) Can children recount some interesting facts from an historical event?(NA,CC) Can children explain why Britain has a special history by naming some famous events and some famous people?(CC,NA) 	<ul style="list-style-type: none"> Can children find out something about the past by talking to an older person?(B) Can children answer questions by using a specific source, such as an information book?(NA) Can children research the life of a famous Briton from the past using different resources to help them?(CC,V) Can children research about a famous event that happens in Britain and why it has been happening for some time? (Remembrance Day)

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Year 3-History

Unit	NC Subject Content	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Has Greece always been in the news?	Ancient Greece – A study of Greek life and achievements and their influence on the western world.		<ul style="list-style-type: none"> Would you have enjoyed being an Olympian? Can you explain referring to historical facts? What do you know about Greek gods? What is democracy and what part did the Greeks have in creating it? 	<ul style="list-style-type: none"> Who were the Ancient Greeks and what did we learn from them? How would a tourist to Greece today be reminded of the power of the Ancient Greeks? Can compare features of ancient and modern Greece?
Who first lived in Britain?	Changes in Britain from the Stone Age to the Iron Age.	<ul style="list-style-type: none"> What can you find out about the Stone, Bronze and Iron Ages? 	<ul style="list-style-type: none"> How did the Early Britons make shelters? How would early Britons have found their food? What do we know about the life styles of the early Britons through the art children produced? How do you think the early Britons would have communicated? Can you make a presentation about the life of Early Britons taking account of their weapons, food, ways of communicating and eating? 	<ul style="list-style-type: none"> What jobs do archaeologists do and why are children so valuable in helping us find out about history?
How did the Victorian period help to shape Bury today?	<p>A local history study</p> <p>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p>	<ul style="list-style-type: none"> Who was Sir Robert Peel and why is he important to the people of Bury? 	<ul style="list-style-type: none"> What was The Industrial Revolution and how did it impact on Bury? Why is cotton/rope important to Bury? 	<ul style="list-style-type: none"> What would have made people come to live in Bury in the first place? Why does Bury have a Peel memorial? Has anyone famous ever lived in Bury? Why does Bury have a train station and why was it opened? Can you present the advantages and disadvantages of living in Victorian Britain?
Historical skills		<ul style="list-style-type: none"> Can children describe events and periods using the words: BC, AD and decade?(G) Can children describe events from the past using dates when things happened?(G) Can children describe events and periods using the words: ancient and century?(G) Can children use a timeline within a specific time in history to set out the order things may have happened?(All) Can children use their mathematical knowledge to work out how long ago events would have happened? (All) Can children sequence all periods of time they have studied on a timeline? (Stone Age, Bronze Age, Iron Age, Ancient Greece, Victorians, World War 1) (All) 	<ul style="list-style-type: none"> Can children recognise that Britain has been invaded by several different groups over time?(WFLIB) Can children suggest why certain events happened as they did in history?(All) Can children suggest why certain people acted as they did in history? (All) 	<ul style="list-style-type: none"> Can children use various sources of evidence to answer questions?(All) Can children use various sources to piece together information about a period in history?(G) Can children research a specific event from the past?(B) Can children use their 'information finding' skills in writing to help them write about historical information?(All) Can children, through research, identify similarities and differences between given periods in history?(G)

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Year 4-History

Unit	NC Subject Content	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Why were the Romans so powerful and what did we learn from them?	<p>The Roman Empire and its impact on Britain</p> <p>Successful invasions British resistance from Boudicca</p>	<ul style="list-style-type: none"> What is it like to be invaded and which countries have been invaded recently? Who were the Romans and why/how did they have invade Britain? Who was Boudicca and why did she become so famous? 	<ul style="list-style-type: none"> What did the Romans do for us? How could you be as fit as a Roman? Why did the Romans need to build forts? Can you share facts about Roman weapons? 	<ul style="list-style-type: none"> Who were the famous Romans and what do we know about them? Can you put together a 'research file' that will start with a range of questions you have thought of?
What would you have done after school 100 years ago?	A study of an aspect or theme in British history that extends chronological understanding beyond 1066		<ul style="list-style-type: none"> What would you do in your spare time 100 years ago or for a party? What would your favourite football team have looked like 100 years ago? What would music have been like 100 years ago? Can you create a documentary/presentation on life for children 100 years ago focusing on leisure and entertainment? 	<ul style="list-style-type: none"> How was leisure and entertainment different for rich and poor children 100 years ago?
Why were the Norman castles certainly not bouncy?	A study of an aspect or theme in British history which extends chronological understanding beyond 1066.	<ul style="list-style-type: none"> Who was William the Conqueror and why is 1066 a famous date in British history? 	<ul style="list-style-type: none"> How do we know what happened in 1066? What do you know about the Motte and Bailey castle and can you design one? What is the Domesday Book and do we have something similar today? Can you recreate a battle of a siege of a castle and film it? 	<ul style="list-style-type: none"> Why did the Normans build so many castles? What changed in Britain as a result of the Norman conquest?
Historical skills		<ul style="list-style-type: none"> Can children plot recent history on a timeline using centuries?(R, 100Y) Can children place periods of history on a timeline showing periods of time?(100Y) Can children use their mathematical skills to round up time differences into centuries and decades?(100Y) Can children sequence all periods of time they have studied on a timeline? (Stone Age, Bronze Age, Iron Age, Ancient Greece, Romans, Normans, , World War1) (All) 	<ul style="list-style-type: none"> Can children explain how events from the past have helped shape our lives?(All) Do children appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?(R,N) Do children appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?(R) 	<ul style="list-style-type: none"> Can children give more than one reason to support an historical argument?(All) Can children communicate knowledge and understanding orally and in writing and offer points of view based upon what children have found out?(All)

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Year 5-History

Unit	NC Subject Content	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p>Were the Anglo Saxons really smashing?</p>	<p>Britain's settlements by Anglo Saxons and Scots.</p> <p>Anglo-Saxon invasions settlements and kingdoms place names and village life, art and culture.</p>	<ul style="list-style-type: none"> Who were the famous Anglo-Saxons and why was Alfred so 'great'? 	<ul style="list-style-type: none"> Who were the Anglo-Saxons and how did they influence our life today? How did the Anglo-Saxons bring law and order to Britain? Which Anglo-Saxon Christian symbols remain with us today? Can you work as a group to create a model Anglo-Saxon settlement? Can you create your own Anglo-Saxon art focusing on tessellations? 	<ul style="list-style-type: none"> What evidence do we have today that the Anglo-Saxons were ever here in the first place?
<p>How can we rediscover the wonders of Ancient Egypt?</p>	<p>The achievements of early civilisations- Ancient Egypt</p>	<ul style="list-style-type: none"> What have we learnt from the Ancient Egyptians writing? Who were the Pharaohs, and why were they very important? 	<ul style="list-style-type: none"> Where Egypt is and what historical places can you visit today in Egypt? How were the pyramids important? 	<ul style="list-style-type: none"> What is an archaeologist and how have they helped us find out about the past? What would you ask an Ancient Egyptian? Were the Egyptians more advanced than we are?
<p>Why was the Islamic Civilization around 900AD known as 'The Golden Age'?</p>	<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad</p>	<ul style="list-style-type: none"> What did the Golden Age give the world? What part did the Golden Age play in improving health care? What can you discover about art and culture in the Golden Age? 	<ul style="list-style-type: none"> Who is the prophet Muhammad and how was he associated with the Golden Age? What can you find out about the 'House of Wisdom'? 	<ul style="list-style-type: none"> Why did the Golden Age come to an end?
<p>Historical skills</p>		<ul style="list-style-type: none"> Can children use dates and historical language in their work?(AS, E) Can children draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? (E, AS) Can children use their mathematical skills to work exact time scales and differences as need be?(E) Can children sequence all periods of time they have studied on a timeline? (Stone Age, Bronze Age, Iron Age, Ancient Egypt, Golden age of Islam Ancient Greece, Romans, Saxons, Normans, Victorians) 	<ul style="list-style-type: none"> Can children make comparisons between historical periods; explaining things that have changed and things which have stayed the same?(AS, E) Do children appreciate that significant events in history have helped shape the country we have today?(GA) 	<ul style="list-style-type: none"> Can children test out a hypothesis in order to answer a question? (E) Do children appreciate how historical artefacts have helped us understand more about British lives in the present and past?(AS)

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Year 6-History

Unit	NC Subject Content	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Why is Remembrance Day so important?	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>A significant turning point in British history.</p>	<ul style="list-style-type: none"> What happened in the local area during WW1? Who in our families took part in a war? Why did WW1 begin and which countries were involved? Can you make a timeline of key battles from WW1? 	<ul style="list-style-type: none"> What was life like for soldiers in the trenches? When and why did WW1 end? 	<ul style="list-style-type: none"> What is propaganda and how was it used to convince men to go to war? What similarities and differences are there in different accounts of an event from WW1? What happened in a key battle from WW1?
How could Hitler have convinced a nation like Germany to follow him?	<p>A study of an aspect or theme in British history that extends pupils' chronology beyond 1066</p> <p>A significant turning point in history e.g Battle of Britain</p>	<ul style="list-style-type: none"> Why did World War 2 start and what part did Hitler have in it? What happened in Munich in 1938 and why did Britain feel betrayed by Hitler? Why was the Battle of Britain significant in World War 2? 	<ul style="list-style-type: none"> What can we learn about this period from the Anne Frank diaries? Who was Winston Churchill and what part did he play in the war? Can you put together your story as though you lived during this period? 	<ul style="list-style-type: none"> Why did the Jewish people suffer as a result of Hitler coming to power?
Were the Vikings always Victorious and vicious?	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<ul style="list-style-type: none"> What did the Brits learn from the Vikings? 	<ul style="list-style-type: none"> Which region of Britain would you have come from during the Heptarchy? Why did the Vikings come to Britain and how did children make the journey? What was life like for an 11 year old boy or girl in Viking times? How did the Vikings live when they came to Britain? What did the Vikings eat? 	<ul style="list-style-type: none"> Who were the Anglo-Saxons and did they like the Vikings?
Historical skills		<ul style="list-style-type: none"> Can children say where the periods they have studied fit on a timeline? (Stone Age, Bronze Age, Iron Age, Ancient Egypt, Ancient Greece, Romans, Saxons, Vikings/Normans/ Golden Age of Islam, Victorians, World War 1, World War 2) (All units) Can children place specific events on a timeline?(WW1) Can children place features of historical events and people from past societies and periods in a chronological framework? (GAI, WW1, Vikings) Do children appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? (GAI) 	<ul style="list-style-type: none"> Can children summarise the main events from a specific period in history, explaining the order in which key events happened? (WW1, GAI) Can children summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?(GAI) Can children describe features of historical events and people from past societies and periods they have studied? (Vikings) Can children recognise and describe differences and similarities/ changes and continuity between different periods of history?(Vikings) Can children suggest relationships between causes in history?(WW1, GAI) 	<ul style="list-style-type: none"> Can children look at two different versions of events and say how the author may be attempting to persuade or give a specific viewpoint?(WW1) Can children identify and explain their understanding of propaganda?(WW1) Can children pose their own historical questions?(All units) Can children describe a key event from history using a range of evidence from different sources?(WW1)

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