



History Year Group Assessment Criteria

	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
Nursery	<ul style="list-style-type: none"> Retell a simple past event in correct order (e.g. went downslide, hurt finger) 	<ul style="list-style-type: none"> Develop an understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> Comment and ask questions about aspects of my familiar world such as the place where I live or the natural world 	<ul style="list-style-type: none"> Talk about events in order, Order stories
Reception	<ul style="list-style-type: none"> Talk about past and present events in my own life and in the lives of family members. 	<ul style="list-style-type: none"> Make observations of animals and plants and explain why some things occur, and talk about changes. 	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change. Make observations of animals and plants and explain why some things occur, and talk about changes. 	<ul style="list-style-type: none"> Talk about events in chronological order. Retell events. Order stories and pictures through role play and drawing pictures
Year 1	<ul style="list-style-type: none"> Sequence events or objects in chronological order. Begin to use appropriately terminology such as past, then and now. Tell others about things that happened when they were little. 	<ul style="list-style-type: none"> Begin to describe similarities and differences in artefacts. Use drama to explore why people did things in the past. Use a range of sources to find out characteristic features of the past. Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) 	<ul style="list-style-type: none"> Sort artefacts into "then" and "now." Use a range of sources as possible speaking and listening (links to literacy) Ask and answer questions related to different sources and objects 	<ul style="list-style-type: none"> Sequence Time lines (3D with objects/ sequential pictures) Drawing Drama/role play Writing (reports, labelling, simple recount) ICT
Key Questions	What are local heroes and what impact have they had? How has childhood changed in the last hundred years? What makes a good monarch?			
Year 2	<ul style="list-style-type: none"> Describe similarities and difference between ways of life in different periods. Sequence artefacts closer together in time. Sequence events. 	<ul style="list-style-type: none"> Give more than one effect of an event and give simple explanations. Find out about people and events in other times Describe similarities and differences of a collection of artefacts Use drama – develop empathy and understanding (hot seating, sp. and listening Compare pictures or photographs of people or events in the past Identify different ways to represent the past 	<ul style="list-style-type: none"> use a source – why, what, who, how, where ask questions and find answers sequence a collection of artefacts Use timelines to discuss the effectiveness of sources 	<ul style="list-style-type: none"> Describe an event using temporal language; Class display/ museum Annotated photographs ICT
Key Questions	Explain what you understand about the Great Fire of London. Can you explain the cause and effects that led to the sinking of the Titanic? How did these famous explorers impact life today?			

<p style="text-align: center;">Year 3 OPENING WORLDS</p>	<ul style="list-style-type: none"> Place the time studied on a timeline. Sequence events or artefacts Use dates related to the passing of time 	<ul style="list-style-type: none"> Give a few reasons for and results of the main events and changes; find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have had to do something Study change through the lives of significant individuals Identify and give reasons for different ways in which the past is represented Distinguish between different sources and evaluate their usefulness Look at representations of the period – museum, 	<ul style="list-style-type: none"> use a range of sources to find out about a period observe small details – artefacts, pictures select and record information relevant to the study begin to use a library, e-learning for research ask and answer questions 	<ul style="list-style-type: none"> communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode
<p style="text-align: center;">Key Questions</p>	<p>How much did Ancient Egypt change over time? (Autumn 1)</p> <p>How similar and how different were Ancient Egypt and Ancient Sumer? (Autumn 2)</p> <p>How do we know about the Indus Valley civilisation? (Spring 1)</p> <p>What did Greek city-states have in common? (Spring 2)</p> <p>What can sources from Ancient Greece tell us? (Summer 1)</p> <p>How did Alexander the Great (Summer 2)</p>			
<p style="text-align: center;">Year 4</p>	<ul style="list-style-type: none"> Place events from period studied on a time line Use terms related to the period and begin to date events Understand more complex terms e.g. BCE/AD. 	<ul style="list-style-type: none"> use evidence to reconstruct life in time studied Identify key features and events Look for links and effects in time studied Offer a reasonable explanation for some events Develop a broad understanding of ancient civilisations Examine the evidence available Begin to evaluate the usefulness of different sources 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use a library, e-learning for research 	<ul style="list-style-type: none"> Display findings in a variety of ways. select data and organise it into a data file to answer historical questions know the period in which the study is set display findings in a variety of ways work independently and in groups
<p style="text-align: center;">Key Questions</p>	<p>What impact has Ancient Greece had on modern life?</p> <p>What impact have the Romans had on modern life?</p> <p>Can you compare and contrast two monarchs and how they reigned and behaved?</p>			
<p style="text-align: center;">Year 5</p>	<ul style="list-style-type: none"> Place current study on time line in relation to other studies. Know and sequence key events of time studied. Use relevant terms and periods labels. Relate current studies to previous studies. Make comparisons between different 	<ul style="list-style-type: none"> Study different aspects of life of different people – e.g. differences between men and women Examine causes and effects of events and the impact on people Compare life in early and late times studied Compare an aspect of life with the same aspect in another period Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt) Compare accounts of events from different sources. 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of life in time studied Select relevant sections of information confident use of library, e-learning, research 	<ul style="list-style-type: none"> Fit events into a display sorted by theme time use appropriate terms, matching dates to people and events record and communicate knowledge in different forms work independently and in groups showing initiative

	times in history	<ul style="list-style-type: none"> Offer some reasons for different versions of events 		
Key Questions	<p>What was the impact of the Trans-Atlantic slave trade on Liverpool? What impact have the Anglo Saxon and Scots had on Britain in the past and present day? What does Aztec civilization teach us about our lives today?</p>			
Year 6	<ul style="list-style-type: none"> Compare significant features from time periods and understand how Britain has influenced and been influenced by the wider world. Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence up to ten events on a time line. 	<ul style="list-style-type: none"> Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another period studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied Compare and contrast ancient civilisations Link sources Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confident use of the library etc. for research 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out Bring knowledge gathering from several sources together in a fluent account 	<ul style="list-style-type: none"> Use a variety of ways to communicate knowledge and understanding including extended writing. select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigations
Key Questions	<p>What impact did World War 2 have on Liverpool? What impact have the Vikings had on past and present Britain? How has crime and punishment changed since Roman times?</p>			