History Assessment: Lower Key Stage 2

Teachers will continually assess throughout each topic area and formally assess pupils twice a year, using on-going assessment as well as more formal assessment, which could be in the form of written tasks; oral activities; presentations or any other relevant task. Teachers will use a combination of each pupils' substantive and disciplinary knowledge to inform their judgements.

Learning how to be a historian – disciplinary knowledge:

Throughout years 3 and 4, pupils will be given opportunities to develop their knowledge and understanding as to how to be a successful historian. Children working at an expected standard will be able to demonstrate they are able to typically, do the following by the end of Year 4.

Investigate and interpret the past	*Build an overview of world history*	*Understand chronology*	*Communicate historically*

• Use evidence to ask questions and find answers to questions about the past.
 	
• Suggest suitable sources of evidence for historical enquiries.
 	
• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
 	
• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
 	
• Suggest causes and consequences of some of the main events and changes in history.
	• Describe changes that have happened in the locality of the school throughout history.
	
	• Give a broad overview of life in Britain: from ancient to medieval times.
	
	• Compare some of the times studied with those of other areas of interest around the world.
	
	• Describe the social, ethnic, cultural or religious diversity of past society.
	
	• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
		• Place events, artefacts and historical figures on a timeline using dates.
		
		• Understand the concept of change over time, representing this, along with evidence, on a timeline.
		
		• Use dates and terms to describe events.
			• Use appropriate historical vocabulary to communicate, including:
			
			  • dates
			  • time period
			  • era
			  • change
			  • chronology.
			
			• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Learning key factual knowledge and understanding – substantive knowledge:

Pupils will cover 6 key topic areas, all taken from the national curriculum, alongside opportunities for local contextual studies. Our medium-term plans highlight the important aspects of each topic area we will focus on and the specific areas of knowledge we want our children to know. The table below highlights the main aspects of each topic, we expect our pupils to have a good knowledge of by the end of each unit. Please note, our medium-term plans cover a greater range of knowledge and pupils will deepen their knowledge in other aspects of each topic – however, these are the areas we feel are most important for our pupils.

Topic Area	When taught	Assessment focus: Key knowledge	Key historical concepts	Assessment focus: Learning how to be a historian
The Stone Age	Autumn Term Cycle A	Where does the Stone Age fit in history, and what came before and after it?	Understand chronology	Use dates and terms to describe events.
		Where did Stone Age people live?	Build an overview of world history	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
		Why did Stone Age people create art and what does it tell us about their lives?	Investigate and interpret the past Communicate historically	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
		How did life in the Stone Age change from early to late periods?	Build an overview of world history	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Ancient Egypt	Spring Term Cycle A	Where and when did the Ancient Egyptians live?	Understand Chronology	Understand the concept of change over time, representing this, along with evidence, on a timeline.
		Why was the River Nile important to the Ancient Egyptians?	Build an overview of world history	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
		What were pyramids, temples and burial chambers used for?	Investigate and interpret the past	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
		What did the Ancient Egyptians believe happened after death?	Build an overview of world history	Describe the social, ethnic, cultural or religious diversity of past society.

		What is the legacy of Ancient Egypt?	Communicate historically	• dates • time period • era • change chronology.
The Roman Empire and its impact on Britain	Summer Term Cycle A	What was it like being a Roman during the early Roman Republic era?	Investigate and interpret the past	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
		How and why did the Romans invade Britain during the reign of Emperor Claudius?	Communicate historically	Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
		What happened when the Western Roman Empire fell?	Investigate and interpret the past	Suggest causes and consequences of some of the main events and changes in history.
		Explain what impact the Romans have made on life today.	Build an overview of world history.	Describe changes that have happened in the locality of the school throughout history.
		What were the causes and events of Boudicca's rebellion?	Investigate and interpret the past	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
The Bronze and Iron Ages	Autumn Term Cycle B	When did the Bronze Age take place, and how was bronze made?	Build an overview of world history	Describe the social, ethnic, cultural or religious diversity of past society.
		How did people create a metal that changed history?	Investigate and interpret the past	Use sources of information to form testable hypotheses about the past.
		Explain how and when the Iron Age began in Britain and describe who the Celts were.	Investigate and interpret the past	Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

		How did the use of iron change farming during the Iron Age?	Communicate historically	Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
		What changed in the way people lived and traded during the Iron Age?	Communicate historically	Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
		How did life in Iron Age Britain compare with life in the Bronze Age?	Build an overview of world history	Identify continuity and change in the history of the locality of the school.
Britain's settlement by the Anglo-Saxons and the Scots	Spring Term Cycle B	What happened to Britain after the Romans left?	Build an overview of world history	Give a broad overview of life in Britain: from ancient to medieval times.
		How and why did the Angles, Saxons and Jutes settle in Britain?	Build an overview of world history	Give a broad overview of life in Britain: from ancient to medieval times.
		How did Christianity change Britain over time?	Understand chronology	Understand the concept of change over time, representing this, along with evidence, on a timeline.
		How did Mercia become the strongest Anglo-Saxon kingdom?	Communicate historically	Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology.
		Using evidence from Sutton Hoo, explain how Britain changed after the Romans left.	Investigate and interpret the past	Use evidence to ask questions and find answers to questions about the past.

		What do Anglo-Saxon laws tell us about life after the Romans left?	Build an overview of world history	Describe the social, ethnic, cultural or religious diversity of past society.
The Mayan civilisation	Summer Term Cycle B	Where did the Mayan's live?	Build an overview of world history	Describe the social, ethnic, cultural or religious diversity of past society. Describe changes that have happened in the locality of the school throughout history
		What important factors contributed to Mayan culture?	Investigate and interpret the past	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
		Why were calendars so important to the Maya?	Build an overview of world history	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
		What did archaeologists find at the Copan tomb?	Investigate and interpret the past	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
		What made the Maya so distinctive?	Build an overview of world history	Describe the social, ethnic, cultural or religious diversity of past society.