History Assessment: Upper 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 5 and 6, 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 6.

Investigate and interpret the past	*Build an overview of world history*	*Understand chronology*	*Communicate historically*
• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.	• Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain and some major events from the rest of the world. • Compare some of the times studied with those of the 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.	• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. • Use dates and terms accurately in describing events.	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.

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 Viking and Anglo-Saxon struggle for the Kingdom of England	Autumn Term Cycle A	Who were the Vikings and where did they come from?	Build an overview of world history	Describe the social, ethnic, cultural or religious diversity of past society.
		Is it fair to describe the Vikings as merely, 'brutal invaders?'	Investigate and interpret the past	Use sources of information to form testable hypotheses about the past.
		Who was King Alfred and why is he known as Alfred the Great?	Investigate and interpret the past	Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
		Why is the Battle of Edington so significant in Alfred's conflict with the Vikings?	Communicate historically	Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
		What impact did the Vikings have on our local area and can we still see any evidence of the Vikings today?	Build an overview of world history	Identify continuity and change in the history of the locality of the school.
Benin (West Africa)	Spring Term Cycle A	Where in world history does the Kingdom of Benin fit?	Build an overview of world history	Compare some of the times studied with those of the other areas of interest around the world.
		Explain why oral tradition was important in Benin Kingdom.	Communicate historically	Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.

		Explain how work and trade helped Benin become successful.	Build an overview of world history	Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
		Explain how Benin changed over time.	Understand chronology	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
		Using historical evidence, justify your opinion about the Benin Bronzes.	Investigate and interpret the past	Seek out and analyse a wide range of evidence in order to justify claims about the past. Refine lines of enquiry as appropriate.
		Why did the Benin Kingdom rise and fall?	Communicate historically	Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. Use original ways to present information and ideas.
World War II Key Events	Summer Term Cycle A	Would WW2 have started without Hitler?	Investigate and interpret the past	Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
		Why was the Treaty of Versailles a significant event in the outbreak of WW2?	Investigate and interpret the past	Use sources of evidence to deduce information about the past.
		What were the consequences of the Battle of Britain?	Investigate and interpret the past	Use sources of evidence to deduce information about the past
		How did Pearl Harbour affect the relations between different countries?	Investigate and interpret the past	Seek out and analyse a wide range of evidence in order to justify claims about the past.

		What was the significance of D-Day on the outcome of WWII?	Build an Overview of world History	Describe the social, ethnic, cultural or religious diversity of past society.
Ancient Greece	Autumn Term Cycle B	What was life like in Ancient Greek city-state of Athens?	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 do Greek gods, heroes and monsters tell us about Ancient Greek culture?	Investigate and interpret the past	Use sources of evidence to deduce information about the past.
		What similarities and differences can we find between Ancient Greek city-states?	Build an overview of world history	Describe the social, ethnic, cultural or religious diversity of past society.
		What can the Olympic games tell us about Ancient Greece and the modern world?	Investigate and interpret the past/ communicate historically	Use sources of evidence to deduce information about the past. Use original ways to present information and ideas.
		How do Ancient Greek language and architecture influence our lives today?	Communicate historically	Use appropriate historical vocabulary to communicate, including: legacy
		Which legacies of Ancient Greece have had the greatest impact on the modern world?	Communicate historically	Use appropriate historical vocabulary to communicate, including: legacy Use original ways to present information and ideas.
The Industrial Revolution, with a focus on the first railways	Spring Term Cycle B	Explain was life like in Britain before the Industrial Revolution.	Build an overview of world history	Describe the social, ethnic, cultural or religious diversity of past society.
		Explore which key innovations led to the Industrial Revolution and the first railways.	Communicate historically	Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.

		Who was George Stephenson and why was he so important in the introduction of the first railways?	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 were the railways built and what impact did they have?	Investigate and interpret the past	Develop an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
		Explain how important railways were in the development of our local seaside towns.	Build an overview of world history	Identify continuity and change in the history of the locality of the school.
The impact of World War II on Britain	Summer Term Cycle B	How was Britain involved in the start of WW2?	Investigate and interpret the past	Seek out and analyse a wide range of evidence in order to justify claims about the past.
		What impact did WW2 have on women?	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 was the impact of WW2 on children?	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 was there bombing on British cities during 1940 and what were the consequences of the bombing?	Investigate and interpret the past	Seek out and analyse a wide range of evidence in order to justify claims about the past.