

KS1 Assessment in History

	Pupils working below the age related expectations	Pupils working at greater depth
Substantive knowledge		
<p>How has technology impacted how people stay in contact with each other?</p> <ul style="list-style-type: none"> Classify all of the ways in which people can communicate with each other (verbal or written communication and old and new) Describe how written communication has changed over time Explain how telephones have changed Explain the effect of computers on communication in the modern world Explain how technology has impacted how people communicate now compared to the past 		
<p>What were the causes of the Great Fire of London and what was the impact of this event?</p> <ul style="list-style-type: none"> Describe what London was like at the time of the Great Fire of London Sequence the events from the Great Fire of London to understand how the fire started and how it spread Explain who Samuel Pepys is and how we know about him Explain why the fire spread so quickly and stayed alight for so long Describe the effect of the Great Fire of London on how buildings were built in London and on fire fighting 		
<p>What is similar and different between holidays in the past and holidays today?</p> <ul style="list-style-type: none"> Define the features of a seaside holiday Describe how people have entertained themselves on holiday in the past and how we entertain ourselves now Name the similarities and differences in clothing that people wore when they were on holiday during the Victorian era and Explain how travel to holidays has changed over time Name similarities and differences in how people dress on holiday in the Victorian era Vs today Explain the key differences between holidays in the past and holidays today 		
<p>What impact did Mary Seacole and Florence Nightingale have on nursing?</p> <ul style="list-style-type: none"> Describe what nursing was like in the 1800s and a basic understanding of nursing today. Understand what Florence Nightingale's impact on nursing was. Explain who Mary Seacole was and what her impact on nursing was. Compare similarities and differences between Florence Nightingale and Mary Seacole. 		

<ul style="list-style-type: none"> Describe the effect in medical care due to Mary Seacole and Florence Nightingale's work. 		
What was Brunel's legacy in Bristol? <ul style="list-style-type: none"> Describe why Brunel was an important person Explain why the Clifton Suspension Bridge was built and what the impact was on people Explain the impact that Brunel had on transport and travel with the GWR Explain the effect that Brunel has had on Bristol 		
How has seafaring changed over time and why? <ul style="list-style-type: none"> Describe similarities and differences in the design and use of boats over time within seafaring Describe who John Cabot is and why he is a significant individual in the history of seafaring in Bristol Explain what life was like on The Matthew for John Cabot and his crew Explain how the SS Great Britain has been used over time Compare what life was like for passengers travelling on the SS Great Britain Compare similarities and differences between The Matthew and the SS Great Britain Explain the impact of technology on seafaring 		

KS1 Disciplinary Knowledge

	Pupils working below the age related expectations	Pupils working at greater depth
Disciplinary knowledge		
Enquiry, Interpretation and Using Sources <ul style="list-style-type: none"> Make simple observations about different people, events, beliefs and communities Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past Consider why things may change over time Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. 'what was different..?' Identify some of the basic ways the past can be represented e.g. through pictures Choose parts of stories and other sources to show what they know about significant people and events 		
Chronology <ul style="list-style-type: none"> Recognise the distinction between past and present 		

<ul style="list-style-type: none"> Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years) Recognise that their own lives are similar/different from the lives of people in the past Identify some similarities and differences between ways of life at different times Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago 		
<p>Communication</p> <ul style="list-style-type: none"> Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc. Use historical concepts such as now/then and same/different when making simple connections and noting contrasts Describe special or significant events in their own lives Demonstrate simple historical concepts and events through speaking, role-play, and picture stories Retell simple stories about people and events from the past Talk about who/what was significant/important in a simple historical account 		

LKS2 Assessment in History

	Pupils working below the age related expectations	Pupils working at greater depth
Substantive knowledge		
<p>What changed in Britain during the Stone Age?</p> <ul style="list-style-type: none"> Describe the key features of a Stone Age settlement Describe the roles and occupations of men and women in Stone Age society Define what goods were traded in Stone Age society and how trade contributed towards the development of communities Explain the impact Stone Age tools and technology had on the day to day lives of people during the Stone Age Describe the impact of agriculture on Stone Age societies Explain key changes in Britain during the Stone Age 		
<p>How did life change in Britain during the Bronze and Iron Age?</p> <ul style="list-style-type: none"> Identify key features of Bronze and Iron Age settlements Compare roles and occupations in Bronze and Iron Age settlements Describe how advancement of bronze and iron metalworking changed tools, weapons, and daily life Define what was traded during the Bronze and Iron Age settlements and how this impacted on community development 		

<ul style="list-style-type: none"> • Explain how agricultural practices changed during the Bronze and Iron Age and what the impact of this was <p>Evaluate the biggest changes in Britain during the Bronze and Iron Age</p>		
<p>What were the beliefs of the Ancient Egyptians and how are these different to what different religions believe today?</p> <ul style="list-style-type: none"> • Define the key beliefs of Ancient Egyptians • Describe the importance of the afterlife in Ancient Egyptian religion • Explain the role of the pharaohs in Ancient Egyptian religion • Compare Ancient Egyptian beliefs to Christianity • Compare Ancient Egyptian Beliefs to Islam <p>Evaluate the Influence of Religion on Daily Life in Ancient Egypt and Modern Britain</p>		
<p>What was the Roman Empire and what was its impact on Britain?</p> <ul style="list-style-type: none"> • Describe key characteristics of the Roman Empire • Explain reasons for the Roman invasion of Britain • Describe what social and cultural changes the Romans brought to Britain • Compare and contrast life in Roman Britain with the lives of indigenous Celtic tribes • Describe how the Romans changed the infrastructure of Britain • Discuss the legacy of Roman Britain on modern society 		
<p>What changed after the Romans left?</p> <ul style="list-style-type: none"> • Explain why Anglo-Saxons and Scottish people migrated to Britain and which areas of Britain they settled in • Describe key features of an Anglo-Saxon settlement • Define how Anglo-Saxon Britain was ruled • Describe what life was like for Anglo-Saxon people during their time in Britain • Describe how language and communication changed after Roman rule • Define key similarities and differences between life in Britain for Anglo-Saxons and Scott's compared with life in Roman Britain 		
<p>Why did the Vikings come to the British Isles and what was the impact?</p> <ul style="list-style-type: none"> • Identify where the Vikings came from and what their homeland was like • Explain the push and pull factors that led to the Vikings migrating to the British Isles • Describe the impact of Viking raids on communities in Britain • Discuss the immediate and long-term consequences of Viking raids for the people living in Britain • Compare and contrast Viking society with the societies of the Anglo-Saxons and Scots in Britain • Explain what the Vikings traded • Explain the reasons why the Vikings came to the British Isles and the key impact this had 		

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Disciplinary knowledge		
Enquiry, Interpretation and Using Sources <ul style="list-style-type: none"> • Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. ‘How did..?’ ‘Why were..?’ ‘What was important..?’ • Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence • Recognise how sources of evidence are used to make historical claims. Ask questions such as, ‘What might this tell us about..?’ • Recognise that different versions of past events may exist • Recognise why some events happened and what happened as a result. Ask questions such as, ‘Why did..?’ ‘What were the effects..?’ • Describe some of the different ways the past can be represented e.g., through artists’ pictures, museum displays, films and written sources • Identify historically significant people and events in different situations 		
Chronology <ul style="list-style-type: none"> • Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc. • Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time • Recognise historical events as a coherent, chronological narrative from the earliest times to the present day • Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport 		
Communication <ul style="list-style-type: none"> • Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind • Discuss some of the connections between local, regional, national and international history. • Talk and write about historical events and changes by selecting and organising historical information and dates • Discuss historical issues and changes • Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc. 		

<ul style="list-style-type: none"> • Communicate historical findings through a range of methods including the use of ICT, maps and timelines • Produce own accounts that make some connections and describe some contrasts 		
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UKS2 Assessment in History

Substantive knowledge	Pupils working at the age related expectations	Pupils working at greater depth
<p>Why is trade significant to the city of Bristol?</p> <ul style="list-style-type: none"> • Describe what was traded in Bristol during the Tudor period and how this impacted on the growth of the city • Explain the role of Bristol in the Transatlantic slave trade • Explain who Edward Colton was and his role in the slave trade • Discuss why Edward Colston’s legacy is controversial • Describe how the industrial revolution impacted trade in Bristol • Explain how trade in Bristol has changed over time and how it has impacted the growth of the city 		
<p>Why have people argued about the Benin Bronzes?</p> <ul style="list-style-type: none"> • Describe what life was like in the Kingdom of Benin • Define the role of the Oba of Beinin and his significance in the creation and preservation of the Benin Bronzes • Explain the trade and cultural links between Benin and Europe • Describe the factors and events that led to the destruction of the Kingdom of Benin • Explain why people have argued about the Benin Bronzes 		
<p>How did Ancient Greece influence modern day democracy?</p> <ul style="list-style-type: none"> • Define the key characteristics of a democracy • Describe the structure and functioning of Athenian democracy • Describe what the term free citizen meant in Ancient Greece • Describe similarities and differences between the roles of citizens in Athenian democracy and in modern Britain • Evaluate how democracy has evolved from Ancient Greece to modern times 		
<p>How did people’s experiences differ during World War 2?</p> <ul style="list-style-type: none"> • Describe how WW2 began • Explain how people tried to protect themselves during air raids • Describe the experiences of evacuees • Describe how rationing impacted the lives of people during WW2 • Explain how WW2 affected the role of women 		

<ul style="list-style-type: none"> • Explain how people's experiences differed during WW2 		
<p>Who are the Windrush Generation and what is their legacy?</p> <ul style="list-style-type: none"> • Explain how Caribbean men and women supported the British war effort during WWII • Define who the Windrush Generation are and why they came to Britain • Describe the experiences of the Windrush Generation when they moved to Bristol • Explain why the Bristol Bus Boycott happened • Explain the effect of the Windrush Scandal • Describe the positive contribution individuals from the Windrush Generation have had on modern day Britain 		
<p>How did Baghdad become the 'City of Peace'?</p> <ul style="list-style-type: none"> • Explain the key events and figures associated with the founding of Islam • Describe how Islam spread beyond Arabia and its impact on diverse cultures and societies • Explain the characteristics and aspects of the Umayyad Caliphate • Describe what life was like in early Baghdad • Define the factors and events that led to Baghdad becoming known as the 'City of Peace' 		

	Pupils working at the age related expectations	Pupils working at greater depth
Disciplinary knowledge		
<p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> • Use a wide range of sources as a basis for research to answer questions and to test hypotheses • Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?' • Recognise how our knowledge of the past is constructed from a range of different sources • Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about..?' • Describe the results of historical events, situations and changes e.g., the impact on people's lives. • Evaluate sources and make inferences • Choose relevant sources of evidence to support particular lines of enquiry • Recognise that some events, people and changes are judged as more historically significant than others 		

<p>Chronology</p> <ul style="list-style-type: none"> • Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends • Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time • Establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc. • Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales 		
<p>Communication</p> <ul style="list-style-type: none"> • Describe and explain significant aspects of non-European societies as well as settlements in Britain • Discuss how Britain has influenced and been influenced by the wider world • Describe aspects of cultural, economic, military, political, religious and social history • Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms • Discuss and debate historical issues acknowledging contrasting evidence and opinions. • Use appropriate vocabulary when discussing and describing historical events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society • Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines • Produce structured work that makes connections, provides contrasting evidence and analyses trends 		