

Hoyland Common Primary School

History Skills





Transition

<u>Assessment criteria</u>	<u>Skills</u>
Children show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time.	<p>I can sort events or objects into groups (then and now)</p> <p>I use timelines to order events or objects.</p> <p>I understand how to put a few events or objects in order of when they happened.</p> <p>I use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents were longer.</p>
Children know and recount episodes from stories about the past.	<p>I have looked at books to help me find out about the past.</p> <p>I have listened to stories about the past.</p> <p>I tell stories about the past (sometimes using role play)</p>
Children find answers to some simple questions about the past from sources of information.	<p>I look at pictures and ask, "Which things are old and which are new?"</p> <p>I answer questions about events, using 'before' and after to describe when something happened.</p> <p>I look at objects from the past and ask, "What were they used for?" and try to answer.</p> <p>I look at pictures from the past and ask, "What were people doing?"</p>
Children recognise the distinction between present and past in their own and other peoples lives.	<p>I understand the difference between things that happened in the past and the present.</p> <p>I know about things that have happened to me in the past.</p> <p>I know some things that happened to other people in the past.</p>
Organisation and communication	<p>I can draw pictures and write about them to tell others about the past.</p> <p>I can write in sentences things I have found out about the past.</p>



History

Lower KS1

Assessment criteria	Skills
Children show a developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own life is different from the lives of people in the past.	<p>I understand and use the words past and present when telling others about an event.</p> <p>I can recount changes in my own life over time.</p> <p>I understand how to put people, events and objects in order of when they happened.</p> <p>I use words and phrases such as: recently, when my parents were children, decades and centuries.</p>
Children are beginning to recognise that there are reasons why people in the past acted as they did.	<p>I ask "what was it like for people in the past?" and use information to help me answer the question.</p> <p>I look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p>
Children observe or handle sources of information to answer questions about the past on the basis of simple observations.	<p>I have looked at books and pictures.</p> <p>I have listened to stories and eye witness accounts.</p> <p>I have looked at artefacts and visited historical places.</p> <p>I have used information to describe the past.</p> <p>I use information I have found out about the past to describe the differences between then and now.</p>
Children show knowledge and understanding of aspects of the past beyond and within living memory, and of some of the main events and people they have studied (where appropriate, these should be used to reveal aspects of change in national life)	<p>I can recount the main events from a significant event in history.</p> <p>I ask "How long ago did an event happen?" and try to work it out using language such as; a short time ago, a very long time ago.</p> <p>For example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>
Children are beginning to identify some of the different ways in which the past is represented.	<p>I have looked at books and pictures.</p> <p>I have listened to stories and eye witness accounts.</p> <p>I have looked at artefacts and visited historical places.</p>
Organisation and communication	<p>I can write about people, objects or events to tell others about the past.</p>



Upper KS1

<u>Assessment criteria</u>	<u>Skills</u>
Children show a developing understanding of chronology by their realisation that the past can be divided into different periods of time, by their recognition of some of the similarities and differences between these periods, and by their use of dates and terms.	<p>I use dates and terms accurately.</p> <p>I use a timeline to place events I have found out about.</p> <p>I can name the date of any significant event from the past that I have studied and place it in, approximately, the right place on a time line.</p> <p>I use words such as century, decade, before Christ, after, before, during to describe the passing of time.</p>
Children show knowledge and understanding of some of the main events, people and changes studied.	<p>I use evidence to describe settlements of people in the past.</p> <p>I use evidence to describe the clothes, way of life and actions of the people from the past.</p> <p>I use evidence to describe buildings and their uses of people from the past.</p> <p>I use evidence to describe what was important to people from the past.</p> <p>I use evidence to show how the lives of rich and poor people from the past differed.</p> <p>I use evidence to find out how any of the above have changed during a time period.</p>
Children are beginning to give a few reasons for, and results of, the main events and changes.	<p>I use evidence to find out how things may have changed during a time period.</p> <p>I use evidence to gives reasons why changes may have occurred.</p>
Children use sources of information in ways that go beyond simple observations to answer questions about the past.	<p>I use documents, the internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>I ask "What was it like for a...(child, rich person) during...?"</p> <p>I suggest sources to help me answer questions.</p>
Children identify some of the different ways in which the past is represented.	<p>I have looked at two versions of the same event in history and have identified differences in the accounts.</p> <p>I give reasons why there may be different accounts of history.</p>
Organisation and communication	<p>I can present my findings using my writing skills.</p> <p>I can discuss the most appropriate way to present my findings, which I realise is for an audience.</p>



History

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

Lower KS2

Assessment criteria	Skills
Children use factual knowledge and understanding of aspects of history to describe characteristic features of past societies and periods, and to identify changes within and across different periods.	<p>With help, I choose reliable sources of factual evidence to describe settlements of people in the past.</p> <p>With help, I choose reliable sources of factual evidence to describe the clothes, way of life and actions of the people from the past.</p> <p>With help, I choose reliable sources of factual evidence to describe buildings and their uses of people from the past.</p> <p>With help, I choose reliable sources of factual evidence to describe what was important to people from the past.</p> <p>With help, I choose reliable sources of factual evidence to show how the lives of rich and poor people from the past differed.</p> <p>With help, I choose reliable sources of factual evidence to find out how any of the above have changed during a time period.</p> <p>I use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during, to describe the passing of time.</p>
Children describe some of the main events, people and changes.	I can describe the main changes in a period of history using words such as 'social', 'religious', 'political', 'technological' and 'cultural'.
Children give some reasons for, and results of, the main events and changes.	I give my own reasons why changes may have occurred, backed up by evidence
Children are beginning to select and combine information from different sources.	<p>I use documents, the internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>I ask "What was it like for a...(child, rich person) during...?"</p> <p>I choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions.</p>
Children are beginning to produce structured work, making appropriate use of dates and terms.	<p>I use dates and terms accurately.</p> <p>I combine my speaking, writing, maths, ICT, drama and drawing skills when presenting my findings.</p>
Children show factual knowledge and understanding of aspects of the history of Britain and the wider world.	<p>I can describe similarities and differences between some people, events and objects I have studied.</p> <p>I can describe how some of the things I have studied from the past affect life today.</p>
Children show some understanding that aspects of the past have been represented and interpreted in different ways.	<p>I have looked at different versions of the same event in history and have identified differences in the accounts.</p> <p>I know that people both now and in the past represent events or ideas in a way that persuades others.</p> <p>I know and understand that it is important to know that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>I give clear reasons why there may be different accounts of history.</p>
Organisation and communication	I choose the most appropriate way to present my information, which I realise is for an audience.



Upper KS2

Assessment criteria	Skills
Children show an increasing depth of factual knowledge and understanding of aspects of the history to describe features of past societies and periods, and are beginning to make links between them.	<p>I choose reliable sources of factual evidence to describe settlements of people in the past.</p> <p>I choose reliable sources of factual evidence to describe the clothes, way of life and actions of the people from the past.</p> <p>I choose reliable sources of factual evidence to describe buildings and their uses of people from the past.</p> <p>I choose reliable sources of factual evidence to describe what was important to people from the past.</p> <p>I choose reliable sources of factual evidence to show how the lives of rich and poor people from the past differed.</p> <p>I choose reliable sources of factual evidence to find out how any of the above have changed during a time period.</p> <p>I use words and phrases such as era, period, century, decade, Before Christ, AD, after, before, during, to describe the passing of time.</p>
Children describe events, people and changes.	I can describe the main changes in a period of history using words such as 'social', 'religious', 'political', 'technological' and 'cultural'.
Children describe and make links between events and changes and give reasons for, and results of, these events and changes.	<p>I give my own reasons why changes may have occurred, backed up by evidence I have researched.</p> <p>I show on a timeline the changes that I have identified.</p>
Using their knowledge and understanding, children evaluate sources of information and identify those that are useful for particular tasks.	<p>I use documents, the internet, databases, pictures, photographs, music, artefacts, historical buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>I ask "What was it like for a...(child, rich person) during...?"</p> <p>I choose reliable sources of evidence to help me answer questions, realising that there is often not a single answer to historical questions.</p>
Children select and organise information to produce structured work, making appropriate use of dates and terms.	<p>I use dates and terms accurately.</p> <p>I use key vocabulary of time to convey my understanding of the past.</p> <p>I combine my speaking, writing, maths, ICT, drama and drawing skills when presenting my findings.</p>
Children show an increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world.	<p>I can describe similarities and differences between some people, events and objects I have studied.</p> <p>I can describe how some of the things I have studied from the past affect life today.</p> <p>I make links between some of the features of past societies (e.g. religion, houses, society, technology)</p> <p>I can explain the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</p>
Children know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.	<p>I evaluate evidence, which helps me to choose the most reliable forms.</p> <p>I know that people both in the past and now, including myself, have a point of view and that this can affect interpretation of the past.</p>



History

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6

	I give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Organisation and communication	I choose the most appropriate way to present my information, which I realise is for an audience.
Ancient Greece	

Areas to be covered	A local history study
	Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300
	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
	Britain's settlement by Anglo-Saxons and Scots
	The Roman Empire and its impact on Britain
	Changes in Britain from the Stone Age to the Iron Age