



Assessment in History							
N	R	Y1	Y2	Y3	Y4	Y5	Y6
<p>Let's talk circle time to check correct use of vocabulary and understanding</p> <p>Children can recognise when something has happened and that this means it is in the past</p>	<p>Let's talk circle time to check correct use of vocabulary and understanding.</p> <p>Children know a timeline is a way to explain when things have happened</p> <p>Children may begin to make simple links between areas of study</p>	<p>Task: Verbal Presentation</p> <p>Autumn 2 Great Fire of London</p> <p>Children can explain how and why London was different in the 17th century. Children can explain and order the key events of the Great Fire of London Children can explain how and why the fire spread and finally stopped and what changed afterwards</p>	<p>Task: Castle Fact File</p> <p>Spring 2 Exploring Castles</p> <p>Children can evaluate their knowledge on various aspects of castles, their features, and their significance in history. Children can explain the key structural elements of a castle, like the portcullis and drawbridge.</p>	<p>Task: Presentation with visuals</p> <p>Autumn 1 Archaeology Rocks</p> <p>Children can identify some key features of Stone Age and know what people needed to survive as hunter-gatherers Children can note the connections and contrasts between life in the Palaeolithic and Neolithic Stone Age Children can recognise and describe the chronology of Prehistoric Britain from the Stone Age to the Iron Age.</p>	<p>Task: Presentation with visuals</p> <p>Autumn 1 Rampaging Romans</p> <p>Children can explain how the story of Romulus and Remus is important for Ancient Rome. Children can explain how the Romans invaded parts of the world. Children can describe the importance of the Roman Army and talk about weaponry and tactics. Children can articulate the impact of Romans on Britain</p>	<p>Task: Presentation/Make a video</p> <p>Spring Term Crossing the Atlantic</p> <p>Children can explain why the coal industry was important Children can explain how mining changed over time (e.g., equipment, machinery, child labour, safety laws, worker shortage during WWI). Children can explain the dangers of mining (including miners that were killed in accidents (Darley Colliery explosion), pockets of gas suffocating the miners and causing explosions as well as collapsing tunnels and flooding).</p>	<p>Task: Create an infographic of their chosen Ancient Civilisation</p> <p>Autumn Term Back to the Future</p> <p>Children can explain the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin Children know why they were considered an advanced society in relation to that period of time in Europe</p>



						Children can explain the historical significance of mining in the local area (Barrow Colliery – Worsbrough) What caused the major incident in 1907?	
Children can remember something about their own past and talk about it Children have seen a timeline	Children are beginning to remember key events about the areas they have studied Children are beginning to compare two events, saying which one happened first What we know about dinosaurs at the beginning of the topic and what we about dinosaurs at the end of the topic	Task : Group Performance Summer term - Finding Neverland Children can explain the history of piracy and famous pirates. They can talk about the way they lived and the different rules they had to abide by. Children can explain the “Golden Age” of piracy and what happened at that time.	Task : Presentation to the whole school/ groups present to different classes. Summer 1 Worsbrough Mill : From Field to Flour Children can explain the history of Worsbrough mill and how the local area has changed over the years Children can explain the significance of the water mill on the local area Children can talk about everyday life as a modern-day Miller and compare it to the past	Task : Information Booklet Summer 1 Maya Mission Children can explain when and where the remains of the Maya Civilisation were discovered Children can explain how the Mayan Civilisation developed over time Children can describe Mayan religions and beliefs; including everyday life. Children can talk about the decline of the Maya Civilisation	Task: Non-Chronological Report Summer term Vicious Vikings Children can explain where and why some Viking raids or attack took place. Children can describe in greater detail the influence and actions of Alfred the Great Children can compare and contrast daily life for the Vikings and modern daily life.	Task: Essay Summer term Zeroes to Heroes Children can name some similarities and differences between life in ancient Athens and life in ancient Sparta. Children can explain in great detail the impact of the ancient Greek civilisation on the modern world.	Task: Non Chronological Report Spring 1 War of the World Children can offer reasons to explain why the war started and explore the key significant events. Children can explain how and why changing the role of women was significant to war effort. Children can recall facts about rationing, evacuation and the Holocaust.