

History Assessment Grid : Toys Past and Present : Year 1/2



Toys Past and Present																				
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>																
History																				
Lesson 1	Can children use the past and present tense accurately?																			
	Can children use appropriate vocabulary to describe their favourite toys?																			
	Can children share memories of playing with their favourite toys from when they were younger?																			
Lesson 2	Do children understand what 'living memory' means?																			
	Do children know that toys in the past were different to toys today?																			
	Can children ask questions about toys of the past and use information from sources to find out the answers?																			
Lesson 3	Do children understand the term 'decade'?																			
	Can children order decades chronologically?																			
	Can children identify some of the toys that were popular in particular decades?																			
Lesson 4	Can children recognise differences between old toys and new toys?																			
	Can children describe old and new toys using appropriate vocabulary?																			
	Can children sort old and new toys into categories?																			
Lesson 5	Do children know that the range of toys and the ways children play has changed over time?																			
	Can children identify similarities between old and new toys?																			
	Can children identify differences between old and new toys?																			
Lesson 6	Can children organise toys into categories?																			
	Can children order toys chronologically?																			
	Can children describe how toys and play have changed over time?																			

History Assessment Grid : Intrepid Explorers : Year 1/2

<h2 style="margin: 0;">Intrepid Explorers</h2>																																		
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>																														
History																																		
Lesson 1	Do children know that Christopher Columbus lived a long time ago?																																	
	Do children know that Christopher Columbus was an explorer?																																	
	Can children identify ways in which life was different when Christopher Columbus was alive?																																	
Lesson 2	Can children describe what a sea journey in the 15th century might have been like?																																	
	Can children compare a modern sea journey with a sea journey in the 15th century?																																	
	Do children know what Columbus discovered and why this was significant?																																	
Lesson 3	Do children know that Columbus brought new things to Europe from the Americas?																																	
	Do children know that Columbus did not discover what he thought he had discovered?																																	
	Can children ask and answer questions about the life and achievements of Columbus?																																	
Lesson 4	Can children find out and describe facts about Neil Armstrong?																																	
	Can children describe some of the aspects of life in the 1960s?																																	
	Can children compare life in different time periods?																																	
Lesson 5	Can children describe the events surrounding the first landing on the moon?																																	
	Can children express how the astronauts might have felt during the Apollo 11 mission?																																	
	Can children describe some of the ways in which space exploration has had an impact on our lives today?																																	
Lesson 6	Do children understand how to compare two individuals?																																	
	Can children identify and describe ways in which Armstrong and Columbus were similar to each other?																																	
	Can children identify and describe ways in which Armstrong and Columbus were different from each other?																																	
Lesson 7	Can the children state what they have learnt about Armstrong and Columbus?																																	
	Can the children share what they have learnt about other explorers?																																	
	Can the children remember a range of facts about the explorers?																																	

History Assessment Grid : Castles : Year 1/2

Castles																			
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>															
History																			
Lesson 1	Can the children say who invaded England?																		
	Can the children say where the main battle between William and Harold took place?																		
	Can the children ask questions to find out more information?																		
Lesson 2	Can the children identify and name 'motte and Bailey' castles and 'keep and bailey' castles?																		
	Can the children find similarities and differences between the castles?																		
	Can the children say why castles were important for the Norman invaders?																		
Lesson 3	Can the children describe the features of a castle?																		
	Can the children find similarities and differences between the castles?																		
	Can the children say why castles were important?																		
Lesson 4	Can the children say some of the people who lived in a medieval castle?																		
	Can the children name some of the different jobs in a medieval castle?																		
	Can the children say who was powerful in medieval times?																		
Lesson 5	Can the children say why the peasants did not think the tax was fair?																		
	Can the children explain what the taxes were used for?																		
	Can the children compare how taxes were spent in medieval times and how they are spent now?																		
Lesson 6	Do the children know the Normans started building the Tower of London?																		
	Can the children say how the Tower of London has changed over time?																		
	Can the children say what the Tower was used for in the past and what it is used for now?																		

History Assessment Grid : Guy Fawkes and the Gunpowder Plot : Year 1/2

Guy Fawkes and the Gunpowder Plot																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
History																				
Lesson 1	Can the children talk about a time they saw a bonfire or fireworks?																			
	Can the children use the past tense when talking about historical events?																			
	Can the children ask questions to find out more information?																			
Lesson 2	Can the children name King James I and Queen Elizabeth I?																			
	Can the children use the past tense when talking about historical events?																			
	Can the children explain why Catholics were unhappy?																			
Lesson 3	Can children explain who Guy Fawkes was?																			
	Do children understand why Guy Fawkes and the other conspirators created the gunpowder plot?																			
	Can children think of relevant arguments to influence Guy Fawkes' decision?																			
Lesson 4	Can children explain who Guy Fawkes was?																			
	Do children understand why Guy Fawkes and the other conspirators created the Gunpowder Plot?																			
	Can children say how Guy Fawkes and his conspirators would be feeling on the day of the plot?																			
Lesson 5	Can children explain why Guy Fawkes is famous?																			
	Do children understand why Guy Fawkes and the other conspirators created the Gunpowder Plot?																			
	Can children retell the events of the Gunpowder plot?																			

History Assessment Grid : Florence Nightingale : Year 2

<h2 style="margin: 0;">Florence Nightingale</h2>																			
<div style="display: flex; justify-content: space-around; padding: 5px;"> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px; width: 150px;">Group:</div> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px; width: 150px;">Year:</div> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px; width: 150px;">Term:</div> </div>																			
<h3 style="margin: 0;">History</h3>																			
Lesson 1	Do children know when Florence Nightingale lived?																		
	Do children understand the expectations on a rich woman in Victorian times?																		
	Can children equate Florence Nightingale's ambition with their own ideas about what they want to be when they grow up?																		
Lesson 2	Do children know why Florence Nightingale travelled to the Scutari hospital?																		
	Can children explain what the journey would have been like and why?																		
	Can children describe the conditions Florence Nightingale and the other nurses were met with when they reached Scutari?																		
Lesson 3	Can children identify some of the changes Florence Nightingale made at the Scutari hospital?																		
	Can children explain how these changes helped the patients at the hospital?																		
	Can children compare the Scutari hospital before and after Florence Nightingale's arrival?																		
Lesson 4	Do children recognise why Florence Nightingale became famous?																		
	Can children describe some of the things Florence Nightingale contributed to nursing in her later life?																		
	Can children compare famous people today to Florence Nightingale?																		
Lesson 5	Can children identify similarities and differences between nurses today and in the time of Florence Nightingale?																		
	Can children identify differences in general medical care today and in Victorian times?																		
	Can children describe some basic first aid?																		
Lesson 6	Can children recall and describe the main events in Florence Nightingale's life?																		
	Can children use words relating to the passing of time, e.g. before, after, next, etc.?																		
	Can children order events chronologically?																		

History Assessment Grid : Seaside Holidays in the Past : Year 1/2

Seaside Holidays in the Past																				
		Group:	Year:	Term:																
History																				
Lesson 1	Do children know in which parts of the year key holidays take place?																			
	Can children identify features associated with seaside holidays?																			
	Can children discuss activities that people might do at the seaside?																			
Lesson 2	Do children know that they can find out information about the past from photographs?																			
	Can children use photographs to find out clues about what seaside holidays were like in the past?																			
	Can children order photographs chronologically?																			
Lesson 3	Do children know that seaside holidays have not always been popular?																			
	Do children know when seaside holidays started to become popular?																			
	Can children give reasons why seaside holidays became popular in the 19th century?																			
Lesson 4	Can children use photos to find out facts about the past?																			
	Can children describe some of the features of seaside holidays 100 years ago?																			
	Can children display knowledge of Victorian seaside holidays in a variety of ways?																			
Lesson 5	Can children organise photographs chronologically?																			
	Can children identify features of seaside holidays from three different eras?																			
	Can children discuss differences between seaside holidays in different eras?																			
Lesson 6	Can children identify ways in which holidays in the past and holidays today are similar?																			
	Can children identify ways in which holidays in the past and holidays today are different?																			
	Can children make deductions about the past from a variety of sources?																			