

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

Toys Past and Present																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input 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

Intrepid Explorers																			
<div>Group: <input type="text"/></div> <div>Year: <input type="text"/></div> <div>Term: <input type="text"/></div>																			
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 type="text"/>		Year: <input type="text"/>		Term: <input 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	Do children understand what timelines can show us?																		
	Do children know when the Gunpowder plot took place?																		
	Can children talk about some differences between life in the Stuart period and life now?																		
Lesson 2	Do children know that Catholics and Protestants were different groups of Christians?																		
	Do children understand some of the differences between the Catholic and Protestant faiths?																		
	Can children explain why Catholics were unhappy when James VI and I came to the throne?																		
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 reasons for and against Guy Fawkes' decision to take part in the plot?																		
Lesson 4	Can children use the past tense, and vocabulary like 'first', 'next' and 'finally' when talking about the Gunpowder Plot?																		
	Can children recall key facts about the Gunpowder Plot?																		
	Can children retell the events of the Gunpowder Plot in chronological order?																		
Lesson 5	Can children explain why the Gunpowder Plot is an important event which is still remembered today?																		
	Can children discuss how their family and local community celebrate Bonfire Night?																		
	Can children ask and answer questions about modern-day Bonfire Night celebrations?																		

Group:

Year:

Term:

History

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

Seaside Holidays in the Past																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
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 understand what a source is?																		
	Do children know when the Victorian era was?																		
	Can children use pictures to find out about seaside holidays in the past?																		
Lesson 3	Do children know some of the typical activities a Victorian seaside holiday could involve?																		
	Can children describe some of these activities?																		
	Can children express their opinions on, and preferences of, these activities?																		
Lesson 4	Do children know why seaside holidays used to only be affordable for wealthy people?																		
	Can children explain why doctors advised people to go to the seaside?																		
	Can children give reasons why seaside holidays became more popular in the 19th century?																		
Lesson 5	Do children understand what 'within living memory' and 'beyond living memory' means?																		
	Can children identify features of seaside holidays in the 1950s?																		
	Can children ask and answer questions to further their understanding of seaside holidays within living memory?																		
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 share and explain their ideas and opinions?																		

History Assessment Grid : Stone Age to Iron Age : Year 3/4

Stone Age to Iron Age																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
History																			
Lesson 1	Do children know what the term 'prehistory' means?																		
	Do children know the names of the three periods of prehistory?																		
	Can children describe how we can find out about the prehistoric past?																		
Lesson 2	Can children explain how and when people first came to Britain?																		
	Do children know what kind of animals early humans encountered?																		
	Do children know where early humans lived?																		
Lesson 3	Do children know what happened to Britain's coastline when the ice sheets of the last Ice Age retreated?																		
	Do children know where Doggerland is?																		
	Can children describe what Mesolithic life was like?																		
Lesson 4	Do children know where and when agriculture was developed?																		
	Do children know when people in Britain started farming?																		
	Do children know what Stonehenge is and how the landscape developed?																		
Lesson 5	Do children know how bronze is made?																		
	Do children know how people were buried in the Bronze Age?																		
	Do children know what happened to the climate at the end of the Bronze Age?																		
Lesson 6	Do children know how iron is made?																		
	Do children know what Iron Age houses were like?																		
	Do children know what happened at the end of the Iron Age?																		
Lesson 7	Do children know what the three ages of prehistory are?																		
	Do children know how long British prehistory is?																		
	Can children explain how life changed in Britain during prehistory?																		

History Assessment Grid : Invaders and Settlers: Romans : Year 3/4

Invaders and Settlers: Romans																			
<div>Group: <input type="text"/></div> <div>Year: <input type="text"/></div> <div>Term: <input type="text"/></div>																			
History																			
Lesson 1	Do children understand the terms 'invade' and 'settle'?																		
	Can children explain reasons why people have invaded and settled in Britain in the past?																		
	Can children place the Romans on a timeline?																		
Lesson 2	Can children suggest some reasons why the Romans invaded Britain?																		
	Can children describe what the Roman army was like?																		
	Can children try to imagine what life was like for Roman soldiers?																		
Lesson 3	Do children know when the Celts lived in Britain?																		
	Can children use sources to find out about Celtic life?																		
	Can children describe in their own words what Celtic daily life was like?																		
Lesson 4	Do children know who Boudica was and what she did?																		
	Do children know that history is represented in different ways by different people?																		
	Can children represent their understanding in different ways?																		
Lesson 5	Can children explain the events of Boudica's revolt?																		
	Do children know why Boudica's revolt failed?																		
	Can children explain their own point of view?																		
Lesson 6	Can children explain some aspects of Roman life?																		
	Can children ask and answer questions?																		
	Can children select and record information?																		
Lesson 7	Can children explain some of the things the Romans invented or introduced to Britain?																		
	Can children identify aspects of our lives that are affected by the Roman rule in Britain?																		
	Can children suggest what life would have been like in Britain if the Romans had never arrived?																		

History Assessment Grid : Ancient Egyptians : Year 3/4

Ancient Egyptians																			
<div>Group:</div> <div>Year:</div> <div>Term:</div>																			
History																			
Lesson 1	Can children identify the difference between AD and BC dates?																		
	Are children able to name a key event in Ancient Egyptian history?																		
	Can children correctly order BC dates?																		
Lesson 2	Do children know that different groups of people had different rights and roles in ancient Egyptians society?																		
	Can children describe who had most and least power in ancient Egyptian society?																		
	Can children identify and describe the different groups of society in ancient Egypt?																		
Lesson 3	Can children explain what a pharaoh is?																		
	Can children describe what the life of a pharaoh was like?																		
	Can children identify some of the most famous ancient Egyptian pharaohs and explain why they are remembered?																		
Lesson 4	Do children know that the ancient Egyptians worshipped lots of different gods and goddesses?																		
	Can children name some ancient Egyptian gods and goddesses?																		
	Can children express their knowledge of ancient Egyptian gods and goddesses in a variety of ways?																		
Lesson 5	Can children describe some of the ancient Egyptian beliefs in life after death?																		
	Do children know that the pyramids of Egypt were the tombs of the pharaohs?																		
	Can children suggest ways in which we can learn about ancient Egypt from the pyramids that have survived?																		
Lesson 6	Can children describe some of the inventions of the ancient Egyptians?																		
	Can children evaluate some of the biggest achievements of the ancient Egyptian civilisation?																		
	Can children suggest how the inventions and achievements of the ancient Egyptians impact our lives today?																		

History Assessment Grid : Early Civilisations : Year 3/4

Early Civilisations																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
History																			
Lesson 1	Do children know what the word 'civilisation' means?																		
	Do children know the approximate dates of some of the earliest civilisations?																		
	Do children know the locations of some of the earliest civilisations?																		
Lesson 2	Do children know when people first started using a writing system?																		
	Can children suggest reasons why writing systems were necessary?																		
	Do children know that writing systems developed over time?																		
Lesson 3	Do children know why people started trading?																		
	Do children know why people started using tokens for trading?																		
	Do children know when money was first used?																		
Lesson 4	Do children understand why writing and number systems developed?																		
	Do children know that number systems varied between early civilisations?																		
	Do children know that early civilisations developed other areas of mathematics, e.g. weights and measures?																		
Lesson 5	Can children make predictions about the dates of inventions based on their historical knowledge?																		
	Can children use a variety of sources of information to help them answer questions?																		
	Can children evaluate what they have found out and use this to describe the inventions of early civilisations?																		
Lesson 6	Do children know how buildings developed over time?																		
	Can children identify buildings of the earliest civilisations?																		
	Can children describe or suggest how early buildings were constructed?																		
Lesson 7	Can children describe the main achievements of the earliest civilisations?																		
	Can children express their knowledge in a variety of ways?																		
	Can children use evidence they have gathered to ask and answer questions?																		

Group:

Year:

Term:

History

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History Assessment Grid : The Maya : Year 3/4

The Maya																			
Group:		Year:		Term:															
History																			
Lesson 1	Do children know where Mesoamerica is on a world map?																		
	Do children know how the Mayan ruins were discovered by Europeans?																		
	Can children use images to raise questions?																		
Lesson 2	Do children know how archaeologists use evidence to find out about the past?																		
	Can children deduce facts about the Maya from archaeological discoveries?																		
	Can children order events chronologically?																		
Lesson 3	Do children know that the Mayan civilisation was organised in city states?																		
	Do children know that Mayan society was organised in a pyramid system with high and low ranks?																		
	Can children describe the roles of different members of Mayan society?																		
Lesson 4	Do children know that the Maya worshipped many different gods?																		
	Do children know some of the ways in which Maya worshipped?																		
	Can children describe how religion affected people's daily lives?																		
Lesson 5	Can children generate questions?																		
	Can children use a variety of sources to answer questions?																		
	Can children describe what daily life was like for the Maya?																		
Lesson 6	Do children know that the Maya developed their own writing system?																		
	Do children know that we can learn a lot about the Maya from the writing they left behind?																		
	Do children know that the Maya developed a calendar based on astronomical observation?																		
Lesson 7	Do children know that Mayan city states often recorded battles on stelae?																		
	Do children know that the Mayan civilisation declined c.900 AD?																		
	Can children offer suggestions for why a civilisation may decline?																		

History Assessment Grid : Vikings vs Anglo-Saxons : Year 5/6

Vikings vs Anglo-Saxons																			
Group: <input type="text"/> Year: <input type="text"/> Term: <input type="text"/>																			
History																			
Lesson 1	Can children explain how the Anglo-Saxons came to Britain?																		
	Do children know why this period is often referred to as the Dark Ages?																		
	Can children give an overview of what life was like in the 8th century before the Viking invasions?																		
Lesson 2	Do children know when the Vikings first invaded Britain?																		
	Can children offer reasons for why the Vikings invaded?																		
	Can children recognise and describe the different perspectives of the Viking invasions?																		
Lesson 3	Do children know that the Vikings settled in Britain after the first raids in the 8th century?																		
	Can children use a variety of sources to gather information?																		
	Can children describe how the Vikings gained control of the northeast of England?																		
Lesson 4	Can children describe the role King Alfred played in making England a unified country?																		
	Can children suggest reasons why he was dubbed 'Great'?																		
	Can children use a variety of sources of information to find out the life of King Alfred?																		
Lesson 5	Can children describe what life was like for Vikings in Britain?																		
	Can children identify differences between Viking and Anglo-Saxon life?																		
	Can children identify similarities between Viking and Anglo-Saxon life?																		
Lesson 6	Do children know that by 1016, England was a unified country under the control of a single king?																		
	Can children name the key historical figures and describe their role in events?																		
	Can children discuss causes and effects of historical events?																		
Lesson 7	Do children know why the Battle of Hastings took place?																		
	Can children describe the main events surrounding the Norman conquest?																		
	Do children know that the Battle of Hastings ended the era of Anglo-Saxon and Viking rule in Britain?																		

History Assessment Grid : The Shang Dynasty : Year 5/6

The Shang Dynasty																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
History																			
Lesson 1	Do children know what different sources of evidence there are for learning about the past?																		
	Can children describe the advantages and disadvantages of different sources of evidence?																		
	Do children know where and when the Shang Dynasty was in power?																		
Lesson 2	Can children name some of the Shang rulers and what they did according to the history books?																		
	Can children suggest what makes a history book accurate or inaccurate?																		
	Can children suggest why learning about leaders is important?																		
Lesson 3	Can children explain what happened to Shang rulers when they died?																		
	Can children describe the objects that were buried with Shang rulers?																		
	Can children suggest why people and animals were sacrificed during the Shang Dynasty?																		
Lesson 4	Can children describe what kind of houses ordinary people lived in during the Shang Dynasty?																		
	Can children describe what people ate during the Shang Dynasty?																		
	Can children use evidence to describe a day in the life of an ordinary person during the Shang Dynasty?																		
Lesson 5	Do children know why the Shang invented writing?																		
	Do children know why the Shang invented a calendar?																		
	Can children describe the features of the oracle bones script?																		
Lesson 6	Can children describe what the Shang Dynasty achieved?																		
	Can children describe how the history books say the Shang Dynasty ended?																		
	Do children know when the Shang Dynasty ended according to evidence and history?																		

History Assessment Grid : Who Were the Ancient Greeks? : Year 5/6

Who Were the Ancient Greeks?																			
<div>Group: <input type="text"/></div> <div>Year: <input type="text"/></div> <div>Term: <input type="text"/></div>																			
History																			
Lesson 1	Do children understand the terms 'BC' and 'AD'?																		
	Can children name, and place in chronological order, the main time periods of ancient Greece?																		
	Can children discuss some of the main events from each time period they have looked at?																		
Lesson 2	Can children explain the difference between a democracy, oligarchy and a monarchy in ancient Greece?																		
	Can children discuss some of the advantages and disadvantages of democracies and monarchies?																		
	Can children discuss their own opinions of which type of government they think is best?																		
Lesson 3	Can children list some similarities and differences between the two city-states of Athens and Sparta?																		
	Can children put themselves 'in the shoes of' an ancient Greek and discuss the two city-states?																		
	Can children explain their own views and opinions of the two city-states?																		
Lesson 4	Do children understand the difference between primary and secondary sources?																		
	Can children use given sources to gather or find specific information?																		
	Do children have a developing knowledge of what daily life in ancient Greece was like?																		
Lesson 5	Can children explain why ancient Greece had a polytheistic religion?																		
	Can children explain the importance of religion in the everyday life of ancient Greeks?																		
	Can children use given resources to discover information about, and apply their knowledge of, the ancient Greek gods and goddesses?																		
Lesson 6	Can children explain the terms 'scholar' and 'philosopher'?																		
	Can children discuss some of the main ideas and beliefs of the six philosophers/scholars we have learnt about?																		
	Can children voice their own thoughts and opinions about the importance of the ideas and beliefs of these philosophers/scholars?																		
Lesson 7	Can children name some ancient Greek ideas or developments that still influence us today?																		
	Can children use given sources to further their own learning?																		
	Can children express and explain their own views and opinions?																		

History Assessment Grid : Crime and Punishment : Year 5/6

Crime and Punishment																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
History																			
Lesson 1	Can children suggest ways in which crime changes over time?																		
	Can children describe basic ways in which punishment for crime changes over time?																		
	Can children define terms relating to crime and punishment, such as judge, jury, lawyer, pillory, etc.?																		
Lesson 2	Do children know how crime was detected in Roman times?																		
	Do children know how criminals were tried in Roman times?																		
	Can children describe some common punishments for criminals in Roman times?																		
Lesson 3	Can children describe how crime would usually be punished in the Anglo-Saxon/Viking world?																		
	Do children know what the most common crime of the time was?																		
	Can children describe how people involved gods in the punishment of criminals?																		
Lesson 4	Can children describe how criminals were caught in the medieval and Tudor periods?																		
	Can children explain the three main types of courts in the medieval and Tudor periods?																		
	Do children know what the punishments for theft, treason, murder and heresy were?																		
Lesson 5	Do children know which crimes became common during this period and why?																		
	Do children know which aspects of crime and punishment stayed the same between the medieval period and the early modern period?																		
	Can children describe which punishments were new during this period?																		
Lesson 6	Do children know which types of crimes became common in this period and why?																		
	Can children describe changes in the way crime was detected?																		
	Can children explain the major changes in the way crimes were punished?																		
Lesson 7	Can children describe what different types of crimes there have been over the ages?																		
	Can children describe how crime prevention and detection has changed over the ages?																		
	Can children describe how punishment for criminal activity has changed over the ages?																		

History Assessment Grid : The Atlantic Slave Trade : Year 5/6

The Atlantic Slave Trade																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
History																			
Lesson 1	Can children give a definition of slavery during the Atlantic slave trade?																		
	Are children able to differentiate between a slave and a servant?																		
	Are children able to draw conclusions about slavery from a variety of sources?																		
Lesson 2	Can children name the three main locations in the triangular Atlantic slave trade?																		
	Are children able to identify the way in which each location benefited from the Atlantic slave trade?																		
	Can children give some reasons as to why the Atlantic slave trade became so big?																		
Lesson 3	Can children describe what the Middle Passage was and what this was like for the slaves?																		
	Can children identify if a source is a primary or secondary source?																		
	Can children use the information gained from sources to report on what life was like for slaves during the Atlantic slave trade?																		
Lesson 4	Can children name one reason that the slave trade was abolished?																		
	Are children able to identify when the slave trade was abolished?																		
	Can children name some key figures involved in the abolition of slavery?																		
Lesson 5	Can children give a brief description of who Harriet Tubman was?																		
	Are children able to describe what the Underground Railroad was and how it helped slaves?																		
	Can children give reasons as to why Tubman is considered an important historical figure?																		
Lesson 6	Can children give an example of modern slavery?																		
	Can children recall some of the main signs of modern slavery?																		
	Can children name a way in which a victim of modern slavery can get help?																		
Lesson 7	Can children describe a way in which Britain changed because of the slave trade?																		
	Can children listen carefully to others' viewpoints and respond appropriately?																		
	Can children put forward a viewpoint clearly and confidently?																		