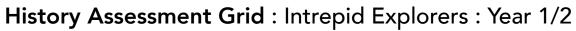
History Assessment Grid: Toys Past and Present: Year 1/2



T	we Post and Prosent							
IC	bys Past and Present							
G	Year: Term:							
	History							
	Can children use the past and present tense accurately?							
on (Can children use appropriate vocabulary to describe their favourite toys?							
Lesson 1	Can children share memories of playing with their favourite toys from when they were younger?							
7	Do children understand what 'living memory' means?							
son	Do children know that toys in the past were different to toys today?							
Lesson	Can children ask questions about toys of the past and use information from sources to find out the answers?							
3	Do children understand the term 'decade'?							
Lesson	Can children order decades chronologically?							
<u>و</u>	Can children identify some of the toys that were popular in particular decades?							
4	Can children recognise differences between old toys and new toys?							
Lesson	Can children describe old and new toys using appropriate vocabulary?							
Ë	Can children sort old and new toys <mark>into</mark> categories?							
ιO	Do children know that the range of toys and the ways children play has changed over time?							
Lesson	Can children identify similarities between old and new toys?							
Les	Can children identify differences between old and new toys?			- 8	3			
9 [Can children organise toys into categories?							
Lesson	Can children order toys chronologically?							
Le	Can children describe how toys and play have changed over time?							





In	trepid Explorers								
G	roup: Year: Term:								
	History								
ľ 1	Do children know that Christopher Columbus lived a long time ago?			I					
Lesson	Do children know that Christopher Columbus was an explorer?			╙					
Le	Can children identify ways in which life was different when Christopher Columbus was alive?								
n 2	Can children describe what a sea journey in the 15th century might have been like?								
Lesson	Can children compare a modern sea journey with a sea journey in the 15th century?								
Le	Do children know what Columbus discovered and why this was significant?								
3	Do children know that Columbus brought new things to Europe from the Americas?				Ι				
Lesson	Do children know that Columbus did not discover what he thought he had discovered?								
Les	Can children ask and answer questions about the life and achievements of Columbus?								
n 4	Can children find out and describe facts about Neil Armstrong?								
Lesson	Can children describe some of the aspects of life in the 1960s?								
Le	Can children compare life in different time periods?								
2	Can children describe the events surrounding the first landing on the moon?								
son	Can children express how the astronauts might have felt during the Apollo 11 mission?								
Lesson	Can children describe some of the ways in which space exploration has had an impact on our lives today?								
9	Do children understand how to compare two individuals?								
Lesson	Can children identify and describe ways in which Armstrong and Columbus were similar to each other?								
Les	Can children identify and describe ways in which Armstrong and Columbus were different from each other?				á		B		
n 7	Can the children state what they have learnt about Armstrong and Columbus?								
Lesson	Can the children share what they have learnt about other explorers?		V						
Le	Can the children remember a range of facts about the explorers?								





C	astles								
G	roup:	Year:	Term:						
		History							
-	Can the children say who ir	nvaded England?							
Lesson	Can the children say where	e the main battle between William a	and Harold took place?						
Les	Can the children ask questi	ions to find out more information?							
2	Can the children identify ar	and 'keep and bailey' castles?							
Lesson	Can the children find simila	castles?							
ត	Can the children say why ca	an invaders?							
က	Can the children describe t								
Lesson	Can the children find simila	arities and differences between the	castles?						
a e	Can the children say why ca	astles were important?							
4	Can the children say some	of the people who lived in a medie	eval castle?						
Lesson	Can the children name som	ne of the different jobs in a medieva	al castle?						
Le Le	Can the children say who w	vas powerfu <mark>l in</mark> medieval tim <mark>es?</mark>							
2	Can the children say why th	he peasant <mark>s did</mark> not think th <mark>e ta</mark> x wa	as fair?						
Lesson	Can the children explain wl	hat the taxes were used for?							
Fé	Can the children compare l	how taxes were spent in medieval t	imes and how they are spent now?						
9 [Do the children know the N	Normans started building the Tower	r of London?						
Lesson 6	Can the children say how the	he Tower of London has changed o	ver time?						
Ë	Can the children say what t	the Tower was used for in the past a	and what it is used for now?		Y				



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

Gı	uy Fawkes and the Gunpowder Plot								
G	roup: Year: Term:								
	History								
_	Do children understand what timelines can show us?								
Lesson	Do children know when the Gunpowder plot took place?								
Le	Can children talk about some differences between life in the Stuart period and life now?								
2 ر	Do children know that Catholics and Protestants were different groups of Christians?								
Lesson	Do children understand some of the differences between the Catholic and Protestant faiths?								
Le	Can children explain why Catholics were unhappy when James VI and I came to the throne?								
3	Can children explain who Guy Fawkes was?								
sson	Do children understand why Guy Fawkes and the other conspirators created the gunpowder plot?								
Le	Can children think of reasons for and against Guy Fawkes' decision to take part in the plot?								
h 4	Can children use the past tense, and vocabulary like 'first', 'next' and 'finally' when talking about the Gunpowder Plot?								
sson	Can children recall key facts about the Gunpowder Plot?								
Le	Can children retell the events of the Gunpowder Plot in chronological order?								
on 5	Can children explain why the Gunpowder Plot is an important event which is still remembered today?	1			8	3			
Lesson	Can children discuss how their family and local community celebrate Bonfire Night?								
	Can children ask and answer questions about modern-day Bonfire Night celebrations?								

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Fl	orence Nigh	ntingale									
G	roup:	Year:	Term:								
		History									
_	Do children know that Florence	orian period?								Г	
Lesson 1	Can children describe some k										
Fes	Do children understand that s	nildren know that British soldiers fought in the Crimean War?									
٥.	Do children know that British	children know that British soldiers fought in the Crimean War? children know why Florence Nightingale travelled to the Scutari hospital, and what the jou									Т
Lesson 2	Do children know why Florend like?	Scutari hospital, and what the journey was									
Fe	Can children describe the cor	nditions Florence Nightingale w	as met with when she reached Scutari?								
n 3	Can children identify some of	the changes Florence Nighting	ale made at the Scutari hospital?								Г
Lesson	Can children explain how the	se changes helped the patients	at the hospital?								
ٽ	Can children compare the Scu	utari hospital before and after F	lorence Nightingale's arrival?								
٦ 4	Do children recognise why Flo	nous?									
Lesson	Can children describe some c	of Florence Nightingale's achiev	ements after her return from Scutari?								
Le	Can children begin to underst	tand the impact of Florence Nig	htingale's work?								
2	Can children recall and descri	ibe the mai <mark>n eve</mark> nts in Florence	Nightingale's life?								
	Can children order events in F	Florence N <mark>ightin</mark> gale's life ch <mark>ro</mark>	ologically?								Г
Lesson	Are children aware of Florence today?	e Nightingale <mark>'s many achievem</mark>	ents and why she is still remembered								
	Do children understand that r	nedical care in the Victorian era	was different to medical care now?								
Lesson 6	Can children identify and expera?	lain some differences in genera	l medical care today and in the Victorian								
Les	Can children identify and expera?	lain some similarities in genera	medical care today and in the Victorian			17/11					

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Se	easide Holidays in the Past						
Gı	roup: Year: Term:						
	History						
n 1	Do children know in which parts of the year key holidays take place?						
Lesson	Can children identify features associated with seaside holidays?						
ٽ	Can children discuss activities that people might do at the seaside?						
n 2	Do children understand what a source is?		-				
Lesson	Do children know when the Victorian era was?						
	Can children use pictures to find out about seaside holidays in the past?		+	╀			
on 3	Do children know some of the typical activities a Victorian seaside holiday could involve? Can children describe some of these activities?			+			
Lesson	Can children express their opinions on, and preferences of, these activities?			t			
4	Do children know why seaside holidays used to only be affordable for wealthy people?			t			
Lesson	Can children explain why doctors advised people to go to the seaside?			t			
Les	Can children give reasons why seaside holidays became more popular in the 19th century?						
	Do children understand what 'within living memory' and 'beyond living memory' means?						
n 5	Can children identify features of seaside holidays in the 1950s?						
Lesson	Can children ask and answer questions to further their understanding of seaside holidays within living memory?						
9 ر	Can children identify ways in which holidays in the past and holidays today are similar?						
Lesson 6	Can children identify ways in which holidays in the past and holidays today are different?						
Le	Can children share and explain their ideas and opinions?						

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St	tone Age to Iron Age							
G	roup: Year: Term:	-						
	History							
n 1	Do children know what the term 'prehistory' means?							
Lesson	Do children know the names of the three periods of prehistory?							
Le	Can children describe how we can find out about the prehistoric past?							
n 2	Can children explain how and when people first came to Britain?							
Lesson	Do children know what kind of animals early humans encountered?							
Fe	Do children know where early humans lived?							
on 3	Do children know what happened to Britain's coastline when the ice sheets of the last Ice Age retreated?							
Lesson	Do children know where Doggerland is?							
ت	Can children describe what Mesolithic life was like?							
n 4	Do children know where and when agriculture was developed?							
Lesson	Do children know when people in Britain started farming?							
e P	Do children know what Stonehenge is and how the landscape developed?							
5 ר	Do children know how bronze is made?							
Lesson	Do children know how people were buried in the Bronze Age?							
Ë	Do children know what happened to the climate at the end of the Bronze Age?							
9 u	Do children know how iron is made?							
Lesson	Do children know what Iron Age houses were like?							
Fe	Do children know what happened at the end of the Iron Age?							
7	Do children know what the three ages of prehistory are?							
Lesson	Do children know how long British prehistory is?							
Le	Can children explain how life changed in Britain during prehistory?							
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History Assessment Grid: Invaders and Settlers: Romans: Year 3/4

In	vaders and	History hildren understand the terms 'invade' and 'settle'? children explain reasons why people have invaded and settled in Britain in the people have invaded and settled in Britain in the people have invaded and settled in Britain in the people have invaded and settled in Britain in the people have invaded Britain? children suggest some reasons why the Romans invaded Britain? children describe what the Roman army was like? children know when the Celts lived in Britain? children know when the Celts lived in Britain? children use sources to find out about Celtic life? children describe in their own words what Celtic daily life was like? hildren know who Boudica was and what she did? hildren know that history is represented in different ways by different people? children explain the events of Boudica's revolt? hildren know why Boudica's revolt failed? children explain their own point of view? children explain some aspects of Roman life? children select and record information?			
G	roup:	Year:	Term:		
		History			
ر 1	Do children understand	the terms 'invade' and 'se	ettle'?		
Lesson	· ·	Children understand the terms 'invade' and 'settle'? In children explain reasons why people have invaded and settled in Britain in the in children place the Romans on a timeline? In children suggest some reasons why the Romans invaded Britain? In children describe what the Roman army was like? In children try to imagine what life was like for Roman soldiers? In children know when the Celts lived in Britain? In children use sources to find out about Celtic life? In children describe in their own words what Celtic daily life was like? In children know who Boudica was and what she did? In children know that history is represented in different ways by different people? In children explain the events of Boudica's revolt? In children explain the events of Boudica's revolt? In children explain their own point of view? In children explain some aspects of Roman life? In children select and record information? In children explain some of the things the Romans invented or introduced to Britan children identify aspects of our lives that are affected by the Roman rule in Britan children identify aspects of our lives that are affected by the Roman rule in Britan children identify aspects of our lives that are affected by the Roman rule in Britan children identify aspects of our lives that are affected by the Roman rule in Britan children identify aspects of our lives that are affected by the Roman rule in Britan children identify aspects of our lives that are affected by the Roman rule in Britan children identify aspects of our lives that are affected by the Roman rule in Britan children identify aspects of our lives that are affected by the Roman rule in Britan children identify aspects of our lives that are affected by the Roman rule in Britan children identify aspects of our lives that are affected by the Roman rule in Britan children identify aspects of our lives that are affected by the Roman rule in Britan children identify aspects of our lives that are affected by the Roman rule in Britan children identifies the child			
n 2					
Lesson					
			oman soldiers?		
on 3			lifo?		
Lesson					
4					
son		History children understand the terms 'invade' and 'settle'? children explain reasons why people have invaded and settled in Britain in the people children suggest some reasons why the Romans invaded Britain? children suggest some reasons why the Romans invaded Britain? children describe what the Roman army was like? children try to imagine what life was like for Roman soldiers? children know when the Celts lived in Britain? children use sources to find out about Celtic life? children describe in their own words what Celtic daily life was like? children know who Boudica was and what she did? children know that history is represented in different ways by different people? children explain the events of Boudica's revolt? children know why Boudica's revolt failed? children explain their own point of view? children explain some aspects of Roman life? children explain some aspects of Roman life? children explain some of the things the Romans invented or introduced to Britain children identify aspects of our lives that are affected by the Roman rule in Britain children suggest what life would have been like in Britain if the Romans had nev			
Lesson		P: Year: Term: History children understand the terms 'invade' and 'settle'? children explain reasons why people have invaded and settled in Britain in the particular of the children suggest some reasons why the Romans invaded Britain? children suggest some reasons why the Romans invaded Britain? children describe what the Roman army was like? children try to imagine what life was like for Roman soldiers? children know when the Celts lived in Britain? children use sources to find out about Celtic life? children describe in their own words what Celtic daily life was like? children know who Boudica was and what she did? children know that history is represented in different ways by different people? children represent their understanding in different ways? children explain the events of Boudica's revolt? children explain their own point of view? children explain some aspects of Roman life? children explain some aspects of Roman life? children explain some aspects of Roman life? children explain some of the things the Romans invented or introduced to Britate of children identify aspects of our lives that are affected by the Roman rule in Britate of children suggest what life would have been like in Britain if the Romans had never the children in the Romans had never the children suggest what life would have been like in Britain if the Romans had never the children suggest what life would have been like in Britain if the Romans had never the children suggest what life would have been like in Britain if the Romans had never the children suggest what life would have been like in Britain if the Romans had never the children suggest what life would have been like in Britain if the Romans had never the children in the children suggest what life would have been like in Britain if the Romans had never the children in the children in the Romans had never the ch			
5		P: Year: Term: History children understand the terms 'invade' and 'settle'? children explain reasons why people have invaded and settled in Britain in the children place the Romans on a timeline? children suggest some reasons why the Romans invaded Britain? children describe what the Roman army was like? children try to imagine what life was like for Roman soldiers? children know when the Celts lived in Britain? children use sources to find out about Celtic life? children describe in their own words what Celtic daily life was like? children know who Boudica was and what she did? children know that history is represented in different ways by different people? children represent their understanding in different ways? children explain the events of Boudica's revolt? children explain their own point of view? children explain some aspects of Roman life? children ask and answer questions? children explain some of the things the Romans invented or introduced to Britchildren identify aspects of our lives that are affected by the Roman rule in Britchildren suggest what life would have been like in Britain if the Romans had not			
Lesson			A .		
Les	Can children explain the	eir own poin <mark>t of</mark> view?			
9 u	Can children explain sor	me aspects <mark>of R</mark> oman life?			
Lesson	Can children ask and an	swer questions?			
Le	Can children select and	record information?			
7					
Lesson		History Idren understand the terms 'invade' and 'settle'? Iildren explain reasons why people have invaded and settled in Britain in the illdren place the Romans on a timeline? Iildren suggest some reasons why the Romans invaded Britain? Iildren describe what the Roman army was like? Iildren try to imagine what life was like for Roman soldiers? Idren know when the Celts lived in Britain? Iildren use sources to find out about Celtic life? Iildren describe in their own words what Celtic daily life was like? Idren know who Boudica was and what she did? Idren know that history is represented in different ways by different people? Iildren explain the events of Boudica's revolt? Idren know why Boudica's revolt failed? Iildren explain their own point of view? Iildren explain some aspects of Roman life? Iildren explain some aspects of Roman life? Iildren explain some of the things the Romans invented or introduced to Brit illdren identify aspects of our lives that are affected by the Roman rule in Brit illdren suggest what life would have been like in Britain if the Romans had n			
Les	Can children suggest wh arrived?	History children understand the terms 'invade' and 'settle'? n children explain reasons why people have invaded and settled in Britain in the pen children place the Romans on a timeline? n children suggest some reasons why the Romans invaded Britain? n children describe what the Roman army was like? n children try to imagine what life was like for Roman soldiers? children know when the Celts lived in Britain? n children use sources to find out about Celtic life? n children describe in their own words what Celtic daily life was like? children know who Boudica was and what she did? children know that history is represented in different ways by different people? n children represent their understanding in different ways? n children explain the events of Boudica's revolt? children know why Boudica's revolt failed? n children explain some aspects of Roman life? n children explain some aspects of Roman life? n children select and record information? n children explain some of the things the Romans invented or introduced to Britan children identify aspects of our lives that are affected by the Roman rule in Britan children suggest what life would have been like in Britain if the Romans had never the children suggest what life would have been like in Britain if the Romans had never the children suggest what life would have been like in Britain if the Romans had never the children suggest what life would have been like in Britain if the Romans had never the children suggest what life would have been like in Britain if the Romans had never the children suggest what life would have been like in Britain if the Romans had never the children suggest what life would have been like in Britain if the Romans had never the children suggest what life would have been like in Britain if the Romans had never the children suggest what life would have been like in Britain if the Romans had never the children suggest what life would have been like in Britain if the Romans had never the children suggest what life would h			

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				<i>37</i>							-		
Α	ncient Egyp	tians											
G	roup:	Year:		Term:									
		History	,										
_	Can children identify the diffe	erence between AD and E	3C dates?										
Lesson 1	Are children able to name a k	ey event in Ancient Egyp	tian history?										
Ë	Can children correctly order E	BC dates?											
n 2	Do children know that different society?												
Lesson	Can children describe who ha	ad most and least power i	in ancient Egyp	otian society?									
ت	Can children identify and des	children describe who had most and least power in ancient Egyptian society?											
m	Can children explain what a p	haraoh is?											
	Can children describe what th	ne life of a pharaoh was lil	ke?										
Lesson	Can children identify some of remembered?	the most famous ancient	t Egyptian phar	raohs and explain why they are									
4	Do children know that the and	cient Egyptians worshipp	ed lots of differ	rent gods and goddesses?									
Lesson	Can children name some anci	ient Egyptian gods and g	oddesses?										
le.	Can children express their kno	owledge of ancient Egypt	tian <mark>g</mark> ods and g	goddesses in a variety of ways?									
2	Can children describe some c	of the ancie <mark>nt E</mark> gyptian be	elie <mark>fs in</mark> life afte	er death?									
	Do children know that the pyr	ramids of E <mark>gypt</mark> were the	tombs of the p	oharaohs?									
Lesson	Can children suggest ways in survived?	children describe some of the ancient Egyptian beliefs in life after death? children know that the pyramids of Egypt were the tombs of the pharaohs? children suggest ways in which we can learn about ancient Egypt from the pyramids that											
9	Can children describe some c	of the inventions of the ar	ncient Egyptians	s?						a 3			
	Can children evaluate some c	of the biggest achievemen	nts of the ancie	ent Egyptian civilisation?									
Lesson	Can children suggest how the today?	e inventions and achieven	nents of the and	cient Egyptians impact our lives			17/1	Y					





	,	History what the word 'civilisation' means? when approximate dates of some of the earliest civilisations? when people first started using a writing system? gest reasons why writing systems were necessary? what writing systems developed over time? why people started using tokens for trading? when money was first used? when money was first used? what number systems varied between early civilisations? what number systems varied between early civilisations? what early civilisations developed other areas of mathematics, e.g. weights and the predictions about the dates of inventions based on their historical knowledge a variety of sources of information to help them answer questions?			+	-	+				
E	arly Civilis	ations									
G	roup:	Year:	Term:								
		History									
n 1	Do children know what the	word 'civilisation' means?									
Lesson	Do children know the appro	eximate dates of some of th	e earliest civilisations?								
Ë	Do children know the locati	hildren know the locations of some of the earliest civilisations? hildren know when people first started using a writing system? children suggest reasons why writing systems were necessary? hildren know that writing systems developed over time? hildren know why people started trading? hildren know why people started using tokens for trading? hildren know when money was first used?									
2 ر	Do children know when ped	ildren know the locations of some of the earliest civilisations? ildren know when people first started using a writing system? hildren suggest reasons why writing systems were necessary? ildren know that writing systems developed over time? ildren know why people started trading? ildren know why people started using tokens for trading?									
Lesson	Can children suggest reaso	nildren know the locations of some of the earliest civilisations? nildren know when people first started using a writing system? children suggest reasons why writing systems were necessary? nildren know that writing systems developed over time? nildren know why people started trading? nildren know why people started using tokens for trading? nildren know when money was first used?									
Fes	Do children know that writir	ng systems developed over									
3 ر	Do children know why peop	ole started trading?									
Lesson	Do children know why peop	ole started using tokens for	trading?								
Les Les	Do children know when mo	ney was first used?									
4	Do children understand why	children make predictions about the dates of inventions based on their historical knowledge? children use a variety of sources of information to help them answer questions? children evaluate what they have found out and use this to describe the inventions of early isations?									
Son	Do children know that numl	Idren know that writing systems developed over time? Idren know why people started trading? Idren know why people started using tokens for trading? Idren know when money was first used? Idren understand why writing and number systems developed? Idren know that number systems varied between early civilisations? Idren know that early civilisations developed other areas of mathematics, e.g. weights and tres? Indiden make predictions about the dates of inventions based on their historical knowledge? Indiden use a variety of sources of information to help them answer questions?									
Lesson	Do children know that early measures?	dren know why people started trading? dren know why people started using tokens for trading? dren know when money was first used? dren understand why writing and number systems developed? dren know that number systems varied between early civilisations? dren know that early civilisations developed other areas of mathematics, e.g. weights and res? ildren make predictions about the dates of inventions based on their historical knowledge?									
5	Can children make prediction	hildren suggest reasons why writing systems were necessary? iildren know that writing systems developed over time? iildren know why people started trading? iildren know why people started using tokens for trading? iildren know when money was first used? iildren understand why writing and number systems developed? iildren know that number systems varied between early civilisations? iildren know that early civilisations developed other areas of mathematics, e.g. weights and ures? hildren make predictions about the dates of inventions based on their historical knowledge? hildren use a variety of sources of information to help them answer questions? hildren evaluate what they have found out and use this to describe the inventions of early									
son	Can children use a variety o	f sources of information to	hel <mark>p</mark> them answer questions?								
Lesson	Can children evaluate what civilisations?	they have fo <mark>und</mark> out and us	se t <mark>his t</mark> o describe the inventions of early								
9 ر	Do children know how build	dings develo <mark>ped o</mark> ver time?									
Lesson	Can children identify buildir	ngs of the earliest civilisatio	ns?								
Le:	Can children describe or su	ggest how early buildings v	vere constructed?					É			
7 ر	Can children describe the m	nain achievements of the ea	rliest civilisations?								
Lesson	Can children express their k	nowledge in a variety of wa	iys?								
Le	Can children use evidence t	they have gathered to ask a	nd answer questions?								

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History Assessment Grid: Anglo-Saxons, Picts and Scots: Year 3/4

Aı	nglo-Saxons, Picts and Scots						
G	roup: Year: Term:						
	History						
_	Do children understand that our knowledge of the past is based on a range of sources, including artefacts from the time?						
Lesson	Do children understand what an archaeologist does and why they excavate certain sites?						
Les	Can children make suggestions about the person buried at Sutton Hoo based on historical artefacts buried there?						
7	Can children explain the terms migrate, invade and settle?						
Lesson 2	Can children use a timeline to establish the beginning, end and duration of the Anglo Saxon period in Britain?						
Le	Can children name some of the historical and archeological sources that tell us about Anglo Saxon migration?						
n 3	Do children know who the Scots and Picts were, where they lived and why they are important?						
Lesson	Can children describe what they know about the lives of the Picts and Scots?						
Le	Can children name historical sources which tell us about the lives of the Picts and the Scots?						
n 4	Can children generate questions relating to everyday life in Anglo-Saxon times?						
Lesson	Can children use artefacts to find out about everyday life in Anglo-Saxon Britain?						
Le	Can children compare the lives of rich and poor Anglo-Saxons?						
n 5	Do children know what the term 'culture' means?						
Lesson	Can children infer what life was like in Anglo Saxon Britain from the story of Beowulf?						
Le Le	Do children understand why stories like <mark>Beo</mark> wulf were im <mark>porta</mark> nt in Anglo-Saxon Britain?						
9	Do children understand the terms 'change' and 'continuity'?						
Lesson	Can children describe how religious beli <mark>efs a</mark> nd practices changed during the Anglo-Saxon period?						
Les	Can children describe some of the differences between the beliefs and practices of pagans and Christians?			E			
7 .	Can children summarise and organise historical evidence?						
Lesson	Can children draw a conclusion based on historical evidence?						
Le	Can children evaluate the reliability and relevance of different sources of evidence?						



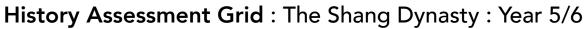


T	he Maya										
G	iroup:	Year:	Term:								
		History									
- -	Do children know where Mesoa	america is on a world map?									
Lesson	Do children know how the May	yan ruins were discovered by Europe	eans?								
اد د	Can children use images to rais	se questions?									
2	Do children know how archaeo	children know how archaeologists use evidence to find out about the past?									
Lesson	Can children deduce facts abou	out the Maya from archaeological dis	coveries?								
Fě	Can children order events chro	nildren deduce facts about the Maya from archaeological discoveries? nildren order events chronologically? ildren know that the Mayan civilisation was organised in city states?									
3	Do children know that the May	yan civilisation was organised in city	states?								
Lesson	Do children know that Mayan s	society was organised in a pyramid s	ystem with high and low ranks?								
Le	Can children describe the roles	s of different members of Mayan soc	ciety?								
4 ر	Do children know that the May	ya worshipped many different gods?									
Lesson	Do children know some of the	ways in which Maya worshipped?									
, Le	Can children describe how relig	igion affected people's daily lives?									
īΣ	Can children generate question	ns?									
Lesson	Can children use a variety of so	ources to answer questions?									
Fes	Can children describe what dai	ily life wa <mark>s like</mark> for the Maya?	1								
9 (Do children know that the May	ya develo <mark>ped t</mark> heir own wri <mark>ting s</mark> yste	m?								
Lesson	Do children know that we can l	learn a lot about the Maya from the	writing they left behind?								
Ë	Do children know that the May	ya developed a calendar based on as	stronomical observation?			- 9					
7	Do children know that Mayan c	city states often recorded battles on	stelae?								
Lesson	Do children know that the May	yan civilisation declined c.900 AD?	//								
Le	Can children offer suggestions	s for why a civilisation may decline?		14.77			Y/				



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

Vi	ikings vs Ar	nglo-Saxon	;	
G	roup:	Year:	Terr	n:
		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 involved process. Can children for reasons for why the Vikings invaded? Can children offer reasons for why the Vikings invaded? Can children recognise and describe the different perspectives of the Viking invasions? 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? 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? Can children describe what life was like for Vikings in Britain? Can children identify differences between Viking and Anglo-Saxon life? Can children know that by 1016, England was a unified country under the control of a sing Can children name the key historical figures and describe their role in events? Can children know why the Battle of Hastings took place?		fore the Viking invasions?	
Lesson 2 L	Do children know when th Can children offer reasons	e Vikings first invaded Brit for why the Vikings invad	in? d?	
Lesson 3	Can children use a variety	of sources to gather infor	ation?	
Lesson 4	Can children suggest reas	ons why he was dubbed 'G	reat'?	
Lesson 5	Can children identify diffe	rences between Viking and	Anglo-Saxon life?	
Lesson 6	Can children name the key	historical figures and des	ribe their role in ev	
Lesson 7	Can children describe the	main events surrounding	e Norman conque	





T	ne Shang Dynasty	
G	roup: Year: Term:	
	History	
~	Do children know what different sources of evidence there are for learning about the past?	
Lesson	Can children describe the advantages and disadvantages of different sources of evidence?	
le Le	Do children know where and when the Shang Dynasty was in power?	
7	Can children name some of the Shang rulers and what they did according to the history books?	
Lesson	Can children suggest what makes a history book accurate or inaccurate?	
Le	Can children suggest why learning about leaders is important?	
ო	Can children explain what happened to Shang rulers when they died?	
Lesson	Can children describe the objects that were buried with Shang rulers?	
Fe	Can children suggest why people and animals were sacrificed during the Shang Dynasty?	
4	Can children describe what kind of houses ordinary people lived in during the Shang Dynasty?	
Lesson	Can children describe what people ate during the Shang Dynasty?	
Le	Can children use evidence to describe a day in the life of an ordinary person during the Shang Dynasty	y?
Ŋ	Do children kn <mark>ow why</mark> the Shang invent <mark>ed wr</mark> iting?	
Lesson	Do children know why the Shang invented a calendar?	
Fe	Can children describe the features of the oracle bones script?	
9 ر	Can children describe what the Shang Dynasty achieved?	
Lesson 6	Can children describe how the history books say the Shang Dynasty ended?	
Le	Do children know when the Shang Dynasty ended according to evidence and history?	



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

W	Who Were the Ancient Greeks?								
G	roup: Year: Term:								
	History								
n 1	Do children understand the terms 'BC' and 'AD'?								
Lesson	Can children name, and place in chronological order, the main time periods of ancient Greece?								
Ľ	Can children discuss some of the main events from each time period they have looked at?								
n 2	Can children explain the difference between a democracy, oligarchy and a monarchy in ancient Greece?								
Lesson	Can children discuss some of the advantages and disadvantages of democracies and monarchies?								
Ë	Can children discuss their own opinions of which type of government they think is best?								
n 3	Can children list some similarities and differences between the two city-states of Athens and Sparta?								
Lesson	Can children put themselves 'in the shoes of' an ancient Greek and discuss the two city-states?								
Le	Can children explain their own views and opinions of the two city-states?								
4 n	Do children understand the difference between primary and secondary sources?								
Lesson	Can children use given sources to gather or find specific information?								
Ë	Do children have a developing knowledge of what daily life in ancient Greece was like?								
гO	Can children explain why ancient Greece had a polytheistic religion?								
	Can children explain the importance of religion in the everyday life of ancient Greeks?								
Lesson	Can children use given resources to discover information about, and apply their knowledge of, the ancient Greek gods and goddesses?								
9	Can children explain the terms 'scholar' and 'philosopher'?								
Lesson (Can children discuss some of the main ideas and beliefs of the six philosophers/scholars we have learnt about?								
Le	Can children voice their own thoughts and opinions about the importance of the ideas and beliefs of these philosophers/scholars?				4				
7	Can children name some ancient Greek ideas or developments that still influence us today?								
Lesson	Can children use given sources to further their own learning?					111			
Le	Can children express and explain their own views and opinions?								





C	rime and Punishment						
G	roup: Year: Term:						
	History						
n 1	Can children suggest ways in which crime changes over time?						
Lesson	Can children describe basic ways in which punishment for crime changes over time?						
Le	Can children define terms relating to crime and punishment, such as judge, jury, lawyer, pillory, etc.?						
n 2	Do children know how crime was detected in Roman times?						
Lesson	Do children know how criminals were tried in Roman times?						
Ë	Can children describe some common punishments for criminals in Roman times?						
n 3	Can children describe how crime would usually be punished in the Anglo-Saxon/Viking world?						
Lesson	Do children know what the most common crime of the time was?						
Le Le	Can children describe how people involved gods in the punishment of criminals?						
4 ر	Can children describe how criminals were caught in the medieval and Tudor periods?						
Lesson	Can children explain the three main types of courts in the medieval and Tudor periods?						
Le	Do children know what the punishments for theft, treason, murder and heresy were?						
5	Do children know which crimes became common during this period and why?						
Lesson	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?						
9 u	Do children know which types of crimes became lesson common in this period and why?						
Lesson	Can children describe changes in the way crime was detected?						
Les	Can children explain the major changes in the way crimes were punished?						
7 ر	Can children describe what different types of crimes there have been over the ages?						
Lesson 7	Can children describe how crime prevention and detection has changed over the ages?						
Le	Can children describe how punishment for criminal activity has changed over the ages?						

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

Tł	ne Atlantic Slave Trade								
G	roup: Year: Term:								
	History								
7	Can children give a definition of slavery during the Atlantic slave trade?								
Lesson	Are children able to differentiate between a slave and a servant?								
Le	Are children able to draw conclusions about slavery from a variety of sources?								
2 u	Can children name the three main locations in the triangular Atlantic slave trade?								
Lesson	Are children able to identify the way in which each location benefited from the Atlantic slave trade?								
۔ د	Can children give some reasons as to why the Atlantic slave trade became so big?								
က	Can children describe what the Middle Passage was and what this was like for the slaves?								
Lesson	Can children identify if a source is a primary or secondary source?								
Le	Can children use the information gained from sources to report on what life was like for slaves during the Atlantic slave trade?								
n 4	Can children name one reason that the slave trade was abolished?								
Lesson	Are children able to identify when the slave trade was abolished?								
e E	Can children name some key figures involved in the abolition of slavery?								
n 5	Can children give a brief description of who Harriet Tubman was?								
Lesson	Are children able to describe what the U <mark>nd</mark> erground Railr <mark>oad</mark> was and how it helped slaves?								
e E	Can children give reasons as to why Tub <mark>man</mark> is considered an important historical figure?								
9 u	Can children give an example of modern slavery?								
Lesson	Can children recall some of the main signs of modern slavery?								
ا د	Can children name a way in which a victim of modern slavery can get help?								
_	Can children describe a way in which Britain changed because of the slave trade?								
Lesson	Can children listen carefully to others' viewpoints and respond appropriately?		, and	V.		1,771	1.77		
Fě	Can children put forward a viewpoint clearly and confidently?								