




History Assessment – Gawber Primary School

<p style="text-align: center;">EYFS</p> 	<p style="text-align: center;">Working towards</p>	<p style="text-align: center;">Working at the expected standard</p>	<p style="text-align: center;">Greater depth</p>
<p>Chronological understanding</p>	<ul style="list-style-type: none"> • Children can recognise when something has happened and that this means it is in the past • Children have seen a timeline 	<ul style="list-style-type: none"> • Children are beginning to compare two events, saying which one happened first • Children know a timeline is a way to explain when things have happened • Children may begin to make simple links between areas of study 	<ul style="list-style-type: none"> • Children can compare two events, saying which one happened first • Children are beginning to understand timelines • Children may begin to make simple links between areas of study
<p>Vocabulary</p>	<ul style="list-style-type: none"> • Children know that past means an event that has already happened 	<ul style="list-style-type: none"> • Children are beginning to use names and places that link to areas of study • Children can use simple words and phrases with a small level of accuracy to indicate periods of time e.g. a long time ago 	<ul style="list-style-type: none"> • Children can use names and places that link to areas of study • Children can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago
<p>Questioning</p>	<ul style="list-style-type: none"> • Children verbally answer questions about their own past 	<ul style="list-style-type: none"> • Children are beginning to answer questions verbally related to an area of study 	<ul style="list-style-type: none"> • Children are beginning to ask simple questions when they are unsure • Children are answering questions verbally related to an area of study with increasing accuracy
<p>Knowledge</p>	<ul style="list-style-type: none"> • Children can remember something about their own past 	<ul style="list-style-type: none"> • Children are beginning to remember key events about the areas they have studied 	<ul style="list-style-type: none"> • Children can remember some key events about the areas they have studied


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<p style="text-align: center;">Year 1</p> 	<p style="text-align: center;">Working towards</p>	<p style="text-align: center;">Working at the expected standard</p>	<p style="text-align: center;">Greater depth</p>
<p>Chronological understanding</p>	<ul style="list-style-type: none"> • Children can compare two events, saying which one happened first • Children are beginning to understand timelines • Children may begin to make simple links between areas of study 	<ul style="list-style-type: none"> • Children can order some events they have learnt about from furthest away to most recent with increasing accuracy • Children know what a timeline is • Children are beginning to make comparisons between areas of study 	<ul style="list-style-type: none"> • Children can mostly accurately order events they have learnt about from furthest away to most recent • Children can draw timelines • Children can make some comparisons between areas of study, identifying some similarities between them • Children can make some comparisons between areas of study, identifying some differences between them
<p>Vocabulary</p>	<ul style="list-style-type: none"> • Children can use names and places that link to areas of study • Children can use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago 	<ul style="list-style-type: none"> • Children can use and are beginning to remember names and places that link to areas of study • Children are beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago 	<ul style="list-style-type: none"> • Children can remember and use names and words specific to areas of study • Children can use words and phrases mostly accurately to indicate periods of time e.g. a long time ago, ancient, centuries
<p>Questioning</p>	<ul style="list-style-type: none"> • Children are beginning to ask simple questions when they are unsure • Children are answering questions verbally related to an area of study with increasing accuracy 	<ul style="list-style-type: none"> • Children can ask simple questions when they are unsure • Children can accurately answer some questions verbally related to an area of study 	<ul style="list-style-type: none"> • Children can ask simple questions when they are unsure • Children can accurately answer most simple questions related to an area of study • Children can sometimes justify their answers using sources or stories
<p>Knowledge</p>	<ul style="list-style-type: none"> • Children can remember some key events about the areas they have studied 	<ul style="list-style-type: none"> • Children can remember most key events about the areas they have studied • Children are beginning to understand that they can find historical information in books 	<ul style="list-style-type: none"> • Children can remember many key events about the areas they have studied and can remember some of areas studied in EYFS • Children can consider how we know about past events • Children know they can find historical information in books


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<p style="text-align: center;">Year 2</p> 	<p style="text-align: center;">Working towards</p>	<p style="text-align: center;">Working at the expected standard</p>	<p style="text-align: center;">Greater depth</p>
<p>Chronological understanding</p>	<ul style="list-style-type: none"> Children can mostly accurately order events they have learnt about from furthest away to most recent Children can draw timelines Children can make some comparisons between areas of study, identifying some similarities between them Children can make some comparisons between areas of study, identifying some differences between them 	<ul style="list-style-type: none"> Children can accurately order events they have learnt about from furthest away to most recent Children can draw timelines, beginning to place areas of study on them Children can compare areas of study, identifying similarities between them Children can compare areas of study, identifying differences between them 	<ul style="list-style-type: none"> Children are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline Children can confidently make links between areas of history they have studied in Year 2 and previously, identifying similarities between them Children can confidently make links between areas of history they have studied in Year 2 and previously, identifying differences between them
<p>Vocabulary</p>	<ul style="list-style-type: none"> Children can remember and use names and words specific to areas of study Children can use words and phrases mostly accurately to indicate periods of time e.g. a long time ago, ancient, centuries 	<ul style="list-style-type: none"> Children can remember and use a range of names and words specific to areas of study Children can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries 	<ul style="list-style-type: none"> Children can remember and use a range of names and words from the areas they have studied in Year 2 as well as remembering a few names and words from previous study Children are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc. Children are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
<p>Questioning</p>	<ul style="list-style-type: none"> Children can ask simple questions when they are unsure Children can accurately answer most simple questions related to an area of study Children can sometimes justify their answers using sources or stories 	<ul style="list-style-type: none"> Children can ask simple questions to develop their understanding Children are able to accurately answer simple questions related to an area of study confidently Children can often justify their answers using sources or stories 	<ul style="list-style-type: none"> Children are beginning to ask more in-depth questions for their age to develop their understanding Children are able to answer questions accurately related to the area of study Children can use sources to justify their answers
<p>Knowledge</p>	<ul style="list-style-type: none"> Children can remember some key events about the areas they have studied Children can consider how we know about past events Children know they can find historical information in books 	<ul style="list-style-type: none"> Children can remember key events about the areas they have studied Children can begin to identify how we know about past events Children can begin to identify different representations of history e.g. books, visual clips, letters 	<ul style="list-style-type: none"> Children remember a range of key facts and information from areas of study in Year 3 Children can identify at least two ways we gather information Children are able to use at least one type of source of information confidently


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<p style="text-align: center;">Year 3</p> 	<p style="text-align: center;">Working towards</p>	<p style="text-align: center;">Working at the expected standard</p>	<p style="text-align: center;">Greater depth</p>
<p>Chronological understanding</p>	<ul style="list-style-type: none"> Children are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline Children can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities between them Children can generally make links between areas of history they have studied in Year 3 and previously, identifying differences between them 	<ul style="list-style-type: none"> Children are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline Children can confidently make links between areas of history they have studied in Year 3 and previously, identifying similarities between them Children can confidently make links between areas of history they have studied in Year 3 and previously, identifying differences between them 	<ul style="list-style-type: none"> Children are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline Children can confidently make links between areas of history they have studied in Year 3 and previous year groups, identifying similarities between them Children can confidently make links between areas of history they have studied in this and other year groups, identifying differences between them
<p>Vocabulary</p>	<ul style="list-style-type: none"> Children can remember and use names and words from the areas they have studied Children can use words and phrases accurately to indicate periods of time (a long time ago, ancient) and may be beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc. Children are being introduced to words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Children can remember and use a range of names and words from the areas they have studied in Year 3 as well as remembering a few names and words from previous study Children are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc. Children are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Children can remember and use a range of names and words from the areas they have studied in Year 3 and other year groups as well as remembering some names and words from previous study Children can use words and phrases to indicate time, talking about decades, centuries, millennium etc. Children understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
<p>Questioning</p>	<ul style="list-style-type: none"> Children can ask simple questions to develop understanding and may be beginning to ask more in-depth questions for their age to develop their understanding Children are generally able to answer questions accurately related to the area of study Children can generally use sources to justify their answers 	<ul style="list-style-type: none"> Children are beginning to ask more in-depth questions for their age to develop their understanding Children are able to answer questions accurately related to the area of study Children can use sources to justify their answers 	<ul style="list-style-type: none"> Children can ask questions to develop their understanding Children are beginning to challenge sources of information Children are beginning to show some organisation of information that is purposeful for responding to or asking questions
<p>Knowledge</p>	<ul style="list-style-type: none"> Children remember key facts and information from areas of study in Year 3 Children can identify at least one way we gather information Children can identify different representations of history e.g. books, visual clips, letters and are using at least one type with increasing confidence 	<ul style="list-style-type: none"> Children remember a range of key facts and information from areas of study in Year 3 Children can identify at least two ways we gather information Children are able to use at least one type of source of information confidently 	<ul style="list-style-type: none"> Children remember a range of key facts and information from areas of study in Year 3 and can remember a some facts from previous areas of study Children are beginning to understand how our knowledge of history is developed through a range of sources Children are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips


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<p style="text-align: center;">Year 4</p> 	<p style="text-align: center;">Working towards</p>	<p style="text-align: center;">Working at the expected standard</p>	<p style="text-align: center;">Greater depth</p>
<p>Chronological understanding</p>	<ul style="list-style-type: none"> Children are developing their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline Children can make links between areas of history they have studied, identifying similarities between them Children can make links between areas of history they have studied, identifying differences between them 	<ul style="list-style-type: none"> Children are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline Children can confidently make links between areas of history they have studied, identifying similarities between them Children can confidently make links between areas of history they have studied, identifying differences between them 	<ul style="list-style-type: none"> Children have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline Children can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history Children can compare historical periods, identifying similarities between them Children can compare historical periods, identifying differences between them Children are beginning to identify trends over time
<p>Vocabulary</p>	<ul style="list-style-type: none"> Children can remember and use names and words from the areas they have studied in Year 4 as well as remembering a few names and words from previous study Children are increasingly using words and phrases to indicate time, talking about decades, centuries, millennium etc. Children remember a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Children can remember and use a range of names and words from the areas they have studied in Year 4 as well as remembering some names and words from previous study Children can generally use words and phrases to indicate time, talking about decades, centuries, millennium etc. Children understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Children can remember and use names and words from the areas they have studied in Year 4 as well as remembering some names and words from previous study Children can use words and phrases to indicate time, talking about decades, centuries, millennium etc. Children understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
<p>Questioning</p>	<ul style="list-style-type: none"> Children can ask questions to develop their understanding Children are able to answer questions accurately most of the time related to the area of study Children can use sources to justify their answers and are beginning to organise their responses 	<ul style="list-style-type: none"> Children can ask questions to develop their understanding Children are beginning to challenge sources of information Children are beginning to show some organisation of information that is purposeful for responding to or asking questions 	<ul style="list-style-type: none"> Children can ask questions to develop their understanding and also ask questions of what people have said Children can challenge sources of information Children are beginning to make purposeful selection about information they wish to include in responses Children can organise information purposefully when responding to or asking questions
<p>Knowledge</p>	<ul style="list-style-type: none"> Children remember key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study Children can identify at least two ways we gather information Children are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips 	<ul style="list-style-type: none"> Children remember a range of key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study Children are beginning to understand how our knowledge of history is developed through a range of sources Children are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips 	<ul style="list-style-type: none"> Children remember key facts and information from areas of study in Year 4 and can remember information from previous areas of study Children are building their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding Children can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.

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<p style="text-align: center;">Year 5</p> 	<p style="text-align: center;">Working towards</p>	<p style="text-align: center;">Working at the expected standard</p>	<p style="text-align: center;">Greater depth</p>
<p>Chronological understanding</p>	<ul style="list-style-type: none"> Children generally have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline Children can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history Children can make some comparisons between historical periods, identifying similarities between them Children can make some comparisons between historical periods, identifying differences between them 	<ul style="list-style-type: none"> Children have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline Children can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history Children can compare historical periods, identifying similarities between them Children can compare historical periods, identifying differences between them Children are beginning to identify trends over time 	<ul style="list-style-type: none"> Children have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline Children can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history Children can compare a range of historical periods, identifying a number of similarities between them and why this is Children can compare a range of historical periods, identifying differences between them Children can identify trends over time, identifying how ideas have been continued/ developed
<p>Vocabulary</p>	<ul style="list-style-type: none"> Children can generally remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study Children can use words and phrases to indicate time, talking about decades, centuries, millennium etc. Children generally understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Children can remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study Children can use words and phrases to indicate time, talking about decades, centuries, millennium etc. Children understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> Children can remember and use a range of names and words from the areas they have studied over the years Children can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. Children understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
<p>Questioning</p>	<ul style="list-style-type: none"> Children can ask questions to develop their understanding and are beginning to ask questions of what people have said Children are increasingly challenging sources of information Children show some purposeful selection about information they wish to include in responses Children show some organisation of information that is purposeful for responding to or asking questions 	<ul style="list-style-type: none"> Children can ask questions to develop their understanding and also ask questions of what people have said Children can challenge sources of information Children are beginning to make purposeful selection about information they wish to include in responses Children can organise information purposefully when responding to or asking questions 	<ul style="list-style-type: none"> Children can ask a range of questions, creating questions that develop understanding about change, cause and significance Children can challenge sources, questioning the validity of these and whether they have been created for propaganda Children can purposefully select information when forming responses to questions Children can organise information purposefully when responding to or asking questions
<p>Knowledge</p>	<ul style="list-style-type: none"> Children remember most key facts and information from areas of study in Year 5 and can remember information from previous areas of study Children are slowly increasing their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding Children are confident in using two different sources to gather information e.g. books, internet, film clips 	<ul style="list-style-type: none"> Children remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study Children are building their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding Children can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. 	<ul style="list-style-type: none"> Children have a wide-ranging knowledge about historical events, from local history to world history Children have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding Children can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.

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<p style="text-align: center;">Year 6</p> 	<p style="text-align: center;">Working towards</p>	<p style="text-align: center;">Working at the expected standard</p>	<p style="text-align: center;">Greater depth</p>
<p>Chronological understanding</p>	<ul style="list-style-type: none"> • Children have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline • Children can sometimes draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history • Children can sometimes compare a range of historical periods, identifying a number of similarities between them and think of why this is • Children sometimes can compare a range of historical periods, identifying differences between them • Children can sometimes identify some trends over time, identifying how ideas have been continued/ developed 	<ul style="list-style-type: none"> • Children have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline • Children can often draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history • Children can often compare a range of historical periods, identifying a number of similarities between them and why this is • Children can often compare a range of historical periods, identifying differences between them • Children can often identify trends over time, identifying how ideas have been continued/ developed 	<ul style="list-style-type: none"> • Children have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline, drawing on their knowledge from previous year groups. • Children can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history • Children can compare a range of historical periods, identifying a number of similarities between them and why this is • Children can compare a range of historical periods, identifying differences between them • Children can identify trends over time, identifying how ideas have been continued/ developed
<p>Vocabulary</p>	<ul style="list-style-type: none"> • Children can remember and use some names and words from the areas they have studied over the years • Children can use some words and phrases to indicate time, talking about decades, centuries, millennium etc. • Children generally understand words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> • Children can remember and use many names and words from the areas they have studied over the years • Children can use many words and phrases to indicate time, talking about decades, centuries, millennium etc. • Children understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> • Children can remember and use a range of names and words from the areas they have studied over the years • Children can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. • Children have a deep understanding a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
<p>Questioning</p>	<ul style="list-style-type: none"> • Children ask some questions that develop understanding about change, cause and significance • Children can sometimes challenge sources, questioning the validity of these • Children can make some purposeful decisions about information to include when forming responses to questions • Children can sometimes organise information purposefully when responding to or asking questions 	<ul style="list-style-type: none"> • Children ask many questions, creating questions that develop understanding about change, cause and significance • Children can challenge sources, questioning the validity of these and whether they have been created for propaganda • Children can often purposefully select information when forming responses to questions • Children can often organise information purposefully when responding to or asking questions 	<ul style="list-style-type: none"> • Children can ask a range of questions, creating questions that develop understanding about change, cause and significance • Children can challenge sources, questioning the validity of these and whether they have been created for propaganda • Children can purposefully select information when forming responses to questions • Children can organise information purposefully when responding to or asking questions
<p>Knowledge</p>	<ul style="list-style-type: none"> • Children have some knowledge about historical events, from local history to world history • Children understand how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Children can access a range of sources, with support, including using books, the internet, film clips and direct sources such as letters, diaries etc. 	<ul style="list-style-type: none"> • Children have knowledge about historical events, from local history to world history • Children have a strong understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Children can access range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. 	<ul style="list-style-type: none"> • Children have a wide-ranging knowledge about historical events, from local history to world history • Children have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Children can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.