

## Key Skills Assessment Criteria

Subject: History



|        | Chronological Understanding  | Knowledge and Interpretation   | Historical Enquiry  | Organise, Evaluate and Communicate Information   |
|--------|--|--|---|--|
| Year 1 | Sequence events or objects in chronological order;<br>Begin to use appropriately terminology such as past, then and now  | Begin to describe similarities and differences in artefacts.   | Obtain ideas about the past from pictures and other sources<br>Sort artefacts into 'then' and 'now'.  | Write simple sentences to describe an event or period of time;<br>Communicate understanding in simple language;<br>Can recount stories from the past.  |
| Year 2 | Sequence artefacts, events and photos closer together in time from different periods of their life.  | Confidently describe similarities and differences in artefacts;<br>Begin to give simple reasons why changes have occurred in the past;<br>Give more than one effect of an event and give simple explanations.  | Ask questions such as why, what, who, how and where about a source and can consider its effectiveness;<br>Sequence a collection of artefacts.   | Describe an event using temporal language;<br>Connect ideas and give simple phrases as to why an event occurred;<br>Begin to write in a different genre eg. Diaries, postcards, reports and letters.   |
| Year 3 | Place the time studied on a timeline.<br><br>Sequence events or artefacts.<br><br>Use dates to relate to the passing of time.  | Identify some of the differences and similarities between the periods;<br>Give a few reasons for and results of the main events and changes;<br>Understand some of the main events, people and changes from the past;<br>Describe and explain simple concepts such as cause and effect.  | Are aware that there are different types of sources and are beginning to make deductions from them;<br>Ask relevant questions about sources;<br>Identify some of the different ways in which the past is represented.   | Begin to use simple historical language to communicate ideas.  |
| Year 4 | Place events from the time studied on a timeline.<br>Use terms related to the period and begin to date events.<br>Understand more complex terms e.g. BCE/AD.                                 | Identify key features and events.<br>Explain some of the main events and give reasons for, and results of the changes.<br>Understand some historical concepts.   | Identify different examples of types of sources and can make deductions from them that go beyond simple observation.<br>Ask relevant questions and begin to find answers to historical questions.<br>Understand that aspects of the past have been represented and interpreted in different ways. | Use historical language to communicate ideas.<br>Display findings in a variety of ways.  |
| Year 5 | Make comparisons between different times in history.<br>Begin to describe significant features from time periods and know how Britain has influenced and been influenced by the wider world. | Identify and describe key features and their impact on today's society.<br>Understand why some civilisations have been successful and why others have not.<br>Have some awareness of historical concepts and make some connections, draw some contrasts and analyse some trends.<br>Examine causes and results of great events and the impact on people. | Begin to identify primary and secondary sources.<br>Use evidence to build up a picture of life in the time studied.<br>Identify different views and begin to suggest different reasons why they have occurred.  | Use historical terminology appropriate to the topic.<br>Make use of dates to structure their work.<br>Begin to form arguments.<br>Record and communicate knowledge in different forms – work independently and in groups showing initiative. |
| Year 6 | Make appropriate use of dates and specialist terms.<br>Compare significant features from time periods and understand how Britain has influenced and been influenced by the wider world.      | Identify features of and make links between past societies and periods.<br>Understand about beliefs, behaviour and characteristics of people<br>Compare one aspect of life with the same aspect in another period<br>Attempt to explain historical concepts such as causation of events.   | Recognise primary and secondary sources.<br>Evaluate sources and identify those that are useful to the task.<br>Show awareness of different viewpoints.   | Use historical terminology which is mostly accurate.<br>Plan and carry out individual investigations.<br>Use a variety of ways to communicate knowledge and understanding including extended writing.  |