



# HISTORY ASSESSMENT DESCRIPTORS

PHASE	BIG QUESTIONS	AS A HISTORIAN I WILL KNOW....	AS A HISTORIAN, BY THE END OF MY TIME AT WORLINGHAM PRIMARY SCHOOL, I WOULD HAVE DEVELOPED THE FOLLOWING SKILLS:
Y1/2	How have toys changed over time?	<ul style="list-style-type: none"> <li>The names of different toys.</li> <li>The dates that different toys were invented.</li> <li>How technology changes toys.</li> <li>Know about out date system.</li> </ul>	<p><b>EYFS</b> Expectation in Reception is to:</p> <p>talk about members of their immediate family and community; name and describe people who are familiar to them; comment on images of familiar situations in the past; compare and contrast characters from stories, including figures from the past; draw information from a simple map; understand that some places are special to members of their community; recognise that people have different beliefs and celebrate different times in different ways; recognise some similarities and differences between life in this country and life in other countries; explore the natural world around them; describe what they see, hear and feel whilst outside; recognise some environments that are different to the one in which they live; and understand the effect of changing seasons on the natural world around them.</p>
	How has transport changed over time?	<ul style="list-style-type: none"> <li>Types of transport throughout history.</li> <li>Dates that different transports were developed.</li> <li>About the technology that helped with the development of different types of transport.</li> <li>The historical periods that different types of transport existed in.</li> <li>The impact that transport had on the community; society.</li> </ul>	
	What were seaside holidays like in the past?	<ul style="list-style-type: none"> <li>About seaside resorts.</li> <li>How holidays have changed and what is similar.</li> <li>About the people and places involved in the 'holiday trade'.</li> </ul>	
Y1/2	Who was the greatest explorer: Christopher Columbus or Neil Armstrong?	<ul style="list-style-type: none"> <li>Who Christopher Columbus and Neil Armstrong were.</li> <li>To have an understanding of the meaning of exploration in context.</li> <li>To know about Empire and have a basic understanding of places on the globe.</li> <li>To know what they were exploring for.</li> <li>To have some understanding of the historical period – dates of exploration and other key events of that time.</li> </ul>	<p><b>KS1</b> Pupils at the <b>expected level of attainment</b> at the end of Key Stage 1 will be able to:</p> <p>Identify, describe and compare and contrast the similarities and differences between popular toys and games of the past and those of today and suggest reasons for what they observe. The will also be able to recall some significant historic events, people and places of the 1960s both in the United Kingdom and globally and use simple data gathering techniques to collect the recollections of adults who were alive at the time. Through the study of Christopher Columbus and a range of other significant individuals who lived in different periods and places, they are able to both recall their achievements and suggest simple reasons for the impact their lives have had. In relation to their own local area pupils at this level know about how and why some individuals, places and events are important historically and can compare in simple terms the significance of one with another. In relation to their investigation of transport pupils will be able to describe in simple terms what the transport revolution was, and suggest what some artefacts tell historians about the lives of the people who lived there. Through the study of a number of different famous past and present explorers pupils are able to describe their achievements, some of the effects on life they had at the time and suggest things they may have in common. Through an investigation of holidays through time, pupils are able to suggest in simple terms what this tells us about ways of life in Britain a hundred years ago. During their investigations they will gain and use simple historical vocabulary correctly and use basic historical skills such as interpreting simple original sources.</p>
	How do family trees work and what do they tell us about the past?	<ul style="list-style-type: none"> <li>To understand how family trees are structured.</li> <li>To know of a specific family tree and be able to use as an example – eg. Royal; family.</li> <li>To understand how to use deduction and inference, as well as literal interpretations, using the family tree.</li> </ul>	
	Why is Florence Nightingale so famous?	<ul style="list-style-type: none"> <li>Who Florence Nightingale was.</li> <li>When she worked.</li> <li>Why she was famous.</li> <li>How she is linked to war.</li> <li>What changes she brought about.</li> <li>What makes her so significant.</li> <li>Which historical events she is linked to.</li> </ul>	

			<p>Pupils <b>exceeding the expected level of attainment</b> will, in addition to the above, be able to:</p> <p>Demonstrate greater knowledge and understanding through offering more developed and insightful explanations (as opposed to reasons) for the impact of the events and people they are investigating. They will also show a capacity to link their learning in one investigation with others particularly in terms of being able to compare ways of life in different periods. In doing this they draw upon, and apply, examples of specialised subject vocabulary and use multiple and/or more demanding original sources.</p>
Y3/4	What was life like at the very beginning?	<ul style="list-style-type: none"> <li>The time scales of early man.</li> <li>Know how early man lived.</li> <li>What evidence we have for the stone age.</li> </ul>	<p><u>LKS2</u></p> <p>Pupils at the <b>expected level of attainment</b> at the end of Lower Key Stage 2 will be able to:</p> <p>Demonstrate both knowledge and understanding of history through identifying and explaining some of the ways that significant individuals and events during the period from the beginning of the Stone Age to the end of Anglo Saxon rule have contributed to shaping life in present day Britain. In doing so they use an increasing range of basic and more specialised subject vocabulary accurately and show that they can synthesise information from a broader range of historic sources including artefacts to help formulate their explanations. They will be able to make insightful links between their different enquiries to compare and contrast life in Britain at different times during this period and offer sound historic reasons for the similarities and differences they observe. As they do this they will show an understanding of key historical concepts such as continuity and change, cause and effect and significance.</p> <p>Pupils <b>exceeding the expected level of attainment</b> will, in addition to the above, be able to:</p> <p>Question the validity of some of the sources of historical evidence they use and exhibit an understanding of why different interpretations of artefacts and the actions of people and events in the past may not be altogether trustworthy. In doing so they use confidently and accurately a wide range of specialist subject vocabulary and demonstrate an awareness of more sophisticated historical concepts such as significance and perspective.</p>
	Would you rather be a Celt or a Roman?	<ul style="list-style-type: none"> <li>Who the Celts and Romans were.</li> <li>When the Celts and Romans were historically significant.</li> <li>Significant historical events in the period studied.</li> <li>How both societies lived.</li> <li>How both groups fought.</li> <li>Where Romans and Celts interacted.</li> <li>Know about any significant historical figures in the period studied.</li> </ul>	
	Were the Anglo-Saxons Invaders or settlers?	<ul style="list-style-type: none"> <li>Who the Anglo-Saxons were and what their origins were.</li> <li>How the Anglo-Saxons were considered invaders.</li> <li>How the Anglo-Saxons were considered settlers.</li> <li>Key historical figures.</li> <li>Anglo-Saxon leaders were.</li> <li>What Anglo-Saxon society was like.</li> </ul>	
Y3/4	What does chocolate tell us about the changing world?	<ul style="list-style-type: none"> <li>Where chocolate originated from.</li> <li>How chocolate production has changed over time.</li> <li>The link with the Aztecs.</li> <li>The 'business' of chocolate manufacture today.</li> <li>How products affect society.</li> </ul>	<p>Pupils <b>exceeding the expected level of attainment</b> will, in addition to the above, be able to:</p> <p>Question the validity of some of the sources of historical evidence they use and exhibit an understanding of why different interpretations of artefacts and the actions of people and events in the past may not be altogether trustworthy. In doing so they use confidently and accurately a wide range of specialist subject vocabulary and demonstrate an awareness of more sophisticated historical concepts such as significance and perspective.</p>
	How far does the Cocoa bean travel? (geog.)	<ul style="list-style-type: none"> <li>Where Cocoa beans come from.</li> <li>Locational knowledge of trade routes.</li> <li>How society is affected by trade.</li> <li>How cocoa beans grow.</li> </ul>	
	What did the Ancient Greeks do for us?	<ul style="list-style-type: none"> <li>When the period of the Ancient Greeks was.</li> <li>Who the key figures of Ancient Greece were.</li> <li>When the Olympic games started.</li> <li>What Ancient Greek society was like.</li> </ul>	
Y5/6	In what ways would you have liked to have lived in Ancient Egypt?	<ul style="list-style-type: none"> <li>When the Ancient Egyptian civilisation was.</li> <li>What are the factors of a civilisation.</li> <li>Key Ancient Egyptian historical figures.</li> <li>Who Tutankhamun was.</li> <li>About the pyramids and the Valley of the Kings.</li> <li>Enemies such as the Hittites.</li> </ul>	<p><u>UKS2</u></p> <p>Pupils at the <b>expected level of attainment</b> at the end of Upper Key Stage 2 will be able to:</p> <p>Understand some of the most significant aspects of the lives of people in the ancient civilizations that they have investigated such as the Roman,</p>

		<ul style="list-style-type: none"> <li>• How technologically advanced the Ancient Egyptians were – maths, medicine.</li> <li>• What Ancient Egyptian society was like.</li> </ul>	<p>Egyptian Civilisation, Ancient Greece and the Kingdom of Benin through interpreting and evaluating a range of source material of various kinds including written, visual, cartographic and artefactual evidence. They will also show a capacity to reach conclusions, make judgements and justify their views about the significance of major historic developments and events in Britain such as the rise and decline of the British Empire and the Battle of Britain. In doing this they will also demonstrate a basic understanding of the importance perspective when reaching conclusions in history. Through a detailed local historical study they will be able to explain some of the ways in which national and international events in the past have impacted their own community and evaluate some of their effects. In achieving these things they will use specialised historical vocabulary and skills confidently and regularly and apply more demanding concepts such as empathy insightfully.</p> <p>Pupils <b>exceeding the expected level of attainment</b> will, in addition to the above, be able to:          Make and justify more informed and subtle judgements about the causes and outcomes of the historical events and developments that they have investigated. In doing so they exhibit some awareness of the questionable validity of much historical evidence, and generate meaningful questions of their own to pursue in order to gather further relevant information.</p>
	How was the Battle of Britain won and why was it such an important turning point?	<ul style="list-style-type: none"> <li>• The dates of the Battle of Britain.</li> <li>• The technology – spitfire, hurricane etc.</li> <li>• The development of Radar.</li> <li>• Significance within WWII.</li> <li>• The life of the Battle of Britain pilot.</li> <li>• Why Britain won and what tactics it used.</li> <li>• WWII other significant events and dates.</li> </ul>	
	Who was to blame for the sinking of the Titanic?	<ul style="list-style-type: none"> <li>• The chronology of the event, hour by hour.</li> <li>• The transport revolution.</li> <li>• The industrial revolutions as context.</li> <li>• Key figures of the event: Captain Smith, Thomas Andrews, Fred Fleet, Bruce Ismay etc.</li> <li>• Who White Star Line was and Harland and Wolf.</li> <li>• What the class system is and how significant it is within the Titanic event.</li> <li>• Who could be blamed.</li> </ul>	
Y5/6	What impact did the Viking invasions and settlements have on Britain?	<ul style="list-style-type: none"> <li>• Where the Vikings were from.</li> <li>• Where the Vikings raided and settled.</li> <li>• How their society was structured.</li> <li>• About weapons and armour.</li> <li>• About Longships and how they were built.</li> <li>• About the houses Vikings lived in.</li> <li>• About Viking culture.</li> </ul>	
	What makes the history of the Kingdom of Benin unique and special?	<ul style="list-style-type: none"> <li>• Where was the Kingdom of Benin</li> <li>• What was Benin society like</li> <li>• Why is Benin considered significant.</li> <li>• What the Benin bronzes are.</li> <li>• How important Benin arts and crafts are historically.</li> <li>• What Benin society was like.</li> <li>• Britain's imperial involvement.</li> </ul>	
	What can we learn from local history about Britain as a whole?	<ul style="list-style-type: none"> <li>• Where Dunwich is.</li> <li>• Why Dunwich was a significant place historically.</li> <li>• Facts about the history of Dunwich.</li> <li>• What Dunwich tells us about the bigger historical picture – trade, the reformation, the industrial revolution, agricultural changes.</li> </ul>	

Community, Responsibility, Endeavour, Confidence, Curiosity, Grace

**Massive Minds, Huge Hearts, Guided by God**

*“Like a tree, planted by streams of water, in all that we do, we will prosper”*