

**History – Classroom Monitor – Yearly assessment opportunities**

	Key Stage 1		Lower KS2		Upper KS1	
	Year 1 Autumn 1 – Changes within living memory	Year 2 - Autumn 1 – Events beyond living memory - Summer 1 – Famous People	Year 3	Year 4	Year 5	Year 6
Historical Understanding	<ul style="list-style-type: none"> <li>I can use pictures and role play to tell stories from the past.</li> <li>I can use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past.</li> <li><b>NC Objective:</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>Significant historical events, people and places in their own locality.</li> <li><b>All Autumn 1</b></li> </ul>	<ul style="list-style-type: none"> <li>I can place events and objects in chronological order</li> <li>I can describe the similarities and differences between life during a time in the past and life today.</li> <li><b>NC Objective:</b> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li><b>Summer 1</b></li> </ul>	<ul style="list-style-type: none"> <li>I can identify and describe changes between specific periods of history.</li> <li>I can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. I know that the past can be divided into different periods of time.</li> <li><b>NC Objective:</b> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li><b>Autumn</b></li> </ul>	<ul style="list-style-type: none"> <li>I can identify and describe changes between specific periods of history.</li> <li>I can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. I know that the past can be divided into different periods of time.</li> <li><b>NC Objective:</b> The Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>A local history study</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li><b>All Autumn</b> <b>NC Objective:</b> A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li><b>Spring 1</b></li> </ul>	<ul style="list-style-type: none"> <li>I can use and understand abstract terms such as empire, civilisation, parliament and peasantry.</li> <li><b>NC Objective:</b> Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li><b>Autumn</b></li> </ul>	<ul style="list-style-type: none"> <li>I can make links between events and changes; giving reasons for them and explaining the result. I can identify and describe changes within and between different periods in history.</li> <li>I can place events, people and changes into correct periods of time and the periods of time in chronological order.</li> <li><b>NC Objective:</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li><b>Autumn</b></li> </ul>
				<ul style="list-style-type: none"> <li>I can give simple reasons as to why key events happened in history.</li> <li><b>NC Objective:</b> The Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li><b>Autumn</b></li> </ul>		

<p>Historical Enquiry</p>	<ul style="list-style-type: none"> <li>I can ask questions about the past.</li> <li>I can describe an artefact e.g. materials; size; signs of wear and tear.</li> <li><b>NC Objective:</b></li> <li>Significant historical events, people and places in their own locality.</li> <li><b>Autumn 1</b></li> </ul>	<ul style="list-style-type: none"> <li>I know some of the ways that we can find out about the past.</li> <li>I can answer questions about the past using given sources.</li> <li><b>NC Objective:</b></li> <li>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li><b>Autumn 2</b></li> </ul>	<ul style="list-style-type: none"> <li>I can create historically valid questions about similarities and differences.</li> <li><b>NC Objective:</b></li> <li>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li><b>Autumn</b></li> </ul>	<ul style="list-style-type: none"> <li>I can create historically valid questions about similarities and differences.</li> <li><b>NC Objective:</b></li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>A local history study</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>The Roman Empire and its impact on Britain</li> <li><b>Autumn</b></li> <li><b>NC Objective:</b></li> <li>A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li><b>Spring 1</b></li> </ul>	<ul style="list-style-type: none"> <li>I can create historically valid questions about cause and significance.</li> <li>I can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions.</li> <li><b>NC Objective:</b></li> <li>Ancient Greece - a study of Greek life and achievements and their influence on the western world</li> <li><b>Autumn</b></li> </ul>	<ul style="list-style-type: none"> <li>I can create historically valid questions about cause and significance.</li> <li>I can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions.</li> <li><b>NC Objective:</b></li> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li><b>Autumn</b></li> </ul>
			<ul style="list-style-type: none"> <li>I can choose appropriate sources to answer questions about specific people and events; going beyond simple observations.</li> <li>I can examine and compare artefacts.</li> <li><b>NC Objective:</b></li> <li>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li><b>Autumn</b></li> <li><b>NC Objective:</b></li> <li>A local history study</li> <li><b>Spring 1</b></li> </ul>	<ul style="list-style-type: none"> <li>I am aware that the same time in history may be represented in different ways.</li> <li><b>NC Objective:</b></li> <li>The Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li><b>Autumn</b></li> </ul>	<ul style="list-style-type: none"> <li>I can examine artefacts and explain what they show us about that time in history.</li> <li><b>NC Objective:</b></li> <li>Ancient Greece - a study of Greek life and achievements and their influence on the western world</li> <li><b>Autumn</b></li> </ul>	<ul style="list-style-type: none"> <li>I can suggest reasons for conflicting historical accounts.</li> <li><b>NC Objective:</b></li> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li><b>Autumn</b></li> </ul>

<p>Periods in History</p>	<ul style="list-style-type: none"> <li>I can discuss significant events and people in Britain within and beyond their living memory</li> </ul> <p><u>NC Objective:</u></p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>Significant historical events, people and places in their own locality.</li> </ul> <p><u>All Autumn 1</u></p>	<ul style="list-style-type: none"> <li>I can discuss some significant historical events, people and places in his/her own locality</li> <li>I can discuss significant events and people from the wider world, within and beyond their living memory</li> </ul> <p><u>NC Objective -</u></p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> </ul> <p><u>Autumn 2, Summer 1</u></p>	<ul style="list-style-type: none"> <li>I can explain the achievements of ancient civilizations and their impact on the world in the past and today</li> </ul> <p><u>NC Objective:</u></p> <ul style="list-style-type: none"> <li>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul> <p><u>Autumn</u></p> <ul style="list-style-type: none"> <li>I can discuss the impact of significant historical events, people and places in their own locality</li> </ul> <p><u>NC Objective:</u></p> <ul style="list-style-type: none"> <li>A local history study</li> </ul> <p><u>Spring 1</u></p>	<ul style="list-style-type: none"> <li>I can explain the achievements of ancient civilizations and their impact on the world in the past and today</li> </ul> <p><u>NC Objective:</u></p> <ul style="list-style-type: none"> <li>The Roman Empire and its impact on Britain</li> </ul> <p><u>Autumn</u></p> <ul style="list-style-type: none"> <li>A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> <li>Changes in Britain from the Stone Age to the Iron Age</li> </ul> <p><u>Spring 1</u></p> <ul style="list-style-type: none"> <li>I can discuss historical changes in Britain; what caused them and the impact on life in Britain.</li> </ul> <p><u>NC Objective:</u></p> <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>The Roman Empire and its impact on Britain</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul> <p><u>Autumn</u></p>	<ul style="list-style-type: none"> <li>I can examine periods in world history; identifying contrasts with and influences on British society at the time.</li> </ul> <p><u>NC Objective:</u></p> <ul style="list-style-type: none"> <li>Ancient Greece - a study of Greek life and achievements and their influence on the western world</li> </ul> <p><u>Autumn</u></p>	<ul style="list-style-type: none"> <li>I can discuss the impact of significant historical events, people and places in their own locality making links with changes in national life.</li> <li>I can discuss the impact and causes of historical changes in Britain.</li> </ul> <p><u>NC Objective:</u></p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p><u>Autumn</u></p>
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