Key Assessment Criteria Being a Historian

**What the National Curriculum requires in history at KS2**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

•changes in Britain from the Stone Age to the Iron Age (Year 3)

•the Roman Empire and its impact on Britain (Year 3)

•Britain’s settlement by Anglo-Saxons and Scots (Year 3)

•a local history study (Year 4)

•a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (Year 4)

•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 (Year 6)

•Ancient Greece – a study of Greek life and achievements and their influence on the western world (Year 5)

•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 (Year 4)

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| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| -I can use dates to place events, artefacts and historical figures on a timeline.  - I can study two different accounts of the same event, exploring similarities and differences.  - I can refer to more than one source of evidence for more accurate understanding of events.  - I can describe features of period studied e.g. clothes, beliefs, homes, attitudes.  - I can describe similarities and differences between people, events and objects over time.  - I can use subject related vocabulary and: century, decade, BC, AD | - I can understand that changes occur over time. Add evidence and dates to timeline to represent this.  -I can use dates and historical terminology to describe events.  -I can give reasons why separate versions of the same event may differ in the accounts.  -I can explore main events and changes in history, giving causes and consequences.  -I can independently suggest sources of evidence to answer my questions.  -I can give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes.  -I can describe how some past events and actions of people affect life today.  - I can use subject related vocabulary: during, chronology, era, dates, time period, change. | -I can identify significant changes within and across historical periods studied.  -I can understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this.  -I can select reliable sources of evidence to answer questions about the past.  -I can appreciate that there is not always a single answer to historical questions.  -I can begin to understand the concept of propaganda - Know that people (now and in the past) may represent events in ways that persuade others.  -I can describe causes and consequences of the main events, situations and changes in the period studied.  -I can show an awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.  - I can identify links and changes within and across the time periods and localities studied.  - I can use subject related vocabulary: during, chronology, era, dates, time period, change | -I can describe and explain key changes in a historical period (refers to: political, cultural, social, religious, technological changes).  -I can relate current studies to previous learning and make comparisons between different times in History.  -I can select suitable sources of evidence, giving reasons for the choice.  -I can explore all available evidence to form their own opinion on a historical event.  -I can evaluate the usefulness and accuracy of different sources of evidence.  -I can understand that some evidence is propaganda, opinion or misinformation and that this effects interpretations of history.  -I can explain and evaluate causes and consequences of the main events, situations and changes in the period studied.  -I can use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world.  - I can use subject related vocabulary: during, chronology, era, dates, time period, change |