

# What are the key features of 'knowledge-rich' assessment for history?

Subject	Features
<b>History</b>	<ul style="list-style-type: none"> <li>❑ At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:               <ul style="list-style-type: none"> <li>❑ Chronology, from the stone age to 1066</li> <li>❑ One study beyond 1066</li> <li>❑ Ancient civilizations</li> <li>❑ Civilizations around 900AD</li> <li>❑ Ancient Greece</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>❑ For history we outline two versions for both Key Stage 1 and Key Stage 2. Your school must decide which is more suitable to your context. Version 1 uses the main themes, e.g. Ancient Greeks, etc. Version 2 is set out in three main headings: chronological knowledge; Historical enquiry and Interpretation of history.</li> </ul>
	<ul style="list-style-type: none"> <li>❑ There are relatively few assessment statements as these knowledge and skills statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.</li> </ul>
	<ul style="list-style-type: none"> <li>❑ There is a difference between knowledge which will be retained close to the point of teaching and that which will be retained for ever.</li> </ul>
	<ul style="list-style-type: none"> <li>❑ In effect, sticky knowledge refers to the long-term memory and should not be assessed too close to the point of teaching.</li> </ul>
	<ul style="list-style-type: none"> <li>❑ When considering pupils' improvement in subject specific vocabulary, see the identified historical specific vocabulary outlined in Focus Education's 'historical knowledge mats'.</li> </ul>

# History: Key Stage 1 (Version 1)

	<b>Within living memory</b>	<b>Beyond living memory</b>	<b>Lives of significant people</b>	<b>Local history</b>
	<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> </ul>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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</li> </ul>	<ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Know that the toys their grandparents played with were different to their own</li> <li>Organise a number of artefacts by age</li> <li>Know what a number of older objects were used for</li> <li>Know the main differences between their school days and that of their grandparents</li> </ul>		<ul style="list-style-type: none"> <li>Name a famous person from the past and explain why they are famous</li> </ul>	<ul style="list-style-type: none"> <li>Know the name of a famous person, or a famous place, close to where they live</li> </ul>
<b>Year 2</b>		<ul style="list-style-type: none"> <li>Know about an event or events that happened long ago, even before their grandparents were born</li> <li>Know what we use today instead of a number of older given artefacts</li> <li>Know that children's lives today are different to those of children a long time ago</li> </ul>	<ul style="list-style-type: none"> <li>Know about a famous person from outside the UK and explain why they are famous</li> </ul>	<ul style="list-style-type: none"> <li>Know how the local area is different to the way it used to be a long time ago</li> <li>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)</li> </ul>

# History: Lower Key Stage 2 (Version 1)

CHRONOLOGY (Stone age to 1066)		Beyond 1066	LOCAL STUDY
<ul style="list-style-type: none"> <li>To include:</li> <li>Stone age to Iron age</li> <li>Romans</li> <li>Anglo-Saxons</li> <li>Vikings</li> </ul>		<ul style="list-style-type: none"> <li>An aspect of theme that takes pupils beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>A local study linked to one of the periods of time studied under chronology; or</li> <li>A local study that could extend beyond 1066</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Know how Britain changed between the beginning of the stone age and the iron age</li> <li>Know the main differences between the stone, bronze and iron ages</li> <li>Know what is meant by 'hunter-gatherers'</li> </ul>		
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Know how Britain changed from the iron age to the end of the Roman occupation</li> <li>Know how the Roman occupation of Britain helped to advance British society</li> <li>Know how there was resistance to the Roman occupation and know about Boudica</li> <li>Know about at least one famous Roman emperor</li> </ul>		

# History: Lower Key Stage 2 (Version 1)

ANCIENT ANCIENTS (approx. 3000 years ago)		ANCIENT GREECE	HISTORICAL ENQUIRY SKILLS
<ul style="list-style-type: none"> <li>• Cover each of and then choose one to look at in depth:</li> <li>• Ancient Egypt</li> <li>• Ancient Sumer</li> <li>• Indus Valley</li> <li>• Shang Dynasty</li> </ul>		<ul style="list-style-type: none"> <li>• Greek life and influence on the Western world</li> </ul>	<ul style="list-style-type: none"> <li>• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance</li> </ul>
<b>Year 3</b>		<ul style="list-style-type: none"> <li>• Know some of the main characteristics of the Athenians and the Spartans</li> <li>• Know about and can talk about the struggle between the Athenians and the Spartans</li> <li>• Know about the influence the gods had on Ancient Greece</li> <li>• Know about the link between the Ancient Greeks and the modern Olympics</li> <li>• Know at least five sports from the Ancient Greek Olympics</li> </ul>	<ul style="list-style-type: none"> <li>• Summarise how Britain may have learnt from other countries and civilizations (historically and more recently)</li> <li>• Research what it was like for children in a given period of history and present findings to an audience</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them.</li> <li>• Know about, and name, some of the advanced societies that were in the world around 3000 years ago</li> <li>• Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty</li> </ul>		<ul style="list-style-type: none"> <li>• Research to find answers to specific historical questions about their locality</li> <li>• Know how their locality has been shaped by what happened in the past</li> <li>• Know how historic items and artefacts have been used to help build up a picture of life in the past</li> <li>• Know about the impact that one period of history had on the world</li> </ul>

# History: Upper Key Stage 2 (Version 1)

<b>CHRONOLOGY (Stone age to 1066)</b>	<b>Beyond 1066</b>	<b>LOCAL STUDY</b>
<ul style="list-style-type: none"> <li>• To include:</li> <li>• Stone age to Iron age</li> <li>• Romans</li> <li>• Anglo-Saxons</li> <li>• Vikings</li> </ul>	<ul style="list-style-type: none"> <li>• An aspect of theme that takes pupils beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>• A local study linked to one of the periods of time studied under chronology; or</li> <li>• A local study that could extend beyond 1066</li> </ul>
<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Know how Britain changed between the end of the Roman occupation and 1066</li> <li>• Know about how the Anglo-Saxons attempted to bring about law and order into the country</li> <li>• Know that during the Anglo-Saxon period Britain was divided into many kingdoms</li> <li>• Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</li> <li>• Use a time line to show when the Anglo-Saxons were in England</li> </ul>		<ul style="list-style-type: none"> <li>• Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</li> <li>• Know how the lives of wealthy people were different from the lives of poorer people during this time</li> </ul>
<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• Know where the Vikings originated from and show this on a map</li> <li>• Know that the Vikings and Anglo-Saxons were often in conflict</li> <li>• Know why the Vikings frequently won battles with the Anglo-Saxons</li> </ul>	<ul style="list-style-type: none"> <li>• Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li> <li>• Know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>• know how Britain has had a major influence on the world</li> </ul>	

# History: Upper Key Stage 2 (Version 1)

## CIVILIZATIONS from 1000 years ago

## HISTORICAL ENQUIRY SKILLS

- Choose one of:
- Mayans
- Islamic Civilizations
- Benin Civilization

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance

**Year 5**

- Describe events from the past using dates when things happened
- Know how an event or events from the past has shaped our life today
- Draw an accurate timeline with different historical periods showing key historical events or lives of significant people
- Know how crime and punishment has changed over a period of time
- Know how Britain has had a major influence on the world.
- Know how the lives of wealthy people were different from the lives of poorer people.

**Year 6**

- Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin
- Know why they were considered an advanced society in relation to that period of time in Europe

- Research in order to find similarities and differences between two or more periods of history.
- Know how to place features of historical events and people from the past societies and periods in a chronological framework.
- Know about the main events from a period of history, explaining the order of events and what happened.
- Know that many of the early civilizations gave much to the world

# HISTORY Key Stage 1 (Version 2)

	<b>CHRONOLOGICAL KNOWLEDGE</b>	<b>HISTORICAL ENQUIRY</b>	<b>INTERPRETATION OF HISTORY</b>
<b>YEAR 1</b>	<ul style="list-style-type: none"> <li>Identify similarities and differences between periods</li> <li>Remember parts of stories and memories about the past</li> <li>Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after,</li> </ul>	<ul style="list-style-type: none"> <li>Respond to simple questions about the past</li> <li>Observe and handle evidence to ask simple questions about the past</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify and recount historic details from the past from sources e.g. pictures/stories</li> </ul>
<b>YEAR 2</b>	<ul style="list-style-type: none"> <li>Sequence people and events on a family tree and on a timeline</li> <li>Order dates from earliest to latest on simple timelines;</li> <li>Sequence pictures from different periods;</li> <li>Describe memories and changes that have happened in their own lives;</li> <li>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time</li> </ul>	<ul style="list-style-type: none"> <li>Look carefully at pictures and objects to find information.</li> <li>Find answers and respond to simple questions about the past.</li> <li>Choose and select evidence and says how it can be used to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>Recount historic details from eye-witness accounts, photos and artefacts</li> </ul>

# HISTORY Lower Key Stage 2 (Version 2)

	<b>CHRONOLOGICAL KNOWLEDGE</b>	<b>HISTORICAL ENQUIRY</b>	<b>INTERPRETATION OF HISTORY</b>
<b>YEAR 3</b>	<ul style="list-style-type: none"> <li>Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and passing of time;</li> <li>Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of sources to collect information about the past.</li> <li>Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>Start to compare two versions of a past event;</li> <li>Observe and use pictures, photographs and artefacts to find out about the past;</li> <li>Start to use stories or accounts to distinguish between fact and fiction;</li> <li>Explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul>
<b>YEAR 4</b>	<ul style="list-style-type: none"> <li>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart. and Knows how to use the timeline in relation to the unit being studied. Knows that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>Use words and phrases: century, decade.</li> </ul>	<ul style="list-style-type: none"> <li>Know the difference between primary and secondary sources of evidence.</li> <li>Use a range of sources to collect information about the past.</li> <li>Construct informed responses about one aspect of life</li> </ul>	<ul style="list-style-type: none"> <li>Look at more than two versions of the same event or story in history and identifies differences;</li> <li>Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.</li> </ul>

# HISTORY Upper Key Stage 2 (Version 2)

	<b>CHRONOLOGICAL KNOWLEDGE</b>	<b>HISTORICAL ENQUIRY</b>	<b>INTERPRETATION OF HISTORY</b>
<b>YEAR 5</b>	<ul style="list-style-type: none"> <li>Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>Accurately use dates and terms to describe historical events;</li> <li>Know and describe in some detail the main changes to an aspect in a period of history being studied;</li> <li>Know how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>Select relevant sections of information to address historically valid questions and construct detailed, informed responses;</li> </ul>	<ul style="list-style-type: none"> <li>Find and analyses a wide range of evidence about the past;</li> <li>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</li> <li>Consider different ways of checking the accuracy of interpretations of the past;</li> <li>Realise that there is often not a single answer to historical questions.</li> </ul>
<b>YEAR 6</b>	<ul style="list-style-type: none"> <li>Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>Use timelines to place events, periods and cultural movements from around the world.</li> <li>Use timelines to demonstrate changes and developments in culture, technology, religion and society.</li> <li>Use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</li> <li>Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</li> <li>Name date of any significant event studied from past and place it correctly on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate own lines of enquiry by posing historically valid questions to answer.</li> <li>Use a wide range of different evidence to collect evidence about the past,</li> <li>Investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul>	<ul style="list-style-type: none"> <li>Find and analyse a wide range of evidence about the past;</li> <li>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>Consider different ways of checking the accuracy of interpretations of the past;</li> <li>Start to know the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>Show an awareness of the concept of propaganda;</li> <li>Know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>Begin to evaluate the usefulness of different sources.</li> <li>Form own opinions about historical events from a range of sources.</li> </ul>