

Assessing Primary History

EYFS Performance descriptor

Recall, retell and sequence stories – chronology, cause and consequence, evidence; Read and discuss stories with different interpretations or explanations of the same events – reflect on the behaviour, motivation and intent of different characters – perspective; significance, similarity and difference; Distinguish between the past, present and future and recall moments from the past using language relating to time e.g. past tense - chronology, similarity and difference, historical narrative; Identifying and comparing features of artefacts from the past and present – continuity and change/change and progress, evidence, significance; Sequence familiar objects and events in their own lives/family – chronology, significance.

Key Stage 1 Performance Descriptor

Pupils at the **expected level of attainment** at the end of Year 1 will be able to:

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 Sappho at Pompeii pupils will be able to describe in simple terms what the Roman Empire was, the events that occurred at Pompeii in 79 AD and suggest what some artefacts tell archaeologists 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

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

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.

Pupils at the **expected level of attainment** at the end of Year 2 will be able to:

Identify, describe and compare and contrast the similarities and differences between popular toys and games of the 1960s and those of today and suggest reasons for what they observe. They 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 an investigation of an aspect of the First World War pupils are able to describe how animals were so important to both sides and 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.

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

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.

Lower Key Stage 2 Performance Descriptor

Pupils at the **expected level of attainment** at the end of Year 3 will be able to:

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 the Iron Age. 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.

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

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.

Pupils at the **expected level of attainment** at the end of Year 4 will be able to:

Develop their understanding of the chronology from the Iron Age, through to the Roman, Anglo- Saxon, and Viking invasions and the impact they have had on shaping Britain. 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.

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

Confidently and accurately use a wide range of specialist subject vocabulary and demonstrate an awareness of more sophisticated historical concepts such as significance and perspective.

Upper Key Stage 2 Performance Descriptor

Pupils at the **expected level of attainment** at the end of Year 5 will be able to:

Examine a wide range of historical sources to help them gain some insight into the thinking of the leaders of Nazi Germany in May 1940. It also supports pupils to identify and reach a judgment about the relative importance of the factors that contributed to the United Kingdom winning what has become known as the Battle of Britain. In doing this they can 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.

Pupils **exceeding the expected level of attainment** 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.

Pupils at the **expected level of attainment** at the end of Year 6 will be able to:

Understand some of the most significant aspects of the lives of people in the ancient civilizations that they have investigated such as the Maya, Shang Dynasty and Ancient Greece, 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.

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

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.