

## History Assessment Statements

Year Group	By the end of each year, children at the Expected standard should:	At Greater Depth within the Expected standard they should:
YR	<ul style="list-style-type: none"> <li>- When prompted, can use the past tense e.g. 'Last weekend, we went to the part'.</li> <li>- Talk about a significant event in their life .g.' It is my birthday today.' 'I am going to be five.' 'My mum is having a baby. My little brother's birthday is tomorrow.' 'Yesterday, I learned to ride a bike.'</li> <li>- Know the days of the week in order and know the year is 2024.</li> <li>- Ask questions e.g. Who was Guy Fawkes?</li> <li>- Comment on and compare photographs, stories, artefacts, pictures from the past and what they tell us.</li> <li>- Order events and stories chronologically using the class timeline pictures/artefacts.</li> <li>- Celebrate significant events and know their names e.g. Remembrance</li> <li>- Know that things happened before they were born.</li> <li>- Use the terms 'old' and 'new' when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>- In speech, use the past tense without being prompted to talk about the past. 'Yesterday, I went to the park.'</li> <li>- Ask questions like a historian would e.g. What could this (artefact) be? Was Guy Fawkes bad or good?</li> <li>- Know their date of birth.</li> <li>- Remember some significant events from our class timeline by heart.</li> <li>- Use the terms 'old' and 'new' and sort pictures, artefacts, stories and photos.</li> </ul>
Y1	<ul style="list-style-type: none"> <li>- Talk about significant events in theirs and others' lives.</li> <li>- Use the past tense to describe events in the past e.g. Yesterday, last week, last year...</li> <li>- Know the days of the week, months and that the year is 2024.</li> <li>- Know their own date of birth.</li> <li>- Ask historical questions e.g. What was it like in a Victorian school? What did Victorian children write on?</li> <li>- Put three events in chronological order on a timeline.</li> <li>- Remember the name of a significant person and what they did e.g. Florence Nightingale or Mary Seacole.</li> <li>- Use artefacts, pictures, photos and stories to find out/answer questions about the past.</li> <li>- Remember key facts about the past in history topics studied.</li> </ul>	<ul style="list-style-type: none"> <li>- Say the years correctly e.g. 2024 (Twenty twenty-four).</li> <li>- Know that they can find out more about the past by using historical sources e.g. books, photos, internet.</li> <li>- Answer questions like, 'What would have happened without Florence Nightingale or Mary Seacole?'.</li> <li>- Remember some significant events by heart.</li> <li>- Ask questions like, 'Why is Florence Nightingale special?'</li> <li>- Use the terms 'past' or 'old' and 'present' or 'new'. Use past tense to describe events that have happened.</li> <li>- Retell stories about the past in order.</li> </ul>
Y2	<ul style="list-style-type: none"> <li>- Talk about significant events in the past they have studied as well as own lives.</li> <li>- Place up to five events in order on a timeline.</li> <li>- Use dates to talk about the past e.g. In 1903 the Wright brothers flew the first plane.</li> <li>- Know the days of the week, months and the year in order.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that last year was 2023, this year is 2024 and next year is 2025 and say dates correctly e.g. 1903 as nineteen O-three.</li> </ul>

	<ul style="list-style-type: none"> <li>- Know their own date of birth.</li> <li>- Ask historical questions like, 'Why did the Wright brothers want to fly a plane?', 'How did the Great Fire of London start?'</li> <li>- Remember the name of significant people and what they did e.g. Mary Seacole, Nightingale, Orville Wright, Thomas Farriner.</li> <li>- Use artefacts, pictures, photos, stories to answer historical questions.</li> <li>- Identify the causes of historical events and discuss the consequences.</li> <li>- Remember key facts about the past in history topics studied.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Find out more about the past by using artefacts, books, internet, artefacts – show a keen interest.</li> <li>- Answer questions like, 'What would have happened if the fire had been put out straight away?'</li> <li>- Remember key facts by heart.</li> <li>- Organise a timeline independently.</li> <li>- Ask historical questions e.g. Was the Great Fire both good and bad?</li> <li>- Know that some events happened a long time ago and some not so long ago. E.g. Great Fire and Second World War. They are all in the past.</li> </ul>
Y3	<ul style="list-style-type: none"> <li>- Talk about significant events in the past including events in own lives such as date of birth.</li> <li>- Use a timeline to order significant events in the past.</li> <li>- Know that BC means before 0 AD.</li> <li>- Use the terms 'prehistoric' to describe the Stone Age, Bronze Age and Iron Age.</li> <li>- Identify what artefacts, pictures, photos and stories tell us about people living in the past.</li> <li>- Be able to imagine and describe what life was like in the past e.g. through role-play.</li> <li>- Compare two pieces of evidence about the past.</li> <li>- Say dates correctly e.g. 1939 as nineteen thirty-nine.</li> <li>- Use historical vocabulary to describe events in the past e.g. then, now, old, new, BC, AD</li> <li>- Ask historical questions e.g. 'Why were children evacuated in WWII?' 'What was it like to live in Ancient Greece?'</li> <li>- Remember significant events and people e.g. Winston Churchill</li> <li>- Use sources of evidence (artefacts, photos, pictures, stories, books) to find out and answer questions about the past.</li> <li>- Identify the causes of historical events and their consequences e.g. Second World War</li> <li>- Compare and contrast people in the past to now.</li> </ul>	<ul style="list-style-type: none"> <li>- Order events in the past including some BC events.</li> <li>- Know that 1939 is in the twentieth century.</li> <li>- Use the term 'evidence' and 'artefact' as well as other historical vocabulary (past, present, then, now, old, new, century, AD, BC).</li> <li>- Ask historical question like, 'What did it feel like to be evacuated?' 'Why did girls not go to school in most of Ancient Greece?' 'Should we remember Hitler?'</li> <li>- Answer historical questions e.g. What would have happened if children weren't evacuated in the war?</li> <li>- Know that some events happened thousands of years ago and we only know about some of them through evidence that has remained.</li> <li>- Know that we rely on evidence from the past to tell us about it.</li> <li>- Know that the longer ago something happened, the less evidence there is.</li> </ul>
Y4	<ul style="list-style-type: none"> <li>- Talk about significant events in world history and local history.</li> <li>- Use a timeline of different scales to order events in the past e.g. Roman Britain (100s, /1000s), local history of Low Moor (10s).</li> <li>- Use historical terms for units of time e.g. centuries, decades, millennia, years, AD, BC.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that 1066 is the eleventh century and 43AD is the first century.</li> <li>- Know that sources can be biased and aren't always reliable that everyone lived like this.</li> </ul>

	<ul style="list-style-type: none"> <li>- Know that BC means before 0 AD and that 500BC to 0AD means that 500 years have passed.</li> <li>- Order events on a timeline including BC and AD.</li> <li>- Use historical vocabulary to describe events in the past.</li> <li>- Say dates correctly e.g. 1066 as Ten sixty-six.</li> <li>- Compare evidence from the past.</li> <li>- Ask historical questions e.g. 'How has Low Moor changed over time?' 'What was it like to work in a mill?'</li> <li>- Compare life in Roman Britain and imagine what a day in the life of a Roman Briton was like.</li> <li>- Use sources to find out and answer questions about the past and know that they aren't always reliable.</li> <li>- Discuss the term bias and how sources can sometimes be biased e.g. Boudicca descriptions vary – in one, bad, in another, a hero.</li> <li>- Identify the causes and consequences of historical events e.g. Lancashire Cotton Famine</li> </ul>	<ul style="list-style-type: none"> <li>- Know that the longer ago something happened, the less evidence we have and that this affects reliability.</li> <li>- Use lots of historical vocabulary to describe the past.</li> <li>- Ask historical questions e.g. 'What did the Romans do for Britain?' 'What would have happened if they hadn't invaded?'</li> <li>- Answer historical questions e.g. 'What if the weaver's diary (John O'Neill) hadn't been found?', 'Why was John O'Neill's diary historically useful?'</li> </ul>
Y5	<ul style="list-style-type: none"> <li>- Talk about significant events in world, national and local history.</li> <li>- Use a timeline of different scales to order events in the past e.g. Ancient Egypt, invasion of the Scots, Anglo-Saxons.</li> <li>- Know that 1799 is the eighteenth century and 1215 is the thirteenth century and 43AD is the first century.</li> <li>- Use historical terms for units of time e.g. centuries, decades, millennia, years, AD, BC.</li> <li>- Know that we were moulded by events in the past e.g. England wasn't formed until Alfred the Great made peace with the Vikings (Danelaw/England).</li> <li>- Compare life in Anglo-Saxon and Viking Britain and note similarities and differences.</li> <li>- Use sources to find out and answer questions about the past and know that they aren't always reliable e.g. a source doesn't tell us all Anglo-Saxons lived like this...</li> <li>- Discuss the term 'bias' and the term 'reliability'. Know that sources can be biased.</li> <li>- Know that our knowledge of the past comes from a range of sources.</li> <li>- Know that the longer ago something happened, the less evidence we have and therefore the less reliable.</li> <li>- Identify the causes and consequences of historical events e.g. Why the Vikings invaded.</li> </ul>	<ul style="list-style-type: none"> <li>- Adept with timelines e.g. Be able to say that 350BC is the fourth century BC.</li> <li>- Describe changes that happened as a result of invasions of Britain over time.</li> <li>- Identify periods of rapid change and slow change e.g. invasion – rapid, settlement – slow change.</li> <li>- Know that we are a constitutional monarchy with a parliament now but that we weren't in the past and the monarch made all the decisions.</li> <li>- Answer questions like, 'What would have happened if the Vikings hadn't invaded?'</li> <li>- Ask questions like, 'What did the Vikings think of the Anglo-Saxons?'</li> <li>- Know that events long ago in the first century, events such as the Viking invasion moulded England as it is today e.g. names, places, counties, small towns became larger, trade, crafts (impact).</li> </ul>

	<ul style="list-style-type: none"> <li>- Ask and answer historical questions e.g. What was the difference between a Viking and an Anglo-Saxon?</li> </ul>	<ul style="list-style-type: none"> <li>- Name sources that we use to find out about the past e.g. Anglo-Saxon Chronicle</li> </ul>
Y6	<ul style="list-style-type: none"> <li>- Order events on a timeline chronologically using different scales and BC and AD events.</li> <li>- Use the right terminology for saying dates e.g. 1612 as sixteen twelve.</li> <li>- Know that 1612 is the seventeenth century, 43AD is the first century.</li> <li>- Use historical terms for units of time e.g. centuries, decades, millennia, years, AD and BC.</li> <li>- Know that we are moulded by events in the past e.g. Pendle Witch trials and women's status.</li> <li>- Identify change throughout periods of time in the past and the causes e.g. Scold's bridle</li> <li>- Compare life in the past, noting similarities and differences.</li> <li>- Know that sources can be biased and unreliable.</li> <li>- Know that our knowledge of the past comes from a range of sources.</li> <li>- Know that the longer ago something happened, the less evidence there is and the less reliable evidence can be.</li> <li>- Identify the causes and consequences of historical events e.g. The fall of the Mayan civilisation.</li> <li>- Use varying and a wide range of evidence to find out and answer questions about the past.</li> <li>- Hypothesise about the past and what it was like using sources.</li> <li>- Make comparisons between historical periods.</li> </ul>	<ul style="list-style-type: none"> <li>- Adept with timelines e.g. be able to say that 350BC is the fourth century BC.</li> <li>- Describe the changes that occurred, both slow and rapid, as a result of historical events.</li> <li>- Know that we are a constitutional monarchy with a parliament, which we weren't in the past.</li> <li>- Know that history teaches us important lessons e.g. follies and achievements.</li> <li>- Be able to test an hypothesis about the past and use sources.</li> </ul> <p>Use a timeline of different scales to order events in the past e.g. Roman Britain (100s, /1000s), local history of Low Moor (10s)</p>