

## ASSESSMENT END POINTS

### HISTORY



By the end of ...	Knowledge End Points	Skills
<b>EYFS</b>	<ul style="list-style-type: none"> <li>✓ Talk about the lives of the people around them and their roles in society</li> <li>✓ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>✓ Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	ELG – Past and Present
<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> <li>✓ Know the name of a famous person, or a famous place, close to where they live</li> <li>✓ Name a famous person from the past and explain why they are famous</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> <li>✓ Know about a famous person from outside the UK and explain why they are famous</li> <li>✓ Know how the local area is different to the way it used to be a long time ago</li> </ul>	

	✓ Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.	
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<p><b>Year 3</b></p>	<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> <li>✓ Know some of the main characteristics of the Athenians and the Spartans</li> <li>✓ Know about the influence the gods had on Ancient Greece</li> <li>✓ Know at least five sports from the Ancient Greek Olympics</li> <li>✓ Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty</li> </ul>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae.</p> <p>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 Egypt.</p>
<p><b>Year 4</b></p>	<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, and name, some of the advanced societies that were in the world around 3000 years ago</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> </ul>	<p>The Roman Empire and its impact on Britain.</p> <p>‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p> <p>Britain’s settlement by Anglo-Saxons and Scots.</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>
<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>✓ Use a time line to show when the Anglo-Saxons were in England</li> <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> <li>✓ Know where the Vikings originated from and show this on a map</li> </ul>	<p>Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England.</p> <p>A local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>

	<ul style="list-style-type: none"> <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>	
<b>Year 6</b>	<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> <li>✓ Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin</li> <li>✓ Know why they were considered an advanced society in relation to that period of time in Europe</li> </ul>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>A significant turning point in British history, for example, the first railways or the Battle of Britain.</p> <p>The changing power of monarchs using case studies such as John, Anne and Victoria.</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Benin (West Africa) c. AD 900-1300.</p>