

Key Assessment Criteria



Being an historian

The key assessment criteria for history have been devised in such a way that they can be applied in all settings, regardless of the agreed programme of study. These criteria allow teachers to assess how well children are developing as historians.

Teachers may wish to supplement these key assessment criteria with other criteria if they feel that this adds value. In particular, teachers may wish to add some history subject specific (knowledge) criteria.

In devising the key assessment criteria, judgements had to be made about what is considered age appropriate in line with the key stage programmes of study. These have been tested and evaluated by class teachers.

In presenting these criteria, there is no suggestion that this is the only 'correct' sequence; but rather a suggestion to help teachers plan and assess.



Key Assessment Criteria: Being an historian



A year 1 historian	A year 2 historian	A year 3 historian
<ul style="list-style-type: none"> I can use words and phrases like: old, new and a long time ago. I can recognise that some objects belonged to the past. I can explain how I have changed since I was born. I can explain how some people have helped us to have better lives. I can ask and answer questions about old and new objects. I can spot old and new things in a picture. I can explain what an object from the past might have been used for. 	<ul style="list-style-type: none"> I can use words and phrases like: before, after, past, present, then and now. I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later. I can give examples of things that were different when my grandparents were children. I can find out things about the past by talking to an older person. I can answer questions using books and the internet. I can research the life of a famous person from the past using different sources of evidence. 	<ul style="list-style-type: none"> I can describe events from the past using dates when things happened. I can use a timeline within a specific period of history to set out the order that things may have happened. I can use my mathematical knowledge to work out how long ago events happened. I can explain some of the times when Britain has been invaded. I can use research skills to find answers to specific historical questions. I can research in order to find similarities and differences between two or more periods of history.

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A year 4 historian	A year 5 historian	A year 6 historian
<ul style="list-style-type: none"> • I can plot events on a timeline using centuries. • I can use my mathematical skills to round up time differences into centuries and decades. • I can explain how the lives of wealthy people were different from the lives of poorer people. • I can explain how historic items and artefacts can be used to help build up a picture of life in the past. • I can explain how an event from the past has shaped our life today. • I can research two versions of an event and explain how they differ. • I can research what it was like for children in a given period of history and present my findings to an audience. 	<ul style="list-style-type: none"> • I can draw a timeline with different historical periods showing key historical events or lives of significant people. • I can compare two or more historical periods; explaining things which changed and things which stayed the same. • I can explain how Parliament affects decision making in England. • I can explain how our locality has changed over time. • I can test out a hypothesis in order to answer questions. • I can describe how crime and punishment has changed over a period of time. 	<ul style="list-style-type: none"> • I can place features of historical events and people from the past societies and periods in a chronological framework. • I can summarise the main events from a period of history, explaining the order of events and what happened. • I can summarise how Britain has had a major influence on the world. • I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently). • I can identify and explain differences, similarities and changes between different periods of history. • I can identify and explain propaganda. • I can describe a key event from Britain's past using a range of evidence from different sources. • I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.