

History Subject Content and Key Assessment Criteria

Key Stage 1	As a historian:
<p>Pupils should be taught:</p>	<ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • 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] • 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • significant historical events, people and places in their own locality – Coleford, Forest of Dean, mining
Key Assessment Criteria	
<p>Year 1</p>	<ul style="list-style-type: none"> • I know about many of the changes that have happened since I was born. • I know how to ask and answer questions about old and new objects. • I use words and phrases like: old, new and a long time ago. • I spot old and new things in a picture. • I use words and phrases like: before, after, past, present, then and now. • I give examples of things that were different when my grandparents were children. • I know about someone famous who was born or lived near our town. • I know why there is a monument to a famous person or event in the town centre.
<p>Year 2</p>	<ul style="list-style-type: none"> • I know how some people have helped us to have better lives. • I recount the life of someone famous from Britain who lived in the past. I know about what they did to make the world a better place. • I know about the life of a famous person from the past because I know how to research. • I know how to use books and the internet to find out more information about the past.

	<ul style="list-style-type: none"> • I know how to find out things about the past by talking to an older person. • I know about how things were different when my grandparents were children. • I know what certain objects from the past might have been used for.
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Key Stage 2	As a historian:
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Pupils should be taught:	<ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain’s settlement by Anglo Saxons and Scots • the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 • 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 Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece a study of Greek life and achievements and their influence on the western world • a non European society that provides contrasts with British history one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900 1300.
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Key Assessment Criteria	
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Year 3	<ul style="list-style-type: none"> • I know about how stone age people hunted for their food and what they ate. • I know about many of the differences between the stone, bronze and iron ages. • I know what people learnt from stone aged paintings. • I am able to describe what a typical day would have been like for a stone age man, woman or child. • I know about and can talk about the struggle between the Athenians and the Spartans. • I know about some of the things that the Greeks gave the world. • I know that the Greeks were responsible for the birth of the Olympics. • I know that the Greek Gods were an important part of Greek culture. • I know how to locate Greece on a map.
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<p>Year 4</p>	<ul style="list-style-type: none"> • I know about at least three things that the Romans did for our country. • I know why the Romans needed to build forts in this country. • I know that Rome was a very important place and many decisions were made there. • I know about the lives of at least two famous Romans. • I summarise how Britain may have learnt from other countries and civilizations (historically and more • I research to find answers to specific historical questions about our locality. • I research what it was like for children in a given period of history and present my findings to an audience. • I know how our locality today has been shaped by what happened in the past. • I know how historic items and artefacts have been used to help build up a picture of life in the past. • I know about the impact that one of these periods of history had on the world.
<p>Year 5</p>	<ul style="list-style-type: none"> • I know where the Anglo Saxons came from. • I know at least two famous Anglo Saxons • I use a time line to show when the Anglo Saxons were in England • I know the link between Anglo Saxons and Christianity. • I know that many Anglo Saxons were farmers. • I know that the Anglo Saxons gave us many of the words that we use today. • I describe events from the past using dates when things happened. • I know how an event or events from the past has shaped our life today. • I draw a timeline with different historical periods showing key historical events or lives of significant people • I know how crime and punishment has changed over a period of time. • I know how Britain has had a major influence on the world. • I know how the lives of wealthy people were different from the lives of poorer people.
<p>Year 6</p>	<ul style="list-style-type: none"> • I know that Britain was invaded on more than one occasion. • I know that the Anglo Saxons and Vikings were often in conflict. • I know how to use a timeline to show when the Vikings raids started. • I know why the Vikings often overpowered the Anglo Saxons. • I show on a map where the Vikings came from and where they invaded our country.

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| | <ul style="list-style-type: none">• I know that many Vikings came to our country as peaceful farmers.• I research in order to find similarities and differences between two or more periods of history.• I know how to place features of historical events and people from the past societies and periods in a chronological framework.• I know about the main events from a period of history, explaining the order of events and what happened.• I know that many of the early civilizations gave much to the world. |
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