

Lower Key Stage 2 – Assessment - Knowledge and Skills Progression

<p align="center"><u>History – Lower Key Stage 2</u></p> <p align="center">Units of Work & NC links for Years 3 and 4</p>				
	Year 3 (History units of work)	National Curriculum Link	Year 4 (History units of work)	National Curriculum Link
	<p>AUTUMN TERM: Changes in Britain from the Stone Age to the Iron Age.</p> <p><i>[SPRING – GEOGRAPHY UNIT with links to Stone, Bronze and Iron Age land patterns.]</i></p> <p>SUMMER TERM: The Achievements of the earliest civilizations <i>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.</i></p>		<p>AUTUMN TERM: Ancient Greece – <i>A study of Greek life and achievements and their influence on the western world.</i></p> <p><i>[SPRING – GEOGRAPHY UNIT – Links to Europe building on Greece and Romans]</i></p> <p>SUMMER TERM: The Roman Empire and its impact on Great Britain.</p>	

Lower Key Stage 2 – Knowledge outcomes by the end of LKS2 for Y3 & Y4 *(with support and guidance from Chris Trevor)*

Historical chronology and understanding	<ul style="list-style-type: none">• I can understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history.• I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions e.g. BC, BCE & AD.• I can put artefacts or information in chronological order.
Historical concepts	<ul style="list-style-type: none">• I can give a few reasons for and the results of the main events and changes of a time studied.• I can make a few connections and contrasts (e.g. change, cause, similarity, difference, and significance).• I can tell you a range of similarities/ differences between different times in the past in periods covered so far.
Historical Interpretation	<ul style="list-style-type: none">• To think critically, weigh evidence, sift arguments, and develop perspective and judgement.• I can describe how the past can be represented or interpreted in a few different ways.
Historical enquiry	<ul style="list-style-type: none">• I can answer and sometimes devise my own historically valid questions.• I can use one or more sources of information to help me answer questions about the past in sentences.
Historical communication	<ul style="list-style-type: none">• I can present recalled or selected information in a variety of ways using specialist terms.• I can write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.• I am beginning to use place value in the context of timelines.

Year 3 – History (Assessment of Knowledge and Skills)				
Year 3 – Skills (How to achieve end of LKS2 outcomes)		LKS2 Outcomes (Achieved by the end of Year 4)	Assessment of Year 3 children (initial – E & X, other chn not initialled are assessed by teacher as M)	
Historical chronology and understanding	<ul style="list-style-type: none"> Uses timelines to place events in chronological order. STONE-IRON AGE: End of ice age, Stone Age (Palaeolithic, Mesolithic, Neolithic – discovery of farming), Bronze Age, Iron Age, clay pots, arrival of the Romans [leads into Y4]. Begins to understand timeline can be divided into BC and AD. STONE-IRON AGE: Continuous timeline in classroom, on-going. Uses words and phrases for time: <i>century, decade and chronology.</i> 	<ul style="list-style-type: none"> I can understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history. I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions (<i>e.g. BC, BCE & AD.</i>) I can put artefacts or information in chronological order. 	<u>E</u>	<u>X</u>
Historical concepts	<ul style="list-style-type: none"> Uses evidence to describe past: <i>Houses and settlements; Culture and leisure activities; Clothes, way of life and actions of people; Buildings and their uses; People’s beliefs and attitudes; Things of importance to people; Differences between lives of rich and poor.</i> STONE-IRON AGE: Showed via table comparing the 3 ages; housing, clothes, tools etc. – used artefacts and books to show this. Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects. 	<ul style="list-style-type: none"> I can give a few reasons for and the results of the main events and changes of a time studied. I can make a few connections and contrasts (<i>e.g. - change, cause, similarity, difference, and significance</i>). I can tell you a range of similarities/ differences between different times in the past in periods covered so far. 	<u>E</u>	<u>X</u>

Year 3 – History: Knowledge and Skills Assessment

	<p>STONE-IRON AGE: Tools and artefacts, Showed via table comparing the 3 ages; housing, clothes, tools etc. – used artefacts and books to show this.</p> <ul style="list-style-type: none"> Shows changes on a timeline. <p>STONE-IRON AGE: Palaeolithic, Mesolithic and Neolithic, Bronze and Iron ages. (See timeline and table)</p>			
Historical Interpretation	<ul style="list-style-type: none"> Begin to look at two versions of the same event and find some differences in the accounts. <p>Summer – 4 civilisations</p>	<ul style="list-style-type: none"> To think critically, weigh evidence, sift arguments, and develop perspective and judgement. I can describe how the past can be represented or interpreted in a few different ways. 	<u>E</u>	<u>X</u>
Historical enquiry	<ul style="list-style-type: none"> Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as: <i>'how did people?' 'What did people do for?'</i> Begins to suggest sources of evidence to use to help answer questions. <p>Summer – 4 civilisations: Rosetta stone, jewellery, shabtis. [Resources needed for other 3]</p>	<ul style="list-style-type: none"> I can answer and sometimes devise my own historically valid questions. I can use one or more sources of information to help me answer questions about the past in sentences. 	<u>E</u>	<u>X</u>
Historical communication	<ul style="list-style-type: none"> Presents findings about past using speaking, writing, ICT and drawing skills. Uses dates and terms with increasing accuracy. <p>STONE-IRON AGE: Palaeolithic – 2.5 Mil – 10,000BC End of Ice Age - Mesolithic – 10,000 BC Neolithic – 4,000 BC</p>	<ul style="list-style-type: none"> I can present recalled or selected information in a variety of ways using specialist terms. I can write sentences or a paragraph to describe some of the main events, people and changes 	<u>E</u>	<u>X</u>

Year 3 – History: Knowledge and Skills Assessment

	<p>Bronze Age – 2,300 BC Iron Age – 800BC 43AD – Arrival of Romans.</p> <ul style="list-style-type: none">• Discusses different ways of presenting information for different purposes.	<p>in the history of Britain and the wider world.</p> <ul style="list-style-type: none">• I am beginning to use place value in the context of timelines.		
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