

Lower Key Stage 2 – Assessment - Knowledge and Skills Progression

<p align="center"><u>History – Lower Key Stage 2</u> 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 <i>(with support and guidance from Chris Trevor)</i>	
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 4 – History (Assessment of Knowledge and Skills)					
Year 4 – Skills (How to achieve end of LKS2 outcomes)		LKS2 Outcomes (Achieved by the end of Year 4)		Assessment of Year 4 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 words and phrases: century, decade, BC, AD, after, before, during. • Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. • Names and places dates of significant events from past on a timeline. Show Trojan War, Greek alphabet developed, Homer begins to write Iliad, Democracy introduced in Athens, construction of Acropolis, Alexander the Great begins conquests and the Romans invade. 	<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. 	<u>E</u>	<u>X</u>	
	Historical concepts	<ul style="list-style-type: none"> • Shows knowledge and understanding by describing features of past societies and periods. • Identifies some achievements, ideas, beliefs, attitudes and experiences of men, women and children from the past. Medicine = Aristotle and Plato, Architecture = British Museum, The White House etc • Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways 	<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. 	<u>E</u>	<u>X</u>

Year 4 – History: Knowledge and Skills Assessment

	<p>of life, beliefs and attitudes may have occurred during a time period.</p> <ul style="list-style-type: none"> • Describes how some of the past events/people affect life today. Comparing and contrasting democracy from Ancient Greece to modern times. Relating democracy to current events eg Brexit. Using democracy within the classroom and wider school area eg school council. • SPRING TERM ... consider the change in roads from Romans to modern era 			
<p>Historical Interpretation</p>	<ul style="list-style-type: none"> • Gives reasons why there may be different accounts of history. Beginning to discuss why we don't always know what someone or something looked like because no one that was there is alive today. We have to use our interpretation. We have to use a range of sources to make our opinion. 	<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. 	<p><u>E</u></p>	<p><u>X</u></p>
<p>Historical enquiry</p>	<ul style="list-style-type: none"> • Understands the difference between primary and secondary sources of evidence. • Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. <p>SPRING TERM Town life through time, map work, Chester Museum</p> <ul style="list-style-type: none"> • Asks questions such as 'what was it like for a during?' 	<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. 	<p><u>E</u></p>	<p><u>X</u></p>

Year 4 – History: Knowledge and Skills Assessment

	<ul style="list-style-type: none"> Suggests sources of evidence from a selection provided to use to help answer questions. 			
<p>Historical communication</p>	<ul style="list-style-type: none"> Presents findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills. (SEE BELOW) Uses dates and terms correctly. Throughout lessons. Discusses most appropriate and efficient way to present information, realising that it is for an audience. Using the I-pads to record videos ‘How do people take part in British democracy?’ DEAL strategies, written work in Discovery Workshops Uses subject specific words such as civilization, settlement and invader etc. Using democracy, elections, architecture 	<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 	<p><u>E</u></p>	<p><u>X</u></p>