

Year 2017-18				Assessment Learning Outcome
Year 1	Where did the Wheels on the bus go?	What`s changed since out Grandparents were young?	Who was famous when Mum and Dad were little?	<p>Chronology Recount past changes from their own lives Sequence some events in chronological order</p> <p>Investigating Interpreting Begins to use sources to identify some details and answer simple questions.</p> <p>Knowledge and Understanding Identify key events and people</p> <p>Vocabulary Subject related vocabulary and: past old, new , recent young, days, months.</p>

Year 2	<p>Great British Events and Great British People The Gunpowder Plot</p> <p>Why do we celebrate Bonfire Night?</p>	<p>Significant Lives and Events –</p> <p>Rosa Parks and Nelson Mandella</p> <p>How have Rosa Parks and Nelson Mandella helped to make the world a better place?</p>	<p>Titanic</p> <p>Why did the Titanic sink?</p>	<p>Chronology Place historical figures events and artefacts in order on a given time line, using dates where appropriate</p> <p>Add labels to time lines</p> <p>Interpreting and Investigating Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Knowledge and Understanding Give reasons why people from the past acted in the ways they did.</p> <p>Use information gained from research to describe differences between then and now.</p> <p>Vocabulary Subject related vocabulary a, nd: recently, before, after, now later, a long time ago.</p>
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Year 3	<p>Stone Age</p> <p>Changes in Britain from the Stone Age to the Iron Age including:</p> <p>Hunter Gatherers,</p> <p>Early farming</p> <p>Bronze Age and Iron Age?</p> <p>Who first lived in Britain?</p> <p>Vocabulary:</p> <p>Stone Age</p> <p>BC, AD,</p> <p>ancient,</p> <p>century</p> <p>archaeology</p>	<p>Ancient Greece</p> <p>A study of Greek life and achievements and their influence on the western world.</p> <p>Why has Greece always been in the news?</p>	<p>Victorian Liverpool</p> <p>How did the Victorian period help to shape the Liverpool we know today?</p>	<p>Chronology</p> <p>Use dates to place events, artefacts and historical figures on a timeline</p> <p>Interpreting and investigating</p> <p>Study two different accounts of the same event, exploring similarities and differences</p> <p>Refer to more than one source of evidence for more accurate understanding of event.</p> <p>Knowledge and Understanding</p> <p>Describe features of period studied e.g. Clothes, beliefs, homes, attitudes.</p> <p>Describe similarities and differences between people events and objects over time.</p> <p>Vocabulary</p> <p>Subject related vocabulary and: century, decade, B.C. A.D.</p>
Year 4	The Roman	Ancient Egypt	Gunpowder Plot	<p>Chronology</p> <p>Understand that changes occur over</p>

	<p>Empire and its impact on Britain</p> <p>-Julius Caesar</p> <p>-Hadrian`s Wall</p> <p>Boudica</p> <p>Romanisation of Britain.</p> <p>Why were the Romans so powerful and what did we learn from them?</p>	<p>How can we re-discover the wonders of Ancient Egypt?</p>	<p>Charles 1 Execution</p>	<p>time. Add evidence and dates to timeline to represent this.</p> <p>Use date and historical terminology to describe events.</p> <p>Investigating and Interpreting Give reasons why separate versions of the same event may differ in the accounts.</p> <p>Explore main events and changes in history, giving causes and consequences.</p> <p>Independently suggest sources of evidence to answer their questions.</p> <p>Knowledge and Understanding Give reasons for the changes in features of the period studied e. g. clothes beliefs, homes.</p> <p>Vocabulary Subject related vocabulary, during chronology, era, dates, time period, change.</p>
<p>Year 5</p>	<p>Anglo Saxons</p>	<p>Mayan Civilisation</p> <p>Who were the Mayans and what have we learnt from</p>	<p>What were the historical implications of HenryV111`s break from the Catholic Church?</p>	<p>Chronology Identify significant changes within and across historical periods studied.</p> <p>Understand that continuity and change occurs over time. Add evidence and dates to timeline to represent this.</p>

		them?		<p>Interpreting and Investigating Select reliable sources of evidence to answer questions about the past.</p> <p>Appreciate that there is not always a single answer to historical questions.</p> <p>Begin to understand the concept of propaganda = Know that people (now and I the past) may represent events in ways that persuade others.</p> <p>Knowledge and Understanding Describes causes and consequences of the main events, situations and changes in the period studied.</p> <p>Show awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</p> <p>Identifies links and changes within and across the time periods and localities studied.</p> <p>In addition to subject related vocabulary – legacy, period.</p>
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Year 6	<p>Vikings</p> <p>Were the Vikings always victorious and vicious?</p>	<p>Islamic Civilisation</p> <p>Why was the Islamic Civilization around AD900 known as the 'Golden Age'?</p>	<p>Crime and Punishment</p> <p>I can summarise the main events from a period of history.</p> <p>I can sequence up to ten events on a timeline.</p>	<p>Chronology Describe and explain key changes in a historical period (refers to : political, cultural, social, religious, technological changes). Relate current studies to previous learning and make comparisons between different times in history.</p> <p>Interpreting and Investigating Select suitable sources of evidence, giving reasons for the choice.</p> <p>Explore all available evidence to form their own opinion on a historical event.</p> <p>Evaluate the usefulness and accuracy of different sources of evidence.</p> <p>Understands that some evidence is propaganda, opinion or misinformation and that this effects interpretations of history.</p> <p>Knowledge and Understanding Explain and evaluate causes and consequences of the main events, situations and changes in the period studied.</p>

				Use research and prior learning to explain why there are social, cultural, religious and ethnic diversities within societies studied in Britain and the wider world.