



Wallsend Jubilee Primary School

Year 1 Assessment: History

Strand	Curriculum Objectives	Curriculum Skills	
		Expected	Depth
Chronology (continuous timeline from EYFS- y6)	Sequence events or objects in chronological	• I can order events in chronological order	• Can they begin to order events by dates?
	Show where places, people and events fit into a broad chronological framework.	• I can order places, people and events in chronological order.	
	Use common words to describe the passing of time, e.g. before, yesterday, after, a long time	• I can use common words to describe the passing of time, e.g. before, yesterday, after, a long time ago.	
Historical enquiry	Sort artefacts into "then" and "now".	• I can sort artefacts into those used 'then' and those used 'now'.	• Can they discuss how useful a source/object is?
	Use as wide a range of sources as possible to understand ways we find out about the past, e.g. artefacts, pictures, stories and websites.	• I can find out about the past in different ways.	
	To ask and answer questions related to different sources and objects.	• I can ask and answer questions related to different sources and objects.	
Historical interpretation	Begin to identify different ways to represent the past, e.g. photos, stories, adults talking about the past. (invite visitor to school)	• I can show what I know about the past in different ways.	• Can they compare different ways of interpreting the past ?
Range and depth of historical knowledge	Begin to describe similarities and differences in artefacts.	• I can describe what is similar and what is different about artefacts.	• Can they discuss the reliability of historical artefacts?
	Drama - why people did things in the past.	• I can use drama to learn about why people did things in the past.	
	Use a range of sources to find out characteristic features of the past.	• I can use different sources to find out about features of the past.	
Continuity and change	Identify some change between then and now (eg. Toys)	• I know how some things have changed over time.	• Can they discuss reasons for change?
	Know some things that stay the same.	• I know that some things have stayed the same over time.	
Causes and consequences	Recognise why people did things and why events happened.	• I know why people did things and events happened.	• Can they discuss the implications of peoples actions?
Similarities and differences	Identify similarities and differences between then and now, including their own lives.	• I recognise things that are different and those that have stayed the same over time.	• Can they make predictions about possible changes in the future?
Significance	Recognise and make simple observations about what was important in a historical event/ account. Eg. Introduction of electricity and impact on toys today.	• I recognise what was important about a historical event or account.	• Can they suggest why something or someone was important?



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Year 2 Assessment: History

Strand	Curriculum Objectives	Curriculum Skills	
		Expected	Depth
Chronology (continuous timeline from EYFS- y6)	Put people, events and objects on a simple timeline.	• I can put people, events and objects on a simple timeline.	• Can they begin to understand that the past can be divided up into periods?
	Begins to use dates to sequence events.	• I can start to order events by dates.	
	Describe memories of key events in lives extending their chronological vocabulary using words and phrases like recently, century, when my parents were children and decade.	• I can describe key events and memories in my life using words and phrases like recently, century, when my parents were children and decade.	
Historical enquiry	Use a source - why, what, who, how, where to ask questions and find answers.	• I can use a source to ask questions and find answers.	• Can they begin to draw conclusions about a particular time period using sources to back up their ideas?
	Choose and use parts of stories and other sources to show understanding of events.	• I can choose and use parts of stories and other sources to show that I understand events.	
	Discuss the effectiveness of sources - ability to communicate understanding of the past in a variety of ways.	• I can discuss how useful a source is.	
Historical interpretation	Compare pictures or photographs of people or events in the past.	• I can compare pictures or photographs of people or events in the past.	• Can they provide reasons why a source portrays a particular time period in that way?
	Able to identify different ways to represent the past, e.g. fictional accounts, illustrations, films, song, museum displays.	• I know of different ways to represent the past, e.g. fictional accounts, illustrations, films, song, museum displays.	
Range and depth of historical knowledge	Find out about people and events in other times.	• I can find out about people and events in other times.	• Can they compare the lives of people then with the lives of people now?
	Explore collections of artefacts - confidently describe similarities and differences.	• I can confidently describe similarities and differences between artefacts.	
	Drama - develop empathy and understanding (hot seating, speaking and listening).	• I can use drama to develop empathy and understanding.	
Continuity and change	Describe some historical changes.	• I can describe some historical changes.	• Can they discuss the impact of historical changes on their time period?
Causes and consequences	Understand what a consequence is and give examples.	• I understand what consequence is and can give examples.	• Can they discuss the impact of historical changes with our lives today?
	Recognise what happened as a result of people's actions or events.	• I can recognise what happened as a result of people's actions or events.	
Similarities and differences	Make some observations about similarities and differences within a period, e.g. rich and poor.	• I can make observations about similarities and differences within a period	• Can they compare a time period with their life today?
Significance	Understand the term 'significant' and give some examples.	• I know what significant means and can give some examples.	• Can they match a significant figure to a time period?
	Know why someone or something was important.	• I know why someone or something was important.	



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Year 3 Assessment: History

Strand	Curriculum Objectives	Curriculum Skills	
		Expected	Depth
Chronology (continuous timeline from EYFS- y6)	Know that the past can be divided into periods and sequence these on a time line.	• I know that the past can be divided up into periods and I can put these on a timeline.	• Can they use the correct terminology related to the passing of time , including BCE/ AD?
	Use dates related to the passing of time.	• I can use dates related to the passing of time.	
Historical enquiry	Combine a range of sources to find out about a period.	• I can use a range of sources to find out about a period.	• Can they suggest where they might find answers to questions considering a range of sources.?
	Understand that knowledge about the past is constructed from a variety of sources.	• I can understand that knowledge about the past comes from a variety of sources.	
	Select and record information relevant to the study to answer questions. Observe the small details.	• I can select and record information to answer questions.	
	Ask and answer question about the past, asking specific questions of various sources.	• I can ask and answer question about the past	
Historical interpretation	Identify and give reasons for different ways in which the past is represented.	• I can identify and give reasons for different ways in which the past is represented.	• Can they suggest why historical versions may differ?
	Distinguish between different sources and evaluate their usefulness.	• I can explore different sources and discuss their usefulness.	
	Compare different versions of the same event/ story.	• I can compare different versions of the same event/ story.	
Range and depth of historical knowledge	Find out about everyday lives of people in time studied.	• I can find out about the lives of people that I have studied.	• Can they explore a historical event through the eyes of a significant figure?
	Compare Stone age with our life today.	• I can compare life in the stone age to life today.	
	Identify reasons for and results of people's actions. Understand why people may have had to do something.	• I understand reasons for and against people's actions and know why they acted in this way.	
	Study an ancient civilization in detail - Egypt	• I can study Ancient Egypt in detail.	
Continuity and change	Make links between main events, situations and changes within and across periods.	• I can make links between main events, situations and changes across time periods.	• Can they confidently discuss these links using historical terminology?
Causes and consequences	Identify consequences of events, situations and changes.	• I can explore the consequences of events.	• Can they discuss the reasons for change?
	Begins to identify results of historical events, situations and changes	• I can begin to identify results of historical events.	
Similarities and differences	Compare different ways of life within a period, e.g. social, belief, local and individual	• I can compare different ways of life in a time period.	• Can they ask questions about a time period and use historical sources to find their answer?
Significance	Identify significant people and events within a period.	• I can identify significant people and events in a period of History.	• Can they match significant people to a specific period of time and discuss their impact/ legacy?



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Year 4 Assessment: History

Strand	Curriculum Objectives	Curriculum Skills	
		Expected	Depth
Chronology (continuous timeline from EYFS- y6)	Place events, people, places and artefacts from the period studied on a time line showing increasing secure chronological knowledge.	• I can place people, events, places and artefacts on a time line.	• Can they develop a sense of duration by comparing periods?
	Use correct terminology related to the period to describe events in the past.	• I can use correct wording related to the time period I am studying.	
	Uses dates when discussing time.	• I can use dates when discussing time.	
	Understand more complex terms e.g. BCE/AD.	• I understand complex terms related to time such as BCE and AD	
Historical enquiry	Use a range of evidence to build up a picture of a past event.	• I can build a picture of the past using a range of evidence.	• Can they decide how reliable a source is and give their reasons?
	Construct and organise response by selecting relevant historical material to present a picture of an aspect of life.	• I can create a response using relevant historical information.	
	Suggest where we might find answers to questions considering a range of sources.	• I can suggest where we might find answers to questions considering a range of sources.	
	Ask and answer questions about the past considering aspects of change, cause, similarity and difference and significance.	• I can ask and answer questions about the past.	
	Infer from sources.	• I can use sources to make conclusions.	
Historical interpretation	Look at the evidence available.	• I can explore evidence	• Can they offer reasons for different versions of events?
	Begin to evaluate the usefulness of different sources showing increasing awareness of the different versions of the past.	• I can explain how useful a source is, while understanding the past can be interpreted in different ways.	
	Use of text and historical knowledge.	• I can use historical texts.	
Range and depth of historical knowledge	Use evidence to reconstruct life in time studied.	• I can reconstruct a time in History.	• Can they compare two aspects of the same time period?
	Identify key features and events look for links and effects in time studied.	• I can identify key features and events in a historical period and make links between them.	
	Offer a reasonable explanation for some events. Study change through the lives of significant individuals.	• I can study change through the lives of significant historical figures.	
Continuity and change	Make links between main events, situations and changes within and across periods; give some reasons with evidence of why changes occurred.	• I can make links between main events , situations and changes within and across time periods.	• Can they discuss what has changed and what has stayed the same across a time period?
Causes and consequences	Give reasons for the cause and consequences of events, situations and changes.	• I can give reasons for the causes and consequences of events, situations and changes.,	• Can they discuss why people acted in the way they did?
	Identify results of historical events, situations and changes	• I can identify results of historical events, situations and changes.	
Similarities and differences	Give reasons for similarities and differences within a period, e.g. social, belief, local and individual.	• I can give reasons for similarities and differences within a time period.	• Can they discuss different experiences had by different people in the same time period?
Significance	Understand what makes something significant, e.g. affecting lots of people, leading to other events.	• I know what makes something significant.	• Can they understand how the importance of a time period can develop over time?



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Year 5 Assessment: History

Strand	Curriculum Objectives	Curriculum Skills	
		Expected	Depth
Chronology (continuous timeline from EYFS- y6)	Develop a sense of duration by comparing periods.	• I can develop a sense of duration by comparing periods.	• Can they discuss and understand the term period?
	Know and sequence key events and changes within a period.	• I can recognise and sequence key events and changes within a time period.	
	Use relevant terms and dates	• I can use relevant terms and dates.	
	Make comparisons between different times in history. (eg compare Anglo Saxons to Romans)	• I can make comparisons between different times in History.	
	Relate current studies to previous studies. (linked to previous timelines EYFS to Y4)	• I can relate my studies to what I have already learnt in the past.	
Historical enquiry	Distinguish between primary and secondary sources.	• I know the difference between primary and secondary sources.	• Can they draw conclusions about a historical period from a source?
	Devise, ask and answer more complex questions about the past, considering key concepts in history.	• I can ask complex questions about the past.	
	Select relevant sections of information independently giving reasons for choices.	• I can select relevant information from historical sources.	
	Develop an understanding of the reliability of sources.	• I know how reliable a source is.	
Historical interpretation	Compare accounts of events from different sources. Fact or fiction? Reliable or not?	• I can compare events from different sources.	• Can they consider ways of checking the accuracy of interpretations while identifying between fact, fiction and opinion?
	Offer some reasons for different versions of events, showing understanding that the past is represented and interpreted in different ways.	• I can offer reasons for different versions of events.	
Range and depth of historical knowledge	Study different aspects of life of different people	• I can study different aspects of life of different people.	• Can they form an alternative explanation for a historical event?
	Examine causes and results of great events and the impact on people.	• I can examine the cause of historical events and the effect on people.	
	Compare life in early and late times studied.	• I can compare life in early and late historical times.	
	Compare an aspect of life with the same aspect in another period.	• I can compare two aspects of the same time period.	
Continuity and change	Identify and explain change and continuity within and across periods.	• I can explain what has changed and what has stayed the same across a time period.	• Can they explain the type, speed and extend of change?
Causes and consequences	Draw contrasts and spot trends when exploring cause and consequence.	• I can find contrasts and trends when looking at cause and consequence.	• Can they explore the reasons for change and the results?
	Begins to offer explanations about why people in the past acted as they did.	• I can explain why people in the past acted the way that they did.	
Similarities and differences	Understand and explain people's diverse experiences within a period.	• I understand and can explain the different experiences had by people in the same time period.	• Can they explore contrasts across periods when exploring similarities and differences?
Significance	Understand how significance can develop over a longer period of time.	• I understand how the importance of a time period can develop over time.	• Can they compare the significance of events, people and developments in their context?



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Year 6 Assessment: History

Strand	Curriculum Objectives	Curriculum Skills	
		Expected	Depth
Chronology (continuous timeline from EYFS- y6)	Confidently use and understand relevant dates and terminology.	• I can confidently use and understand relevant dates and terminology.	• Can they confidently use historical terminology to compare and contrast various time periods.?
	Create timelines demonstrating an understanding of period, change, and significant events.	• I can create timelines demonstrating an understanding of period, change and significant events.	
	Make comparisons between different times in history demonstrating a sense of period.	• I can make comparisons between different times in history and understand the term period.	
	Conduct an extended chronological study	• I can carry out an extensive chronological study.	
Historical enquiry	Devise and ask complex questions; contrast and organise responses by selecting and organising relevant historical data.	• I can devise and ask complex historical questions and organise my responses.	• Can they assess the reliability of a range of historical sources?
	Recognise primary and secondary sources - ability to analyse information.	• I recognise primary and secondary resources and can analyse their information.	
	Use a range of sources to find out about an aspect of time past.	• I can use a range of sources to find out about a time period.	
	Suggest omissions and the means of finding out.	• I can identify relevant information from historical sources.	
	Bring knowledge by gathering from several sources together in a fluent account.	• I can use several sources to gather clear information about a historical concept.	
Historical interpretation	Link sources and work out how conclusions were arrived at.	• I can link sources and work out how conclusions were made.	• Can they discuss reasons for different interpretations and representations from historical sources?
	Consider ways of checking the accuracy of interpretations - fact or fiction, and opinion.	• I can consider ways of checking the accuracy of interpretations while identifying between fact, fiction and opinion.	
	Awareness that different evidence will lead to different conclusions; ability to reach a balanced conclusion.	• I understand that different evidence will reach different conclusions.	
Range and depth of historical knowledge	Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.	• I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.	• Can they confidently discuss an era from the perspective of a historical figure?
	Study different aspects of life of different people - differences between men and women/ Black and White citizens	• I can explore different aspects of life for different people.	
	Compare beliefs and behaviour with another period studied.	• I can compare beliefs and behaviour with another time period.	
	Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.	• I can write an alternative explanation for a historical event.	
	Know key dates, characters and events of time studied.	• I know key dates, characters and events of a time studied.	
	Compare and contrast the locality from different eras.	• I can compare and contrast a local area from different eras.	
	Develop a broad understanding of ancient civilisations, e.g. The Mayans	• I can develop a broad understanding of an ancient civilisation.	
Continuity and change	Analyse change for type, extent and speed, and use more precise vocabulary, e.g. slow, gentle, progress	• I can explore how the type, extent and speed of change for a particular subject and describe this using relevant vocabulary.	• Can they discuss the impact of this change on today?
Causes and consequences	Analyse the reasons for, and the results of, historical events, situations and changes.	• I can explore the reasons for change and it's results.	• Can they comment of the morality of someone's actions during a historical period?
	Can confidently offer explanations about why people in the past acted as they did.	• I can confidently offer explanations about why people in the past acted the way that they did.	
Similarities and differences	Draw contrasts across periods when exploring similarities and differences.	• I can draw contrasts across periods when exploring similarities and differences.	• Can they justify their conclusions using historical terminology?
Significance	Compare the significance of events, people and developments in their context, with their significance in the present day. Give reasons why some events, people or developments are seen as more significant than others.	• I can compare the significance of events, people and developments in their context, with their significance in the present day and give reasons why some events, people or developments are seen as more significant than others.	• Can they discuss, present and rank significant events?