History Assessment Grid : The Railway Revolution : Year 3/4

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The Railway Revolution

Group: | Year: | Term:

	History												
Lesson 1	Do children know some ways in which people and goods were transported in the early 1700s?												
	Can children explain some of the difficulties with transporting goods and passengers in these ways?												
	Can children explain some reasons why transport improved during the Industrial Revolution?												
Lesson 2	Do know when the Industrial Revolution was?												
	Can children describe some technological developments during this period?												
	Can children explain in very simple terms how steam engines work?												
Lesson 3	Can children think of reasons why certain technological developments led to improvements in steam engines and railway tracks?												
	Do children have an awareness of key events in the early history of British rail transport?												
	Can children consider the significance of a historic event for the people involved?												
Lesson 4	Can children infer meaning by looking at maps, pictures and graphs?												
	Can children describe some ways in which the railways grew and how rail travel changed?												
	Can children think of some ways in which the expansion of the rail network affected people's lives?												
Lesson 5	Can children explain why it was difficult for overground railway lines to extend into the centre of London?												
	Do children know how the Metropolitan Railway was built and developed over time?												
	Can children explain how the development of the Metropolitan Railway changed the lives of Londoners?												
Lesson 6	Can children think of some disadvantages of steam-powered locomotives?												
	Can children explain some benefits of electrification of the railways for passengers?												
	Can children show what they have learned about the way the railways changed the lives of British people?												

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History Assessment Grid : Stone Age to Iron Age : Year 3/4

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Stone Age to Iron Age

Group: | Year: | Term:

	History												
Lesson 1	Do children know what the term 'prehistory' means?												
	Do children know the names of the three periods of prehistory?												
	Can children describe how we can find out about the prehistoric past?												
Lesson 2	Can children explain how and when people first came to Britain?												
	Do children know what kind of animals early humans encountered?												
	Do children know where early humans lived?												
Lesson 3	Do children know what happened to Britain's coastline when the ice sheets of the last Ice Age retreated?												
	Do children know where Doggerland is?												
	Can children describe what Mesolithic life was like?												
Lesson 4	Do children know where and when agriculture was developed?												
	Do children know when people in Britain started farming?												
	Do children know what Stonehenge is and how the landscape developed?												
Lesson 5	Do children know how bronze is made?												
	Do children know how people were buried in the Bronze Age?												
	Do children know what happened to the climate at the end of the Bronze Age?												
Lesson 6	Do children know how iron is made?												
	Do children know what Iron Age houses were like?												
	Do children know what happened at the end of the Iron Age?												
Lesson 7	Do children know what the three ages of prehistory are?												
	Do children know how long British prehistory is?												
	Can children explain how life changed in Britain during prehistory?												

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History Assessment Grid : Invaders and Settlers: Romans : Year 3/4

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Invaders and Settlers: Romans

Group: | Year: | Term:

	History												
Lesson 1	Do children understand the terms 'invade' and 'settle'?												
	Can children explain reasons why people have invaded and settled in Britain in the past?												
	Can children place the Romans on a timeline?												
Lesson 2	Can children suggest some reasons why the Romans invaded Britain?												
	Can children describe what the Roman army was like?												
	Can children try to imagine what life was like for Roman soldiers?												
Lesson 3	Do children know when the Celts lived in Britain?												
	Can children use sources to find out about Celtic life?												
	Can children describe in their own words what Celtic daily life was like?												
Lesson 4	Do children know who Boudica was and what she did?												
	Do children know that history is represented in different ways by different people?												
	Can children represent their understanding in different ways?												
Lesson 5	Can children explain the events of Boudica's revolt?												
	Do children know why Boudica's revolt failed?												
	Can children explain their own point of view?												
Lesson 6	Can children explain some aspects of Roman life?												
	Can children ask and answer questions?												
	Can children select and record information?												
Lesson 7	Can children explain some of the things the Romans invented or introduced to Britain?												
	Can children identify aspects of our lives that are affected by the Roman rule in Britain?												
	Can children suggest what life would have been like in Britain if the Romans had never arrived?												

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History Assessment Grid : Anglo-Saxons, Picts and Scots: Year 3/4

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Anglo-Saxons, Picts and Scots

Group: | Year: | Term:

History													
Lesson 1	Do children understand that our knowledge of the past is based on a range of sources, including artefacts from the time?												
	Do children understand what an archaeologist does and why they excavate certain sites?												
	Can children make suggestions about the person buried at Sutton Hoo based on historical artefacts buried there?												
Lesson 2	Can children explain the terms migrate, invade and settle?												
	Can children use a timeline to establish the beginning, end and duration of the Anglo Saxon period in Britain?												
	Can children name some of the historical and archeological sources that tell us about Anglo Saxon migration?												
Lesson 3	Do children know who the Scots and Picts were, where they lived and why they are important?												
	Can children describe what they know about the lives of the Picts and Scots?												
	Can children name historical sources which tell us about the lives of the Picts and the Scots?												
Lesson 4	Can children generate questions relating to everyday life in Anglo-Saxon times?												
	Can children use artefacts to find out about everyday life in Anglo-Saxon Britain?												
	Can children compare the lives of rich and poor Anglo-Saxons?												
Lesson 5	Do children know what the term 'culture' means?												
	Can children infer what life was like in Anglo Saxon Britain from the story of Beowulf?												
	Do children understand why stories like Beowulf were important in Anglo-Saxon Britain?												
Lesson 6	Do children understand the terms 'change' and 'continuity'?												
	Can children describe how religious beliefs and practices changed during the Anglo-Saxon period?												
	Can children describe some of the differences between the beliefs and practices of pagans and Christians?												
Lesson 7	Can children summarise and organise historical evidence?												
	Can children draw a conclusion based on historical evidence?												
	Can children evaluate the reliability and relevance of different sources of evidence?												

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History Assessment : World War 2 : KS2 : Y3/4

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Group: | Year: | Term:

	History												
Lesson 1	Can children describe why the war is referred to as 'World War Two' ?												
	Can children recall some of the key facts associated with World War Two?												
	Can children suggest why the events of World War Two are significant?												
Lesson 2	Can children describe what is meant by the 'war effort'?												
	Can children describe some of the organisations involved and outline their different responsibilities?												
	Can children explain the varied experiences of people who contributed to Britain's war effort by their role and background?												
Lesson 3	Do children know what rationing was and why it was necessary?												
	Can children describe some of the foods and other supplies that were rationed and how rations varied for different groups?												
	Can children describe some of the ways that rationing impacted on people?												
Lesson 4	Can children recall what the Blitz was and which areas were targeted?												
	Can children describe some of the British military and civilian responses to the Blitz?												
	Can children generate historically valid questions and make inferences from photographs?												
Lesson 5	Can children recall base facts about the evacuation programme (what it was, why it took place and who was involved)?												
	Can children use oral testimonies to describe the different experiences of those involved?												
	Can children identify the strengths and limitations of using oral testimony to find out about evacuation?												
Lesson 6	Can children name the groups of people who experienced persecution and violence in Nazi Europe?												
	Can children explain why Jewish people - and others - were persecuted and killed by the Nazis?												
	Do children know who Anne Frank was and can they suggest why her diary is an important historical record?												
Lesson 7	Can children summarise key information from a range of resources?												
	Can children assess the relevance, reliability and usefulness of a range of sources?												
	Can children select and organise relevant historical information to communicate their findings in a structured response?												

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History Assessment Grid : The Indus Valley : Year 4

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The Indus Valley

Group: | Year: | Term:

	History												
Lesson 1	Can children place the Indus Valley civilisation on a timeline?												
	Can children say where the Indus Valley civilisation was located?												
	Can children compare the Indus Valley civilisation's achievements with at least one other civilisation's achievements?												
Lesson 2	Can children compare Indus Valley civilisation settlements with Bronze Age British settlements?												
	Can children say where the Indus Valley civilisation was located?												
	Can children name at least one feature of an Indus Valley civilisation settlement?												
Lesson 3	Can children describe the Indus Valley settlements?												
	Can children name several feature of Indus Valley civilisation settlements?												
	Can children identify features of the settlements and imagine what they might have looked like?												
Lesson 4	Can children say who the Indus Valley civilisation traded with?												
	Can children identify some crafts of the Indus Valley civilisation?												
	Can children say what the Indus Valley civilisation used seals for?												
Lesson 5	Do children understand the Indus Valley civilisation had advanced systems of measure compared to other civilisations at the time?												
	Can children say why agreeing on a uniform system of measure is useful?												
	Can children compare the Indus Valley civilisation with Bronze Age Britain?												
Lesson 6	Can children list the theories why the Indus Valley civilisation declined?												
	Can children say the evidence that supports and opposes the theories on the decline of the Indus Valley civilisation?												
	Can children say which theory they think is most likely and why?												

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History Assessment Grid : Who Were the Ancient Greeks? : Year 5/6

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Who Were the Ancient Greeks?

Group: Year: Term:

	History												
Lesson 1	Do children understand the terms 'BC' and 'AD'?												
	Can children name, and place in chronological order, the main time periods of ancient Greece?												
	Can children discuss some of the main events from each time period they have looked at?												
Lesson 2	Can children explain the difference between a democracy, oligarchy and a monarchy in ancient Greece?												
	Can children discuss some of the advantages and disadvantages of democracies and monarchies?												
	Can children discuss their own opinions of which type of government they think is best?												
Lesson 3	Can children list some similarities and differences between the two city-states of Athens and Sparta?												
	Can children put themselves 'in the shoes of' an ancient Greek and discuss the two city-states?												
	Can children explain their own views and opinions of the two city-states?												
Lesson 4	Do children understand the difference between primary and secondary sources?												
	Can children use given sources to gather or find specific information?												
	Do children have a developing knowledge of what daily life in ancient Greece was like?												
Lesson 5	Can children explain why ancient Greece had a polytheistic religion?												
	Can children explain the importance of religion in the everyday life of ancient Greeks?												
	Can children use given resources to discover information about, and apply their knowledge of, the ancient Greek gods and goddesses?												
Lesson 6	Can children explain the terms 'scholar' and 'philosopher'?												
	Can children discuss some of the main ideas and beliefs of the six philosophers/scholars we have learnt about?												
	Can children voice their own thoughts and opinions about the importance of the ideas and beliefs of these philosophers/scholars?												
Lesson 7	Can children name some ancient Greek ideas or developments that still influence us today?												
	Can children use given sources to further their own learning?												
	Can children express and explain their own views and opinions?												

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History Assessment Grid : Vikings vs Anglo-Saxons : Year 5/6

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Vikings vs Anglo-Saxons

Group: Year: Term:

	History												
Lesson 1	Can children explain how the Anglo-Saxons came to Britain?												
	Do children know why this period is often referred to as the Dark Ages?												
	Can children give an overview of what life was like in the 8th century before the Viking invasions?												
Lesson 2	Do children know when the Vikings first invaded Britain?												
	Can children offer reasons for why the Vikings invaded?												
	Can children recognise and describe the different perspectives of the Viking invasions?												
Lesson 3	Do children know that the Vikings settled in Britain after the first raids in the 8th century?												
	Can children use a variety of sources to gather information?												
	Can children describe how the Vikings gained control of the northeast of England?												
Lesson 4	Can children describe the role King Alfred played in making England a unified country?												
	Can children suggest reasons why he was dubbed 'Great'?												
	Can children use a variety of sources of information to find out the life of King Alfred?												
Lesson 5	Can children describe what life was like for Vikings in Britain?												
	Can children identify differences between Viking and Anglo-Saxon life?												
	Can children identify similarities between Viking and Anglo-Saxon life?												
Lesson 6	Do children know that by 1016, England was a unified country under the control of a single king?												
	Can children name the key historical figures and describe their role in events?												
	Can children discuss causes and effects of historical events?												
Lesson 7	Do children know why the Battle of Hastings took place?												
	Can children describe the main events surrounding the Norman conquest?												
	Do children know that the Battle of Hastings ended the era of Anglo-Saxon and Viking rule in Britain?												

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History Assessment Grid : Leisure and Entertainment : Year 6

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Leisure and Entertainment

Group: | Year: | Term:

	History												
Lesson 1	Can children locate the start of the 20th Century on a timeline?												
	Can children recall some key events or periods of British history around the turn of the century?												
	Can children consider how leisure activities popular in the Edwardian Era have changed over time?												
Lesson 2	Can children draw on prior knowledge when discussing leisure activities during World War Two?												
	Can children explain some ways in which leisure activities were affected during the war?												
	Can children give some reasons for the changes in leisure activities during the war?												
Lesson 3	Do children know some ways Britain was 'rebuilt' at the end of the Second World War?												
	Can children describe some large, public events held during the 'rebuilding' of post-war Britain?												
	Can children explain some ways in which these events were affected by the war, and Britain's subsequent recovery?												
Lesson 4	Can children describe some differences between popular music from two different periods?												
	Can children explain some ways in which developments in technology have affected music production?												
	Can children explore ways in which listening to music has changed over time?												
Lesson 5	Can children explain some ways in which film and television viewing have changed over time?												
	Do children understand that our behaviour is influenced by the film and television we watch?												
	Can children explain some ways in which film and television have influenced themselves and others?												
Lesson 6	Can children explain some ways in which British holiday-makers have, historically, spent their leisure time?												
	Can children compare images of British holidays from two different time periods?												
	Can children draw upon their own prior knowledge to explain how holidays have changed over time?												
Lesson 7	Can children recall key information about their learning over a number of lessons?												
	Can children recognise which history skills they have used, and how effectively?												
	Can children show their understanding by expressing ideas about leisure and entertainment in their own way?												

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History Assessment Grid : The Kingdom of Benin : Year 6

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The Kingdom of Benin

Group: Year: Term:

	History												
Lesson 1	Do children know the area of Africa in which Benin was located?												
	Can children order and discuss the main eras and events of the Benin Empire?												
	Can children comment on how the borders of African countries were set?												
Lesson 2	Do children understand the difference between oral histories and archaeological evidence?												
	Can children compare the oral histories and archaeology of Benin?												
	Can children discuss which source they think is most reliable, giving reasons for their choice?												
Lesson 3	Do children know how the Oba was treated in Benin?												
	Do children know what the brass heads were used for?												
	Can children ask and answer questions about artefacts to find out about Benin?												
Lesson 4	Do children know which jobs people had in Benin?												
	Do children know which crops and animals were farmed in Benin?												
	Can children say what life would have been like for people in Benin?												
Lesson 5	Do children know some of the items exported by the Benin Empire?												
	Do children know some of the items imported by the Benin Empire?												
	Can children say why trade was important to the Benin Empire?												
Lesson 6	Do children know when Benin's Golden Age was?												
	Do children know why this time period is described as Benin's Golden Age?												
	Can children come to conclusions about life in Benin based on artefacts?												
Lesson 7	Do children know when the Benin Empire began to decline?												
	Do children know why the Benin Empire began to decline?												
	Do children know who destroyed Benin and what the reasons were?												

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Medicine and Disease

Group: Year: Term:

History

Lesson 1	Can children distinguish between a primary or secondary source?												
	Can children give an example of a primary or secondary source?												
	Can children compare the medical practices of two civilisations?												
Lesson 2	Can children identify one or more aspects of medicine in the Roman era?												
	Can children describe any aspects which influenced the Roman view of health and medicine?												
	Are children able to compare Roman ideas with the ideas of modern culture or previously studied cultures?												
Lesson 3	Can children name a medical treatment from the medieval period?												
	Can children describe what happened to people and their beliefs during the plague?												
	Are children able to identify lifestyle aspects which helped the spread of the plague?												
Lesson 4	Can children pose their own questions about an artefact?												
	Can children come up with possible hypotheses for their own questions, using evidence available to them?												
	Can children name a treatment used in the Tudor period?												
Lesson 5	Can children describe what medical care had been like before the Victorian era?												
	Can children describe some of the ways in which medical care was improved during the Victorian era?												
	Can children name some of the key individuals who made improvements in medical care during the Victorian era?												
Lesson 6	Can children give a brief description of the NHS?												
	Are children able to compare modern medicine with a period of past medicine?												
	Can children name a particular important medical discovery in the past 100 years?												
Lesson 7	Can children recall facts about a given period of history's medical understanding?												
	Can children evidence their opinions with facts?												
	Are children able to answer questions based on the history of medicine?												

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