

Assessing Primary History

Schools should plan to make and report to parents if they desire a summative judgement about a pupil's knowledge and understanding of history at the end of each year.

On these occasions teachers should draw upon the intelligence gained from the formative assessment of pupils, which is integral to each enquiry, to make a summative judgement as to whether the pupil has achieved the expected level of attainment detailed in the respective learning goal, exceeded the expectations or has yet to reach the anticipated level.

Each enquiry which forms the programme of learning and teaching in history sets clear objectives which define the anticipated outcomes for the pupil. The scheme of work also suggests in the 'Assessment' section an extensive range of ways in which the teacher can carry out ongoing assessment to ascertain whether a pupil has achieved these outcomes. Evidence is drawn from a wide range of sources to inform this process including interaction with pupils during discussions and related questioning, day to day observations, practical activities such as model making and role play drama, the gathering, presentation and communication of fieldwork data and writing. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly. Summative assessments should not be made of individual pieces of work or for that matter of separate enquiries.

At the end of the each year the teacher will be able to use their knowledge and understanding of each pupil gained through extensive formative assessment over the previous three terms to reach an accurate judgment of what they now know, understand and can do. At this point they need to take into account the relative strengths and weaknesses of each pupil and reach a 'best fit' summative judgement considering all of the elements of the learning goals rather than specific parts of it. **Most critically this decision is based on the professional knowledge and judgement that the teacher possesses of the pupil, built up over an extended period of time, which is then used to make a rounded and holistic judgement of their attainment in history at the end of each year.**

Year 1 History Learning Goal

By the end of Year 1 our children, working as young historians, will have demonstrated that they can use effectively the range of simple historical techniques, enquiry skills, contemporaneous evidence and subject vocabulary detailed in our schemes of work to:

- Begin the process of establishing a simple sense of chronology and mastery of the language associated with **identifying and describing** the passing of time;
- **Recognise and describe** the achievements of a number of famous national and international explorers both in the past and recently – Ranulph Fiennes, Amy Johnson, Christopher Columbus and Neil Armstrong;
- **Identify and describe** some of the personal qualities they might need to become a Mars explorer in the future;
- **Identify, describe and compare and contrast** the most popular games and toys of the 1960s with those of today;
- **Record and describe** some of the things that adults alive at the time remember about the 1960s;
- **Recognise and describe** how animals, particularly messenger pigeons, played such an important role during World War I;
- **Identify and describe** some of the ways a child in Britain would have been aware that a war was happening in 1916.

Year 2 History Learning Goal

By the end of Year 2 our children, working as young historians, will have demonstrated that they can use effectively the range of simple historical techniques, enquiry skills, contemporaneous evidence, fieldwork and subject vocabulary detailed in our schemes of work to:

- **Construct** uncomplicated oral narratives by working forward from a beginning to an end or outcome;
- **Recognise** the distinction between 'history' and 'prehistory';
- **Describe** the achievements of a number of significant individuals and the events associated with them in the past – Hatshepsut, Margaret Thatcher, Grace O'Malley, Malala Yousafzai, Marie Curie and Elizabeth I – and **compare and contrast** one with another;
- **Identify and locate** on a map the area of the Roman Empire in Europe together with the location of Pompeii and **describe** what happened there in AD 79;
- **Describe and give reasons** why archaeologists know so much about the ways of life of people such as Sappho who lived at Pompeii in Roman times;
- **Describe and give reasons** for the importance of a significant historical event, person and place in their own locality.

Year 3 History Learning Goal

By the end of Year 3 our children, working as young historians, will have demonstrated that they can use effectively the range of basic historical techniques, enquiry skills, contemporaneous evidence, fieldwork and appropriate subject vocabulary detailed in our schemes of work to:

- **Recognise** how historical events are caused by other important past events and in turn have their own consequences;
- Begin the construction of a simple timeline from the beginning of the Stone Age in Britain to the arrival of the Normans in 1066 **identifying and describing** events in the order in which they occurred using a pre-existing scale of equidistant intervals;
- **Describe and explain** in basic terms some of the clues that help archaeologists reconstruct how people might have lived in the Stone Age;
- **Contrast** the ways in which most people in Britain were living at the end of the Stone Age **compared** with the beginning and **explain** some of the differences they **observe**;
- **Explain** why the discovery of the Amesbury Archer dating from the beginning of the Bronze Age in Britain was such an important archaeological find;
- **Identify, describe and compare and contrast** the many different types of stone monuments created in Britain during the Bronze Age and **reach a simple judgement** about what their purpose might have been;
- **Describe** the main features of Iron Age hill forts and **offer reasons** why so many were constructed across Britain;
- **Explain** why archaeologists believe Iron Age people made so many beautiful artefacts only to then throw them into rivers or bury them underground;
- **Explain** how we know that life wasn't always peaceful in the Iron Age?

Year 4 History Learning Goal

By the end of Year 4 our children, working as young historians, will have demonstrated that they can use effectively the range of appropriate historical techniques, enquiry skills, contemporaneous evidence, fieldwork and appropriate subject vocabulary detailed in our schemes of work to:

- Complete the construction of a simple timeline from the beginning of the Stone Age in Britain to the arrival of the Normans in 1066 **identifying and describing** events in the order in which they occurred using a pre-existing scale of equidistant intervals;
- **Explain** why the Romans invaded Britain;
- **Describe and explain** why we know so much about the towns the Romans built in Britain;
- **Explain** why the Romans in Britain organised gladiatorial games and why such events were not always popular with everyone;
- **Explain** why Boudicca presented such a threat to the Romans that they almost lost control of Britain;
- **Explain** who the Anglo Saxons were and why they chose to live in villages in the British countryside rather than in the towns that the Romans built;
- Through **evaluating** the artefacts of the Sutton Hoo burial **reach a judgement** about what the different items tell us about life in Anglo Saxon Britain;
- **Explain** why Viking Norsemen invaded Britain and **reach a judgement** about why they were desperate to stay;
- **Explain** why King Alfred is the only King or Queen of England to have 'the Great' after their name.

Year 5 History Learning Goal

By the end of Year 5 our children, working as young historians, will have demonstrated that they can use effectively the range of appropriate and specialised historical techniques, enquiry skills, contemporaneous evidence, fieldwork and subject vocabulary detailed in our schemes of work to:

- **Evaluate** the range of artefactual evidence left behind by the Ancient Maya and **reach and judgement** regarding what they suggest about the kind of life they lived;
- Consider the possible explanations about why the Ancient Maya abandoned their jungle cities and **reach a judgement** about which might be the most convincing;
- **Compare and contrast** ways of life in Britain during the time of the Ancient Maya and **reach a judgement** about which society they feel was most advanced;
- **Explain** why we know so much about how some people lived at the time of the Shang Dynasty of Ancient China and hardly anything about the life of the majority of people;
- **Compare and contrast** the reigns of King Cheng Tang and King Di Xin during the Shang Dynasty of Ancient China and **reach a judgement** about who of the two they feel would have been the most effective leader;
- **Explain** the significance of the story of the Trojan Horse in the history of Ancient Greece and **evaluate** the evidence available to **reach a judgement** as to whether the events might be fact, legend or myth;
- Construct a timeline relating to one of the civilizations studied, by creating their own equidistant scale to record its main events in the order that they occurred.

Year 6 History Learning Goal

By the end of Year 6 our children, working as young historians, will have demonstrated that they can use effectively the range of appropriate and specialised historical techniques, enquiry skills, contemporaneous evidence, fieldwork and subject vocabulary detailed in our schemes of work to:

- Construct more detailed oral and written historical narratives which **describe and explain** how and why particular events unfolded over time;
- **Explain** why Britain established an empire around the world and construct a timeline using an equidistant scale to record the chronology of the main events that occurred;
- **Evaluate** some of the advantages and disadvantages of the British Empire both to Britain and its colonies and **reach a judgement** as to why it has now almost disappeared;
- **Describe and explain** how several aspects of national history are reflected in their own locality and **evaluate and reach a judgement** about their relative importance;
- **Empathise** with circumstances in Britain after the fall of Dunkirk in 1940 during World War II and **reach a judgement**, through **critiquing** a range of evidence, as to why Britain won the Battle of Britain.