



History Assessment Grid

	Autumn		Spring		Summer	
	1.1.	1.2.	2.1.	2.2.	3.1.	3.2.
YR	Parts of the body Similarities and differences	Colour, light/ dark	Animals & Habitats - contrast	Materials Plants	Habitats Plants	Mini beasts & their habitats Floating and sinking The seaside
	Past and Present <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings, characters and events encountered in books read in class and storytelling • Sequencing events from stories. • Using language connected with sequencing and the passing of time. • Finding information about the past in books and use technology. • Role-playing or acting out using small world figures special events they have participated in or historical events. • Exploring their own interests which have a historical links, for example finding out about dinosaurs. • Exploring their local area through the eyes of a 'historian'. 					
Y1	Remember Remember <ul style="list-style-type: none"> • Learn about a significant historical events (Gun Powder Plot) • Understand some of the ways some of the ways in which we find out about the past. Rats Toys Kings <ul style="list-style-type: none"> • Use common words and phrases in relation to the passing of time • Identify similarities and differences between the ways of life in different periods 		Danger at Sea To know about the lives of significant individuals in the past (Grace Darling) who have contributed to national and international achievements			
Y2	I Spy With My London Eye <ul style="list-style-type: none"> • Show what happened when on a timeline • Answer questions about significant events during the Great Fire of London • Explain why it started, how and how it stopped. • Explain impact of the GFoL and how it changed London • Identify key individuals during GFoL and their impact: Samuel Pepys, King Charles II and Mayor Thomas Bludworth 		Man on the Moon <ul style="list-style-type: none"> • Identify key individuals and their impact: Neil Armstrong 			
Y3	Rock of Ages <ul style="list-style-type: none"> • To accurately place the Stone Age on a timeline • To compare how Stone Age life was to now • To describe a theory behind the purpose of the Stonehenge 				Groovy Greeks <ul style="list-style-type: none"> • Accurately place the Ancient Greek civilisation on a timeline • To give reasons behind their choice of the most influential Greek invention 	
Y4	Ruthless Romans <ul style="list-style-type: none"> • Understand and explain the reasons for Roman invasion and expansion and the impact on Britain. • Understand how people lived during Roman times including homes, food, clothing and entertainment. • Understand how Roman inventions and their influence on modern Britain such as, roads, calendar, buildings. 				Mysteries of the Maya <ul style="list-style-type: none"> • Understand who the Mayans were and where they lived. • Explore and understand the daily life of the Mayans including food, clothing and homes. • Understand the reasons for the decline of the Maya civilization. 	
Y5	Amazing Egyptians <ul style="list-style-type: none"> • Evaluate primary sources for their materials and functions through analysis – sketches, description, prediction 				Raiders or Traders <ul style="list-style-type: none"> • To describe the Danelaw and the Viking's success in trading across the world – understanding the products and materials they traded Are We Alone? <ul style="list-style-type: none"> • To explain how the space race helped us explore space. 	
Y6	Fight or Flight Part 1 <ul style="list-style-type: none"> • Explain the significance of the Battle of Britain Fight or Flight Part 2 <ul style="list-style-type: none"> • Explain the positive impacts of war • Explain the negative impacts of war 				Trails and Treasures! <ul style="list-style-type: none"> • Evaluate primary and secondary sources about local legends • Know about key local historical figures of King C'nut and Harold Godwinson and their involvement in Bosham 	