



## History Assessment Statements

*St James' Church of England Primary School*

### **EYFS:**

	<b>Emerging</b>	<b>Expected</b>
<b>Reception:</b>	<p>I can draw my family.</p> <p>I can tell you about them from my drawing.</p> <p>I can share a family photo that is a happy memory.</p> <p>I know who I can ask to help me in school.</p> <p>I know the name of the head teacher what they do.</p> <p>I know the school secretary and what they do.</p> <p>I can tell you 'this is old'.</p> <p>I can tell you if a character in a story is old.</p> <p>I can tell you if this story is about the past.</p> <p>I am beginning to learn traditional stories from the past. Guy Fawkes, Christmas story, Easter story</p> <p>I can show you a map.</p> <p>I can explore a simple map.</p> <p>I can make a treasure map with X marking the treasure spot.</p> <p>I can tell the building is a church.</p> <p>I can go to assembly to worship.</p> <p>I can listen to people from different religions and cultures with interest.</p> <p>I can tell you I live in a town.</p> <p>I can tell you the nearest city.</p>	<p>I can tell you what my family likes and dislikes.</p> <p>I can tell you what they do when I'm at school.</p> <p>I can share something from home to tell you more about my family.</p> <p>I can answer questions about my family life.</p> <p>I can tell three members of staff from the school and their roles.</p> <p>I can tell you what people in our community do to help us.</p> <p>I can explore old artifacts and tell you why they are old.</p> <p>I can tell you about the present.</p> <p>I can tell you a story from the past.</p> <p>I can tell you a fairy tale.</p> <p>I can tell you the theme from the tale.</p> <p>I can tell you about the characters.</p> <p>I can tell you a traditional tale from another culture.</p> <p>I can explore a google map of our school.</p> <p>I can show you features.</p> <p>I can look at a local street or railway map and explore our area.</p> <p>I can tell you it's a church, synagogue, Mosque, Gurudwara.</p> <p>I can tell you characteristics of other religions and cultures.</p> <p>I can tell you what places of worship are near our school.</p> <p>I can ask a visitor question about different religions and cultures.</p>

		<p>I can tell you where I live and describe its features.</p> <p>I can tell you about the countryside and why it is different to where I live.</p> <p>I can tell you it is natural.</p> <p>I can tell you it is manmade.</p>
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### Year 1 and 2:

	<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
<u>Chronology</u>	<b>Chronology:</b> Show their emerging knowledge and understanding of the past by: recognising the distinction between past and present, identifying some similarities and differences between present day and aspects of the past, ordering some events.	<b>Chronology:</b> Show their developing knowledge and understanding of the past by: recognising the distinction between past and present, identifying some similarities and differences between present day and aspects of the past and ordering events using simple chronological phrases.	<b>Chronology:</b> Show their developing knowledge and understanding of the past by: recognising the distinction between past and present, identifying increasing similarities and differences between present day and aspects of the past while accurately ordering events using a growing range of chronological phrases.
<u>Events, People and Changes</u>	<b>Events, People and Changes:</b> Show some knowledge of the difference between past and present, in their own and other people's lives.	<b>Events, People and Changes:</b> Show their growing knowledge by: telling the difference between past and present in their own and other people's lives by using and making simple comparisons to key events.	<b>Events, People and Changes:</b> Show their growing knowledge by: telling the difference between past and present in their own and other people's lives by using and making simple comparisons to key events, by describing some of the topics, events and people that they have studied.
<u>Communication</u>	<b>Communication:</b> Show their historical understanding using simple historical concepts to make observations, incorporating some of the topic's 'Vital Vocabulary'.	<b>Communication:</b> Show their historical understanding using simple historical concepts to compare similarities and differences, communicating in a variety of ways incorporating a growing range of the topic's 'Vital Vocabulary'.	<b>Communication:</b> Show their historical understanding using simple historical concepts to accurately compare similarities and differences, communicating in a variety of ways, using the topic's 'Vital Vocabulary' with increasing articulacy throughout.

Enquiry,  
Interpretation and  
Using Sources

Enquiry,  
Interpretation and  
Using Sources: Begin  
to use some sources,  
making attempts to  
answer simple  
questions about the  
past.

Enquiry,  
Interpretation and  
Using Sources: Begin  
to use sources to  
answer simple  
questions about the  
past and identify  
some of the basic  
ways the past can be  
represented.

Enquiry,  
Interpretation and  
Using Sources: Begin  
to use sources to  
accurately answer  
simple questions  
about the past and  
identify some of the  
basic ways the past  
can be represented,  
evaluating their  
effectiveness.



## History Assessment Statements

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### Year 3 and Year 4:

	Emerging	Expected	Exceeding
<u>Chronology</u>	<b>Chronology:</b> Beginning to show some chronological knowledge by: sequencing events, both internal and external to topics.	<b>Chronology:</b> Show their increasingly secure chronological knowledge by: sequencing some events and noting connections, both internal and external to topics.	<b>Chronology:</b> Show their chronologically secure knowledge by: sequencing events, noting some connections, trends and contrasts both internal and external to topics.
<u>Events, People and Changes</u>	<b>Events, People and Changes:</b> Beginning to show their emerging knowledge by understanding some significant aspects of history.	<b>Events, People and Changes:</b> Show their increasingly secure knowledge by understanding significant aspects of history and their influence on our lives.	<b>Events, People and Changes:</b> Show their secure knowledge by understanding significant aspects of history and their influence on our lives, evaluating the impact.
<u>Communication</u>	<b>Communication:</b> Beginning to show some knowledge and understanding by making some responses, utilising some of the topic's 'Vital Vocabulary'.	<b>Communication:</b> Show their secure knowledge and understanding by utilising appropriate topic's 'Vital Vocabulary, making some connections and contrasts.	<b>Communication:</b> Show their secure knowledge and understanding by making informed responses utilising appropriate topic 'Vital Vocabulary', making accurate connections and contrasts.
<u>Enquiry, Interpretation and Using Sources</u>	<b>Enquiry, Interpretation and Using Sources:</b> Beginning to show some understanding of how our knowledge of the past is constructed, using some sources.	<b>Enquiry, Interpretation and Using Sources:</b> Show some understanding of how our knowledge of the past is constructed, using some sources to start devising historically valid questions.	<b>Enquiry, Interpretation and Using Sources:</b> Show secure understanding of how our knowledge of the past is constructed, using some sources to start devising historically valid questions and trying to use sources as a basis for research.



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### Year 5 and Year 6:

	<b>Emerging</b>	<b>Expected</b>	<b>Exceeding</b>
<u>Chronology</u>	<b>Chronology:</b> Beginning to show some chronological knowledge by: sequencing events, both internal and external to topics.	<b>Chronology:</b> Show their chronologically secure knowledge by: sequencing events and noting connections, both internal and external to topics.	<b>Chronology:</b> Show their chronologically secure knowledge by: sequencing events, noting connections, trends and contrasts both internal and external to topics.
<u>Events, People and Changes</u>	<b>Events, People and Changes:</b> Beginning to show knowledge and understanding of local, national and international history by: recognising some people and events within this period.	<b>Events, People and Changes:</b> Show their secure knowledge and understanding of local, national and international history by: recognising the impact and influence of people and events within this period.	<b>Events, People and Changes:</b> Show their secure knowledge and understanding of local, national and international history by: recognising the impact and influence of people and events within this period, reflecting on cultural change.
<u>Communication</u>	<b>Communication:</b> Beginning to show some knowledge and understanding by utilising some of the topic's 'Vital Vocabulary'.	<b>Communication:</b> Show their secure knowledge and understanding by utilising the topic's 'Vital Vocabulary', with historical accuracy.	<b>Communication:</b> Show their secure knowledge and understanding by accurately utilising the topic's relevant 'Vital Vocabulary', with increasing historical accuracy, making connections with other historical periods.
<u>Enquiry, Interpretation and Using Sources</u>	<b>Enquiry, Interpretation and Using Sources:</b> Beginning to show some understanding of how to evaluate the significance and different methods of historical evidence.	<b>Enquiry, Interpretation and Using Sources:</b> Show their secure knowledge and understanding by evaluating the significance and different methods of historical evidence.	<b>Enquiry, Interpretation and Using Sources:</b> Show their secure knowledge and understanding by accurately evaluating the significance and different methods, of historical evidence, making informed judgements.