




**Knowing More. Remembering More. Applying More!**  
 Assessment in Foundation Subjects - History (Year 3)

Teachers to assess how well children have learned the required knowledge at the end of each term.  
 Working Towards (WTS) Expected (EXS) Greater Depth (GDS)

	<b>Autumn Term - Stone Age to Iron Age</b>	<b>Spring Term - Romans</b>	<b>Summer Term - Local History tied to Geography Topic</b>
Key Substantive and Disciplinary Knowledge and how it is applied.	<ol style="list-style-type: none"> <li>1. I can place main events on a timeline and show the evolution of life in the Stone Age</li> <li>2. I understand how artefacts can be used to identify events in the past through different technologies (ie cutting rocks etc)</li> <li>3. I can recognise differing views of the past through the different uses of Stonehenge</li> </ol>	<ol style="list-style-type: none"> <li>1. I can place the Romans on a chronological timeline following the Stone Age</li> <li>2. I can research and understand what the Romans did for us and the impact that they left.</li> <li>3. I can understand about the invasion of Boudicca.</li> <li>4. I can use sources to help me understand the past.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can research and understand the events of the Fire of Newport</li> <li>2. I understand the use of the Buttercross.</li> </ol>
			
Key vocabulary	Archaeology, Skara Brae, Iron Age, Stone Age, Bronze Age, Stonehenge, Druids, Settlement, Invasion, Monarchy, Religion, Kingdom, Pioneers, Chronology, Timeline	Romans, Empire, Boudicca, Settlement, Invasion, Monarchy, Religion, Kingdom, Pioneers, Chronology, Timeline	Local, Buttercross, Guidhall, great Fire, Settlement, Invasion, Monarchy, Religion, Kingdom, Pioneers, Chronology, Timeline

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 Assessment in Foundation Subjects - History (Year 4)

Teachers to assess how well children have learned the required knowledge at the end of each term.  
**Working Towards (WTS)** **Expected (EXS)** **Greater Depth (GDS)**

**Spring Term - Anglo Saxons and Vikings**

**Summer Term - Ironbridge**

Key Substantive and Disciplinary Knowledge and how it is applied.

1. I can complete timelines of the two periods.
2. I can compare the impact of two civilisations on the populations
3. I understand different cultural differences between the two populations

1. I understand why Ironbridge was built.
2. I understand the impact of the Darby family in Coalbrookdale
3. I can understand Ironbridge in context of a timeline



Key vocabulary

Anglos, Saxons, Sutton Hoo, Celts, Picts, Longboat, Monastery, Settlement, Invasion, Monarchy, Religion, Kingdom, Pioneers, Chronology, Timeline

Ironbridge, Smelt, Gorge, Iron, Ore, Abraham Darby, Coalbrookdale, Settlement, Invasion, Monarchy, Religion, Kingdom, Pioneers, Chronology, Timeline

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 Assessment in Foundation Subjects - History (Year 5)

Teachers to assess how well children have learned the required knowledge at the end of each term.  
**Working Towards (WTS)**   **Expected (EXS)**   **Greater Depth (GDS)**

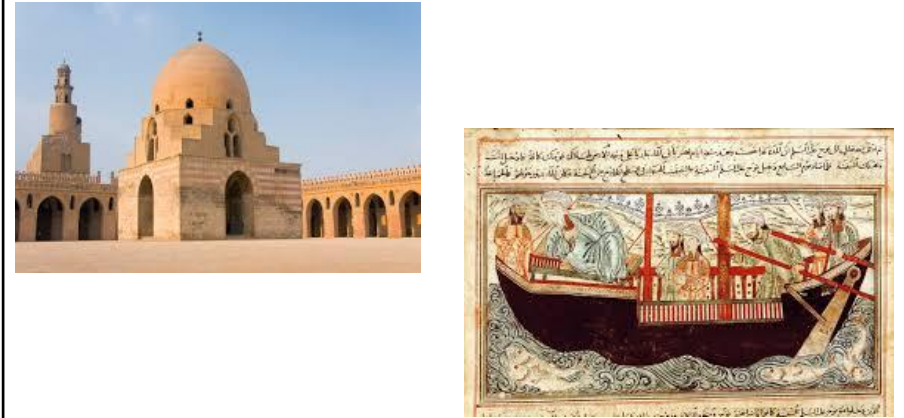
**Autumn Term - Ancient Egypt**

**Summer Term - Early Islamic Civilisation**

Key Substantive and Disciplinary Knowledge and how it is applied.

1. I understand different dynasties and their chronology with world history
2. I understand the cultural and religious behaviours of a society change over time and identify the reasons behind
3. I can use primary and secondary sources to understand how historians think

1. I can explain the cultural and religious behaviours of a society change over time identify reasons why
2. I can identify events happening within the world as well as the topic
3. I understand the inventions and discoveries made



Key vocabulary

Ancient Egypt, Pharaoh, Sarcophagus, Hieroglyphs, Settlement, Invasion, Monarchy, Religion, Kingdom, Pioneers, Chronology, Timeline

Muslim, Baghdad, Archaeology, Society, Worship, Civilisation, Caliphate, Sunni, Shia, Scholars, Predecessors, Settlement, Invasion, Monarchy, Religion, Kingdom, Pioneers, Chronology, Timeline

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 Assessment in Foundation Subjects - History (Year 6)

Teachers to assess how well children have learned the required knowledge at the end of each term.  
**Working Towards (WTS)** **Expected (EXS)** **Greater Depth (GDS)**

**Autumn Term - Ancient Greeks**

**Spring Term - Tudors**

Key Substantive and Disciplinary Knowledge and how it is applied.

1. I understand what democracy is and how it has impacted us today
2. I can research events within the time period
3. I can compare civilisations using primary and secondary sources

1. I can create a timeline including all time periods covered in school
2. I can evaluate the reliability of primary and secondary sources
3. I can research the importance of different figures from the Tudor period



Key vocabulary

Greeks, Sparta, Athens, Olympus, Democracy, Warfare, Settlement, Invasion, Monarchy, Religion, Kingdom, Pioneers, Chronology, Timeline

Tudors, Early, Modern, Henry, Six Wives, Dissolution of the monasteries, Divorce, Execution, Catholic, Protestant, Settlement, Invasion, Monarchy, Religion, Kingdom, Pioneers, Chronology, Timeline