

**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 - Egyptians</b>	<b>Summer Term - Greeks</b>
Key Substantive 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 can understand how people in the Stone Age lived and survived.</li> </ol>	<ol style="list-style-type: none"> <li>1. I understand different dynasties and their chronology with world history.</li> <li>2. I can understand how society was organised and know some of the roles.</li> </ol>	<ol style="list-style-type: none"> <li>1. I can place main events on a timeline and show the evolution of the Greek period in world history</li> <li>2. I understand what democracy is and how it has impacted us today</li> </ol>
Key Disciplinary Knowledge and how it is applied.	<ol style="list-style-type: none"> <li>1. I understand how artefacts can be used to identify events in the past through different technologies (ie cutting rocks etc)</li> <li>2. 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 understand the cultural and religious behaviours of a society change over time and identify the reasons behind</li> <li>2. I can use primary and secondary sources to understand how historians think</li> </ol>	<ol style="list-style-type: none"> <li>1. I can research events within the time period</li> <li>2. I can compare civilisations using primary and secondary sources</li> </ol>
Schema	Settlement Invasion Monarchy Religion Pioneers Kingdom	Settlement Invasion Monarchy Religion Pioneers Kingdom	Settlement Invasion Monarchy Religion Pioneers Kingdom
Key vocabulary	Archaeology, Skara Brae, Iron Age, Stone Age, Bronze Age, Stonehenge, Druids, Settlement, Invasion, Monarchy, Religion, Kingdom, Pioneers, Chronology, Timeline, Sources	Ancient Egypt, Pharaoh, Sarcophagus, Hieroglyphs, Settlement, Invasion, Monarchy, Religion, Kingdom, Pioneers, Chronology, Timeline, Sources	Greeks, Sparta, Athens, Olympus, Democracy, Warfare, Settlement, Invasion, Monarchy, Religion, Kingdom, Pioneers, Chronology, Timeline, Sources
Spiritual Sparks	What is History?	Why do we learn about History?	Would you like to live in a different time period? Which one?

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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)**

	<b>Autumn Term - The Romans</b>	<b>Spring Term - Anglo Saxons</b>	<b>Summer Term - Benin</b>
Key Substantive Knowledge and how it is applied	<ol style="list-style-type: none"> <li>To understand the chronology of events during the Roman Era</li> <li>I understand how and why the Romans invaded Britain</li> <li>I understand key happenings within the Roman era in Britain.</li> </ol>	<ol style="list-style-type: none"> <li>I can complete timelines of the two periods and understand their place in world history.</li> <li>I can understand the progression of Kings throughout the period</li> </ol>	<ol style="list-style-type: none"> <li>I can understand the chronology of the events of Benin</li> <li>I understand the chronology and the roles of the monarchs</li> </ol>
Key Disciplinary Knowledge and how it is applied.	<ol style="list-style-type: none"> <li>I understand how the changes happened over time</li> <li>I can compare the Roamn Era to another time period</li> </ol>	<ol style="list-style-type: none"> <li>I can compare the impact of two civilisations on the populations</li> <li>I understand different cultural differences between the two populations</li> </ol>	<ol style="list-style-type: none"> <li>I can compare the impact of Benin's kingdoms</li> <li>I can use sources to help me understand the past and understand why sources are so important to Benin's history</li> </ol>
Schema	Settlement Invasion Monarchy Religion Pioneers Kingdom	Settlement Invasion Monarchy Religion Pioneers Kingdom	Settlement Invasion Monarchy Religion Pioneers Kingdom
Key vocabulary	Vocabulary: Romans, empire, Boudicca, Army, Religion, Settlement, Pioneer, Invasion, Kingdom, Monarchy, Archaeologist, Historians, Timeline.	Anglos, Saxons, Sutton Hoo, Celts, Picts, Longboat, Monastery, Settlement, Invasion, Monarchy, Religion, Kingdom, Pioneers, Chronology, Timeline, Sources	Benin, Sources, Myth, Dynasty Kings, Oba, Periods, Golden Age, Settlement, Invasion, Monarchy, Religion, Kingdom, Pioneers, Chronology, Timeline, Sources
Spiritual Sparks	How can we see Courage used within History?	How is Compassion used within History?	If you could change one thing about History

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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)**

	<b>Autumn Term - Vikings</b>	<b>Spring Term - Local Case Study - Newport</b>	<b>Summer Term - Railways</b>
Key Substantive Knowledge and how it is applied	<ol style="list-style-type: none"> <li>To understand the chronology of events during the Viking Era</li> <li>I understand how and why the Vikings invaded Britain.</li> <li>I understand key happenings within the Viking era</li> </ol>	<ol style="list-style-type: none"> <li>I can research and understand the origins of Newport</li> <li>I understand the significant dates in Newport's history</li> </ol>	<ol style="list-style-type: none"> <li>I can understand the chronology of the progression of railways</li> <li>I can describe how the railway network changed overtime</li> </ol>
Key Disciplinary Knowledge and how it is applied.	<ol style="list-style-type: none"> <li>I understand how the changes happened over time</li> <li>I can compare the Viking Era to another time period</li> </ol>	<ol style="list-style-type: none"> <li>I understand how Newport has changed over time and can explain why these changes happened.</li> <li>I can compare Newport now and then explaining some of these differences.</li> </ol>	<ol style="list-style-type: none"> <li>I can understand the causes of the changes throughout the time of the railways</li> <li>I can describe the positive and negative changes that railways brought</li> </ol>
Schema	Settlement Invasion Monarchy Religion Pioneers Kingdom	Settlement Invasion Monarchy Religion Pioneers Kingdom	Settlement Invasion Monarchy Religion Pioneers Kingdom
Key vocabulary	Vocabulary: Vikings, Raiders, Trade, Invaders, Settlers, Anglo-Saxon Kings, Alfred the Great, Danelaw, King Athelstan, Lindisfarne, Raids, Religion, Settlement, Pioneer, Invasion, Kingdom, Monarchy, Archaeologist, Historians, Timeline.	Local, Buttercross, Guidhall, Great Fire, Town, Canal, Fishing, High Street, St Nicholas' Church, Settlement, Invasion, Monarchy, Religion, Kingdom, Pioneers, Chronology, Timeline, Sources	Railways, Locomotives, Steam, George Stephenson, Inventions, Technology, Changes, Settlement, Invasion, Monarchy, Religion, Kingdom, Pioneers, Chronology, Timeline, Sources
Spiritual Sparks	How can we see Community used within History?	How is our life now, similar to History we have learnt about?	Why is Chronology important? Have ideas evolved over time?

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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)**

	<b>Spring Term - Tudors</b>	<b>Sumer Term - Kings and Queens</b>
Key Substantive Knowledge and how it is applied	<ol style="list-style-type: none"> <li>1. I understand the events of the period and can create a chronological timeline</li> <li>2. To understand who King Henry VIII was and how he impacted the period</li> <li>3. I understand the changes that King Henry VIII implemented</li> </ol>	<ol style="list-style-type: none"> <li>1. I know what a monarchy is and can understand the chronology of British monarchs</li> <li>2. I understand key events from specific monarch's reigns such as Queen Elizabeth, Queen Victoria and Richard III</li> </ol>
Key Disciplinary Knowledge and how it is applied.	<ol style="list-style-type: none"> <li>1. I understand what democracy is and how it has impacted us today</li> <li>2. I can research events within the time period</li> <li>3. I can compare periods using primary and secondary sources</li> </ol>	<ol style="list-style-type: none"> <li>1. I can compare the differences between monarch's reigns over different times within British history</li> <li>2. I understand why sources are different across different monarchs' reigns</li> </ol>
Schema	Settlement Invasion Monarchy Religion Pioneers Kingdom	Settlement Invasion Monarchy Religion Pioneers Kingdom
Key vocabulary	Tudors, Early, Modern, Henry, Six Wives, Dissolution of the monasteries, Divorce, Execution, Catholic, Protestant, Settlement, Invasion, Monarchy, Religion, Kingdom, Pioneers, Chronology, Timeline, Sources	King, Queen, Reign, Royal Family, Queen Victoria, Queen Elizabeth, King Richard III, British, Settlement, Invasion, Monarchy, Religion, Kingdom, Pioneers, Chronology, Timeline, Sources
Spiritual Sparks	How can we learn from History? How is life different to History we have learnt about?	How has History changed our future?