

History Assessment Grid : Homes in the Past : Year 1/2

Scheme name																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
History																				
Lesson 1	Can children name and begin to describe some of the different types of homes?																			
	Can children identify what features are common to all homes?																			
	Are children beginning to understand that some homes are older than others?																			
Lesson 2	Do children understand that homes have changed within living memory?																			
	Can children identify some of the ways in which homes have changed within living memory?																			
	Do children understand what a timeline is, and can they use and understand vocabulary associated with it?																			
Lesson 3	Do children know that we can find out about homes in the past from different sources?																			
	Can children use these sources to compare homes from different decades within living memory?																			
	Can children identify similarities and differences between homes within living memory, and homes in the present day?																			
Lesson 4	Do children know what an oral testimony is?																			
	Do children know how historical sources can provide different information about homes in the past?																			
	Can children ask relevant questions and use the answers to share what they have found out about homes in the past?																			
Lesson 5	Do children know that home technology has changed within living memory?																			
	Can children explain the impact that home technology has had on people's lives?																			
	Can children order technological advances within living memory on a timeline?																			
Lesson 6	Do children know that the Victorian era was beyond living memory?																			
	Can children use information from visual sources to ask and answer questions about Victorian homes in the past?																			
	Can children identify how homes were similar and different in different time periods?																			

History Assessment Grid : Famous Queens : Year 1/2

Famous Queens																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
History																				
Lesson 1	Can children explain what a monarch is and what royal duties they have?																			
	Can children recall simple facts about the three famous queens?																			
	Can children use a simple timeline to find out when in the past each queen ruled?																			
Lesson 2	Do children understand the terms: 'monarch', 'heir' and 'jubilee'?																			
	Do children understand that family trees can show how families change and grow over time?																			
	Can children use a family tree to identify members of Queen Elizabeth II's family?																			
Lesson 3	Do children know that Queen Victoria reigned beyond living memory?																			
	Can children recall some of Queen Victoria's royal duties?																			
	Can children use paintings to describe how Queen Victoria used Buckingham Palace?																			
Lesson 4	Do children understand that the Victorian period was a time of great change?																			
	Can children describe some of the key changes of the Victorian period and the impact they had on everyday Victorians?																			
	Do children understand that the lives of rich and poor Victorians were different?																			
Lesson 5	Do children know that Queen Elizabeth I ruled in the Tudor period?																			
	Can children describe what life was like for rich and poor Tudors?																			
	Can children discuss some of the important discoveries and creations of the Elizabethan era?																			
Lesson 6	Do children understand that things change over time?																			
	Can children describe what life was like in the three different time periods: Tudor, Victorian and modern?																			
	Can children identify some of the similarities and differences between the three time periods?																			
Lesson 7	Can children recall facts about the three famous queens?																			
	Can children's use paintings and photographs to compare and contrast the three famous queens?																			
	Do children understand why we only have paintings, and not photographs, of Queen Elizabeth I?																			

History Assessment Grid : Castles : Year 1/2

Castles																				
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>																
History																				
Lesson 1	Can children retell the events of the Battle of Hastings?																			
	Do children know that the Battle of Hastings took place almost 1000 years ago?																			
	Can children use a timeline to find out how long ago the Normans ruled?																			
Lesson 2	Can children talk about and identify the features of a motte and bailey castle?																			
	Can children talk about and identify the features of a stone keep castle?																			
	Can children compare these two types of castles?																			
Lesson 3	Are children able to say what roles people had within a medieval castle?																			
	Can children describe some of the roles within a medieval castle?																			
	Are children able to make comparisons to how life in a medieval castle might be different from their lives today?																			
Lesson 4	Can children ask questions to find out about what life was like in Norman Britain?																			
	Can children say how life was different in medieval times to now?																			
	Can children describe who the most and least important people were in medieval society?																			
Lesson 5	Can children make simple comparisons about the Tower of London then and now?																			
	Can children use vocabulary such as past, then and now?																			
	Can children identify and discuss similarities and differences?																			
Lesson 6	Can children use sources to research castles in their local area?																			
	Can children make comparisons between their local study and other Norman castles?																			
	Can children describe what they know about life Norman castles?																			

Mary Seacole Assessment Grid : History : Year 2

Group: <input type="text"/> Year: <input type="text"/> Term: <input type="text"/>																				
History																				
Lesson 1	Can children explain who Mary Seacole was and why she is remembered?																			
	Can children identify some key facts about Mary Seacole's life?																			
	Do children understand that we know about the life of Mary Seacole from different sources?																			
Lesson 2	Can children explain what chronological order means?																			
	Can children put events in chronological order?																			
	Can children infer how Mary Seacole's early experiences may have influenced the choices she made in her later life?																			
Lesson 3	Do children know what racism is?																			
	Can children ask and answer questions about Mary Seacole's experience of racism, using information from sources to support their ideas?																			
	Can children suggest how the racism Mary Seacole experienced made her feel?																			
Lesson 4	Can children describe what cholera is?																			
	Can children describe what Mary Seacole did during the Kingston cholera epidemic and suggest the impact of her work on others?																			
	Can children describe the similarities and differences between how cholera was treated in Victorian Britain with how it is treated today?																			
Lesson 5	Can children describe some of the reasons why Mary Seacole's journey to Crimea was difficult (e.g. racism, money, transport, conditions of battlefield, suffering soldiers)?																			
	Can children use relevant information to show they understand the difficulties Mary Seacole faced on her journey to Crimea (while writing in role)?																			
	Can children compare and contrast the transport available to Mary Seacole with transport available today?																			
Lesson 6	Can children describe what the British Hotel was?																			
	Can children describe the work Mary Seacole did in Crimea and the impact it had?																			
	Can children identify similarities and differences in the work of Florence Nightingale and Mary Seacole during the Crimean War?																			
Lesson 7	Can children recall key events in Mary Seacole's life?																			
	Can children describe the key achievements of Mary Seacole's work?																			
	Can children explain why Mary Seacole should still be remembered today?																			

History Assessment Grid : The Great Fire of London : Year 1/2

<h2 style="margin: 0;">The Great Fire of London</h2>																				
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>																
History																				
Lesson 1	Can the children say where the Great Fire took place?																			
	Can the children say when the Great Fire took place?																			
	Can children explain how London was different in the 17th century?																			
Lesson 2	Can children describe the key events of the Great Fire of London?																			
	Can children retell the events of the Great Fire of London in chronological order?																			
	Can children use the past tense to talk about the Great Fire of London, and use vocabulary such as 'first', 'next' and 'finally' to sequence events?																			
Lesson 3	Can children explain how we know about the Great Fire of London from sources and stories?																			
	Do children know what an eyewitness is?																			
	Can children use sources to find out and infer information about the Great Fire of London?																			
Lesson 4	Can children explain some of the reasons why the fire spread so quickly, and why it lasted so long?																			
	Do children understand that news was communicated differently in the past?																			
	Can children compare and contrast the buildings in 1666 with modern buildings?																			
Lesson 5	Can children infer how people who have experienced the fire might have felt?																			
	Can children discuss the changes that happened as a result of the Great Fire of London?																			
	Can children suggest why the Great Fire of London is still remembered today?																			

History Assessment Grid : Communication Then and Now : Year 1/2

Communication Then and Now																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
History																				
Lesson 1	Can children make simple comments about what they can see in a historical source?																			
	Can children answer simple questions about an early writing system?																			
	Are children able to ask simple questions about early writing systems?																			
Lesson 2	Do children know that William Caxton brought the first printing press to Britain?																			
	Do children understand what a printing press is and how it works?																			
	Can children describe some of the ways in which the printing press changed people's lives?																			
Lesson 3	Do children know what a telegram is?																			
	Can children name some similarities and differences between letters and telegrams?																			
	Are children able to explain how Morse code was used to send telegrams?																			
Lesson 4	Do children know who Alexander Graham Bell was?																			
	Can children describe what the first telephones were like?																			
	Can children describe some of the ways in which telephones have developed?																			
Lesson 5	Do children know who Tim Berners-Lee is and what he invented?																			
	Can children identify similarities between the lives of Caxton and Berners-Lee?																			
	Can children name some ways in which these inventions have changed the way in which we communicate?																			
Lesson 6	Do children know that there are different forms of non-verbal communication?																			
	Can children identify who might use BSL as a form of communication?																			
	Are children able to identify when BSL was recognised as an official language?																			
Lesson 7	Are children able to organise familiar inventions on a timeline?																			
	Can children reflect on the impact that an invention had on smaller communities/worldwide communication?																			
	Can children justify their ideas using key historical vocabulary?																			

History Assessment Grid : Stone Age to Iron Age : Year 3/4

<h2>Stone Age to Iron Age</h2>																			
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>															
<h3>History</h3>																			
Lesson 1	Do children know what the term 'prehistory' means?																		
	Do children know the names of the three periods of prehistory?																		
	Can children describe how we can find out about the prehistoric past?																		
Lesson 2	Can children explain how and when people first came to Britain?																		
	Do children know what kind of animals early humans encountered?																		
	Do children know where early humans lived?																		
Lesson 3	Do children know what happened to Britain's coastline when the ice sheets of the last Ice Age retreated?																		
	Do children know where Doggerland is?																		
	Can children describe what Mesolithic life was like?																		
Lesson 4	Do children know where and when agriculture was developed?																		
	Do children know when people in Britain started farming?																		
	Do children know what Stonehenge is and how the landscape developed?																		
Lesson 5	Do children know how bronze is made?																		
	Do children know how people were buried in the Bronze Age?																		
	Do children know what happened to the climate at the end of the Bronze Age?																		
Lesson 6	Do children know how iron is made?																		
	Do children know what Iron Age houses were like?																		
	Do children know what happened at the end of the Iron Age?																		
Lesson 7	Do children know what the three ages of prehistory are?																		
	Do children know how long British prehistory is?																		
	Can children explain how life changed in Britain during prehistory?																		

History Assessment Grid : Early Civilisations : Year 3/4

Early Civilisations																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
History																			
Lesson 1	Do children know what the word 'civilisation' means?																		
	Do children know when and where some of the early civilisations appeared?																		
	Can children use a timeline to identify when the first civilisations developed?																		
Lesson 2	Can children discuss how the availability of written records affects our understanding of the past?																		
	Can children suggest why the development of writing systems in early civilisations was so important?																		
	Can children begin to discuss some of the limitations of early writing systems?																		
Lesson 3	Can children explain why people starting trading?																		
	Can children explain how objects such as tokens and seals were used within trading?																		
	Do children know when coins were first used, and how this changed trade within the early civilisations?																		
Lesson 4	Do children understand the link between the development of trade and the development of number systems?																		
	Do children know that number systems varied between early civilisations?																		
	Can children compare and contrast the number systems of different early civilisations?																		
Lesson 5	Can children name and describe some of the inventions of early civilisations?																		
	Can children select information from given sources to test predictions/answer questions?																		
	Are children beginning to understand the significance of the contributions of early civilisations to later societies and our lives today?																		
Lesson 6	Do children know what a man-made structure is?																		
	Can children explain the purpose of some of the structures of the early civilisations?																		
	Can children compare and contrast the structures of different early civilisations?																		
Lesson 7	Can children identify similarities between the early civilisations?																		
	Can children identify differences between the early civilisations?																		
	Can children suggest reasons for these similarities and differences?																		

History Assessment Grid : The Indus Valley : Year 4

<h2 style="margin: 0;">The Indus Valley</h2> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px; width: 15%;">Group:</div> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px; width: 15%;">Year:</div> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px; width: 15%;">Term:</div> </div>											
History											
Lesson 1	Can children place the Indus Valley civilisation on a timeline?										
	Can children say where the Indus Valley civilisation was located?										
	Can children compare the Indus Valley civilisation's achievements with at least one other civilisation's achievements?										
Lesson 2	Can children compare Indus Valley civilisation settlements with Bronze Age British settlements?										
	Can children say where the Indus Valley civilisation was located?										
	Can children name at least one feature of an Indus Valley civilisation settlement?										
Lesson 3	Can children describe the Indus Valley settlements?										
	Can children name several feature of Indus Valley civilisation settlements?										
	Can children identify features of the settlements and imagine what they might have looked like?										
Lesson 4	Can children say who the Indus Valley civilisation traded with?										
	Can children identify some crafts of the Indus Valley civilisation?										
	Can children say what the Indus Valley civilisation used seals for?										
Lesson 5	Do children understand the Indus Valley civilisation had advanced systems of measure compared to other civilisations at the time?										
	Can children say why agreeing on a uniform system of measure is useful?										
	Can children compare the Indus Valley civilisation with Bronze Age Britain?										
Lesson 6	Can children list the theories why the Indus Valley civilisation declined?										
	Can children say the evidence that supports and opposes the theories on the decline of the Indus Valley civilisation?										
	Can children say which theory they think is most likely and why?										

History Assessment Grid : Invaders and Settlers: Romans : Year 3/4

Invaders and Settlers: Romans																			
Group:		Year:		Term:															
History																			
Lesson 1	Do children understand the terms 'invade' and 'settle'?																		
	Can children explain reasons why people have invaded and settled in Britain in the past?																		
	Can children place the Romans on a timeline?																		
Lesson 2	Can children suggest some reasons why the Romans invaded Britain?																		
	Can children describe what the Roman army was like?																		
	Can children try to imagine what life was like for Roman soldiers?																		
Lesson 3	Do children know when the Celts lived in Britain?																		
	Can children use sources to find out about Celtic life?																		
	Can children describe in their own words what Celtic daily life was like?																		
Lesson 4	Do children know who Boudica was and what she did?																		
	Do children know that history is represented in different ways by different people?																		
	Can children represent their understanding in different ways?																		
Lesson 5	Can children explain the events of Boudica's revolt?																		
	Do children know why Boudica's revolt failed?																		
	Can children explain their own point of view?																		
Lesson 6	Can children explain some aspects of Roman life?																		
	Can children ask and answer questions?																		
	Can children select and record information?																		
Lesson 7	Can children explain some of the things the Romans invented or introduced to Britain?																		
	Can children identify aspects of our lives that are affected by the Roman rule in Britain?																		
	Can children suggest what life would have been like in Britain if the Romans had never arrived?																		

History Assessment Grid : Anglo-Saxons, Picts and Scots: Year 3/4

Anglo-Saxons, Picts and Scots																				
Group:		Year:		Term:																
History																				
Lesson 1	Do children understand that our knowledge of the past is based on a range of sources, including artefacts from the time?																			
	Do children understand what an archaeologist does and why they excavate certain sites?																			
	Can children make suggestions about the person buried at Sutton Hoo based on historical artefacts buried there?																			
Lesson 2	Can children explain the terms migrate, invade and settle?																			
	Can children use a timeline to establish the beginning, end and duration of the Anglo Saxon period in Britain?																			
	Can children name some of the historical and archeological sources that tell us about Anglo Saxon migration?																			
Lesson 3	Do children know who the Scots and Picts were, where they lived and why they are important?																			
	Can children describe what they know about the lives of the Picts and Scots?																			
	Can children name historical sources which tell us about the lives of the Picts and the Scots?																			
Lesson 4	Can children generate questions relating to everyday life in Anglo-Saxon times?																			
	Can children use artefacts to find out about everyday life in Anglo-Saxon Britain?																			
	Can children compare the lives of rich and poor Anglo-Saxons?																			
Lesson 5	Do children know what the term 'culture' means?																			
	Can children infer what life was like in Anglo Saxon Britain from the story of Beowulf?																			
	Do children understand why stories like Beowulf were important in Anglo-Saxon Britain?																			
Lesson 6	Do children understand the terms 'change' and 'continuity'?																			
	Can children describe how religious beliefs and practices changed during the Anglo-Saxon period?																			
	Can children describe some of the differences between the beliefs and practices of pagans and Christians?																			
Lesson 7	Can children summarise and organise historical evidence?																			
	Can children draw a conclusion based on historical evidence?																			
	Can children evaluate the reliability and relevance of different sources of evidence?																			

History Assessment Grid : The Maya : Year 3/4

The Maya																			
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>															
History																			
Lesson 1	Do children know when and where the ancient Maya civilisation developed?																		
	Can children name and discuss some of the sources that historians and archeologists study to find out about the ancient past?																		
	Can children discuss the nature and usefulness of a range of sources?																		
Lesson 2	Do children know that the ancient Maya lived in city-states ruled by powerful ajaws?																		
	Can children identify and name the different social groups with ancient Maya society?																		
	Can children discuss how the daily lives and experiences of the ancient Maya varied based on their social group?																		
Lesson 3	Do children know that the ancient Maya believed in multiple deities?																		
	Can children discuss some of the religious beliefs and practices of the ancient Maya?																		
	Can children discuss how the religious beliefs and practices of the ancient Maya varied based on their social group?																		
Lesson 4	Do children know that the ancient Maya had their own calendars, writing and number systems?																		
	Can children consider what these achievements tell us about the knowledge and skills of the ancient Maya?																		
	Can children discuss the significance of these achievements?																		
Lesson 5	Do children know how historical events and periods are presented and recorded on a timeline?																		
	Can children accurately sequence key events in the development Maya civilisation in chronological order?																		
	Can children discuss aspects of change and continuity in the Maya civilisation over time?																		

History Assessment Grid : The Maya : Year 3/4

The Maya																				
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History																				
Lesson 6	Do children know some similarities and differences between the ancient Maya civilisation and Anglo-Saxon society c.900CE?																			
	Can children use research and role-play to find out what life was like for ordinary people in the ancient Maya civilisation?																			
	Can children compare and contrast the experience of the ordinary Maya with the experiences of ordinary Anglo-Saxons c.900CE?																			
Lesson 7	Do children know some of the causes of the decline of the ancient Maya civilisation?																			
	Do children understand that the city-states of the ancient Maya civilisation did not decline all at once?																			
	Can children consider the significance of these different causes?																			



History Assessment Grid : Vikings vs Anglo-Saxons : Year 5/6

Vikings vs Anglo-Saxons																					
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History																					
Lesson 1	Can children explain how the Anglo-Saxons came to Britain?																				
	Do children know why this period is often referred to as the Dark Ages?																				
	Can children give an overview of what life was like in the 8th century before the Viking invasions?																				
Lesson 2	Do children know when the Vikings first invaded Britain?																				
	Can children offer reasons for why the Vikings invaded?																				
	Can children recognise and describe the different perspectives of the Viking invasions?																				
Lesson 3	Do children know that the Vikings settled in Britain after the first raids in the 8th century?																				
	Can children use a variety of sources to gather information?																				
	Can children describe how the Vikings gained control of the northeast of England?																				
Lesson 4	Can children describe the role King Alfred played in making England a unified country?																				
	Can children suggest reasons why he was dubbed 'Great'?																				
	Can children use a variety of sources of information to find out the life of King Alfred?																				
Lesson 5	Can children describe what life was like for Vikings in Britain?																				
	Can children identify differences between Viking and Anglo-Saxon life?																				
	Can children identify similarities between Viking and Anglo-Saxon life?																				
Lesson 6	Do children know that by 1016, England was a unified country under the control of a single king?																				
	Can children name the key historical figures and describe their role in events?																				
	Can children discuss causes and effects of historical events?																				
Lesson 7	Do children know why the Battle of Hastings took place?																				
	Can children describe the main events surrounding the Norman conquest?																				
	Do children know that the Battle of Hastings ended the era of Anglo-Saxon and Viking rule in Britain?																				

History Assessment Grid : Who Were the Ancient Greeks? : Year 5/6

Who Were the Ancient Greeks?																					
<div style="display: flex; justify-content: space-around; padding: 5px;"> Group: <input style="width: 100px;" type="text"/> Year: <input style="width: 100px;" type="text"/> Term: <input style="width: 100px;" type="text"/> </div>																					
History																					
Lesson 1	Do children understand the terms 'BC' and 'AD'?																				
	Can children name, and place in chronological order, the main time periods of ancient Greece?																				
	Can children discuss some of the main events from each time period they have looked at?																				
Lesson 2	Can children explain the difference between a democracy, oligarchy and a monarchy in ancient Greece?																				
	Can children discuss some of the advantages and disadvantages of democracies and monarchies?																				
	Can children discuss their own opinions of which type of government they think is best?																				
Lesson 3	Can children list some similarities and differences between the two city-states of Athens and Sparta?																				
	Can children put themselves 'in the shoes of' an ancient Greek and discuss the two city-states?																				
	Can children explain their own views and opinions of the two city-states?																				
Lesson 4	Do children understand the difference between primary and secondary sources?																				
	Can children use given sources to gather or find specific information?																				
	Do children have a developing knowledge of what daily life in ancient Greece was like?																				
Lesson 5	Can children explain why ancient Greece had a polytheistic religion?																				
	Can children explain the importance of religion in the everyday life of ancient Greeks?																				
	Can children use given resources to discover information about, and apply their knowledge of, the ancient Greek gods and goddesses?																				
Lesson 6	Can children explain the terms 'scholar' and 'philosopher'?																				
	Can children discuss some of the main ideas and beliefs of the six philosophers/scholars we have learnt about?																				
	Can children voice their own thoughts and opinions about the importance of the ideas and beliefs of these philosophers/scholars?																				
Lesson 7	Can children name some ancient Greek ideas or developments that still influence us today?																				
	Can children use given sources to further their own learning?																				
	Can children express and explain their own views and opinions?																				

History Assessment Grid : The Kingdom of Benin : Year 6



The Kingdom of Benin																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
History																			
Lesson 1	Do children know the area of Africa in which Benin was located?																		
	Can children order and discuss the main eras and events of the Benin Empire?																		
	Can children comment on how the borders of African countries were set?																		
Lesson 2	Do children understand the difference between oral histories and archaeological evidence?																		
	Can children compare the oral histories and archaeology of Benin?																		
	Can children discuss which source they think is most reliable, giving reasons for their choice?																		
Lesson 3	Do children know how the Oba was treated in Benin?																		
	Do children know what the brass heads were used for?																		
	Can children ask and answer questions about artefacts to find out about Benin?																		
Lesson 4	Do children know which jobs people had in Benin?																		
	Do children know which crops and animals were farmed in Benin?																		
	Can children say what life would have been like for people in Benin?																		
Lesson 5	Do children know some of the items exported by the Benin Empire?																		
	Do children know some of the items imported by the Benin Empire?																		
	Can children say why trade was important to the Benin Empire?																		
Lesson 6	Do children know when Benin's Golden Age was?																		
	Do children know why this time period is described as Benin's Golden Age?																		
	Can children come to conclusions about life in Benin based on artefacts?																		
Lesson 7	Do children know when the Benin Empire began to decline?																		
	Do children know why the Benin Empire began to decline?																		
	Do children know who destroyed Benin and what the reasons were?																		

History : The World at War - WW2 : KS2 : Y5/6

Group:		Year:		Term:																			
History																							
Lesson 1	Do children understand the difference between an 'event' and a 'cause'?																						
	Can children identify and explain a range of causes which contributed to World War Two?																						
	Can children assess the relative importance of a range of causes?																						
Lesson 2	Do children know what is meant by the 'war effort'?																						
	Can children recall some of the responsibilities of those involved in Britain's war effort?																						
	Can children explain how the experiences of people who contributed to the war effort varied by their role and background?																						
Lesson 3	Can children describe what rationing was and why it was necessary?																						
	Can children describe some of the ways that rationing impacted on people?																						
	Can children suggest some of the broader consequences of rationing and the Dig for Victory campaign, such as better health, improved morale?																						
Lesson 4	Can children explain what the Blitz was and which areas in Britain were targeted?																						
	Can children describe some of the British military and civilian responses to the Blitz?																						
	Can children generate historically valid questions and inferences based on photographic evidence?																						
Lesson 5	Can children describe what evacuation was and why it was implemented?																						
	Can children use information from oral testimonies to explain how people's experience of evacuation varied?																						
	Can children make connections between the past and present and suggest how an evacuation programme today would be different?																						
Lesson 6	Can children explain why Jewish people - and others - were persecuted and killed by the Nazis?																						
	Can children explain how Nazi's policies towards the Jewish people changed over time?																						
	Can children tell you who Anne Frank was and suggest reasons why her diary is an important historical record?																						
Lesson 7	Can children select, organise and communicate reliable and relevant information in response to a historical research question?																						
	Can children critically evaluate contrasting interpretations of the past and explain how and why they are different?																						
	Can children draw well-informed conclusions about interpretations of the past based on their own historical research, analysis and reasoning?																						

Medicine and Disease

Group:

Year:

Term:

History

Lesson 1	Can children distinguish between a primary or secondary source?																			
	Can children give an example of a primary or secondary source?																			
	Can children compare the medical practices of two civilisations?																			
Lesson 2	Can children identify one or more aspects of medicine in the Roman era?																			
	Can children describe any aspects which influenced the Roman view of health and medicine?																			
	Are children able to compare Roman ideas with the ideas of modern culture or previously studied cultures?																			
Lesson 3	Can children name a medical treatment from the medieval period?																			
	Can children describe what happened to people and their beliefs during the plague?																			
	Are children able to identify lifestyle aspects which helped the spread of the plague?																			
Lesson 4	Can children pose their own questions about an artefact?																			
	Can children come up with possible hypotheses for their own questions, using evidence available to them?																			
	Can children name a treatment used in the Tudor period?																			
Lesson 5	Can children describe what medical care had been like before the Victorian era?																			
	Can children describe some of the ways in which medical care was improved during the Victorian era?																			
	Can children name some of the key individuals who made improvements in medical care during the Victorian era?																			
Lesson 6	Can children give a brief description of the NHS?																			
	Are children able to compare modern medicine with a period of past medicine?																			
	Can children name a particular important medical discovery in the past 100 years?																			
Lesson 7	Can children recall facts about a given period of history's medical understanding?																			
	Can children evidence their opinions with facts?																			
	Are children able to answer questions based on the history of medicine?																			