

# History Assessment Grid : Toys Past and Present : Year 1/2



Toys Past and Present																			
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 use the past and present tense accurately?																		
	Can children use appropriate vocabulary to describe their favourite toys?																		
	Can children share memories of playing with their favourite toys from when they were younger?																		
Lesson 2	Do children understand what 'living memory' means?																		
	Do children know that toys in the past were different to toys today?																		
	Can children ask questions about toys of the past and use information from sources to find out the answers?																		
Lesson 3	Do children understand the term 'decade'?																		
	Can children order decades chronologically?																		
	Can children identify some of the toys that were popular in particular decades?																		
Lesson 4	Can children recognise differences between old toys and new toys?																		
	Can children describe old and new toys using appropriate vocabulary?																		
	Can children sort old and new toys into categories?																		
Lesson 5	Do children know that the range of toys and the ways children play has changed over time?																		
	Can children identify similarities between old and new toys?																		
	Can children identify differences between old and new toys?																		
Lesson 6	Can children organise toys into categories?																		
	Can children order toys chronologically?																		
	Can children describe how toys and play have changed over time?																		

# History Assessment Grid : Intrepid Explorers : Year 1/2

Intrepid Explorers																			
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 describe some of the places Ibn Battuta travelled to, the people he met and the things he saw?																		
	Do children know that we can find out about the past through stories and written records?																		
	Can children talk about some differences between travel and exploration in the 14th century and travel now?																		
Lesson 2	Can children use vocabulary related to the sequencing and passing of time?																		
	Can children sequence or retell the events of Christopher Columbus's first voyage in chronological order?																		
	Can children discuss how the events of the story may differ if told by the Taino people?																		
Lesson 3	Can children describe what a sea voyage was like in the 14th century?																		
	Can children identify the similarities and differences between sea voyages then and now?																		
	Do children understand that we can use information in diaries to find out about the past?																		
Lesson 4	Can children describe the events of the moon landing?																		
	Can children consider how the astronauts felt during the Apollo11 mission?																		
	Do children understand that people's experience of, or feelings about, the same event can vary?																		
Lesson 5	Can children explain why the 1960s saw lots of research and development into new technology?																		
	Can children name and describe some of the technology we have today because of space exploration?																		
	Can children describe some of the ways in which space exploration has had an impact on our lives today?																		
Lesson 6	Do children know what it means to compare and contrast?																		
	Can children identify and describe similarities and differences between time periods?																		
	Can children sort historical information accurately?																		
Lesson 7	Can children describe some of the ways we explore today?																		
	Can children talk about modern explorers and describe their achievements?																		
	Can children consider the similarities and differences between modern explorers and those who lived further into the past?																		

# 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?																															

# History Assessment Grid : Guy Fawkes and the Gunpowder Plot : Year 1/2

Guy Fawkes and the Gunpowder Plot																				
Group: <input style="width: 100%;" type="text"/>		Year: <input style="width: 100%;" type="text"/>		Term: <input style="width: 100%;" type="text"/>																
History																				
<b>Lesson 1</b>	Do children understand what timelines can show us?																			
	Do children know when the Gunpowder plot took place?																			
	Can children talk about some differences between life in the Stuart period and life now?																			
<b>Lesson 2</b>	Do children know that Catholics and Protestants were different groups of Christians?																			
	Do children understand some of the differences between the Catholic and Protestant faiths?																			
	Can children explain why Catholics were unhappy when James VI and I came to the throne?																			
<b>Lesson 3</b>	Can children explain who Guy Fawkes was?																			
	Do children understand why Guy Fawkes and the other conspirators created the gunpowder plot?																			
	Can children think of reasons for and against Guy Fawkes' decision to take part in the plot?																			
<b>Lesson 4</b>	Can children use the past tense, and vocabulary like 'first', 'next' and 'finally' when talking about the Gunpowder Plot?																			
	Can children recall key facts about the Gunpowder Plot?																			
	Can children retell the events of the Gunpowder Plot in chronological order?																			
<b>Lesson 5</b>	Can children explain why the Gunpowder Plot is an important event which is still remembered today?																			
	Can children discuss how their family and local community celebrate Bonfire Night?																			
	Can children ask and answer questions about modern-day Bonfire Night celebrations?																			

# History Assessment Grid : Florence Nightingale : Year 2

<h2 style="margin: 0;">Florence Nightingale</h2>																			
<div style="display: flex; justify-content: space-around; padding: 5px;"> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px; width: 150px;">Group:</div> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px; width: 150px;">Year:</div> <div style="border: 1px solid #f9a825; border-radius: 10px; padding: 5px; width: 150px;">Term:</div> </div>																			
<h3 style="margin: 0;">History</h3>																			
<b>Lesson 1</b>	Do children know that Florence Nightingale lived in the Victorian period?																		
	Can children describe some key facts about the early life of Florence Nightingale?																		
	Do children understand that she went against the expectations of the time to become a nurse?																		
<b>Lesson 2</b>	Do children know that British soldiers fought in the Crimean War?																		
	Do children know why Florence Nightingale travelled to the Scutari hospital, and what the journey was like?																		
	Can children describe the conditions Florence Nightingale was met with when she reached Scutari?																		
<b>Lesson 3</b>	Can children identify some of the changes Florence Nightingale made at the Scutari hospital?																		
	Can children explain how these changes helped the patients at the hospital?																		
	Can children compare the Scutari hospital before and after Florence Nightingale's arrival?																		
<b>Lesson 4</b>	Do children recognise why Florence Nightingale became famous?																		
	Can children describe some of Florence Nightingale's achievements after her return from Scutari?																		
	Can children begin to understand the impact of Florence Nightingale's work?																		
<b>Lesson 5</b>	Can children recall and describe the main events in Florence Nightingale's life?																		
	Can children order events in Florence Nightingale's life chronologically?																		
	Are children aware of Florence Nightingale's many achievements and why she is still remembered today?																		
<b>Lesson 6</b>	Do children understand that medical care in the Victorian era was different to medical care now?																		
	Can children identify and explain some differences in general medical care today and in the Victorian era?																		
	Can children identify and explain some similarities in general medical care today and in the Victorian era?																		

# History Assessment Grid : Seaside Holidays in the Past : Year 1/2



Seaside Holidays in the Past																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
<b>History</b>																				
Lesson 1	Do children know in which parts of the year key holidays take place?																			
	Can children identify features associated with seaside holidays?																			
	Can children discuss activities that people might do at the seaside?																			
Lesson 2	Do children understand what a source is?																			
	Do children know when the Victorian era was?																			
	Can children use pictures to find out about seaside holidays in the past?																			
Lesson 3	Do children know some of the typical activities a Victorian seaside holiday could involve?																			
	Can children describe some of these activities?																			
	Can children express their opinions on, and preferences of, these activities?																			
Lesson 4	Do children know why seaside holidays used to only be affordable for wealthy people?																			
	Can children explain why doctors advised people to go to the seaside?																			
	Can children give reasons why seaside holidays became more popular in the 19th century?																			
Lesson 5	Do children understand what 'within living memory' and 'beyond living memory' means?																			
	Can children identify features of seaside holidays in the 1950s?																			
	Can children ask and answer questions to further their understanding of seaside holidays within living memory?																			
Lesson 6	Can children identify ways in which holidays in the past and holidays today are similar?																			
	Can children identify ways in which holidays in the past and holidays today are different?																			
	Can children share and explain their ideas and opinions?																			

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

Stone Age to Iron Age																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
History																				
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 : Invaders and Settlers: Romans : Year 3/4

Invaders and Settlers: Romans																			
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 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 : 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 : Ancient Egyptians : Year 3/4

Ancient Egyptians																			
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History																			
Lesson 1	Can children identify the difference between AD and BC dates?																		
	Are children able to name a key event in Ancient Egyptian history?																		
	Can children correctly order BC dates?																		
Lesson 2	Do children know that different groups of people had different rights and roles in ancient Egyptians society?																		
	Can children describe who had most and least power in ancient Egyptian society?																		
	Can children identify and describe the different groups of society in ancient Egypt?																		
Lesson 3	Can children explain what a pharaoh is?																		
	Can children describe what the life of a pharaoh was like?																		
	Can children identify some of the most famous ancient Egyptian pharaohs and explain why they are remembered?																		
Lesson 4	Do children know that the ancient Egyptians worshipped lots of different gods and goddesses?																		
	Can children name some ancient Egyptian gods and goddesses?																		
	Can children express their knowledge of ancient Egyptian gods and goddesses in a variety of ways?																		
Lesson 5	Can children describe some of the ancient Egyptian beliefs in life after death?																		
	Do children know that the pyramids of Egypt were the tombs of the pharaohs?																		
	Can children suggest ways in which we can learn about ancient Egypt from the pyramids that have survived?																		
Lesson 6	Can children describe some of the inventions of the ancient Egyptians?																		
	Can children evaluate some of the biggest achievements of the ancient Egyptian civilisation?																		
	Can children suggest how the inventions and achievements of the ancient Egyptians impact our lives today?																		

# 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 : Vikings vs Anglo-Saxons : Year 5/6

Vikings vs Anglo-Saxons																				
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 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 : 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 : The Shang Dynasty : Year 5/6

The Shang Dynasty																			
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 what different sources of evidence there are for learning about the past?																		
	Can children describe the advantages and disadvantages of different sources of evidence?																		
	Do children know where and when the Shang Dynasty was in power?																		
Lesson 2	Can children name some of the Shang rulers and what they did according to the history books?																		
	Can children suggest what makes a history book accurate or inaccurate?																		
	Can children suggest why learning about leaders is important?																		
Lesson 3	Can children explain what happened to Shang rulers when they died?																		
	Can children describe the objects that were buried with Shang rulers?																		
	Can children suggest why people and animals were sacrificed during the Shang Dynasty?																		
Lesson 4	Can children describe what kind of houses ordinary people lived in during the Shang Dynasty?																		
	Can children describe what people ate during the Shang Dynasty?																		
	Can children use evidence to describe a day in the life of an ordinary person during the Shang Dynasty?																		
Lesson 5	Do children know why the Shang invented writing?																		
	Do children know why the Shang invented a calendar?																		
	Can children describe the features of the oracle bones script?																		
Lesson 6	Can children describe what the Shang Dynasty achieved?																		
	Can children describe how the history books say the Shang Dynasty ended?																		
	Do children know when the Shang Dynasty ended according to evidence and history?																		

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

Who Were the Ancient Greeks?																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
<b>History</b>																				
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 : 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?																						

# History Assessment Grid : Early Islamic Civilisation : Year 5/6

Early Islamic Civilisation																				
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>																
History																				
Lesson 1	Do children know what is meant by 'chronological order'?																			
	Can children record individual events and historical periods accurately on a timeline?																			
	Can children create an accurate timeline of the early Islamic civilisation?																			
Lesson 2	Do children understand the terms 'change' and 'continuity'?																			
	Can children select and synthesise information to build a case in support of their given caliphate?																			
	Can children assess the information presented to them in order to form and justify their own opinion?																			
Lesson 3	Can the children explain the difference between a primary and secondary source of evidence?																			
	Can the children use primary and secondary sources to find out about the past?																			
	Can the children suggest why historians need to consider bias when using historical sources?																			
Lesson 4	Do children know what the House of Wisdom was and why it was important?																			
	Can children tell you about some of the inventions and advances in science, mathematics and technology made by early Islamic scholars?																			
	Can children explain the significance of the achievements and contributions of early Islamic scholars?																			
Lesson 5	Do children know the meaning of the terms: compare, similarity, difference and qualify?																			
	Can children identify similarities and differences between Baghdad in the Islamic Golden Age and London in the Dark Ages?																			
	Can children summarise and synthesise information to make comparisons?																			
Lesson 6	Do children understanding the historical terms cause and consequence?																			
	Can children classify potential causes of the decline and dissolution of the early Islamic empire by timeframe, origin, geography or significance.																			
	Can children compare a range of suggested causes and evaluate how important they were in causing the decline and dissolution of the early Islamic empire?																			