

# What does assessment look like in History?

History teaching in KS1 always starts with a 'knowledge harvest' where teachers can assess what children already know to help inform planning. Children are then assessed at the end of each topic by a teacher based on a variety of learning experiences from discussions, observations and individual pieces of work. Children are assessed on 7 historical skills. Assessments are shared between teachers to help with future planning and ensure any gaps or misconceptions can be rectified quickly.

Assessment of skills. GF class		Year 1
<b>Topic:</b> Florence Nightingale and Mary Seacole	<b>Skills being assessed:</b> Chronology, Change and continuity, cause and consequence.	
<b>Chronology</b> Developing an understanding of the chronology of the people, events, periods or civilizations studied.		
<p><b>Working towards</b></p> <ul style="list-style-type: none"> <li>Compare a recent event with a past event and recognise a difference in time. E.g. knowing Florence Nightingale was alive before they were born.</li> <li>Can identify if objects are old or new.</li> <li>Can pick out a key difference of life 'then' [period studied] and life 'now'</li> <li>Can begin to talk about what a person has done/something that happened recalling some key facts.</li> </ul>	<p><b>ARE</b></p> <ul style="list-style-type: none"> <li>Creates simple timelines to sequence processes, events, objects within their own experience.</li> <li>Confidently use vocabulary associated with the past e.g. 'old and new, then and now'</li> <li>Can match old objects to people or situations from the past.</li> <li>Can describe how some aspects of life today differ from the past using simple historical vocabulary.</li> <li>Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.</li> </ul>	<p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>Sequence events/people on the same timeline as experiences within their own lifetime with an understanding that lots of time has passed.               <ul style="list-style-type: none"> <li>Can start comparing different periods of time.</li> </ul> </li> <li>Can talk confidently about a person from the past, what they did and the impact of their existence.</li> </ul>
<b>Next steps</b>	<b>Next steps:</b>	<b>Next steps</b>

Assessment of skills.		Year 2
<b>Topic:</b> Portchester Castle- Castle life.	<b>Skills being assessed:</b> Characteristic features, Change and continuity, Interpretation.	
<p><b>Working towards</b></p> <ul style="list-style-type: none"> <li>Can spot some characteristic features and use basic language to describe the period of time.</li> <li>Can compare then and now and talk briefly about similarities and differences.</li> <li>Can understand we gather information from different sources; eg pictures, artefact boxes, diary entries.</li> </ul>	<p><b>ARE</b></p> <ul style="list-style-type: none"> <li>Recognises and describes, in simple terms, some characteristic features of a person or period studied.</li> <li>Increasingly uses period specific language in explanations.</li> <li>Can talk about similarities and differences not just between then and now but between then and another then.</li> <li>Can identify and talk about differences in accounts relating to people or events both from the time (contemporary source) and from the present (interpretive source).</li> </ul>	<p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>Can describe and explain some of the characteristic features of a period studied and compare these features to the present day or another period.</li> <li>Compare 2 different periods of time using specific language relevant to that period of time and link the change to significant events or people.</li> <li>Can talk about why having a variety of sources (artefact box, photo, tapestries etc) is good to get information and evidence.</li> </ul>
<b>Next steps...</b>	<b>Next steps...</b>	<b>Next steps...</b>