

History Assessment Statements

Reception

I can compare me as a baby to me as I am now.	
I can comment on images of familiar celebrations in the past.	
I can look at and compare objects from the past e.g. telephone, transport.	
I can compare and contrast characters from stories, including figures from the past e.g. St. George, The Queen/The King.	
I can look back on our journey in our first year in school.	

Year 1

I can discuss and describe changes in recent history by talking about old and new toys.	
I can discuss and describe events from long ago, in the United Kingdom such as the Great Fire of London, and in and in other countries e.g. Rosa Parks in the USA.	
I can discuss and describe the lives of important people, such as Rosa Parks and Annie Kenney.	
I can discuss and describe important historical events, people and places where I live e.g. Annie Kenney.	
I can sequence 3 artefacts from different periods of time.	
I can find answers to simple questions about the past from sources of information e.g. toys, stories, photos.	

Year 2

I can discuss and describe changes in recent history by comparing life as a Victorian child to my own life.	
I can discuss and explore events from long ago, both in the United Kingdom and in other countries, e.g. Remembrance Day.	
I can discuss and compare the lives of important people, such as Queen Victoria and Queen Elizabeth II.	
I can discuss and compare important historical events, people and places where I live e.g. life as a Victorian child.	
I can sequence photos from a different period e.g. of the inventions during the reign of Queen Victoria.	
I can use a source - observe or handle them to answer questions about the past on the basis of simple observations e.g. medals and documents from family in the army and newspaper articles.	

Year 3

I can discuss and describe changes in Britain from the Stone Age to the Iron Age, for example Iron Age hill forts: tribal kingdoms, farming, art and culture.	
I can understand where and when the first civilizations appeared and conduct a deeper study of the achievements of Ancient Egypt.	
I can place the time studied on a time line.	
I can use dates and terms related to the study unit and the passing of time.	
I can use a range of sources to find out about a period, including artefacts, pictures.	

Year 4

I can discuss and describe the Roman Empire and its impact on Britain for example the British resistance (Boudica).	
I can discuss and describe Britain's settlement by Anglo-Saxons and Scots for example Anglo-Saxon invasions, settlements and kingdoms: place names and village life.	
I can take part in a local history study for example how important wider historical events impacted my local area - The Industrial Revolution in Manchester.	
I can understand more complex terms e.g. BC/AD	
I can choose relevant material to present a picture of one aspect of life in the past e.g. how Manchester changed during the Industrial Revolution.	

Year 5

I can discuss and describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor for example resistance by Alfred the Great and Athelstan, first king of England.	
I can discuss and describe the differences between British history and the history of early Islamic civilization, including a study of Baghdad c. AD 900;	
I can sequence and know key events of the time studied.	
I can use evidence to build up a picture of a past event.	

Year 6

I can study an aspect or theme in British history that happened after 1066 - The Battle of Britain	
I can discuss and describe Ancient Greek life, their achievements and their influence on the western world.	
I can use relevant dates and terms.	
I can bring knowledge gathered from several sources together in a fluent account.	