

# History

## Age-Related Assessment Criteria

		Year 5	Year 6	Year 7	Year 8
Knowledge	Knowledge A01	They <b>show some knowledge</b> and understanding of some of the main events, people and changes studied.	Pupils start to show their understanding of British, local and world history with <b>simple descriptions</b> of some of the main events, people and periods they have studied.	Pupils describe their understanding of British, local and world history by <b>describing</b> some of the main events, people and periods they have studied.	Pupils show their knowledge and understanding of British, local and world history by <b>explaining</b> events, people and some features of past societies and periods in detail.
	Communication A02	They <b>communicate</b> about the past using dates and key terms.	Pupils are beginning to produce <b>structured work</b> , making appropriate use of dates and terms.	Pupils can produce structured work, making appropriate use of dates and terms and use <b>quotes from sources</b> .	Pupils can <b>select and deploy</b> relevant information from sources and make appropriate use of historical terminology and dates to create structured work.
Skills	Using evidence A03	They start to <b>use sources</b> of information in ways that go beyond simple observations to answer questions about the past.	They start to <b>describe</b> sources to answer questions about the past and use this evidence to challenge/ support different arguments.	They <b>analyse sources</b> to answer questions about the past and begin to use this evidence to challenge/ support different arguments.	They begin to <b>evaluate</b> the reliability and usefulness of sources to establish evidence for particular enquiries.
	Chronology A04	Pupils show their developing understanding of chronology by <b>identifying</b> that the past can be divided into periods of time.	Pupils can <b>describe</b> where events, people and different periods of history fit into a chronological framework.	Pupils can <b>classify</b> events, people and periods into a chronological framework.	Pupils can use their understanding of chronology to <b>create generalisations and predictions</b> about the past.
Concepts	Change & continuity A05	Pupils start to <b>identify</b> some similarities and differences across different periods of history.	Pupils start to <b>describe</b> characteristic features of past societies and periods to identify change and continuity within and across different periods.	Pupils can describe characteristic features of past societies and periods to <b>compare/ contrast</b> change and continuity within and across different periods.	Pupils can <b>evaluate</b> the cause and effect of change and continuity within and across different periods.
	Significance A06	They begin to <b>consider</b> the significance of events, people and developments in their historical context and starting to make links to the present day.	They begin to <b>describe</b> the significance of events, people and developments in their historical context and the present day.	They can <b>analyse</b> the significance of events, people and developments in their historical context and the present day.	Pupils <b>evaluate</b> the reasons why some events, people and changes might be judged more historically significant than others.
	Cause & consequence A07	Pupils <b>identify</b> a few reasons for and results of main events and changes.	Pupils are starting to <b>investigate</b> some of the causes and consequences of the main events and historical changes.	Pupils can <b>explain</b> some causes and consequences of the main events and historical changes.	Pupils can <b>analyse</b> some causes and consequences of the main events and historical changes and begin to suggest relationships between causes.
	Interpretation A08			Pupils can <b>identify and describe</b> different ways in which the past has been interpreted.	They begin to <b>explain</b> how and why different interpretations of the past have arisen or been constructed and are starting to <b>create</b> their own interpretations based on evidence.