

Wath CofE Primary School History Assessment

Year 5

Themes: The Roman Empire and its impact on Britain & The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Areas of Learning	Expected outcomes:	Pupil notes: W or G
Chronology	<p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>Establish clear narratives within and across periods studied.</p> <p>Note connections, contrasts and trends overtime.</p> <p>Can differentiate within a longer period e.g. Roman, Saxon and Viking</p> <p>Can talk about three periods of time</p> <p>Can use dates and specific terms confidently to establish period detail.</p> <p>Can match simple iconic images to each of the periods studied.</p> <p>Can make links between more than two periods of history, comparing and spotting similarities and differences.</p>	
Similarities and Difference	<p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p>	
Change (and continuity)	<p>Describe and make links between main events, situations and changes within and across different periods and societies.</p> <p>Understands that some changes are more significant than others.</p> <p>Understands some changes are called a revolution because of the scale and widespread nature.</p> <p>Understands some changes are relatively slow to happen whereas others happen very rapidly.</p> <p>Understands what is meant by a 'turning point'.</p> <p>Understands that not all changes are welcome.</p>	

	Sees that some changes have a consequence and lead to others	
Causation (and consequence)	<p>Identify and give reasons for, results of, historical events, situations and changes. Understands that events usually happen for a combination of reasons, even though there is still some element of listing.</p> <p>Begins to explain rather than list.</p> <p>Understands that causes might be connected in some way.</p> <p>Begins to be able to explain quite complex events using a good range of causes, some of them linked in some way.</p>	
Significance	<p>Make links between significant events, people and places.</p> <p>Be able to explain why they are linked and determine similarities and differences in their significance.</p>	
Interpretation	<p>Understand that different versions of the past may exist, giving some reason for this.</p> <p>Children realise that history is continuously being rewritten.</p> <p>Children understand that people create different versions of the past for different audiences and therefore may have a different emphasis.</p> <p>Children know that some versions are more reliable and accurate than others and can suggest why.</p> <p>Children know that all history is to some extent interpretations and see why some people may write different versions of the same event.</p>	
Evidence Using Enquiry	<p>Children see that some sources are more useful than others and can say why.</p> <p>Children begin to question what the evidence tells us.</p> <p>Children start to think of reasons why a source might be reliable or unreliable.</p> <p>Children start to think about the worthiness of a source by reference to what is known about it; a sources validity.</p>	

	<p>Children can offer substantial reasons why some sources might be treated cautiously e.g. propaganda</p> <p>Shows awareness of why a source may have been produced.</p>	
Communicating Historically about the past	<p>Regularly address and devise historically valid questions.</p> <p>Construct informed responses to enquiry questions by selecting and organising relevant historical information.</p> <p>Create relevant, structured and evidentially supported accounts of the past.</p> <p>Use historical terms and concepts to communicate about the past.</p>	
Vocabulary	<ul style="list-style-type: none"> • Excavated • Reconstructed • Weave • Wealthy • Longboats • Tribe • Empire • Barbarian 	
Overall pupil assessment		
Pupil working below age-related expectations		Pupils working above age-related expectations

