

Wath CofE Primary School History Assessment

Year 4

Themes: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared. (Ancient Egypt)
Ancient Greece – a study of Greek life and achievements and their influence on the western world

| Areas of Learning | Expected outcomes: | Pupil notes: W or G |
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| 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 talk about the past in terms of periods e.g The Egyptians, The Romans</p> <p>Knows that ‘ancient’ means thousands of years ago.</p> <p>Can use some key dates as important markers of events.</p> <p>Can make links between 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>Sees simple changes between the beginning and end of a very long period (e.g. Stone Age and Iron Age)</p> <p>Then recognises changes over shorter periods (e.g. between Old Stone Age and New Stone Age and between the Bronze Age and Iron Age)</p> <p>See that changes don’t always last.</p> <p>Grasps that changes can happen quite quickly.</p> | |
| Causation (and consequence) | <p>Identify and give reasons for, results of, historical events, situations and changes.</p> <p>Analysing actions of people in historical settings.</p> <p>Sees that events have more than one cause and can explain slightly more complex events than in key stage 1.</p> | |

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| | <p>Explaining general and impersonal causes; so can see that events happen because of other reasons than just human action.</p> <p>Moving from two causes to realising that you need to give several causes to explain some events (more than listing and trying to give more detail about each cause)</p> | |
| Significance | Identify historically significant people and events in situations. | |
| Interpretation | <p>Understand how knowledge of the past is constructed from a range of resources and sources.</p> <p>Children can identify differences between versions of the same event.</p> <p>Children give simple reasons why we might have more than one version.</p> <p>Children see that there are often different interpretations because the gaps in evidence are so large they have to be filled by imaginative reconstructions.</p> | |
| Evidence Using Enquiry | <p>Children can extract simple information from a range of resources. (texts, pictures, objects)</p> <p>Children make simple deductions about what texts means based on what is included.</p> <p>Children begin to use more than one source to gather evidence and information.</p> <p>Children compare various sources to look for similarities and differences.</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 | <p>Ancient Egypt</p> <ul style="list-style-type: none"> • Pyramids • Pharaoh • Scribes • Priests • Slaves • Mummification • Hieroglyphs • Tomb | <p>Ancient Greece</p> |

| Overall pupil assessment | |
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| Pupil working below age-related expectations | Pupils working above age-related expectations |
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