

**History Subject Content and Key Assessment Criteria****Key Stage 1****As a historian:****Pupils should be taught:**

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Gunpowder plot, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [Charles Rolls, the Wright Brothers, Neil Armstrong, William Caxton, Ada Lovelace, Tim Berners-Lee]
- significant historical events, people and places in their own locality – Lydney high street, trains in the Forest of Dean, the River Severn.

**Key Assessment Criteria****Year 1**

- I know about many of the changes that have happened since I was born.
- I know how to ask and answer questions about old and new objects.
- I use words and phrases like: old, new and a long time ago.
- I spot old and new things in a picture.
- I use words and phrases like: before, after, past, present, then and now.
- I give examples of things that were different when my grandparents were children.
- I know about how my town has changed.
- I can sequence pictures of events chronologically.
- I can explain why Lydney had a railway line.
- I can draw links between the Forest of Dean's mining heritage and trains.
- I can identify similarities and differences between Lydney's trains from the past to the present.

**Year 2**

- I know how parts of life have changed.
- I recount the life of someone famous from Britain who lived in the past.
- I know about the life of a famous person from the past because I know how to research.
- I know how to use books and the internet to find out more information about the past.
- I know how to find out things about the past by talking to an older person.
- I know about how things were different when my grandparents were children.
- I know what certain objects from the past might have been used for.

	<ul style="list-style-type: none"> <li>• I know how the River Severn has changed throughout history.</li> <li>• I can explain the importance of the Severn Bridges.</li> <li>• I can identify different modes of transport from the River Severn.</li> </ul>
<b>Key Stage 2</b>	<b>As a historian:</b>
<b>Pupils should be taught:</b>	<ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo Saxons and Scots</li> <li>• the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a local history study</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• the achievements of the earliest civilizations an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>• Ancient Greece a study of Greek life and achievements and their influence on the western world</li> <li>• a non European society that provides contrasts with British history one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900 1300.</li> </ul>
<b>Key Assessment Criteria</b>	
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• I know that Britain was invaded on more than one occasion.</li> <li>• I know that the Anglo Saxons and Viking were often in conflict.</li> <li>• I know how to use a timeline to show when the Viking raids started.</li> <li>• I can explain how there were varying perceptions of the Vikings</li> <li>• I know why the Vikings often overpowered the Anglo Saxons</li> <li>• I can show on a map where the Vikings came from and explain why they came to Britain.</li> <li>• I know that the Vikings came to our country as peaceful farmers.</li> <li>• I can find similarities between Dark Ages Britain and the Golden Age of Baghdad.</li> <li>• I can identify the cultural significance of Ancient Baghdad.</li> <li>• I understand how the Forest of Dean free miners are.</li> <li>• I can describe how the Forest of Dean free miners came to exist.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• I know where the Anglo-Saxons came from.</li> <li>• I can use a timeline to show when the Anglo-Saxons were in England</li> <li>• I know the link between Anglo-Saxons and Christianity.</li> <li>• I know how many Anglo-Saxons lived</li> <li>• I know that the Anglo-Saxons gave us many words that we use today.</li> <li>• I can describe events from the past using dates.</li> </ul>

	<ul style="list-style-type: none"> <li>• I know about the economic and cultural significance of the Industrial Revolution.</li> <li>• I can explain the effect the Industrial Revolution had on different groups of people.</li> <li>• I can identify why the Industrial Revolution was an important event in Britain's history.</li> <li>• I can describe some technological advancements within the Industrial Revolution.</li> <li>• I can explain why Gloucester docks was an important industrial port.</li> <li>• I can identify the key features of Gloucester docks which made it significant.</li> <li>• I can identify the difference of how Gloucester docks has changed and provide an explanation for these changes.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• I can identify some of the cultural, social, political and religious changes that occurred during the Roman era.</li> <li>• I know why the Romans built forts and major towns/cities in this country.</li> <li>• I can explain why the Romans occupied Britain.</li> <li>• I can describe some of the differences between Iron Age Britain and Roman Britain.</li> <li>• I can summarise how Britain may have learnt or been influenced by other countries and civilisations.</li> <li>• I can describe the Greek political system.</li> <li>• I can describe democracy and provide examples.</li> <li>• I can identify key events in Britain's history which influenced Britain's democracy today.</li> <li>• I can draw parallels between an Ancient Greek democratic political system and a modern British political system.</li> <li>• I can identify key examples of Roman civilization in Gloucestershire.</li> <li>• I can identify examples of the lasting legacy of the Roman occupation of Gloucestershire.</li> <li>• I can explain why the Romans established towns in modern Gloucester and Cirencester.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• I can understand the significant time difference between modern Britain and Stone Age Britain.</li> <li>• I can sub-categorise the Stone Age into distinct eras (Neolithic, Mesolithic, Paleolithic).</li> <li>• I know about the difference in how man lived between the Stone Age to Bronze Age.</li> <li>• I can identify reasons for significant changes in ways of living between Stone Age to Bronze Age period.</li> <li>• I understand how historians develop a knowledge and judgement of Stone Age to Iron Age eras through artefact interpretation due to a lack of written historical evidence.</li> <li>• I understand how people lived in the Indus Valley</li> <li>• I can identify reasons for the fall of the Indus Valley Empire.</li> </ul>

	<ul style="list-style-type: none"><li>• I can identify the significant achievement of the Indus Valley.</li><li>• I can identify the legacy of industry in the Wye Valley.</li><li>• I can explain why the Wye Valley has an industrial heritage.</li><li>• I can explain why the Wye Valley's geography and geology have impacted its industrial capabilities.</li></ul>
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