

## History Assessment Grid

Assessment areas	EYFS	End of KS1	End of Lower KS2	End of KS2
<b>Historical knowledge</b>	<ul style="list-style-type: none"> <li>Talk about past and present events in their own lives and in the lives of family members (ELG 13)</li> </ul>	<ul style="list-style-type: none"> <li>Identify and share information about key events and individuals studied</li> <li>Use appropriate historical terminology for specific events, people and places studied</li> <li>Accurately use language in relation to the passing of time</li> </ul>	<ul style="list-style-type: none"> <li>Share factual knowledge and understanding of historical periods studied for local, British and world history</li> <li>Accurately use historical terms relating to time across several historical periods</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate a clear understanding of key aspects of historical periods studied for local, British and world history</li> <li>Accurately use historical terms relating to periods studied; including differences in language common to several periods and language for specific periods</li> </ul>
<b>Historical understanding</b>	<ul style="list-style-type: none"> <li>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions (ELG 1)</li> </ul>	<ul style="list-style-type: none"> <li>Able to recognise similarities and differences between significant events and individuals, and provide some possible reasons for differences</li> <li>Begin to suggest possible reasons for events or the actions of individuals</li> </ul>	<ul style="list-style-type: none"> <li>Begin to suggest possible causes and consequences for events</li> <li>Begin to recognise how different periods are related and identify similarities and differences between them</li> <li>Identify significant changes that occurred during each period studied</li> </ul>	<ul style="list-style-type: none"> <li>Identify reasonable causes and consequences of events within and across periods studied</li> <li>Recognise connections across a range of periods studied and justify suggested links</li> <li>Identify possible trends within and across historical periods</li> </ul>
<b>Historical skills</b>	<ul style="list-style-type: none"> <li>Answer 'how' and 'why' questions about their experiences and in response to stories or events (ELG 2)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate awareness of when events studied happened in relation to other known events, and sequence these in correct chronological order</li> <li>Able to ask simple enquiry-based questions in relation to events and individuals studied</li> <li>Able to use a variety of evidence and interpretations of the past to provide possible answers and reasons to questions</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of chronological order through sequencing periods studied</li> <li>Able to construct historical questions based on periods studied</li> <li>Answer questions by drawing on a range of sources and extend answers beyond observation</li> <li>Use information and evidence from a range of sources to investigate lines of historical enquiry</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of chronology through accurate interpretation of dates on timelines</li> <li>Able to identify links between periods of history studied and provide sensible reasons</li> <li>Able to construct historically valid questions</li> <li>Select appropriate sources of evidence for specific enquiries</li> <li>Identify the usefulness of different sources of evidence in answering historical questions</li> </ul>