Wickhambreaux CEP School – History Assessment Statements

Threshold Concepts
Chronology Enquiry Communication Interpretation

Class	
EYFS	✓ I can order pictures from baby to adult. ✓ I can order artefacts from old to new. ✓ I can use photographs to identify how I have changed from baby to now. ✓ I know how toys are made differently now and in the past. ✓ I know some activities people did at the seaside a long time ago. ✓ I can use key words from unit overviews accurately and appropriately. ✓ I can identify some toys as being made in the past. ✓ I can identify a photo as being taken in the past. ✓ I know I need to ask people about events that happened before I was born.
Year 1 & 2 A	Guy Fawkes ✓ I can sequence the events of the gunpowder plot. ✓ I know the reasons why Guy Fawkes and Robert Catesby behaved the way they did in the Gunpowder Plot. ✓ I can use sources of information to find out about the Gunpowder Plot. ✓ I know why the Catholics were unhappy with the King. ✓ I know why the Houses of Parliament is an important building then and now. ✓ I can use key words from unit overviews accurately and appropriately. ✓ I can recognise Guy Fawkes' signed confession as an artefact. The Victorians to Modern Day ✓ I can order a series of British seaside photographs chronologically. ✓ I know why the invention of the railways was important to going on holiday. ✓ I can compare Victorian schools to my school. ✓ I can compare Victorian holidays with my holidays now. ✓ I can use key words from unit overviews accurately and appropriately. ✓ I can recognise film, photos, sculptures and paintings from the Victorians to Modern Day and compare their reliability.

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Year 1 & 2 B	Explorers ✓ I can place Scott of the Antarctic, Christopher Columbus and Neil Armstrong on a timeline. ✓ I know why Columbus, Scott and Armstrong were explorers. ✓ I know what made them want to travel and explore. ✓ I can use key words from unit overviews accurately and appropriately. ✓ I can recognise film, photos and paintings from different explorers and compare their reliability. Great Fire of London ✓ I can sequence the events of the Great Fire of London. ✓ I know how the Great Fire of London started and spread quickly. ✓ I know how the Great Fire changed London. ✓ I know who Samuel Pepys is. ✓ I can use key words from unit overviews accurately and appropriately. ✓ I can recognise Samuel Pepys' diary as a reliable source. British Monarchs ✓ I can order the reigns of Elizabeth I, II and Victoria. ✓ I can compare and contrast the reigns of Elizabeth I, Elizabeth II and Victoria using different sources. ✓ I can use key words from unit overviews accurately and appropriately. Local History (C'bury and W'brx) ✓ I can identify changes in Canterbury and Wickhambreaux over time, expressing them using appropriate vocabulary. ✓ I can identify three differences between Wickhambreaux in the past and now using sources. ✓ I can use key words from unit overviews accurately and appropriately. ✓ I can recognise that St Andrew's Church, Canterbury Cathedral, The Weavers and other local examples are historical buildings.

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Year 3 & 4 A	Ancient Egyptians ✓ I can place ancient Egypt on a historical timeline. ✓ I can order key society developments including settlement by The Nile, construction of pyramids and discovery of Tutankhamun's tomb. ✓ I can explain the hierarchy of ancient Egyptian society. ✓ I know two reasons why the River Nile was important to ancient Egyptians. ✓ I know why Howard Carter's discovery of Tutankhamun's tomb is important to our understanding of ancient Egyptian society. ✓ I know the process of mummification. ✓ I can use these key words (verbally and written) accurately and appropriately: hieroglyphic, pharaoh, archaeologist, afterlife ✓ I know the difference between a primary and secondary source. ✓ I can comment upon the reliability of chosen sources (e.g photos of Tutankhamun's tomb, Ancient Egyptian paintings, hieroglyphics, reference books). ✓ I can interpret a variety of sources to give my view on how Tutankhamun died. Historical Buildings in Kent ✓ I can order motte and bailey, concentric, keep and Tudor house castles chronologically. ✓ I can identify different time periods represented in Wickhambreaux ✓ I know why castle designs changed over time. ✓ I can explain why conflict (World War Two) caused buildings to be constructed or modified in Kent. ✓ I can use these key words (verbally and written) accurately and appropriately: moat, keep, drawbridge, cathedral ✓ I can use historical and modern maps to show how our local area has changed over time. ✓ I know that buildings can be used as sources for several historical periods (e.g. Roman stone and late-Victorian window in St Andrew's Church).
Year 3 & 4 B	Stone Age to Iron Age ✓ I can order Stone Age, Bronze Age and Iron Age chronologically ✓ I know how farming changed society (from hunter-gatherer to permanent settlers). ✓ I know how the use of bronze and iron changed society. ✓ I can use images of cave paintings to explain daily life. ✓ I can use these key words (verbally and written) accurately and appropriately: prehistoric, artefact, settlement, chronology ✓ I know why there is a lack of historical records in prehistoric times.

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	✓ I can give examples of primary sources from the Stone Age, and explain why some (e.g Mesolithic house) no longer exist. Romans in Britain ✓ I can order key events in the Roman's historical conquest of Britain (invasion, Boudicca's rebellion, settlement and withdrawal). ✓ I can identify the key features of a Roman town. ✓ I can explain the hierarchy of Roman society. ✓ I know three ways in which the Romans have impacted our life today. ✓ I can use these key words (verbally and written) accurately and appropriately: empire, emperor, conquer, rebel ✓ I know the difference between a primary and secondary source. ✓ I can comment upon the reliability of chosen sources (e.g mosaics, coins, aqueducts, recounts, artistic impressions of Roman Canterbury etc). ✓ I know why Celts and the Romans would have different accounts of Boudicca's rebellion.
Year 5 & 6 A	Ancient Greeks ✓ I can place the Minoan, Mycenaeans, Archaic, Dark Ages, Classical and Hellenistic periods in chronological order. ✓ I can identify the periods in which the stories of the Odyssey and the Iliad took place. ✓ I can place Alexander the Great on a timeline of ancient Greece. ✓ I can use images on Greek pottery to make connections between the hierarchy of society (warrior, servant, home-owner), beliefs (gods), and conflict (hoplite soldier). ✓ I know how democracy was born in ancient Greece and is still a model used today. ✓ I know that the ancient Greeks founded the Olympics as a religious festival. ✓ I know how ancient Greek philosophy has influenced society today. ✓ I can use key words (verbally and written) from unit overviews accurately and appropriately. ✓ I can comment on the reliability of chosen sources (e.g pottery, mythology and architecture). I know that because of the absence of evidence, we're unable to ascertain what did/didn't happen in the dark ages.
Year 5 & 6 B	World War II ✓ I can order significant events in World War II chronologically. ✓ I can give reasons why people in Britain were for and against Appeasement in 1938. ✓ I know the impact of World War Two on women's lives (for example Land Army, and role of the woman in the home post-war). ✓ I know why the Battle of Britain was a key turning point in the war. ✓ I can use key words (verbally and written) from unit overviews accurately and appropriately.

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	✓ I know why some primary sources (e.g propaganda posters) are bias/unreliable. The Mayans ✓ I can place the Mayans on a historical timeline. ✓ I know the significance of maize to the ancient Mayans. ✓ I know the rules of the ball game invented by the Mayans and explain the consequences for the losing team. ✓ I can explain the hierarchy of Mayan society. ✓ I can use key words (verbally and written) from unit overviews accurately and appropriately. ✓ I can comment on the reliability of chosen sources (e.g glyphs, stepped pyramids, jewellery and agriculture).