



where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday historical terms. They will also ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

They will learn about:

- changes within living memory
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, and the Gunpowder plot]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some of this learning will help children to compare aspects of life in different periods [Neil Armstrong, Captain Scott, Amy Johnson]
- significant historical events, people and places in their own locality (for example War Memorials and their links to reasons for Remembrance)

### **Key Stage 2:**

Children will continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will notice connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will also construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will begin to understand how our knowledge of the past is constructed from a range of sources.

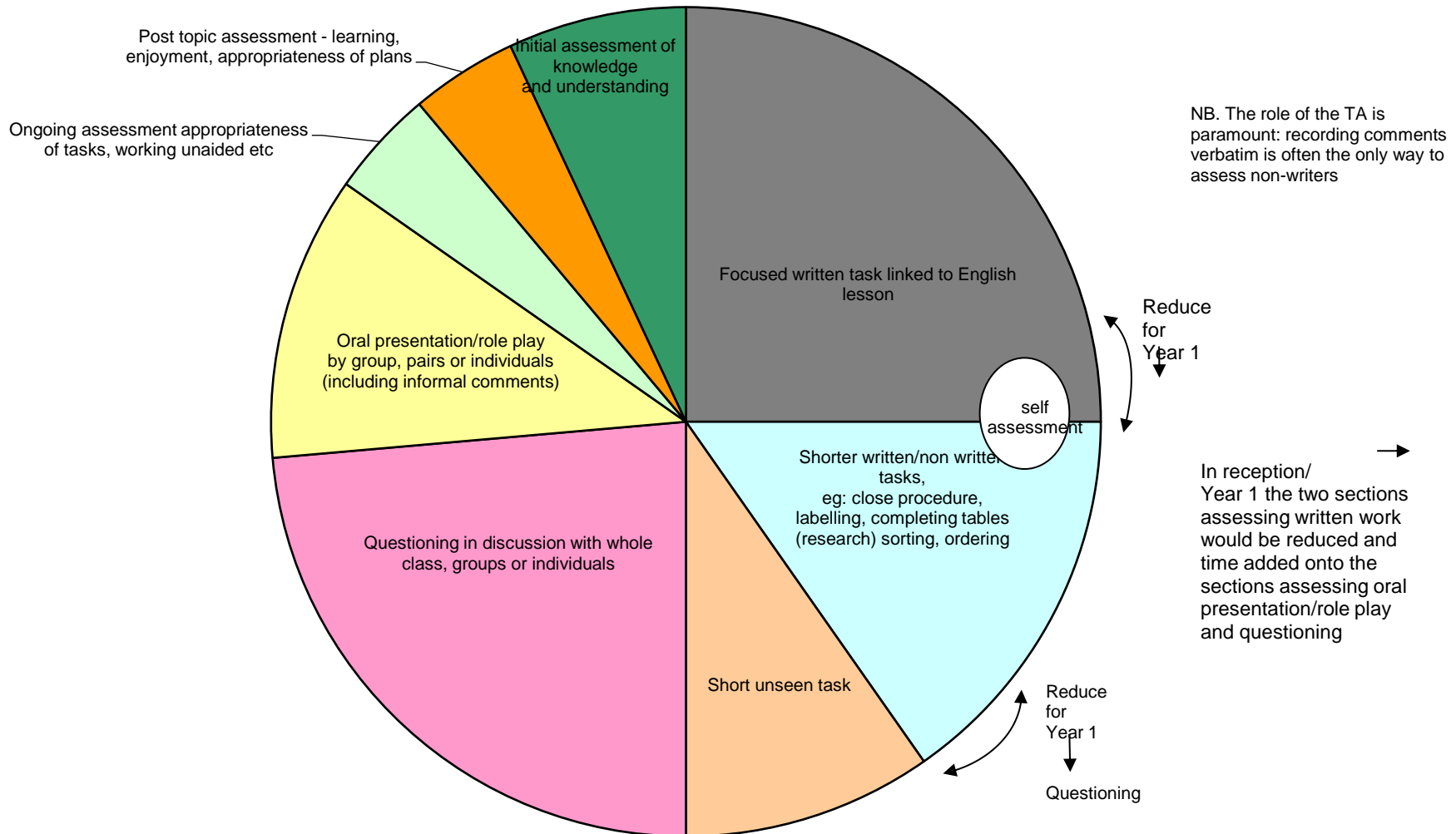
Children will learn about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the history of crime and punishment over the last 1000 years
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt/Ancient Greece
- a non-European society that provides contrasts with British history – e.g. Mayan civilization c. AD 900

<p><b>Planning provision to ensure progression</b></p> <p><b>Implementation</b></p>	<p>We have a coherent long term plan where children get plenty of opportunities to revisit and recall previous learning in order to deepen and broaden their knowledge base and make sense of new topics in relation to what they already know. It is vital children revisit learned content so they are able to build a mental map of the past. As children progress through the school they will have a deeper awareness of how history is written and a growing understanding of what it means to get better at history: better at understanding why things happened, how things changed, how we know something is true and why we have different interpretations of the past.</p> <p>History is taught as a topic led focus, in weekly sessions – often alongside Geography e.g. Which explorer was the bravest? / How do explorers make and use maps? We make good use of the Library Service loan boxes to borrow artefacts/replicas and information books.</p> <p>Local History is taught alongside visits from people in the community and visits to the local area. We are also able to visit Helston Museum.</p>
<p><b>Example of sequence of learning</b></p> <p><b>Key Questions</b></p>	<p><b>KS1 example: Life of a significant individual: Mary Anning</b></p> <p>1: Why do we STILL remember the life of a young girl who was born over 200 years ago? Children look at a series of visual clues to work out why Mary might have been famous. Use sand trays to simulate the idea of digging down to find something below. Use fossils uncovered in the home corner set up as Mary Anning's shop</p> <p>2: What did Mary do in her life that was so special? Children listen to Mary Anning's story and use images and extracts to reconstruct a narrative of her life using appropriate connectives and 'time words' to link sentences</p> <p>3: What sort of person was Mary that helped her to success in man's world? Children create character profile, drawing a picture of her in the middle the page and writing chosen adjectives around her</p> <p>4: Which other people were important in Mary's life and why? Using concentric circles to rank the importance of people in her life</p> <p>5: How do we know about Mary's actions which happened so long ago? Children can match statements about Mary's life to images from the time, making deductions where necessary They realise that evidence comes in many forms and has to be interpreted carefully</p> <p>6: How should we remember Mary Anning today? Children understand the reasons why she should be remembered and can offer valid ways of recognizing her achievement</p> <p><b>KS2 example: Ancient Greece</b></p> <p>1: How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? Children understand that our knowledge of the climate and geography of Greece today helps us understand the importance of: long indented coastlines, mostly mountainous interior, few areas of flat fertile land, abundant islands. They grasp that these feature frequently in Greek legends. They can locate Ancient Greece, Crete, Athens and Sparta on a map. Through use of images and maps and artefacts (pottery replicas) they learn Sparta and Athens were rivals.</p> <p>2: What can we work out about everyday life in Ancient Athens from the pottery evidence that remains? The focus here is on using pot evidence as a way into exploring aspects of Greek society. This should embrace warfare, mythology and the role of women. Role-play Market Place activity (the Agora).</p>

	<p>3: Why was Athens able to be so strong at this time? / Why did tiny Athens defeat mighty Persia at the battle of Marathon? Interactive timeline and use of influence cards to classify and prioritise</p> <p>4: What was so special about life in 5th Century BC Athens that makes us study it? “Would you want to be an idiot in Ancient Athens?”</p> <p>5: What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?</p> <p>6: In what ways have the Greeks influenced our lives today? .e.g. Pupils read a short modern day extract to find 20 modern words which derive from Ancient Greece and then using a dictionary work out what the original Greek words were and their literal meaning: e.g. cinema to see from afar</p>
<b>Assessment</b>  <b>Impact</b>	<p><b>We consider the following statements to be very important for assessment of History to be effective and impactful across the school.</b></p> <ol style="list-style-type: none"> <li>1. Know why you are assessing and who will benefit.</li> <li>2. Assessment must be manageable and obvious to all as to how it will improve teaching and learning.</li> <li>3. The best starting point is to look at which of the key elements (skills/concepts such as cause, change etc.) to focus on in each topic.</li> <li>4. This ensures coverage of a good spread of skills and that no skill is neglected</li> <li>5. Return to assessing a particular skill again later in the key stage to help show progression.</li> <li>6. Focus on specific outcomes built into the planning.</li> <li>7. Use a range of fit for purpose types of assessment. (see examples for each key stage at the end of this document).</li> </ol>
<b>CPD</b>	<p>Subject focused courses and further training for subject leader, History focused webinars, MAT subscription to Key Stage History: <a href="https://www.keystagehistory.co.uk/">https://www.keystagehistory.co.uk/</a> Subject leader led training for staff</p>

## Assessment in history at Year 2



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