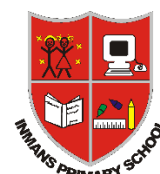




## Assessing ARE and High Attainers in History



<b><u>Year 1</u></b>	<b><u>ARE</u></b>	<b><u>High Attainers</u></b>
<b>I can build a chronological narrative:</b>	I can place the time period on a chronological framework in relation to their own life and family. E.g. I came to school in a car, they didn't have them.	I can place the time period among others I have studied and may even begin to make comparisons between time periods.
<b>To understand the cause and consequence of a significant historical event or period:</b>	I understand what caused an event and can think about the impact on people of that time at a basic level. E.g. Man-kind built a rocket and Neil Armstrong was the first man on the moon. People could see more of space for the first time.	I can describe with confidence why an event took place and the impact it would have had on people of that time in terms of emotions and practicality. E.g. People would have felt amazed and it meant mankind could find out more about space.
<b>To analyse evidence and question its reliability and source:</b>	I gain knowledge from different sources of evidence and begin to think why one source might be better than another	I can assess the reliability of evidence by asking Do I really know what this is? Can I believe what he wrote? Etc.
<b>To ask historically valid questions:</b>	I can ask questions independently. These may be very general and closed. E.g. Did the children go to school?	I can ask more specific, open questions that are relevant to the topic. E.g. How did the ships move without engines? Why did the children get punished?
<b>To understand the impact of a time period, people or event on our way of life today:</b>	I can describe the impact of significant historical events in general terms. I may struggle to track it to their own lives. E.g. Explorers discoveries means the world people knew became bigger.	I can identify the impacts made by significant historical events and people on our way of life. E.g. Because explorers discovered new countries, we have more choice of food than people did then.
<b>To identify what has changed and stayed the same since a particular time period or event:</b>	I can say how things have changed by identifying similarities and differences between the current historical topic and my life.	I can explain how things have changed and how they affect us now. E.g. Electricity meant appliances could be invented which makes our lives easier.



## Assessing ARE and High Attainers in History



<b><u>Year 2</u></b>	<b><u>ARE</u></b>	<b><u>High Attainers</u></b>
<b>I can build a chronological narrative:</b>	I can place the time period among others I have studied giving basic reasons why. E.g. 1666 they had different transport to 1960s.	I can place the time period among others and make comparisons empathetically between time periods thinking about how life would be different for people of that time.
<b>To understand the cause and consequence of a significant historical event or period:</b>	I identify causes and consequences in a more general field. E.g. Houses were built from highly flammable materials and the fire fighters were not ready. This meant there were damages caused by the fire.	I have a clear view of the bigger picture. I can identify the significance of the event and begin to consider the impact on their lives.
<b>To analyse evidence and question its reliability and source:</b>	I am aware of different sources of evidence and use them to draw inferences. I understand that different people interpret evidence differently.	I assess reliability of evidence and particular sources and explain how it affects information about the past.
<b>To ask historically valid questions:</b>	I can ask some simple open questions that are valuable.	Independently, I pose valid and appropriate questions based on prior learning.
<b>To understand the impact of a time period, people or event on our way of life today:</b>	I can consider the impact of a time period or people on their lives today giving examples. E.g. Because of the Great Fire, house construction perhaps changes and so we live in safer more modern houses.	I am able to identify impact and go further by thinking about how our lives might be different, if the event had not happened or those people had not made these discoveries.
<b>To identify what has changed and stayed the same since a particular time period or event:</b>	I can identify differences and similarities between the time period, my own life and another period I have studied.	I can confidently identify differences and similarities between time periods and my own life and can think about reasons for the change. E.g. 60s music would be different to music in 1666 due to things being modern.



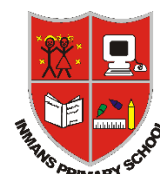
## Assessing ARE and High Attainers in History



<b><u>Year 3</u></b>	<b><u>ARE</u></b>	<b><u>High Attainers</u></b>
<b>I can build a chronological narrative:</b>	I can place the time period within a chronological framework with other time events that they have previously studied. E.g. Apollo landing. I use references, like knowing the technology available at the time, to explain their reasons.	I can place the time period within a chronological framework with other time events that they have previously studied. E.g. Apollo landing. I use a variety of references to explain the ordering of time.
<b>To understand the cause and consequence of a significant historical event or period:</b>	I can give reasons for a historical event happening and what the consequences were.	I can debate reasons for a historical event happening and what the consequences were.
<b>To analyse evidence and question its reliability and source:</b>	I can analyse evidence from a period of history answering simple questions about its reliability.	I can analyse evidence from a period of history answering simple questions about its reliability and source and deduce what it tells us.
<b>To ask historically valid questions:</b>	I can ask a few relevant historical questions regarding the historical period being studied. E.g. How did the Romans change Britain?	I can ask relevant and intuitive historical questions regarding the historical period being studied.
<b>To understand the impact of a time period, people or event on our way of life today:</b>	I can identify ways in which the studied historical civilization impacted on modern life today. E.g. answering the enquiry question "What did the Romans do for us?"	I can identify ways in which the studied historical civilization impacted on modern life today. E.g. debating the enquiry question "What did the Romans do for us?"
<b>To identify what has changed and stayed the same since a particular time period or event:</b>	I can identify at least two aspects of cultural, economic, military, political, religious and social historical changes as result of the period and history being studied.	I can identify a range of aspects including cultural, economic, military, political, religious and social historical changes as result of the period and history being studied.



## Assessing ARE and High Attainers in History



<b><u>Year 4</u></b>	<b><u>ARE</u></b>	<b><u>High Attainers</u></b>
<b>I can build a chronological narrative:</b>	I can place the time period within a chronological framework with the other time periods that they have previously studied identifying some similarities and differences between them in areas such as clothing, ways of life and architecture.	I can place the time period within a chronological framework with the other time periods that they have studied identifying some similarities and differences across periods and see trends developing.
<b>To understand the cause and consequence of a significant historical event or period:</b>	I explore differing reasons for a historical event happening (acting as a historical investigator) and can give examples of the consequences were.	I can give a range of reasons for a historical event happening (Acting as historical investigators) and what the multiple consequences were of the event.
<b>To analyse evidence and question its reliability and source:</b>	I can analyse evidence from a period of history answering questions about its reliability (e.g. I understand the difference between 'fact' and 'opinion'); and understand that there is more than one interpretation.	I can analyse evidence from a period of history answering questions about its reliability and understanding that there is more than one interpretation. They understand the difference between 'fact' and 'opinion' and can spot evidence for both.
<b>To ask historically valid questions:</b>	I can ask some relevant historical questions regarding the historical period being studied. These questions are based on an understanding of the relative position in time. E.g. How did the Ancient Egyptians travel as they had no energy as we know it today?	I have asked the relevant historical questions, enable a line of enquiry to develop.
<b>To understand the impact of a time period, people or event on our way of life today:</b>	I can explain the impact of a time period on our way of life today. I can identify a few ways in which the studied historical civilization has impacted on modern life today.	I can explain the impact of a time period on our way of life today.  I can explain a range of ways in which the studied historical civilization has impacted on modern life today.

<p><b>To identify what has changed and stayed the same since a particular time period or event:</b></p>	<p>I can identify what has changed and what has stayed the same comparing the present day with the period I am studying: cultural, economic, military, political, religious and social historical changes as result of the period and history being studied (as appropriate).</p>	<p>I can identify what has changed and what has stayed the same. My comparisons identify most aspects of cultural, economic, military, political, religious and social historical changes as a result of the period and history being studied (as appropriate).</p>
---------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



## Assessing ARE and High Attainers in History

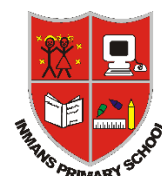


<b><u>Year 5</u></b>	<b><u>ARE</u></b>	<b><u>High Attainers</u></b>
<b>I can build a chronological narrative:</b>	I can place the time period in a chronological framework among multiple time periods I have studied and place the time in context of other significant events in history (such as WW2, the Tudors and the Stone Age). I can identify the similarities and differences between them in areas such as clothing, ways of life, architecture, technology and weaponry.	I can comfortably place the time period among most other time periods I have studied. I can make comparisons among these other time periods, identify patterns and differences and their causes. E.g. similarities to the Egyptians because of the climate they settled in or because they were near water or had similar resources available.
<b>To understand the cause and consequence of a significant historical event or period:</b>	I explain, with viable reasons, the cause of a historical event and consider the impact on the people of the day. These causes may be inferred based on evidence or prior knowledge.	I can hypothesise different outcomes if the event had happened differently or not at all.
<b>To analyse evidence and question its reliability and source:</b>	I can make sensible suggestions on the nature of evidence by considering what the evidence has told me, whether it is reliable based on its source and can understand the possibility that historians are wrong.	I can look at evidence from different angles and consider several options of what it may or may not be- thinking each through. They can make inferences as to what it tells us about the lives of people at that time and can make connections and comparisons to other time periods or life today. I clearly understand that different sources of evidence can be less reliable and may question what is considered common knowledge.
<b>To ask historically valid questions:</b>	I can ask relevant and searching questions considering where the answer will lead them. This can be assessed by asking children why they have asked this question. E.g. How did the Stone Age Man survive in the wild?	I will ask questions that may be hypothetical in their nature. I may consider "what ifs" and their questions show a deep understanding of that time period and a genuine desire to analyse and explore.

<p><b>To understand the impact of a time period, people or event on our way of life today:</b></p>	<p>I understand previous time periods or people can have a lasting impact and can give an example of this e.g. Ancient Greeks inventing the alphabet lead to giant steps in communication.</p>	<p>I have a wide understand previous time periods or people can have a lasting impact on their own life.</p> <p>I can make connections using inference skills to track back to the past considering how and why these influences have continued through time.</p>
<p><b>To identify what has changed and stayed the same since a particular time period or event:</b></p>	<p>I can state examples of what has changed, stayed the same and hypothesise as to reasons why.</p>	<p>I can state examples of what has changed and stayed the same, I can hypothesise as to reasons why and can make predictions for the future or post-period studied. E.g. I predict after the Romans leave Britain, Britain will be divided into smaller territories because there wasn't a unified competing power in Britain at that time.</p>



## Assessing ARE and High Attainers in History



<b><u>Year 6</u></b>	<b><u>ARE</u></b>	<b><u>High Attainers</u></b>
<b>I can build a chronological narrative:</b>	I can compare time periods with explanation, can demonstrate a complete chronological framework by referencing a variety of time periods they have previously studied and are capable of investigating similarities, differences and trends.	I can create a chronological framework that is detailed and complete. I can compare and investigate with ease and can draw upon knowledge from all time periods studied previously.
<b>To understand the cause and consequence of a significant historical event or period:</b>	I have a good understanding of the causes of an event, can infer other factors that may have contributed and can give examples of consequences on a larger scale – these may be geographical or chronological.	I have a detailed overview of event. I can explain, explore and analyse all factors that contributed and can consider the ripple of consequences across the world and across all time periods to the present day.
<b>To analyse evidence and question its reliability and source:</b>	I can consider questions around a piece of evidence, be capable of inferring what the piece is telling us and consider their reliability (e.g. have analysed propaganda).	I can approach all evidence with a critical eye immediately questioning whether all is as it seems. I will think around the piece of evidence, drawing on existing knowledge and making connections and comparisons with ease. I will consider what evidence tells them about the people, their culture, economy and political structure etc. and draw detailed conclusions on the significance of the evidence and what it shows.
<b>To ask historically valid questions:</b>	I ask meaningful, relevant and generally open questions and can hypothesise (show thought) to possible answers. These questions explore many areas of civilisation e.g. culture, politics, economy and military.	I ask open and exploratory questions that are rooted in a genuine desire to investigate. These questions may be around topical issues showing the children have thought about connections between the past and now. E.g. What was the role of women in Victorian Hull and how has the role of women changed since?



<p><b>To understand the impact of a time period, people or event on our way of life today:</b></p>	<p>I understand that previous time periods have a significant impact on my life and the modern world around me.</p>	<p>I have a clear overview of the impact of previous time periods on our lives today.</p> <p>I can analyse and identify significant contributions to the modern world in areas including culture, politics and military.</p>
<p><b>To identify what has changed and stayed the same since a particular time period or event:</b></p>	<p>I can consider changes and continuity across all areas including culture, economy, politics and military. I can see continuity and changes between time periods they have studied as well as the present day.</p>	<p>I have a clear view of the big picture and can observe the trends and ideas that have changed through history by generating theories on ideas/concepts/inventions that have survived and those that have evolved. E.g. Explain why farming has existed since the Mesolithic Stone Age whereas clothing /transport and communication changed and developed.</p>