

What are the key features of 'knowledge-rich' assessment for history?

Subject	Features
History	<ul style="list-style-type: none">❑ At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:<ul style="list-style-type: none">❑ Chronology, from the stone age to 1066❑ One study beyond 1066❑ Ancient civilizations❑ Civilizations around 900AD❑ Ancient Greece
	<ul style="list-style-type: none">❑ There are relatively few assessment statements as these knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.
	<ul style="list-style-type: none">❑ There is a difference between knowledge which will be retained close to the point of teaching and that which will be retained for ever.
	<ul style="list-style-type: none">❑ In effect, sticky knowledge refers to the long-term memory and should not be assessed too close to the point of teaching.
	<ul style="list-style-type: none">❑ When considering pupils' improvement in subject specific vocabulary, see the identified historical specific vocabulary outlined in Focus Education's 'historical knowledge mats'.

History: Key Stage 1

	Within living memory	Beyond living memory	Lives of significant people	Local history
	<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> significant historical events, people and places in their own locality
Year 1	<ul style="list-style-type: none"> Know that the toys their grandparents played with were different to their own Organise a number of artefacts by age Know what a number of older objects were used for Know the main differences between their school days and that of their grandparents 		<ul style="list-style-type: none"> Name a famous person from the past and explain why they are famous 	<ul style="list-style-type: none"> Know the name of a famous person, or a famous place, close to where they live
Year 2		<ul style="list-style-type: none"> Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts Know that children's lives today are different to those of children a long time ago 	<ul style="list-style-type: none"> Know about a famous person from outside the UK and explain why they are famous 	<ul style="list-style-type: none"> Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)

History: Key Stage 2

CHRONOLOGY (Stone age to 1066)		Beyond 1066	LOCAL STUDY
<ul style="list-style-type: none"> To include: Stone age to Iron age Romans Anglo-Saxons Vikings 		<ul style="list-style-type: none"> An aspect of theme that takes pupils beyond 1066 	<ul style="list-style-type: none"> A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066
Year 3	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and the iron age Know the main differences between the stone, bronze and iron ages Know what is meant by 'hunter-gatherers' 		
Year 4	<ul style="list-style-type: none"> Know how Britain changed from the iron age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation and know about Boudica Know about at least one famous Roman emperor 		

History: Key Stage 2

ANCIENT ANCIENTS (approx. 3000 years ago)		CIVILIZATIONS from 1000 years ago	ANCIENT GREECE
	<ul style="list-style-type: none"> • Cover each of and then choose one to look at in depth: • Ancient Egypt • Ancient Sumer • Indus Valley • Shang Dynasty 	<ul style="list-style-type: none"> • Choose one of: • Mayans • Islamic Civilizations • Benin Civilization 	<ul style="list-style-type: none"> • Greek life and influence on the Western world
Year 3			<ul style="list-style-type: none"> • Know some of the main characteristics of the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know at least five sports from the Ancient Greek Olympics
Year 4	<ul style="list-style-type: none"> • Know about, and name, some of the advanced societies that were in the world around 3000 years ago • Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty 		

History: Key Stage 2

	CHRONOLOGY (Stone age to 1066)	Beyond 1066	LOCAL STUDY
	<ul style="list-style-type: none"> • To include: • Stone age to Iron age • Romans • Anglo-Saxons • Vikings 	<ul style="list-style-type: none"> • An aspect of theme that takes pupils beyond 1066 	<ul style="list-style-type: none"> • A local study linked to one of the periods of time studied under chronology; or • A local study that could extend beyond 1066
Year 5	<ul style="list-style-type: none"> • Know how Britain changed between the end of the Roman occupation and 1066 • Know about how the Anglo-Saxons attempted to bring about law and order into the country • Know that during the Anglo-Saxon period Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Use a time line to show when the Anglo-Saxons were in England 		<ul style="list-style-type: none"> • Know about a period of history that has strong connections to their locality and understand the issues associated with the period. • Know how the lives of wealthy people were different from the lives of poorer people during this time
Year 6	<ul style="list-style-type: none"> • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons 	<ul style="list-style-type: none"> • Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history • Know how to place historical events and people from the past societies and periods in a chronological framework • know how Britain has had a major influence on the world 	

History: Key Stage 2

ANCIENT ANCIENTS (approx. 3000 years ago)		CIVILIZATIONS from 1000 years ago	ANCIENT GREECE
<ul style="list-style-type: none"> • Cover each of and then choose one to look at in depth: • Ancient Egypt • Ancient Sumer • Indus Valley • Shang Dynasty 		<ul style="list-style-type: none"> • Choose one of: • Mayans • Islamic Civilizations • Benin Civilization 	<ul style="list-style-type: none"> • Greek life and influence on the Western world
Year 5			
Year 6		<ul style="list-style-type: none"> • Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin • Know why they were considered an advanced society in relation to that period of time in Europe 	

Sticky Knowledge: History

Year 1	Year 2
<input type="checkbox"/> Know that the toys their grandparents played with were different to their own	<input type="checkbox"/> Know about an event or events that happened long ago, even before their grandparents were born
<input type="checkbox"/> Organise a number of artefacts by age	<input type="checkbox"/> Know what we use today instead of a number of older given artefacts
<input type="checkbox"/> Know what a number of older objects were used for	<input type="checkbox"/> Know about a famous person from outside the UK and explain why they are famous
<input type="checkbox"/> Know the main differences between their school days and that of their grandparents	<input type="checkbox"/> Know that children's lives today are different to those of children a long time ago
<input type="checkbox"/> Name a famous person from the past and explain why they are famous	<input type="checkbox"/> Know how the local area is different to the way it used to be a long time ago
<input type="checkbox"/> Know the name of a famous person, or a famous place, close to where they live	<input type="checkbox"/> Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)

Sticky Knowledge: History

Year 3	Year 4
<input type="checkbox"/> Know how Britain changed between the beginning of the stone age and the iron age	<input type="checkbox"/> Know how Britain changed from the iron age to the end of the Roman occupation
<input type="checkbox"/> Know the main differences between the stone, bronze and iron ages	<input type="checkbox"/> Know how the Roman occupation of Britain helped to advance British society
<input type="checkbox"/> Know what is meant by 'hunter-gatherers'	<input type="checkbox"/> Know how there was resistance to the Roman occupation and know about Boudica
<input type="checkbox"/> Know some of the main characteristics of the Athenians and the Spartans	<input type="checkbox"/> Know about at least one famous Roman emperor
<input type="checkbox"/> Know about the influence the Gods had on Ancient Greece	<input type="checkbox"/> Know about, and name, some of the advanced societies that were in the world about 3000 years ago
<input type="checkbox"/> Know at least five sports competed in the Ancient Greek Olympics	<input type="checkbox"/> Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or, the Shang Dynasty

Sticky Knowledge: History

Year 5	Year 6
<ul style="list-style-type: none"> <input type="checkbox"/> Know how Britain changed between the end of the Roman occupation and 1066 	<ul style="list-style-type: none"> <input type="checkbox"/> Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or, the Benin
<ul style="list-style-type: none"> <input type="checkbox"/> Know about how the Anglo-Saxons attempted to bring about law and order into the country 	<ul style="list-style-type: none"> <input type="checkbox"/> Know where the Vikings originated from and show this on a map
<ul style="list-style-type: none"> <input type="checkbox"/> Know that during the Anglo-Saxon period Britain was divided into many kingdoms 	<ul style="list-style-type: none"> <input type="checkbox"/> Know that the Vikings and Anglo-Saxons were often in conflict
<ul style="list-style-type: none"> <input type="checkbox"/> Know that the way the kingdoms were divided led to the creation of some of our county boundaries today 	<ul style="list-style-type: none"> <input type="checkbox"/> Know why the Vikings frequently won battles with the Anglo-Saxons
<ul style="list-style-type: none"> <input type="checkbox"/> Know how the lives of wealthy people were different from the lives of poorer people 	<ul style="list-style-type: none"> <input type="checkbox"/> Know how to place features of historical events and people from the past societies and periods in a chronological framework
<ul style="list-style-type: none"> <input type="checkbox"/> Use a time line to show when the Anglo-Saxons were in England 	<ul style="list-style-type: none"> <input type="checkbox"/> know how Britain has had a major influence on the world