



St Gabriel's Catholic Primary School History Assessment Guidance

Lower Key Stage 2

Progression statement	<i>What to look for guidance (Working towards expectations)</i>	<i>What to look for guidance (Meeting expectations)</i>	<i>What to look for guidance (Exceeding expectations)</i>
	<p>H.2.1.2. Can identify details from several themes, societies, events and significant people covered in local, national and global history (e.g. identify some of the achievements made by Ancient Egyptians).</p>	<p>H.2.1.3. Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Ancient Egyptians and their achievements).</p>	<p>H.2.1.4. Can describe the main context of particular themes, societies, people and events including some explanation (e.g.) identify and describe a range of people, events and developments throughout the Ancient Egyptian period.</p>
<p>H.2.2.1. Develop chronologically secure knowledge and understanding of British, local and world history.</p>	<p>H.2.2.2. Can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages).</p>	<p>H.2.2.3. Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms (e.g. sequence many of the main features of the Bronze and Iron Ages).</p>	<p>H.2.2.4. Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms (e.g. sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages).</p>

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<p>H.2.3.1. Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p>	<p>H.2.3.2. Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics (e.g. describe some similarities and differences between the Stone Age periods).</p>	<p>H.2.3.3. Can make valid statements about the main similarities, differences and changes occurring within topics (e.g. categorise changes into the different periods of the Stone Age).</p>	<p>H.2.3.4. Can explain why certain changes and developments were of particular significance within topics and across time periods (e.g. explain why some changes within the Stone Age were of particular importance).</p>
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<p>H.2.4.1. Address and devise historically valid questions about cause.</p>	<p>H.2.4.2. Can describe some relevant causes for, and effects on, some of the key events and developments covered.</p>	<p>H.2.4.3. Can comment on the importance of causes and effects for some of the key events and developments within topics.</p>	<p>H.2.4.4. Can explain with confidence the significance of particular causes and effects for many of the key events and developments.</p>
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<p>H.2.5.1. Address and devise historically valid questions about significance.</p>	<p>H.2.5.3.a. Can select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Roman Britain).</p>	<p>H.2.5.4.a. Can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant).</p>	<p>H.2.5.5.a. Can explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the Roman period distinctive).</p>
<p>H.2.5.2. Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>H.2.5.3.b. The pupil can provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the Romans).</p>	<p>H.2.5.4.b. The pupil can comment on a range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about Boudicca).</p>	<p>H.2.5.5.b. The pupil can explain historical situations, events, developments and individuals from more than one viewpoint (e.g. explain how and why different people might have interpreted the benefits of Roman rule in Britain).</p>
<p>H.2.6.1. Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p>	<p>H.2.6.2. Can ask valid questions for enquiries and answer using a number of sources.</p>	<p>H.2.6.3. Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.</p>	<p>H.2.6.4. Can independently devise significant historical enquiries to produce substantiated and focused responses.</p>

<p>H.2.7.1. Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>H.2.7.2. Can understand how sources can be used to answer a range of historical questions.</p>	<p>H.2.7.3. The pupil can recognise possible uses of a range of sources for answering historical enquiries.</p>	<p>H.2.7.4. The pupil can comment on the usefulness and reliability of a range of sources for particular enquiries.</p>
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