Key Assessment Criteria: History 2026-27

A Year 1 Historian	*A Year 2 Historian*
• I can use words and phrases like: old, new and a long time ago. • I can recognise that some objects belonged to the past. • I can put transport pictures in chronological order. • I can talk about how transport has changed over time. • I can describe travel by horse and carriage. • I can describe what canal boats were used for. • I can describe what the first railway trains were like. • I can explain who George Stephenson was. • I can describe the first flight by the Wright Brothers. • I can describe how cars have changed over time. • I can explain the difference between Victorian and modern-day hospitals. • I can explain who Mary Seacole and Florence Nightingale were. • I can describe how they helped injured soldiers in the Crimean War. • I can compare the lives of Mary Seacole and Florence Nightingale.	• I can use words and phrases like: before, after, past, present, then and now. • I can answer questions using books and the internet. • I can explain where and how the Great Fire of London started. • Migration: I can explain who was living in London during the period of the Fire of London. • I understand that London is a city. • I can explain how the homes of wealthy people were different from the lives of poorer people in London. • I understand how building materials changed after the Great Fire of London. • I can find out about the past by looking carefully at artefacts. • I can explain why Christopher Wren is a significant person. • I can explain the key features of a castle and how these changed over time. • I can find out about different jobs carried out in a castle and share these facts with other children. (envoy learning) • Local history study: I understand the basic history of our local area – I know what The Abbey was used for in the past and how it is still an important part of our community today. • I can retell the story of St Edmund. • (Local Visit to the Abbey Ruins and Cathedral)

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A Year 3 Historian	*A Year 4 Historian*	*A Year 5 Historian*	*A Year 6 Historian*
• I can use the terms BC and AD. • I can use a timeline. • Envoy learning: I can research Egyptian daily life and present my findings to the class. • I can find out about the past by examining artefacts. • I can explain the mummification process. • I can explain why the Egyptians buried their pharaohs with their belongings. • I can name some of the items found in Tutankhamun's tomb and explain what that tells us about him. (evidence lesson) • I can explain how the lives of wealthy people were different from the lives of poorer people in Ancient Egypt. • Migration: I can explain why people came to Britain and settled near rivers. • I can explain that in the Old Stone Age people were hunter gatherers. • I can explain what Stonehenge was used for. • I can explain what life was like for those living at Skara Brae.	• I can use/plot a timeline within a specific period of history. • Migration: I can explain why the Romans, AS and Vikings invaded Britain and why they settled. • I can research a period or event in history and present my findings to the class (envoy learning). • I understand the Romans ruled over the largest and richest Empire in history. • I can describe how the homes of Roman and Celtic people differed and make comparisons between the periods. • I can describe the changes made in Britain during Roman rule. (Link back to the Celts Y3). • I can explain how the homes of wealthy people were different from the homes of poorer people in Roman Britain. • I can describe what happened at the Roman Baths. • I understand there are contrasting descriptions of Boudicca and explain that some evidence may be biased or unreliable.	• I can use/plot a timeline within a specific period of history. • I can research a period or event in history and present my findings to the class (envoy learning). • I can explain that Queen Victoria was the head of many countries and it was called the British Empire. (Empire link Y4) • I can briefly summarise how 'The British Empire' had a major influence on the world. • I can explain how the lives of wealthy people were different from the lives of poorer people in Victorian Britain. • Migration: I can explain why Irish people migrated to Britain after the Potato famine in 1845. • I can explain what school was like for Victorian children. • Envoy Learning: I can explain how the railways impacted society and industry and present my findings to the class. (research how the railways affected society - E.G people's employment, how regional food was transported by the railways, postage and trade)	• I can place historical events and people from past societies and periods in a chronological framework and make links between different periods of history. • I can research a period or event in history and present my findings to the class (envoy learning). • Migration: I can explain that during WW2 many soldiers & airmen from across the Commonwealth and the US came to Britain to fight and their support was vital. (link to British Empire Y5). • Local History Study - I can research how East Anglia and the local area contributed to WW2 and present these findings to the class. (Envoy lesson - Research Land girls, food production in EA, evacuation & air bases in EA) • I can explain why Jewish refugees came to Britain during this period. • I can explain why children were evacuated during WW2.

• I can explain that the Celts lived in tribes with a chief. • I can describe what life was like in a Celtic hill fort.	• I can explain how historic artefacts (Sutton Hoo) can be used to help build up a picture of life in the past. • I can make links with the Sutton Hoo burial and the Pharaohs' burials in Ancient Egypt. • I can explain why Alfred the Great was seen as a Great King. • I can explain why the Vikings settled in Britain. • I can explain that the Vikings had long ships and they travelled around the world trading. • I can explain what happened at the raid on Lindisfarne. • I understand that the Battle of Hastings gave Britain a new King.	• I can explain some of the key features of Maya Civilisation (writing, the number system and pyramids) • I can compare and contrast the life of the Maya Civilisation with Ancient Egypt'. • I can explain the key religious beliefs of the Maya People. • Envoy learning: I can research the different theories as to why the Maya Civilisation came to an end and present my findings to the class. • I can identify if a piece of evidence is Primary or Secondary.	• I can explain how people prepared for war. (blackout, shelters & rationing) • I understand that propaganda was used during the war and that historical sources may be biased. • I can identify if a piece of evidence is Primary or Secondary. • I can explain what daily life was like in Ancient Greece and present my findings to the class. (Envoy Learning) • I can explain that Alexander the Great conquered lands and ruled an Empire. This Empire helped spread Greek language and culture which still influences people's lives today. • I can explain that the Olympics started in Ancient Greece. • I can explain how historic artefacts, like pottery, can give us clues to what life was like in Ancient Greece. • I can summarise what we have learnt from other countries and civilizations and how it has shaped our lives today. • I can summarise how Britain has had a major influence on the world.