

History ASSESSMENT Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic 1	See Appendix.	How was school different during the Victorian period? Task: Kahoot Victorian Schools	How have women in history impacted on our lives today? What is their legacy? Task: Post it challenge. Key women (names and faces) on each table. Children to add any remembered facts to post it notes before passing the figure to the next table. Teacher share all remembered facts at the end of the lesson.	How have the Ancient Egyptians influenced our lives today? Task: Spot the error. Provide children with an activity that includes misconceptions. Can they spot the errors and explain them?	What impact did the Romans have on Britain? Task: Prove it! Children are provided with a set of statements. Different sources of evidence are placed around the room. Children to identify the source that proves the statement.	How has the power of the British Monarchy changed from 1066 to today? Task: Making movies. Using key facts to put together a mini movie/documentary to share findings. 'iMovie' app.	Why was the Battle of Britain a significant turning point in British history? How did this impact Hartlepool? Task: Multimedia presentation/Green screen recording.
Topic 2		How has transport changed over time since the first aeroplane flight? Task: Line of uncertainty. Visual line (washing line) one end stating 'very sure' and one end stating 'doubtful'. Provide fact cards linked to the topic for children to discuss. Where would they place them?	What was life like during the Gunpowder plot, Plague and the Great fire of London? Task: Gallery Activity. Place images from the events around the room and provide the children with a grid. Children to note down key facts and findings they can remember linked to the images.	What can we learn about the past from the archaeological remains of Pompeii? Task: Roll the dice. Children roll the dice and use the question stems to provide a statement.	What evidence remains of Anglo -Saxon settlers in Hartlepool and what can we learn from it? Task: Summary of Knowledge. Complete the grid. Identifying whether statements are true or false. Filling in the gaps and analysing examples of sources.	How has the use of significant buildings around Hartlepool changed over time? Task: Top Trumps. Can the children choose a significant building to create a top trump for? What are the most important factors? Decide as a class. They can then challenge each other to a game.	How has crime and punishment changed in Britain since the Dark Ages? Task: Layers of inference. Images or sources linked to overall topic in the middle of the paper. Layer one- What I can see? Layer two - What I can infer? Layer three - What I cant' work out /see/ understand.
Topic 3		What does the Hartlepool monkey mascot mean to us? Task: With Knowledge. Provide an image for the children. Can they brainstorm any knowledge they have surrounding the event?	Why was Hartlepool once one of the busiest ports in the UK? Task: Corners. Label the corners of the classroom (A,B,C,D) Produce multiple choice statements and ask the children to go to the correct corner.	How and why did homes and settlements change from the Stone Age to the Iron Age? Where in Hartlepool did they settle? Task: Quality Captions. Provide the children with images/sources and ask them to create an informative caption for it.	Was is better to live in an Anglo-Saxon or Viking society? Task: Sort it. Give the children envelopes with a variety of images, sources etc. Ask them to sort them into categories. Rich/Poor/Ture/False/Anglo-Saxon/Viking. How many categories can they think of?	What was it like to be an Ancient Greek? What did they do for us? Task: Hold the front page. Provide the children with different sources of evidence and ask them to create an overall summary in the style of a newspaper report.	How did Maya civilisation in AD 900 differ from Britain at that time? Task: History Mystery. Provide an image to provoke enquiry with the children. What knowledge can they contribute?

History ASSESSMENT Overview-Further Explanation

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic 1	Topic 2	See Appendix.	Kahoot, Victorian schools: https://create.kahoot.it/details/4cf3b5a4-cef1-4a3e-9e89-18bc18lcae35	Post it challenge: Using different important women, you want them as a class to remember at least 5 important features or facts. Each table takes it in turns to write an idea down and then add it to a post it. The children then can pass their chosen icon to the next table to add to. Teacher to share all knowledge at the end.	Spot the error: Provide the children with various tasks as a recap/assessment to the end of the unit. Can the children spot any errors? Can they use their new knowledge and history skills to discuss their thoughts?	Prove it: Pupils are given a set of statements and some source material in written and visual form. The numbered sources are placed around the room. Pupils take the statements with them and have to list the number of the source which proves the statement written on the card.	Making Movies: Very similar to making documentaries, and the techniques are common but here pupils have more licence to be creative. They should make the movie with a particular audience in mind.	Multimedia presentation: Green screen newspaper report/newsround about the incidents that have occurred during the war. Can they include interviews and eye witness statements?
			Line of uncertainty: Pupils are given a number of statements relating to a topic on cards. Each statement contains different degrees of truth/relevance etc. Pupils have to express the degree of certainty that they think should be attached to that statement. Using a washing line which is strung across the room with big cards either end saying VERY SURE, and DOUBTFUL at the other. As pupils are given a card they have to read it out and then peg it where they think it belongs on the line.	Gallery activity: Place one copy of at least eight and no more than twelve, A4 images around the room. Pupils tour around the gallery with a clip board (with or without a grid to give them direction), making notes on the topic from what they see and what they have learnt.	Roll the dice: Put a 6-sided dice on each desk. Each child rolls the dice and briefly answers aloud a question based on the number rolled: 1. I want to remember ... 2. Something I learned ... 3. One word to sum up what I learned... 4. Something I already knew... 5. I'm still confused about ... 6. An “aha” moment that I had...	Summary Of knowledge: Complete the fact sheet to identify whether given statements are true or false. Ask the children to fill in the gaps where key vocabulary is missing and analyse given sources from that time period.	Top Trumps: Create a template and ask the children to recall the facts they have gathered to create their own version of the game.	Layers of inference: Place a picture or a piece of enlarged text in the middle of an A3 sheet. Around the picture there is a border Inside this border, pupils say what they can literally see in the picture. Then in the outer border they write <i>What I can infer</i> , thus making the distinction very clear in pupils’ minds. Then go one step further and have another outer border headed ‘what I cannot work out/need to know’.
			With Knowledge: Pupils annotate what they can work out in a frame just around the image. There is also another frame outside this in which the pupils write more authoritative notes having discovered more information and developed deeper understanding. Good for showing how much they have learned. This can be started before the topic and recapped at the end.	Corners: Encourage dynamic movement while learning multiple-choice questions. Designate each corner of the classroom to represent A, B, C, and D. Learners go to the corner that they believe corresponds with the correct answer.	Quality Caption: Give the children the picture but say that the caption has gone missing. Can they write a really informative caption? Focus on the 5Ws, what is shown, who produced it, why and when, and where was it produced. Pupils should also be encouraged to think of ways of making their caption interesting.	Sort it: Use an envelope of images/sources which are completely jumbled up. Ask the pupils to sort them out. Don’t tell them how to. They have to work out their own criteria. Are some to do with rich and some to do with poor? Are some positive images others negative? Are some rural other urban? Some British others non-European. How many categories should there be?	Hold the front page: They have, by the end of the lesson, to write a newspaper front page in which they describe, and then slowly begin to explain, a particular incident. Pupils are provided with sources of information. Some might be called <i>background</i> and are placed at strategic points around the room so that pupils can look at them at any time and recall. The second type is more like breaking news and are fed in at regular intervals.	History Mystery: Reveal an image or an artefact and recap any background knowledge the children have gathered. Pose a mysterious question linked to the artefact. Can the children use knowledge to answer the questions and begin to pose alternative questions helping to build up an enquiry skill.
Topic 3								