

## Assessment in History

### Rationale

The overall National Curriculum aims for history include;

*'know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day'*

The Historical Association, 'Progression in history under the 2014 National Curriculum – A guide for schools' [Jamie Byrom] refers to;

*'Progression in history involves developing historical perspectives through, wider, more detailed and chronologically secure knowledge.'*

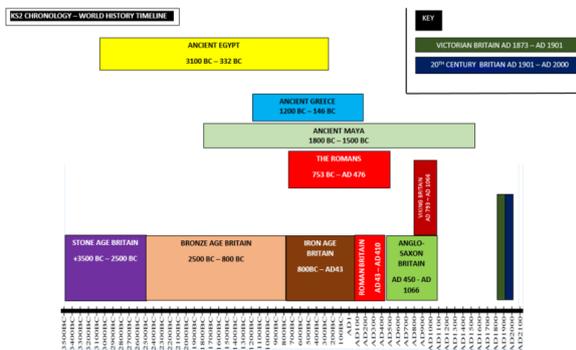
	Early Years	KS1	KS2
Chronological knowledge / understanding (including characteristic features of periods)	<ul style="list-style-type: none"> <li>• Use everyday language related to time</li> <li>• Order and sequence familiar events</li> <li>• Describe main story settings, events and principal characters.</li> <li>• Talk about past and present events in their own lives and in lives of family members.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an awareness of the past</li> <li>• Use common words and phrases relating to the passing of time</li> <li>• Know where all people / events studied fit into a chronological framework</li> <li>• Identify similarities / differences between periods</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history</li> <li>• Establish clear narratives within and across periods studied</li> <li>• Note connections, contrasts and trends over time</li> </ul>

Progression in history under the 2014 National Curriculum – A guide for schools' [Jamie Byrom]

Whilst Chronology is only one element in History, a strong understanding of chronology of the units studied, both within the period of time and across periods of time studied supports children in developing other knowledge, skills and understanding in relation to history. Therefore, alongside the spaced retrieval activities relating to prior learning within our scheme, chronology will also be deliberately assessed at the start of each unit in KS2.

## Children's books

Children in KS2 will have a world history timeline stuck in the inside cover of their books. Teachers are expected to refer back to this during history lessons, to support the learning and retention of chronological knowledge.



## KS2 Chronology assessment lesson

Children will be presented with a blank timeline at the start of a new unit. At the start of the first unit in Y3, the World History timeline would need to be introduced to the children. This is an opportunity to point out the units already studied in KS1;

- *Living memory*
- *Fire of London*
- *Transport across the 20<sup>th</sup> century, including space travel*
- *Famous people e.g Samuel Peeps, Alexander Graham Bell*

The children should be shown where the Stone Age is positioned on the World timeline and reference to the thousands of years ago that this took place.

Before the start of all other Key Stage 2 History units, a blank timeline should be presented to the children. The children would be expected to mark on the previous units studied. Labels could be cut out and stuck as an adaptation for children who require this support. By the last unit in Y6, children should be able to position all units studied during KS1.

