



# Henbury View First School

## Assessment in History



Teachers use AfL and retrieval practice in all lessons ensure children’s historical understanding is continually building and so misconceptions can be addressed quickly and in the moment. To assess the children’s historical understanding of both substantive and disciplinary knowledge at the end of each unit, as well as underlying concepts built through our curriculum, we have designed a range of end of unit activities that allow children to bring together what they have learnt and make connections between the content which has been taught. These have been planned carefully to ensure all historical process skills are focused on in each key stage, although children are encouraged to bring together knowledge from all sessions to think like a historian.

|               | Unit 1  | Unit 2  | Unit 3  |
|---------------|---|---|---|
| <b>Year 1</b> | <p><u>The Gunpowder Plot</u><br/>Sequence and retell the events of the Gunpowder plot with reference to key individuals</p> <p><b>Process Knowledge:</b><br/>Chronology</p> <p><b>Concepts:</b> Monarchy, Democracy</p> | <p><u>Kings and Queens</u><br/>Speech bubbles of the coronation- what could the people be saying here?</p> <p><b>Process Knowledge:</b> Change and Continuity</p> <p><b>Concepts:</b> Empire, Monarchy, Democracy</p> | <p><u>Explorers</u><br/>What was the same and what was different about these explorations?</p> <p><b>Process Knowledge:</b> Similarity and Difference</p> <p><b>Concepts:</b> Exploration, Trade, Invention</p>   |
| <b>Year 2</b> | <p><u>The Great Fire of London</u><br/>Who was at fault for the Great Fire of London? Why?</p> <p><b>Process Knowledge:</b> Interpreting Evidence</p> <p><b>Concepts:</b> Settlement, Religion</p>                      | <p><u>Healthy Heroes</u><br/>How did Mary Seacole and Florence Nightingale impact life in Britian today?</p> <p><b>Process Knowledge:</b> Significance</p> <p><b>Concepts:</b> Invention, War and Conflict</p>        | <p><u>Pirates and Smugglers</u><br/>Why did people like Harry Paye become pirates?</p> <p><b>Process Knowledge:</b> Cause and Consequence</p> <p><b>Concepts:</b> Exploration, Trade</p>  |
| <b>Year 3</b> | <p><u>Ancient Britian</u><br/>How did life changes between the Stone, Bronze and Iron Ages?</p> <p><b>Process Knowledge:</b> Change and Continuity</p> <p><b>Concepts:</b> Settlement, Religion, Invasion, Trade</p>    | <p><u>Ancient Egypt</u><br/>Why were the Ancient Egyptians so important?</p> <p><b>Process Knowledge:</b> Significance</p> <p><b>Concepts:</b> Empire, Invention, Trade</p>   | <p><u>Journeys</u><br/>Then and now images- compare and contrast the journeys of the Titanic and Shackelton, explaining their differences over time</p> <p><b>Process Knowledge:</b> Similarity and Difference</p> <p><b>Concepts:</b> Exploration, Invention</p> |
| <b>Year 4</b> | <p><u>The Roman Empire</u><br/>How did the Romans transform Britian?</p> <p><b>Process Knowledge:</b> Chronology</p> <p><b>Concepts:</b> Empire, Invasion, Invention</p>  | <p><u>Corfe Castle</u><br/>What does Corfe Castle tell us about local history?</p> <p><b>Process Knowledge:</b> Interpreting Evidence</p> <p><b>Concepts:</b> Settlement, War and Conflict</p>                        | <p><u>Tudors</u><br/>Was Henry VIII good for England?</p> <p><b>Process Knowledge:</b> Cause and Consequence</p> <p><b>Concepts:</b> Monarchy, Democracy, Religion</p>  |