

## Wath CofE Primary School History Assessment

### Year 3

**Themes:** Changes in Britain from the Stone Age to the Iron Age / A non-European society which provides contrast with British History – Mayan civilization AD 900

<b>Areas of Learning</b>	<b>Expected outcomes:</b>	<b>Pupil notes: W or G</b>
<b>Chronology</b>	<p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>Establish clear narratives within and across periods studied.</p> <p>Note connections, contrasts and trends overtime.</p> <p>Can talk about the past in terms of periods e.g The Egyptians, The Romans</p> <p>Knows that ‘ancient’ means thousands of years ago.</p> <p>Can use some key dates as important markers of events.</p> <p>Can make links between two periods of history, comparing and spotting similarities and differences.</p>	
<b>Similarities and Difference</b>	<p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</p>	
<b>Change (and continuity)</b>	<p>Describe and make links between main events, situations and changes within and across different periods and societies.</p> <p>Sees simple changes between the beginning and end of a very long period (e.g. Stone Age and Iron Age)</p> <p>Then recognises changes over shorter periods (e.g. between Old Stone Age and New Stone Age and between the Bronze Age and Iron Age)</p> <p>See that changes don’t always last.</p> <p>Grasps that changes can happen quite quickly.</p>	
<b>Causation (and consequence)</b>	<p>Identify and give reasons for, results of, historical events, situations and changes.</p> <p>Analysing actions of people in historical settings.</p> <p>Sees that events have more than one cause and can explain slightly more complex events than in key stage 1.</p>	

	<p>Explaining general and impersonal causes; so can see that events happen because of other reasons than just human action.</p> <p>Moving from two causes to realising that you need to give several causes to explain some events (more than listing and trying to give more detail about each cause)</p>	
<b>Significance</b>	Identify historically significant people and events in situations.	
<b>Interpretation</b>	<p>Understand how knowledge of the past is constructed from a range of resources and sources</p> <p>Children can identify differences between versions of the same event.</p> <p>Children give simple reasons why we might have more than one version.</p> <p>Children see that there are often different interpretations because the gaps in evidence are so large they have to be filled by imaginative reconstructions.</p>	
<b>Evidence Using Enquiry</b>	<p>Children can extract simple information from a range of resources. (texts, pictures, objects)</p> <p>Children make simple deductions about what texts means based on what is included.</p> <p>Children begin to use more than one source to gather evidence and information.</p> <p>Children compare various sources to look for similarities and differences.</p>	
<b>Communicating Historically about the past</b>	<p>Regularly address and devise historically valid questions.</p> <p>Construct informed responses to enquiry questions by selecting and organising relevant historical information.</p> <p>Create relevant, structured and evidentially supported accounts of the past.</p> <p>Use historical terms and concepts to communicate about the past.</p>	
<b>Vocabulary</b>	<p><b>Stone Age – Bronze Age</b></p> <ul style="list-style-type: none"> <li>• Pre- history</li> <li>• Artefacts</li> <li>• Primary source</li> <li>• Excavation</li> <li>• Settlement</li> <li>• Hillfort</li> <li>• Coprolite</li> <li>• Archaeologist</li> </ul>	<p><b>Maya</b></p>

<b>Overall pupil assessment</b>	
<b>Pupil working below age-related expectations</b>	<b>Pupils working above age-related expectations</b>