Assessment End Points - History

Year 1

Autumn Term End Point Assessment
Describes how historians divide up time
Discusses memorable events of the 1960s
Identify memorable toys of the 1960s; compare and contrast to toys of today, noting reasons for changes
Links Tim-Berners-Lee' to internet invention and its impact on toys
Explains how wi-fi enabled toys must be used safely and securely
Big Question: How do our favourite toys and games compare with those of the 1960s?

Spring Term End Point Assessment
Describes the achievements and qualities of Ranulph Fiennes, and why he's a great explorer
Summarises the accomplishments of Amy Johnson and why she was remarkable
Identifies the main motives of Christopher Columbus and his achievements
Explains the significance of Neil Armstrong's achievements
Recognises the reasons for the challenges that explorers face when venturing to Mars
Big Question: What does it take to be a great explorer?

Summer Term End Point Assessment
Describes the way that people used to live in Pompeii
Describes the way that the Roman Empire was, including difference between rich and poor
Provides reasons for the causes and effects of the destruction of Pompeii
Describes the basic differences between primary and secondary evidence , comparing and contrasting trustworthiness
Describes small artefacts and the main larger buildings of Pompeii
Understands how archaeologists created reconstructions
Big Question: How do we know so much about where Sappho used to live?

Assessment End Points - History

Year 2

Autumn Term End Point Assessment
Explains what is commemorated on 5th November
Describes what it means for someone to make history
Identifies how a range of significant people made history, comparing and contrasting achievements
Reflects upon what history makers might achieve in the remainder of this century
Big Question: Who is the greatest history maker?

Spring Term End Point Assessment
Recognises some of the ways that WW1 changed adults' behaviour
Describes and suggests reasons why communication was a challenge, explaining why messenger pigeons were important
Compares and contrasts means of communication during WW1
Describes some of the ways in which people's lives changed during WW1
Describes how horses and other animals were used during WW1
Big Question: Why was Charles sent to prison?

Summer Term End Point Assessment
Identifies and locates Newton Heath and Manchester, and describes changes in the local area from Victorian to modern times
Explains the key changes that occurred in Manchester during the industrial revolution
Describes what it would have been like in a cotton mill
Compares the main types of transportation used during the industrial revolution
Compares and contrasts Victorian seasides to modern day, locating where people from Manchester might have visited
Big Question: Why is the history of my locality significant?

Assessment End Points - History

Year 3

Autumn Term End Point Assessment
Describes the ways of life associated with the Stone Age, including anachronisms
Recognises that Stone Age is a period of prehistory
Describes and explains how archaeologists use a variety of artefacts
Describes the likely features of Stone Age summer and winter camps
Compares and contrasts the difference between historical facts and suppositions
Explains important changes to life during the Stone Age
Big Question: How did the lives of ancient Britons change during the Stone Age?

Spring Term End Point Assessment
Describes the process of smelting bronze and the likely use of Bronze Age artefacts
Reasons the likely use of artefacts, including links to the burial of the Amesbury Archer
Explains the purpose and design of monuments, including those in the local area, and Bronze Age monuments
Explains the possible purpose of the stone mountains at Merrivale
Justifies 10 artefacts in the grave of a Bronze Age warrior chief
Big Question: What is the secret of the standing stones? (Bronze Age Britain)

Summer Term End Point Assessment
Identifies and describes the common features of the remains of Iron Age hill forts
Suggests how Iron Age forts might have appeared, comparing and contrasting reconstruction
Describes the main features of an Iron Age roundhouse
Interprets a range of evidence to explain why the Iron Age was violent
Recognises the importance of Iron Age staters and why they were used
Recognises reasons for an Iron Age shield being in the River Witham
Big Question: How do artefacts help us understand the lives of people in Iron Age Briton?

Assessment End Points - History

Year 4

Autumn Term End Point Assessment
Identifies the modern-day countries which formed part of the Roman Empire
Understands the motives for British invasion
Compares and contrasts the armies of Boudica and Paulinus, predicting likely outcomes
Understands the difference between historical evidence and legend/ folklore
Describes the main design features of Hadrian's Wall and its necessity
Identifies the key features of Roman towns in Britain and why historians know so much
Describes what a gladiator was, and the importance of gladiatorial games
Big Question: How did the arrival of the Romans change Britain?

Spring Term End Point Assessment
Interprets primary and secondary sources of evidence to describe why Romans abandoned Britain
Describes and explains why Anglo-Saxons created village communities in the countryside
Identify Anglo-Saxon gods and explain why practices were pagan, describing conversion to Christianity
Recognises changes that occurred to buildings and ways of life due to conversion to Christianity
Describes artefacts discovered at Sutton Hoo and how the burial would have been constructed
Big Question: Who were the Anglo-Saxons and how do we know what was important to them?

Summer Term End Point Assessment
Describes the reason for the attack on Lindisfarne by the Vikings
Describes the design of a longship and why it was an ideal vessel for raiding
Interprets a range of source evidence to explain why most Viking Norsemen travelled to Britain
Compares and contrasts homes of Viking Norsemen with Anglo-Saxons
Explains the difference between historical evidence and myths, folklore and legend
Evaluates evidence relating to the achievements of Alfred the Great and if he was 'great'
Big Question: What did the Vikings want and how did Alfred help to stop them getting it?

Assessment End Points - History

Year 5

Autumn Term End Point Assessment
Explains the historical significance of bones bought in Peking
Explains the significance of oracle bones
Compares and contrasts the lives of people in different sections of Shang society, and why understanding is limited
Justifies the qualities needed in a great ruler, comparing and contrasting King Cheng Tang and Di Xin
Makes a reasoned judgement about the identity of the occupant of a Shang burial chamber, explaining why they were targeted by graverobbers
Big Question: How did a pile of dragon bones help to solve an Ancient Chinese mystery?

Spring Term End Point Assessment
Describes and explains the main events in the siege of Troy
Evaluates and critiques visual, written and archaeological evidence regarding the Trojan horse
Begins to formulate conclusions
Reaches a judgement about whether the Trojan horse is fact, legend or myth, with justification
Big Question: The story of The Trojan Horse: historical fact, legend or classical myth?

Summer Term End Point Assessment
Compares and measures the effectiveness of transport, conducting research into early transport
Identifies main features of the locality at different times, giving reasons for use of various transportation methods
Assesses possible impacts of transport limitations on social and economic life
Sequences key changes and developments linking to local examples
Discusses and justifies how people may have reacted to the implementation of innovative transport systems in Manchester, for example the tram network and motorway systems
Reasons who would make most use of transport developments and how they would benefit the local community
Big Question: How has transportation changed in the local area over time?

Assessment End Points - History

Year 6

Autumn Term End Point Assessment
Locates and describes the region of the world where the Maya live
Explains and justifies the occupations of modern Maya people
Refers to primary evidence to identify and describe the lost jungle cities of Maya
Understands the purpose of the ancient Maya city of Chichen Itza
Infers, using reasoning and judgement, the purpose of artefacts
Explains the social and religious importance of pok-a-tok
Evaluates and sythesises, reaching a judgement on the likely cause of Maya jungle cities being abandoned
Big Question: Why did the ancient Maya change the way they lived?

Spring Term End Point Assessment
Identifies and describes the extent of the British Empire, explaining the meaning of colony
Explains the main reasons why Britain wanted an empire
Interprets a range of evidence to reach a conclusion on why the British Empire all but disappeared
Interprets a wide range of sources to evaluate the causes and effects of the Falklands war
Reaches a judgement about Britain's actions, justifying views
Big Question: Why did Britain once rule the largest empire the world has ever seen?

Summer Term End Point Assessment
Evaluates a range of primary and secondary sources to explain why Britain faced invasion
Reaches a judgement about the seriousness of the threat
Interprets numerical and written evidence to explain why Hitler needed to defeat the RAF
Identifies, describes, explains and evaluates the relative importance of the factors which contributed to Britain winning the Battle of Britain
Makes a judgement as to which factors they feel are most significant
Big Question: Why was winning the Battle of Britain in 1940 so important?