



History Year Group Assessment Overview

Autumn

Spring

Summer

EYFS

Observations and questioning throughout.

Activities and opportunities for children to write about/draw events and celebrations from their life time, shared experiences, or from stories told in class. Role play opportunities to enhance oral sharing of knowledge.

Willow

(Year 1 units)

Great Fire of London

Recall when this event started.
Give each child an image of London from 1066 and they should label or orally name some features that may have led to the spread of the Great Fire of London.

Significant individual- George Stephenson

Consider how George Stephenson's innovations impacted life locally/nationally.
Draw a poster to show life prior and since George Stephenson's inventions. Discuss/write a sentence to explain the picture.

Answer:

Was George Stephenson a significant individual?

Victorian seaside (Local study)

Imagine you are a resident of Fleetwood from the 1840s. Write a letter to a relative in London about the changes you have witnessed. Include reference to Sir Peter Hesketh-Fleetwood, changes to transport links and tourism.

Maple

(Year 2 units)

Remembering local soldiers

Draw or write about the different ways we can remember local soldiers. Write about why remembrance is important.

Compare significant individuals – Beatrix Potter and Benjamin Zephaniah

Children to share examples of when either author faced discrimination and how they overcame this. Complete the equality and outcome document.

Thornton Windmill (Local study)

The council have written to school, asking if an information booklet could be made by TPS pupils. This will be given to other children to use when visiting Thornton Windmill. Include key events from the windmill's history and how this impacted the development of Thornton.

Oak

(Year 3 units)

Stone Age to Iron Age

Create an informative poster to be shared with other pupils, to highlight the changes for British children in prehistory. Then complete this statement with a comparison:

If I could time-travel, I would live in the _____ Age because.....

Ancient Civilisations

Complete the quiz to identify the pictured monument/tomb, which civilisation it was from and what they have learned about it.

Ancient Egypt

The children should write a letter to a family member, in the role of Howard Carter, to explain what they have found in Tutankhamun's tomb and what this tells them about royal burials.

Rowan (Year 4 units)	<u>Migration to Britain</u> Write a balanced response to the following statement- <i>Migration has a positive impact on Britain.</i> Consider employment, diversity and racism.	<u>Roman Ribchester</u> Children to consider the following question and write two alternative answers, applying the knowledge they acquired about Ribchester in the development of Roman Britain. <i>How would the history of Lancashire have been different, if the Roman's had not built a fort at Ribchester?</i>	<u>Sutton Hoo</u> Using an artefact/image from the Sutton Hoo excavations, not previously used, ask the children to complete the historical enquiry process, drawing on their knowledge of Anglo-Saxon life. <u>The Vikings</u> Write a story for younger children where a child travels to the 9th/10th century and becomes friends with a family of Vikings. Share the positive, kind aspects of Viking life.
Beech (Year 5 units)	<u>Maya</u> Create an information leaflet to inform readers who the Maya were and what we have learned about their lives through one of the monuments studied.	<u>Ancient Greece – life, achievements and it's legacy</u> The children should use their knowledge to answer the following question: <i>Which leadership style would you prefer to live under- Ancient Athens or Sparta?</i> Children should try to include a positive and negative viewpoint.	<u>Thematic study beyond 1066- Education</u> Create a Powerpoint or A3 poster to share with younger children. It should explain the history of education through time, including significant changes and developments.
Sycamore (Year 6)	<u>Guy Fawkes</u> Answer the following question and draw similarities with another significant individual studied. <i>What has led people to resist or rebel against the power or hierarchy in place?</i>	<u>Local study - transport</u> The children should use their knowledge to answer the following question: <i>Has transport in the locality improved over the past 150 years? Have these changes always been positive for Thornton?</i> Children should try to include a positive and negative viewpoint.	<u>Evacuees experience in Britain</u> Investigate a situation in the world today where children have been affected by war. Compare and contrast their experiences with children in World War 2.

This is planned using the Historical Association's scheme of work.