

### LKS2 History Assessment Criteria

|   | Y3  | Y4   | GD   |
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| <b>Changes in Britain Stone Age to Iron Age</b> | <ul style="list-style-type: none"> <li>Describe how people found food in the Stone Age.</li> <li>What is the name of people who move around to find food?</li> <li>When did Stone Age humans begin to use bows and arrows?</li> <li>List some foods Stone Age humans ate.</li> <li>Name a Stone Age settlement.</li> <li>When did settlements become more permanent during the Stone Age?</li> <li>Describe what is meant by the word migration.</li> <li>What artefacts were found at Skara Brae?</li> <li>Describe the three different periods of the Stone Age.</li> <li>Describe what is meant by the word “ancestors”</li> <li>List some of the significant events during the Bronze Age.</li> <li>When did the Bronze Age start in Britain?</li> <li>What artefacts have been found in Bronze Age burial sites?</li> <li>What is meant by the word “preserve”?</li> </ul> | <ul style="list-style-type: none"> <li>Explain the changes that took place in how people found food in this period.</li> <li>Organise information about agriculture in the Stone Age.</li> <li>Explain the difference between scavenging and hunting.</li> <li>Explain the difference between hunter –gatherers and permanent settlers.</li> <li>Compare and contrast the settlement at Skara Brae with the Mesolithic settlements.</li> <li>Explain what sources of evidence are available to tell us about the Stone Age.</li> <li>Why has so much history gone unrecorded?</li> <li>Explain the difference between primary and secondary sources.</li> <li>Using a timeline and historical vocabulary including the word “chronology”, describe the changes taking place in this era.</li> <li>Organise information about the Stone Age.</li> </ul> | <ul style="list-style-type: none"> <li>Investigate the toolkit. Compare and contrast this with the tools and weapons used in the Neolithic period.</li> <li>Thinking about food and farming, investigate the social, ethical and cultural diversity of our early human ancestors.</li> <li>What have historians discovered about our early ancestors by examining their teeth?</li> <li>Suggest some reasons that the settlement at Skara Brae had communal areas. Justify your suggestions.</li> <li>Investigate Stonehenge.</li> <li>What evidence is there that climate change brought about the end of the Stone Age.</li> <li>Investigate Stone Age cave painting.</li> <li>Investigate Homo erectus and Homo sapiens.</li> <li>Why do we use the word “probably” when trying to explain what life was like in the Stone Age Period?</li> <li>True or false? Conflict was rare in the Early Stone Age period. Justify your answer.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Who were the first people to use bronze?</li> <li>• Who were the Beaker people?</li> <li>• Where were they from?</li> <li>• Describe what made the Sumerians famous.</li> <li>• What are ziggurats?</li> <li>• How were ordinary people buried in the Bronze Age?</li> <li>• What was significant about the Iron Age?</li> <li>• Name the tribes who settled in Britain during these times.</li> <li>• Describe a roundhouse.</li> <li>• Describe what is meant by the word “surplus”.</li> <li>• Why is it significant that Iron Age people were able to grow surplus food?</li> <li>• List some of the ways that Celts farmed and preserved food.</li> <li>• Describe what is meant by the word “conquest”</li> <li>• Who would shelter in hill forts during times of conflict?</li> <li>• What were the lives of rich and poor like in Iron Age communities?</li> <li>• What is a blacksmith and why were they important in Iron Age society?</li> </ul> | <ul style="list-style-type: none"> <li>• Create and annotate a timeline including Stone age and Bronze Age dates.</li> <li>• Using your timeline and some historical language, provide an overview of the changes taking place in this time period.</li> <li>• Describe how artefacts explain the past.</li> <li>• Who was the Amesbury Archer? How did he get his name?</li> <li>• Suggest some reasons why so many Bronze Age hoards have been found.</li> <li>• What do the artefacts at Amesbury tell us?</li> <li>• Compare and contrast Sumerian houses with those found in Bronze Age Britain.</li> <li>• Organise information about Stonehenge.</li> <li>• Which island became the centre of trade during the Bronze Age?</li> <li>• What observations can you make about society in the Bronze Age?</li> <li>• Suggest how jewellery and art work was a sign of social status.</li> <li>• Explain how important Bronze Age people were buried.</li> </ul> | <ul style="list-style-type: none"> <li>• Investigate some famous Bronze Age artefacts.</li> <li>• Do you agree? The Bronze Age started at the same time around the world.</li> <li>• Investigate Must Farm Quarry. Why is it called Britain’s Pompeii?</li> <li>• Give evidence that the Beaker people brought Bronze ironwork to Britain.</li> <li>• True or False? Bronze Age metal workers only used Bronze.</li> <li>• Investigate the consequences of trade, travel and exploration during the Bronze Age.</li> <li>• Prove that the Beaker people had significant impact on culture in Britain.</li> <li>• True or false? Bronze Age people were buried in the same way as Stone Age people. Justify your answer.</li> <li>• Do you agree? Technology is the difference between winning and losing in conflict. Justify your answer.</li> <li>• Investigate the Celts.</li> <li>• What was their effect on the social, cultural and religious diversity of Britain at the time?</li> <li>• Recommend some artefacts that help us to understand what life was like for</li> </ul> |
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|                      |   | <ul style="list-style-type: none"> <li>• Explain why settlements need to be fortified. Why is a hill a good place for a fort?</li> <li>• Summarise the key features of an Iron Age settlement.</li> <li>• Explain where villagers usually lived.</li> <li>• Give an overview of the key changes from Stone Age to Iron Age.</li> <li>• Explain how seasons had an effect on Iron Age farming.</li> <li>• Make observations about Celtic tribes and their domination of Western Europe during the Iron Age.</li> <li>• Why did iron weapons make fighting between tribes more common.</li> </ul> | <p>different sections of society in the Iron Age.</p>   |
| <p><b>Romans</b></p> | <ul style="list-style-type: none"> <li>• Label a timeline with key dates of the Roman Empire. Highlight the key dates of Roman Britain.</li> <li>• Name the emperors who came to Britain.</li> <li>• When was Britain conquered by the Romans?</li> <li>• When was Julius Caesar assassinated?</li> <li>• What was the name of the first emperor of Rome?</li> <li>• Describe what is meant by the word "territory".</li> <li>• Where did Hadrian build a wall? Why?</li> </ul> | <ul style="list-style-type: none"> <li>• Explain, using historical vocabulary, the impact and influence of the Romans on Britain.</li> <li>• Organise information about the Roman Empire.</li> <li>• Organise information about the Punic Wars.</li> <li>• Compare and contrast the invasions of Britain in 55 BCE and 43 CE.</li> <li>• Explain some of the reasons that Romans left Britain.</li> <li>• Explain what happened in Pompeii.</li> </ul>  | <ul style="list-style-type: none"> <li>• Investigate how far the Roman Empire spread.</li> <li>• Investigate the fall of the Roman Empire.</li> <li>• True or false? Caesar was killed because he wanted too much power and control.</li> <li>• Find out how it was possible for only 1,200 Roman soldiers to beat almost 80,000 Iceni tribespeople. What observations can you make about the accounts of the battle?</li> <li>• Investigate the life of Queen Boudicca.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Who led the Iceni tribe against the Romans?</li> <li>• What was the name of the emperor that successfully invaded Britain?</li> <li>• Describe what is meant by the word “preservation”. Why is it important?</li> <li>• List some sources of evidence that help historians to understand Roman life.</li> <li>• What is the difference between primary and secondary sources?</li> <li>• Who were Romulus and Remus?</li> <li>• What was the language of ancient Rome?</li> <li>• Describe what is meant by the word “prosperous”.</li> <li>• When did Christianity become the official religion of the Roman Empire?</li> </ul> | <ul style="list-style-type: none"> <li>• Explain why Pompeii can tell us so much about Roman life.</li> <li>• Explain the myth of the founding of Rome.</li> <li>• Why did people enjoy watching violent events at the Colosseum?</li> <li>• Explain the changes in how the Roman Empire was governed.</li> <li>• Compare and contrast daily life in Rome with that in Roman Britain.</li> </ul> | <ul style="list-style-type: none"> <li>• Investigate some famous Roman buildings like the Colosseum.</li> <li>• Investigate the Ides of March.</li> <li>• .</li> </ul>   |
| <ul style="list-style-type: none"> <li>• <b>Britain’s Settlements</b></li> <li>• <b>Anglo-Saxons and Scots</b></li> </ul> | <ul style="list-style-type: none"> <li>• List some of the reasons why Anglo-Saxons came to Britain.</li> <li>• Where in the world were the Anglo-Saxons originally from?</li> <li>• Describe what is meant by the word “descendants”.</li> <li>• Name the four main Anglo-Saxon kingdoms in the ninth century.</li> <li>• Label a timeline with the events of this era.</li> </ul>   | <ul style="list-style-type: none"> <li>• Explain some of the reasons that Anglo-Saxons came to Britain.</li> <li>• Give an overview of the changes in Britain from Stone Age to Anglo-Saxon times.</li> <li>• Compare and contrast the Anglo-Saxon invasion of Britain with the Roman ones.</li> <li>• Suggest reasons why the Anglo-Saxons united their</li> </ul>                              | <ul style="list-style-type: none"> <li>• Research and compare events in England at this time with those in other places around the world.</li> <li>• Summarise the significant changes in the social, ethnic, cultural and religious diversity during Anglo Saxon times.</li> <li>• Investigate how many Anglo Saxon Kingdoms there were. What do you notice?</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• List the names of the tribes that settled in Britain after the Romans left.</li> <li>• What was the name of the king who fought back against the Anglo-Saxons in the ninth century?</li> <li>• What events brought Anglo-Saxon rule to an end?</li> <li>• List the values in the Anglo-Saxon heroic code.</li> <li>• What was the name of the famous poem written in the year 700?</li> <li>• Who brought Christianity to Britain?</li> <li>• What does the burial site at Sutton-Hoo tell us about Anglo-Saxon beliefs?</li> <li>• Where had Saint Augustus of Canterbury travelled from?</li> </ul> | <p>kingdoms into the kingdom of England.</p> <ul style="list-style-type: none"> <li>• Explain what happened after the Roman army left Britain.</li> <li>• Create a map to show where the main kingdoms of Anglo-Saxon times were. Use key dates to show how these kingdoms changed over time.</li> <li>• Explain how rule over England changed during Anglo-Saxon times.</li> <li>• Identify the main characteristics of Anglo-Saxon Britain.</li> <li>• Explain the Anglo-Saxon heroic code.</li> <li>• Why do you think it became important for people to follow this code?</li> <li>• Compare and contrast the beliefs of the Anglo-Saxons when they first arrived in Britain with the</li> </ul> | <ul style="list-style-type: none"> <li>• Investigate the battle of Edington and Stamford Bridge. What made them so significant?</li> <li>• True or false? The poem Beowulf was a story told just for entertainment. Justify your answer.</li> <li>• Investigate the burial site at Sutton-Hoo.</li> <li>• True or false?</li> <li>• The Anglo Saxons brought Christianity to England.</li> </ul> |
| <ul style="list-style-type: none"> <li>• <b>Vikings and Anglo-Saxons</b></li> </ul> | <ul style="list-style-type: none"> <li>• Describe what made the Vikings good warriors.</li> <li>• What was the other name that Vikings were known by?</li> <li>• Name some of the places that Vikings raided.</li> <li>• Label a timeline with important dates in Viking history.</li> <li>• Describe what is meant by the word “colonised”.</li> </ul>  | <ul style="list-style-type: none"> <li>• Using a timeline and correct historical vocabulary give an overview of significant Viking and Anglo-Saxon events.</li> <li>• Organise information about significant Viking artefacts. What do they tell us about this time period?</li> </ul>   | <ul style="list-style-type: none"> <li>• Investigate famous battles between the Vikings and the Anglo Saxons. Use historical language to present your information.</li> <li>• True or false? Christopher Columbus was the first European to reach North America. Use multiple sources of evidence.</li> </ul>  |

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|   | <ul style="list-style-type: none"> <li>• What was the name of the Viking explorer who discovered North America?</li> <li>• Where in the world did Vikings come from?</li> <li>• List some of the materials that Vikings traded.</li> <li>• Describe what is meant by the word “danegeld”.</li> <li>• What name did the Viking invaders give to the capital of England?</li> <li>• What are Vikings most remembered for?</li> <li>• Why were churches and monasteries targeted by Vikings?</li> <li>• When was the Viking raid on the monastery at Lindisfarne?</li> </ul> | <ul style="list-style-type: none"> <li>• Compare and contrast a famous Viking ruler with an Anglo Saxon one.</li> <li>• Explain what makes Vikings so significant to British history.</li> <li>• What observations can you make about Viking sailors?</li> <li>• Organise information about Viking longboats.</li> <li>• Explain how Vikings navigated on their expeditions.</li> <li>• Explain why Vikings were such good traders.</li> <li>• Compare and contrast a raid and a conquest.</li> <li>• Organise information about Viking raids on monasteries.</li> <li>• Explain what made Viking longboats an important feature of battles.</li> <li>• Organise information about Viking beliefs.</li> <li>• Explain how Viking beliefs were different from Christian beliefs.</li> </ul> | <ul style="list-style-type: none"> <li>• Do you agree? William the Conqueror was a Viking?</li> <li>• Investigate the Viking sunstone and other navigation tools used at the time.</li> <li>• Prove that Vikings were not just fierce warriors.</li> <li>• Investigate the three rulers who laid claim to the English throne in 1066.</li> <li>• True or false? The Vikings never adopted Christianity while they ere in Britain.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Egypt</li> </ul> | <ul style="list-style-type: none"> <li>• Label a timeline with dates from the Ancient Egyptian era. Add other historical events that you know to the timeline.</li> <li>• List some significant Egyptian inventions.</li> </ul>   | <ul style="list-style-type: none"> <li>• Explain why the Ancient Egyptians were able to settle near the Nile.</li> <li>• Explain what irrigation is and why it was important to the Ancient Egyptians.</li> </ul>  | <ul style="list-style-type: none"> <li>• Prove that the Egyptian s were skilled farmers and engineers.</li> <li>• Do you agree? The Anciant Egyptians were the most influential civilisation of ancient times. Justify your answer.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• What were the names of the Egyptian rulers?</li> <li>• Who conquered the Ancient Egyptians?</li> <li>• List some influential artefacts from the Ancient Egyptian era.</li> <li>• What is an obelisk? What purpose did it have for Ancient Egyptians?</li> <li>• Describe what an archaeologist does.</li> <li>• Describe how a body was prepared for burial. Why was it important preserve a body in this way?</li> <li>• List the things needed in order to enter the afterlife.</li> <li>• Describe how ordinary people were buried.</li> <li>• What was the last name of the last Ancient Egyptian ruler?</li> <li>• Were the builders of pyramids slaves?</li> </ul> | <ul style="list-style-type: none"> <li>• Compare and contrast Egyptian hieroglyphics with Sumerian cuneiform script.</li> <li>• Explain what makes the Ancient Egyptians significant.</li> <li>• Compare and contrast Egyptian buildings with those from another era.</li> <li>• Create a chronology of Ancient Egyptian times using photographs of significant artefacts.</li> <li>• Why is Rosetta Stone such an important artefact?</li> <li>• Organise information about Ancient Egyptian tomb paintings. What do they tell us about daily life in this period?</li> <li>• Suggest reasons why pyramids were built on such a scale.</li> <li>• Compare and contrast Ancient Egyptians burials with those of the Stone age and Bronze Age.</li> <li>• Provide an overview of the pyramids at Giza.</li> <li>• Organise information about Ancient Egyptian rulers.</li> <li>• Compare and contrast daily life for a pharaoh and ordinary people.</li> <li>• Explain the Egyptian social pyramid.</li> </ul> | <ul style="list-style-type: none"> <li>• Investigate Hatshepsut's unfinished obelisk.</li> <li>• Investigate the Seven Wonders of the Ancient World.</li> <li>• Suggest reasons why most tombs and pyramids were robbed of all their treasures and artefacts.</li> <li>• Investigate Ancient Egyptian gods and their influence on Egyptian daily life.</li> <li>• Plan an historical enquiry that uses multiple sources of evidence to explain the social and cultural diversity of Ancient Egypt.</li> </ul> |
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