

History Assessment – Key Objectives

- Each year group has a range of objectives to assess against, and these can be found in the skills progression documents, and on each year group's assessment sheets. However, to help sharpen assessment in order to more easily and quickly establish whether children are working at the expected standard, here are the key objectives to look at towards the end of the academic year.
- For objectives where the outcome sounds somewhat subjective, remember to refer to the assessment examples for each year group, and compare to the years above and below also.

Overview of Key Objectives

Year 3	Year 4	Year 5	Year 6
Explain the difference between primary and secondary sources.		Explain ways in which primary and secondary sources are useful.	
		Select and use sources to construct their own opinions about the past.	Select, organise and use information from a range of sources to construct opinions, contrasting with opposing arguments delicately.
Show some understanding of how we can find out about the past.	Identify ways in which the past is represented.		
	Compare the reliability of different historical sources.	Start to explain the validity and reliability of different sources.	
Children can start to note connections over time.	Children can note connections over time.		Children can use their sense of chronology and historical perspective to inform wider learning.
Children can date events to the nearest century or era.	Children can date events to the nearest century, with increased confidence.	Children can use precise dates and can explain why some are significant.	Children can start to use different levels of precision in dating events, and explain why that may be appropriate.
Children can make connections within and across periods, both those that they study and others they draw on independently.		Children can note connections, contrasts and trends across time, but also between places and cultures.	Children can compare and contrast places, people and cultures, justifying their ideas with evidence.
	Children can comment on historical changes, including suggestions about cause and effect.		Children can suggest reasons for connections over time and across place and cultures.
Children can start to frame questions and answers in historically valid ways about changes and differences.	Children can ask and answer historically valid questions about contrast, cause and effect.	Children can ask and answer historically valid questions about significance, or the basis of people's opinions.	Children can ask and answer reflective questions in historically valid ways.

Year 3 objectives

Explain the difference between primary and secondary sources.

Show some understanding of how we can find out about the past.

Children can start to note connections over time.

Children can date events to the nearest century or era.

Children can make connections within and across periods, both those that they study and others they draw on independently.

Children can start to frame questions and answers in historically valid ways about changes and differences.

Year 4

Identify ways in which the past is represented.

Compare the reliability of different historical sources.

Children can note connections over time.

Children can date events to the nearest century, with increased confidence.

Children can comment on historical changes, including suggestions about cause and effect.

Children can ask and answer historically valid questions about contrast, cause and effect.

Year 5

Explain ways in which primary and secondary sources are useful.

Select and use sources to construct their own opinions about the past.

Start to explain the validity and reliability of different sources.

Children can use precise dates and can explain why some are significant.

Children can note connections, contrasts and trends across time, but also between places and cultures.

Children can ask and answer historically valid questions about significance, or the basis of people's opinions.

Year 6

Select, organise and use information from a range of sources to construct opinions, contrasting with opposing arguments delicately.

Children can use their sense of chronology and historical perspective to inform wider learning.

Children can start to use different levels of precision in dating events, and explain why that may be appropriate.

Children can compare and contrast places, people and cultures, justifying their ideas with evidence.

Children can suggest reasons for connections over time and across place and cultures.

Children can ask and answer reflective questions in historically valid ways.