

History Assessment Rationale

*During **Key Stage 1** we challenge and support our children to carry out a number historical investigations through the Connected History learning programme which enable them to use and apply basic and appropriate subject vocabulary, subject skills and processes (including evaluating primary and secondary sources of evidence) in order to recognise, identify, describe, observe, reason, recall and begin to explain in simple terms significant historical events and the actions of notable people in the United Kingdom.*

*Through **Key Stage 2 (Years 3 and 4)** in history, learning and teaching build on the knowledge and understanding, skills and attitudes outcomes at Key Stage 1 and the pupils make progress through being provided with opportunities to reach explanations (which means that their understanding is based on the clear use of evidence) and to form conclusions about historical events, issues and the actions of significant people that they have studied through the Connected History learning programme. Another important aspect of history at Key Stage 2 (Years 3 and 4) is that pupils begin to develop historical perspective and therefore become able to see people and events through the eyes and experience of different stakeholders, i.e. people and communities that have an interest in or are connected to an issue, person or event. To this end, during Key Stage 2 (Years 3 and 4) we challenge and support our children to undertake historical investigations from Connected History which enable them to use and apply appropriate and increasingly specialised subject vocabulary, concepts, skills and processes to recognise, identify, describe, observe, reason, explain and reach basic conclusions about historical events that have had a significant impact on the United Kingdom. The synthesising of information gathered through enquiry to formulate explanations of events and the actions of significant people in the past lies at the heart of making progress in history in Years 3 and 4.*

*At **Key Stage 2 (Years 5 and 6)** Connected History focuses on topics and big questions that extend the pupil's historical thinking and subject skills so that they are able to make judgments about things they learn both from their own personal perspective and through empathising with the position of others. In addition, opportunities are provided for the children to evaluate and critique both what they have learned and how they have learned it and to come up with their own questions to investigate. Higher outcomes in history also involve children being able to apply what they have learned in one context to another and to understand concepts as well more discrete areas of knowledge which they have learned and understood. To achieve this during Key Stage 2 (Years 5 and 6) we challenge and support our pupils to undertake Connected History investigations which enable them to use and apply specialised subject vocabulary, increasingly complex subject skills and processes to recognise, identify, describe, observe, reason, recall, explain, reach conclusions and make judgments, evaluate, apply and hypothesise about the outcomes of significant historical events and the actions of individuals who have contributed to shaping contemporary Britain.*