

Banks Road Primary School

History Assessment Grids

Purpose of the History Assessment Grids

The assessment grids are designed to support teachers in making **accurate, consistent and meaningful summative assessment judgements** in History across the school. They provide a clear set of expectations for each unit, showing what pupils should know, understand and be able to do by the end of teaching.

In **Key Stage 1**, teachers use the grids to **group children according to their formative assessments**, including marking, work scrutiny, discussions, questioning and observation of learning. These judgements help identify pupils who are **working towards**, **working at**, or **working at greater depth** within each unit, based on the knowledge and historical thinking demonstrated throughout everyday learning.

In **Key Stage 2**, teachers use the grids **alongside end-of-unit summative assessments** to make overall judgements about attainment. The grids outline the expected knowledge, vocabulary and disciplinary thinking for each Opening Worlds unit, ensuring that assessment reflects the breadth of the curriculum taught.

Across all year groups, teachers begin from the principle that **most pupils are working at the expected standard**. They then use the grids to move pupils **backwards or forwards** depending on the security of their knowledge and the evidence gathered.

The assessment grids therefore ensure a **coherent progression model from EYFS to Year 6**, support consistency across the school, and help teachers make informed decisions that accurately reflect each pupil's historical understanding.

Year 1 – Two Queens Called Elizabeth: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Remembers a few simple facts (e.g., “She was a queen”) but cannot distinguish between Elizabeth I and Elizabeth II or place them in the past.	Knows the key story for each queen: Elizabeth II (modern queen, lived recently, long reign, 70 years) and Elizabeth I (lived 500 years ago, Tudor period, Spanish Armada). Can identify simple similarities and differences.	Explains simple reasons for similarities and differences (e.g., “Elizabeth I wore dresses with jewels because it was 500 years ago”). Makes simple comments on why each queen was important. Shows early chronological awareness (long ago vs recently).
Vocabulary & Historical Language	Uses everyday words only (e.g., “king lady,” “old queen”). Needs support to use historical vocabulary.	Uses key vocabulary correctly: <i>queen, monarch, crown, reign, long ago, past, living memory, portrait, photograph, Tudor, modern</i> . Understands “queen” as someone who rules a country.	Uses vocabulary confidently and appropriately in explanations (e.g., “Elizabeth II inherited the throne,” “Elizabeth I ruled in Tudor times,” “A portrait is a source from the past”). Begins to use reasoning words such as <i>because, similar, different</i> .
Disciplinary Thinking	Describes pictures without making historical comments. Cannot yet explain why things are similar/different or what sources show.	Answers simple historical questions: How do we know? (portraits vs photographs), What is the same/different? , Who lived long ago? . Can make simple inferences from images (e.g., “She is wearing jewels so she must be important”).	Makes supported comments about evidence (e.g., “This is a portrait so it is from long ago”). Explains simple causes or significance (“Elizabeth I was powerful because she defeated the Armada”). Shows early ability to compare different periods using clues in pictures.

Year 1 – My History: Significant Events in My Life: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls a few events from their life but cannot place them in order (e.g., mixes “baby”, “now”, “school”). Does not yet recognise that some events happened “before I remember”.	Can talk about their life story in simple chronological order (baby → toddler → now). Can describe one or two special events (e.g., birthday, starting school) and knows some events happened “a long time ago” or “before I was born”. Can describe a national event they remember (e.g., Jubilee, royal event).	Explains how their life has changed over time (e.g., “When I was a baby I couldn’t... now I can...”). Shows early understanding of significance (e.g., “This event was important because...”). Recognises that different people may remember the same event differently.
Vocabulary & Historical Language	Uses only everyday language (e.g., “little”, “big”, “long time”). Needs support to use time words.	Uses key vocabulary correctly: <i>past, present, baby, grown-up, timeline, memory, event, celebrate, special, long ago, before, after</i> . Uses simple time vocabulary in sentences.	Uses vocabulary confidently and flexibly, including sequencing terms (<i>first, next, finally, before I was born, in my lifetime</i>). Begins using concept words like <i>significant</i> or <i>important</i> when describing events.
Disciplinary Thinking	Describes personal events without explaining how they know or how events fit together. Relies purely on recalling isolated moments.	Answers simple historical questions about their own life: How do you know? (photos, memories, stories), What happened before/after? , How do we remember events? Uses simple sources (photos, objects, drawings) to talk about the past.	Makes supported inferences from personal sources (e.g., “I was a baby because I can’t walk in the picture”). Recognises that photographs, objects and stories are <i>evidence</i> . Makes early comparisons (“My first day of school was different from my cousin’s”).

Year 1 – Using Photographs to Understand the Recent Past: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls a few simple observations from photographs (e.g., “It looks old”) but cannot explain what has changed or stayed the same in the local area.	Identifies clear similarities and differences between photographs of Banks Road (or local area) from past and present — e.g., buildings, clothes, transport, playgrounds. Knows that photographs show a time before they were born .	Explains what changed and why (e.g., “The road is bigger now because more cars are used”). Begins to suggest simple reasons for continuity and change. Shows early awareness that places change over long periods.
Vocabulary & Historical Language	Uses everyday language only (“old picture,” “new picture”) and does not yet use time words.	Uses key vocabulary correctly: <i>past, present, change, same, old, new, photograph, memory, long ago, before I was born, now</i> . Uses simple sequencing language.	Uses vocabulary confidently and flexibly, including: <i>recent past, evidence, source, local area, change over time</i> . Begins to use reasoning words (<i>because, so, therefore</i>) when describing changes.
Disciplinary Thinking	Describes photographs without recognising them as evidence or connecting them to the idea of “the past.” Cannot yet use clues to make inferences.	Answers simple historical questions: What can you see? What is different? What stayed the same? How do we know? Makes simple inferences from photographs (e.g., “It is old because the cars look different”). Understands that photographs can tell us about the past.	Makes supported, thoughtful inferences (e.g., “There were fewer cars so the road was smaller”). Recognises that people took photographs for different reasons. Shows early ability to compare perspectives (“This picture shows...”). Understands that photographs are sources we use to learn about the past.

Year 2 – The Great Fire of London: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls a few isolated facts (e.g., “a bakery burned”) but cannot retell the sequence of events or explain why the fire was important.	Retells the main story securely: London in 1666, how the fire started, how it spread, what happened over the four days, and how London changed afterwards (brick houses, wider streets, new St Paul’s).	Makes clear connections between ideas — explains <i>why</i> London’s conditions contributed to the fire (wooden houses, narrow streets, hot summer, wind), and <i>why</i> rebuilding London changed daily life. Shows early ability to comment on significance.
Vocabulary & Historical Language	Uses limited vocabulary; struggles with key terms such as <i>cause</i> , <i>impact</i> , <i>chronology</i> , <i>primary source</i> , <i>diary</i> , <i>monarch</i> , <i>Stuart</i> .	Uses key vocabulary accurately: <i>cause</i> , <i>spread</i> , <i>houses</i> , <i>wooden</i> , <i>wind</i> , <i>diary</i> , <i>Samuel Pepys</i> , <i>Monument</i> , <i>Pudding Lane</i> , <i>rebuild</i> , <i>brick</i> , <i>London</i> , 1666. Uses before/after and past tense correctly.	Uses vocabulary confidently and flexibly, including more conceptual terms such as <i>significant event</i> , <i>evidence</i> , <i>change</i> , <i>technology</i> , and <i>impact</i> . Applies vocabulary when explaining ideas (e.g., “The diary is a primary source because Pepys saw it happen”).
Disciplinary Thinking	Makes simple statements without explaining reasons (e.g., “The fire spread because it was hot”). Limited ability to sequence events or use sources.	Answers simple historical questions using knowledge: cause (Why did the fire spread quickly?), evidence (What does Pepys’ diary tell us?), chronology (order events from 2–6 September), change (How was London rebuilt?). Makes simple inferences from pictures or text.	Makes supported claims using specific examples from the booklet (e.g., “The fire hooks and buckets were not enough to stop the fire because...”). Shows early awareness of perspective and evidence by comparing Pepys’ diary with later paintings. Explains both cause and impact clearly.

Year 2 – The Neolithic Age: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls a few isolated facts (e.g., “Stone Age people hunted,” “They had pots”) but cannot explain how life changed in the Neolithic Age or why farming mattered.	Retells the main story securely: the Natufians; the shift from hunter-gatherers to farming; tending animals; settling in one place; building homes; making pots; grinding grain; weaving; and the invention of early tools like ploughs and wheels. Understands the Neolithic Age as a time when people began to farm and settle.	Makes clear connections between ideas — explains why farming changed daily life (food supply, staying in one place), how domesticated animals helped people, and how new technologies (plough, wheel, pottery, weaving) made life easier. Shows early understanding that “life was changing over time” and that these changes were significant.
Vocabulary & Historical Language	Uses limited vocabulary (e.g., “old houses,” “tools”) and struggles with words like <i>farmer, domesticated, grain, plough, pottery</i> .	Uses key vocabulary accurately: <i>hunter-gatherer, farmer, Natufian, grain, wheat, barley, plough, domesticated animals, wattle and daub, pottery, clay, weaving, loom, wheel</i> . Uses simple past tense correctly when describing the period.	Uses vocabulary confidently and flexibly, including conceptual terms such as <i>settlement, technology, change, and invention</i> . Applies vocabulary when explaining why life was different in the Neolithic Age.
Disciplinary Thinking	Makes simple statements about the past without giving reasons or linking ideas (e.g., “They had animals”). Limited ability to use clues or sources.	Answers simple historical questions: cause (Why did people start farming?), change (How was life different once people settled?), evidence (What do tools or houses tell us?), chronology (Stone Age → Neolithic). Makes simple inferences from pictures or text.	Makes supported claims using specific examples (e.g., “People could stay in one place because they learned to grow wheat that lasted for years”). Shows early ability to explain both cause and impact and to recognise that historians use discoveries (like Dorothy Garrod’s sickle) as evidence for change.

Year 2 – The Metal Ages: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls isolated facts (e.g., “bronze is metal,” “Celts had swords”) but cannot explain what changed from the Neolithic Age or why new materials mattered.	Retells the main story securely: discovery at Must Farm; what bronze is and why it was useful; improved tools, farming and land-clearing; invention of wheels and carts; long-distance trade; arrival of Beaker people; beginning of the Iron Age; iron and steel making; Celtic crafts, farming, beliefs, druids and festivals; hillforts and protection. Understands the Metal Ages as periods of major technological and social change .	Makes clear connections between ideas — explains how new materials (bronze → iron/steel) changed work, farming, transport and safety. Describes how trade brought new people (Beaker people) and ideas. Explains why Celts built hillforts and how beliefs shaped festivals. Shows early ability to comment on significance of new inventions.
Vocabulary & Historical Language	Uses limited vocabulary; struggles with words like <i>bronze</i> , <i>copper</i> , <i>tin</i> , <i>trade</i> , <i>Celt</i> , <i>iron</i> , <i>steel</i> , <i>hillfort</i> , <i>festival</i> .	Uses key vocabulary accurately: <i>bronze</i> , <i>copper</i> , <i>tin</i> , <i>tool</i> , <i>axe</i> , <i>sword</i> , <i>wheel</i> , <i>cart</i> , <i>trade</i> , <i>Beaker people</i> , <i>iron</i> , <i>steel</i> , <i>Celt</i> , <i>druid</i> , <i>festival</i> , <i>hillfort</i> , <i>tribe</i> . Can describe objects and their uses in simple terms.	Uses vocabulary confidently and flexibly, including more abstract terms such as <i>invention</i> , <i>technology</i> , <i>settlement</i> , <i>protection</i> , <i>craftsmanship</i> , <i>belief</i> . Applies vocabulary when explaining why changes happened.
Disciplinary Thinking	Makes simple statements about tools, people or events without explaining reasons or using evidence (e.g., “They used metal”). Limited ability to	Answers simple historical questions: cause (Why was bronze useful?), change (How did farming improve?), evidence (What does Must Farm tell us?), difference (Bronze vs. Iron Age tools), chronology (Neolithic → Bronze → Iron	Makes supported claims using specific examples (e.g., “Bronze was stronger, so people could cut more wood and build bigger houses”). Shows early ability to explain both cause and impact , comment on technology as a driver of change,

Assessment Area	Working Towards	Working At	Working at Greater Depth
	interpret artefacts or identify change over time.	Age). Makes simple inferences from pictures or artefacts.	and recognise how archaeologists learn from finds (e.g., sunken homes at Must Farm).



Year 3 – Ancient Egypt: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Remembers a few disconnected facts about Ancient Egypt but cannot retell the main story of how life along the Nile developed into a civilisation.	Retells the core narrative securely (Nile → farming → settlement → pharaoh → religion → monuments) and understands how Egyptian society functioned.	Makes clear connections between ideas (e.g., how the Nile supported farming, which supported population, power and belief systems).
Vocabulary & Historical Language	Uses limited vocabulary and often incorrectly; needs prompting to recall key terms.	Uses key unit vocabulary correctly (e.g., Nile, irrigation, scribe, afterlife, mummification, kingdom) in oral and written work.	Uses vocabulary confidently and flexibly to explain ideas, including more abstract concepts such as authority, belief system and power.
Disciplinary Thinking	Makes simple statements about the past without using knowledge to support them.	Uses knowledge to answer simple historical questions (e.g., causes, differences, significance) with accurate reference to the unit content.	Makes supported, reasoned claims using specific examples (e.g., explaining the significance of the Nile or the role of pharaohs).

Year 3 – Cradles of Civilisation (Mesopotamia): Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Remembers isolated facts about Mesopotamia but cannot explain why early cities grew between the Tigris and Euphrates or how Sumer became a civilisation.	Retells the core narrative securely (fertile land → farming → settlements → city-states → writing → rulers → temples). Understands Sumer as one of the world's earliest civilisations.	Makes clear connections between ideas (e.g., how geography shaped farming, which supported cities and specialist workers, leading to writing, trade and powerful rulers). Demonstrates secure understanding of why Mesopotamia is described as a “cradle of civilisation.”
Vocabulary & Historical Language	Uses limited vocabulary (e.g., “river”, “city”) and needs prompting to recall key terms.	Uses key unit vocabulary correctly (e.g., Mesopotamia, Sumer, ziggurat, city-state, fertile land, irrigation, cuneiform, temple, ruler).	Uses vocabulary confidently and flexibly to explain ideas, including abstract terms such as civilisation, authority, innovation, agriculture and settlement.
Disciplinary Thinking	Makes simple statements about the past with little reference to secure knowledge.	Uses knowledge to answer simple historical questions (e.g., “Why here?”, “What changed?”, “Why were temples important?”). Begins making inferences from pictures, artefacts or descriptions.	Makes supported, reasoned claims using accurate examples (e.g., “The development of writing shows increasing complexity in city-state administration”). Recognises cause, significance or similarity/difference with accurate reference to unit content.

Year 3 – Indus Valley Civilisation: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Remembers a few isolated facts (e.g., “They had bricks” or “They had toys”) but cannot explain how Indus settlements were organised or why archaeologists consider the Indus Valley a civilisation.	Retells the core narrative: planned cities (Mohenjo-Daro/Harappa), drainage systems, standardised bricks, seals, workshops, trade, and the role of craftsmen. Recognises the Indus Valley as an early civilisation with organised urban life.	Makes clear connections between ideas (e.g., how standardised bricks and drainage show shared planning; how artefacts like seals and weights reveal long-distance trade and skilled craftsmanship). Understands why historians consider the Indus Valley puzzling (lack of readable writing, uncertain rulers or religion).
Vocabulary & Historical Language	Uses limited vocabulary with uncertainty (e.g., “village”, “stuff they made”) and often incorrectly.	Uses key vocabulary accurately: <i>Indus, Mohenjo-Daro, Harappa, drainage, brick, seal, trade, craftsman, artefact, urban</i> .	Uses vocabulary confidently and flexibly, including more abstract terms such as <i>civilisation, evidence, standardisation, urban planning, craftsmanship</i> .
Disciplinary Thinking	Makes simple statements about artefacts or buildings without interpreting what they show about life in the Indus Valley.	Uses knowledge to answer simple historical questions (e.g., “What does the drainage system show?”, “Why do bricks matter?”, “What can seals tell us?”). Makes basic inferences from artefacts or site descriptions.	Makes supported, reasoned claims using specific evidence (e.g., “The standard brick sizes show strong shared planning across different Indus cities”). Recognises puzzling aspects (e.g., unreadable writing) and explains why historians disagree or remain unsure.

Year 3 – Persia and Greece: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Remembers isolated facts (e.g., “There were battles,” “The Greeks had gods”) but cannot explain the key features of Persia, Greek city-states, or the Greco-Persian conflict.	Retells the core narrative: rise of Persia, geography and rulers; formation of Greek city-states; key differences between Athens and Sparta; major events in the Greco-Persian Wars. Understands that Persia and Greece were two different civilisations with contrasting ways of life.	Shows strong grasp of relationships and connections (e.g., how geography shaped Persian empire building or how conflict between Persia and Greece reveals contrasting political systems). Makes clear links between gods, myths, warfare and identity in Greek culture.
Vocabulary & Historical Language	Uses limited vocabulary with uncertainty; struggles with key terms (e.g., empire, city-state, democracy).	Uses unit vocabulary correctly: <i>empire, Persia, city-state, Athens, Sparta, democracy, hoplite, phalanx, Marathon, Thermopylae, Salamis, myth, and oral tradition.</i>	Uses vocabulary confidently to explain ideas, including abstract terms such as <i>authority, governance, identity, unity, and culture</i> . Begins to use precise language when comparing political systems.
Disciplinary Thinking	Makes simple statements about Persia or Greece without using knowledge to support claims.	Answers simple historical questions using knowledge from the unit (e.g., “Why did city-states develop?”, “Why did Persia want to expand?”, “How do we know about the Persian Wars?”). Makes basic comparisons between Athens and Sparta.	Makes supported, reasoned claims using specific evidence (e.g., explaining what the battles reveal about military organisation; analysing the significance of the Greek city-state model). Recognises causes, differences or significance with accurate reference to taught material.

Year 3 – Ancient Greece (Summer 1): Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Remembers isolated facts (e.g., “Greeks had gods,” “Athenians had democracy”) but cannot explain how Greek society worked or why Athens became influential.	Retells the core narrative: development of Athenian democracy, Greek architecture (e.g., Parthenon), religion and myths, the significance of Greek literature (e.g., <i>Odyssey</i>), and key ideas in Greek learning and philosophy. Understands Ancient Greece as a civilisation with lasting influence.	Makes clear, connected explanations about how Greek politics, culture and ideas interacted (e.g., linking democratic participation to Athenian identity; how religion shaped stories, festivals and theatre; or how Greek learning influenced later cultures). Demonstrates deeper understanding of Greece’s long-lasting legacy.
Vocabulary & Historical Language	Uses limited vocabulary with uncertainty (e.g., democracy, temple, myth) and often incorrectly.	Uses key unit vocabulary accurately: <i>democracy, assembly, citizen, empire, Parthenon, myth, epic, Odyssey, philosopher, architecture, tragedy</i> .	Uses vocabulary confidently and flexibly, including abstract terms such as <i>legacy, influence, culture, political system</i> and <i>civic identity</i> . Applies vocabulary when making comparisons or explanations.
Disciplinary Thinking	Gives simple statements about the past without using knowledge to explain causes, consequences or significance.	Uses knowledge to answer simple historical questions (e.g., “What made Athenian democracy unusual?”, “Why was Greek architecture important?”, “How do stories like the <i>Odyssey</i> help us understand Greek beliefs?”). Makes basic comparisons within Greek society.	Makes supported claims using accurate examples (e.g., explaining the significance of Athenian democracy; analysing differences between Greek gods and earlier civilisations’ beliefs; identifying why Greek architecture or literature influenced later cultures). Shows early critical thinking about significance and legacy.

Year 3 – Alexander the Great (Summer 2): Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Remembers a few facts about Alexander (e.g., “He was a ruler” or “He fought battles”) but cannot explain his background, reasons for conquest, or why his empire mattered.	Retells the core narrative: Macedon under Philip II, Alexander’s childhood and education (incl. Aristotle), key battles, conquest of Persia, spread of Greek culture into Egypt, and the role of Alexandria and the Ptolemies. Understands Alexander as a world-changing figure.	Gives connected explanations showing deep understanding (e.g., how Alexander united Greek states, how geography and prior Persian power shaped his campaigns, how Greek and Egyptian cultures blended under the Ptolemies). Explains why Alexander’s empire had long-term cultural significance.
Vocabulary & Historical Language	Uses limited vocabulary with uncertainty; struggles with key terms like empire, conquest or phalanx.	Uses key vocabulary accurately: <i>Macedon, Persia, empire, conquest, phalanx, Aristotle, Alexandria, Ptolemy, Hellenistic</i> .	Uses vocabulary confidently and flexibly, including abstract terms such as <i>legacy, cultural fusion, influence, power, governance</i> . Applies vocabulary when making explanations or comparisons.
Disciplinary Thinking	Gives simple statements about Alexander without using knowledge to explain causes, effects or significance.	Uses knowledge to answer simple historical questions (e.g., “Why did Alexander go to war?”, “How did he spread Greek ideas?”, “Why was Alexandria important?”). Makes basic inferences from stories or descriptions.	Makes supported, reasoned claims using specific examples (e.g., explaining the significance of Aristotle’s influence, the importance of Alexandria’s library, or the blending of cultures under the Ptolemies). Shows early ability to explain significance and long-term impact.

Year 4 – The Roman Republic: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Remembers a few disconnected facts (e.g., “There was a legend about twins,” “Rome had an army”) but cannot explain how Rome changed from kingship to a republic or why the Republic was significant.	Retells the core narrative securely: foundation myth; early kings; development of the Republic; roles of senate, consuls and patricians; Roman religion and myths; Roman army organisation; early expansion including the Punic Wars and Hannibal. Understands the Republic as a new form of government.	Explains clearly how Rome’s geography, early kingship, military organisation and political structures interacted to make Rome a growing Mediterranean power. Makes secure connections (e.g., how the Punic Wars shaped the Republic). Shows strong understanding of change from monarchy → Republic.
Vocabulary & Historical Language	Uses a limited range of terms and often incorrectly (e.g., mixes up kings, consuls, senators, or uses “empire” inaccurately for the period).	Uses core vocabulary accurately in oral and written work: <i>republic, senate, consul, patrician, plebeian, legion, phalanx, colony, deity, myth, Punic Wars, Hannibal</i> .	Uses vocabulary flexibly and precisely, including more abstract or thematic terms such as <i>governance, authority, political structure, expansion, citizenship</i> . Applies vocabulary insightfully when explaining historical developments.
Disciplinary Thinking	Gives simple statements about Rome without using secure knowledge to explain causes, consequences, or change (e.g., “Rome got bigger because they won battles”).	Uses knowledge to answer simple historical questions about causes (e.g., why Rome replaced kings with consuls), differences (e.g., between monarchy and Republic), significance (e.g., Hannibal’s threat), and evidence (e.g., what myths suggest about Roman values). Makes basic inferences from accounts and descriptions.	Makes well-supported claims using accurate examples (e.g., analysing why the Republic’s political system helped control expanding territories; explaining the significance of Hannibal or the Roman army). Recognises continuity and change across Roman government with clear references to taught content.

Year 4 – The Roman Empire: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls isolated facts (e.g., “There were emperors,” “There was a volcano”) but cannot explain how the Roman Empire expanded, who ruled it, or why it changed over time.	Retells the core narrative: growth of the Empire; the role and power of emperors (Augustus, Claudius, Nero); the organisation and significance of the Roman army; the Jewish-Roman War and persecution of Christians; the eruption of Vesuvius and life in Pompeii. Understands the Empire as a vast, multicultural power.	Gives connected explanations about how political leadership, military strength, geography and cultural encounters sustained the Roman Empire. Explains the significance of events such as the Jewish-Roman War or Pompeii in helping us understand Roman society. Demonstrates nuanced understanding of how the Empire governed diverse peoples.
Vocabulary & Historical Language	Uses a limited set of terms (e.g., “soldier,” “emperor”) and often incorrectly; struggles to recall key names and concepts.	Uses key vocabulary correctly: <i>emperor, legion, citizen, province, rebellion, persecution, volcano, eruption, Jewish-Roman War, Pompeii, Christianity</i> .	Uses vocabulary precisely and flexibly, including thematic terms such as <i>governance, imperial authority, religious conflict, cultural diversity, administration</i> . Applies vocabulary to support explanations and comparisons.
Disciplinary Thinking	Makes simple statements about the Roman Empire without explaining causes, effects or significance (e.g., “The Empire was big”).	Uses knowledge to answer simple historical questions (e.g., “Why was the army important?”, “Why did Christian persecution happen in Rome?”, “What does Pompeii show us about daily life?”). Makes basic inferences from written accounts, archaeology or images.	Makes well-supported claims using specific evidence (e.g., explaining why Augustus’s leadership strengthened the Empire, or why Pompeii provides such valuable evidence). Shows early ability to reason about change, continuity and significance in the Roman world.

Year 4 – Roman Britain: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls a few disconnected facts about Romans and “Celts” in Britain but cannot explain <i>why</i> Rome invaded, <i>how</i> Britain changed under Roman rule, or <i>what</i> frontier life was like.	Retells the core narrative: diverse ancient Britons (incl. Celts), Roman invasion and rule; key rebellions (Caractacus, Boudicca); a Roman town case study (Aquae Sulis); frontier life at Hadrian’s Wall; awareness of diversity in Roman Britain (e.g., Black Romans).	Explains clearly how conquest, settlement, roads/towns and frontier systems changed Britain and daily life. Makes secure connections (e.g., how resistance, such as Boudicca’s revolt, reveals tensions in Roman rule; how Aquae Sulis shows Romanisation and local adaptation). Shows nuanced understanding of migration and diversity in Roman Britain.
Vocabulary & Historical Language	Uses a limited range of terms (e.g., “soldiers,” “Celts”) and often incorrectly; struggles to recall specific names/places.	Uses key vocabulary accurately: <i>invasion</i> , <i>rebellion</i> , <i>legion</i> , <i>fort</i> , <i>frontier</i> , <i>Hadrian’s Wall</i> , <i>Romanisation</i> , <i>Aquae Sulis (Bath)</i> , <i>colony</i> , <i>province</i> . Names key figures/events (Caractacus, Boudicca).	Uses vocabulary precisely and flexibly, including thematic terms such as <i>governance</i> , <i>occupation</i> , <i>assimilation</i> , <i>cultural diversity</i> , <i>identity</i> . Applies terms to support clear explanations and comparisons.
Disciplinary Thinking	Makes simple statements about Roman Britain without explaining causes, consequences, similarity/difference, or significance using secure knowledge.	Uses knowledge to answer simple historical questions: cause (Why did Rome invade? Why did Boudicca rebel?), difference (How did life change in towns like Aquae Sulis?), evidence (What does the frontier show about Roman control?). Makes basic inferences from site descriptions or accounts.	Makes well-supported claims using specific examples (e.g., explaining the significance of Hadrian’s Wall for control and identity; using Aquae Sulis to show Roman engineering and culture blending). Recognises continuity/change and the diversity of people living under Roman rule.

Year 4 – Christianity in Three Empires: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls isolated facts (e.g., “Christians were persecuted,” “Constantine was important”) but cannot explain how Christianity developed differently in Rome, Constantinople or Aksum, or how these empires shaped the religion.	Retells the core narrative securely: persecution of Christians in Rome; Constantine and the Battle of the Milvian Bridge; Christianity becoming the official religion; the founding of Constantinople; the fall of Rome; the rise of the Byzantine Empire; spread of Christianity into Africa (Aksum, King Ezana); distinctive practices of Ethiopian Christianity.	Makes clear, connected explanations about how geography, culture and politics shaped three contrasting forms of Christianity. For example: how rulers used Christianity to unify their empires; how Constantinople’s position at the crossroads of Europe and Asia created a blended Christian culture; how Aksum developed distinctive African Christian traditions. Shows nuanced understanding of Christianity as diverse across time and place.
Vocabulary & Historical Language	Uses limited vocabulary with uncertainty (e.g., empire, persecution, conversion). Often confuses key rulers or places.	Uses key vocabulary correctly: <i>persecution, conversion, Constantine, Milvian Bridge, Constantinople, Byzantine, Aksum, Adulis, Ezana, empire, relics, church, official religion</i> .	Uses vocabulary fluently and precisely, including thematic terms such as diversity, authority, cultural exchange, religious practice, tradition, imperial power. Applies vocabulary confidently when explaining differences between Christian traditions across empires.
Disciplinary Thinking	Makes simple statements about Christianity without explaining causes, effects, differences, or	Uses knowledge to answer historical questions: cause (Why were early Christians persecuted?), significance (Why	Makes well-supported claims using specific examples (e.g., explaining why Constantine’s conversion transformed the Roman world; how the Byzantine Empire blended Roman, Greek and Christian traditions; how Ethiopian Christianity developed its own

Assessment Area	Working Towards	Working At	Working at Greater Depth
	significance using secure knowledge.	was the Milvian Bridge important?, difference (How did Christianity in Aksum differ from Christianity in Rome?), change (How did Christianity's status change from persecution to power?). Makes basic inferences from stories, artefacts or accounts.	distinctive identity). Shows secure ability to reason about continuity, change, significance and diversity.



Year 4 – Arabia and Early Islam: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls a few isolated facts (e.g., “Muhammad was born in Makkah,” “People lived in deserts”) but cannot explain the wider context of Arabia, the significance of trade routes, or how Islam emerged.	Retells the core narrative securely: Arabia’s geography; Bedouin life; oral poetry traditions; importance of Makkah as a trading centre; stories about the birth of Muhammad; the move from Makkah to Medina; the early Muslim community and the beginnings of Islam. Understands this as a major turning point in world history.	Gives connected explanations showing deep understanding of how geography, trade, culture and religion interacted (e.g., how Arabia’s oral culture supported the memorisation and spread of teachings; how Makkah’s trade networks contributed to Islam’s early growth). Explains how early Islam shaped — and was shaped by — the cultures of Arabia.
Vocabulary & Historical Language	Uses limited vocabulary and often incorrectly (e.g., “desert people,” “church,” “leaders”) and needs prompting for key terms.	Uses key vocabulary accurately: <i>Arabia, Bedouin, tribe, Makkah, Medina, pilgrimage, caravan, poetry, oral tradition, Muhammad, revelation, Islam</i> .	Uses vocabulary fluently and precisely, including more abstract terms such as <i>culture, belief system, community, authority, religious tradition, identity</i> . Applies vocabulary accurately when explaining cultural or religious developments.
Disciplinary Thinking	Makes simple statements about Arabia or Islam without explaining causes, consequences, or differences using secure knowledge.	Uses knowledge to answer simple historical questions: cause (Why was Makkah important?), difference (How was Bedouin life different from city life?), significance (Why was the move to Medina important?), change (How did Islam change Arabian society?).	Makes supported, reasoned claims using specific evidence (e.g., explaining how poetry kept history and values alive; how Arabia’s geography shaped religion and trade; why Islam spread rapidly). Shows emerging ability to analyse significance and cultural change with accuracy.

Assessment Area	Working Towards	Working At	Working at Greater Depth
		Makes basic inferences from stories or descriptions.	



Year 4 – Cordoba: The City of Light — Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls simple facts (e.g., “Córdoba had a big mosque” or “They learned things there”) but cannot explain why Córdoba became a centre of learning or how different religious communities shaped the city.	Retells the core narrative securely: Córdoba as a wealthy and advanced city; collaboration between Muslims, Christians and Jews; achievements in architecture, art, medicine, technology and geography; the great library of Córdoba; how learning and scholarship flourished. Understands Córdoba as a major cultural and intellectual centre.	Gives connected explanations showing how architecture, religion, trade and political leadership helped Córdoba flourish. Explains why scholars from different faiths collaborated and evaluates Córdoba’s wider significance in science, medicine, technology and learning. Demonstrates nuanced understanding of Córdoba as a place of cultural blending.
Vocabulary & Historical Language	Uses limited vocabulary and often incorrectly (e.g., confusing <i>mosque</i> , <i>cathedral</i> , <i>scholar</i> , <i>architect</i>).	Uses key terms accurately: <i>mosque</i> , <i>minaret</i> , <i>caliph</i> , <i>scholar</i> , <i>translation</i> , <i>manuscript</i> , <i>library</i> , <i>architecture</i> , <i>tolerance</i> , <i>collaboration</i> , <i>astronomy</i> , <i>medicine</i> .	Uses vocabulary fluently and flexibly, including abstract terms such as <i>cultural exchange</i> , <i>knowledge networks</i> , <i>intellectual tradition</i> , <i>diversity</i> , <i>coexistence</i> . Applies vocabulary accurately when explaining significance or complexity.
Disciplinary Thinking	Makes simple statements about Córdoba without explaining causes, consequences or diversity using secure knowledge.	Uses knowledge to answer historical questions: cause (Why did Córdoba become wealthy?), similarity/difference (How was Cordoban learning different from other places?), significance (Why was the library so important?), evidence (What do	Makes well-supported claims using specific examples (e.g., explaining how collaboration between faith groups advanced science; why Córdoba’s architecture shows cultural fusion). Shows early ability to reason about

Assessment Area	Working Towards	Working At	Working at Greater Depth
		buildings or manuscripts show?). Makes basic inferences from images or descriptions.	multicultural societies, significance and long-term influence.



Year 5 – Islamic Civilisations: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls a few isolated facts (e.g., “Baghdad had scholars,” “They wrote books”) but cannot explain how or why Baghdad became a major intellectual centre, or what made Islamic Civilisations significant.	Retells the core narrative securely: founding of Baghdad; the House of Wisdom; translation movement; contributions to astronomy, mathematics, medicine, mapping and technology; the importance of books and paper; how scholars preserved and expanded ancient knowledge. Understands Baghdad as one of the world’s greatest centres of learning.	Makes connected explanations showing how geography, leadership, wealth, translation, science and cross-cultural exchange made Baghdad a flourishing civilisation. Evaluates why the work of Islamic scholars had long-lasting global impact, including influencing the Renaissance. Demonstrates nuanced understanding of how Islamic Civilisations built on Greek, Persian and Indian traditions.
Vocabulary & Historical Language	Uses only basic terms (e.g., “scholar,” “books”) and struggles to recall key vocabulary such as <i>caliph</i> , <i>translation</i> , or <i>astronomy</i> .	Uses key vocabulary accurately: <i>caliph</i> , <i>Baghdad</i> , <i>House of Wisdom</i> , <i>manuscript</i> , <i>translation</i> , <i>scholar</i> , <i>astronomy</i> , <i>mathematics</i> , <i>paper</i> , <i>mapping</i> , <i>medicine</i> .	Uses vocabulary confidently and flexibly, including more abstract terms such as <i>innovation</i> , <i>knowledge exchange</i> , <i>intellectual tradition</i> , <i>influence</i> , <i>advancement</i> , <i>civilisation</i> . Applies vocabulary accurately when explaining significance or complexity.
Disciplinary Thinking	Makes simple statements about Islamic Civilisations without explaining causes, significance, or global influence using secure knowledge.	Uses knowledge to answer historical questions: cause (Why did Baghdad grow?), significance (Why was the House of Wisdom important?), evidence (What do manuscripts or maps tell us?), change (How did Islamic	Makes well-supported claims using specific examples (e.g., explaining how Baghdad’s translation movement preserved ancient texts; evaluating the long-term impact of Islamic science or medicine). Shows early ability to

Assessment Area	Working Towards	Working At	Working at Greater Depth
		scholars develop earlier knowledge?). Makes basic inferences from artefacts or accounts.	reason about global significance, continuity and intellectual exchange.



Year 5 – Anglo-Saxon Britain: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Remembers a few isolated facts (e.g., “The Anglo-Saxons came in boats” or “There were kings”) but cannot explain why they migrated, how they settled, or how kingdoms and Christianity developed.	Retells the core narrative securely: reasons for Anglo-Saxon migration; formation of kingdoms; early Christianity in Kent (Ethelberht and Bertha); Augustine’s arrival; the Synod of Whitby; Offa and Cynethryth; monastery life and Bede; Sutton Hoo and archaeological evidence. Understands Anglo-Saxon Britain as a period of migration, settlement and cultural change.	Gives connected explanations showing how migration, settlement, religion, politics and material culture interacted (e.g., why rulers adopted Christianity; how Sutton Hoo reveals power, trade and belief). Shows nuanced understanding of regional diversity and long-term significance of decisions like the Synod of Whitby.
Vocabulary & Historical Language	Uses a limited range of terms and often incorrectly (e.g., confusing <i>pagan</i> , <i>Christian</i> , <i>monk</i> , <i>kingdom</i>).	Uses key terms accurately: <i>migration</i> , <i>settlement</i> , <i>pagan</i> , <i>Christian</i> , <i>monastery</i> , <i>missionary</i> , <i>Synod of Whitby</i> , <i>kingdom</i> , <i>witan</i> , <i>archaeology</i> , <i>artefact</i> , <i>Sutton Hoo</i> .	Uses vocabulary confidently and flexibly, including more abstract terms such as <i>cultural identity</i> , <i>religious conversion</i> , <i>political authority</i> , <i>continuity and change</i> . Applies vocabulary precisely when explaining or comparing aspects of Anglo-Saxon Britain.
Disciplinary Thinking	Makes simple statements about the Anglo-Saxons without explaining causes, significance or interpretations using secure knowledge.	Uses knowledge to answer historical questions: cause (Why did Anglo-Saxons migrate?), difference (How did kingdoms vary?), significance (Why was the Synod of Whitby important?), evidence (What does	Makes well-supported claims using specific evidence (e.g., explaining how Sutton Hoo challenges assumptions about “Dark Age” Britain; evaluating the significance of missionary work; showing how rulers used

Assessment Area	Working Towards	Working At	Working at Greater Depth
		Sutton Hoo reveal?). Makes basic inferences from accounts, artefacts or site descriptions.	religion for authority). Shows early ability to engage with interpretation and evidence.



Year 5 – Vikings in Britain: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls isolated facts (e.g., “Vikings raided Britain,” “Alfred was a king”) but cannot explain why the Vikings came, how they settled, or how Alfred, Aethelflaed or the Danelaw shaped Britain.	Retells the core narrative securely: early Viking raids; the Great Heathen Army; Alfred in Athelney and his victory over Guthrum; the Danelaw; Scandinavian settlements; Viking connections beyond Britain; Aethelflaed’s leadership with Aethelred; women’s roles; the building of burhs. Understands Vikings as settlers and rulers, not only raiders.	Makes connected explanations showing how Viking, Anglo-Saxon and wider European contexts interacted (e.g., why Vikings raided and settled; how Alfred and Aethelflaed reshaped political control; how Viking links to Russia, Constantinople and the Muslim world reveal a global network). Demonstrates nuanced understanding of cultural mixing and long-term political consequences.
Vocabulary & Historical Language	Uses limited terms (“raids,” “fighting,” “longship”) and struggles to recall key vocabulary accurately.	Uses key terms accurately: <i>raid, invasion, settlement, Danelaw, burh, treaty, Guthrum, Great Heathen Army, Alfred, Aethelflaed, Mercia, trade routes</i> .	Uses vocabulary fluently and precisely, including more abstract terms such as <i>power, governance, alliance, cultural exchange, political control, continuity and change</i> . Applies vocabulary confidently when explaining themes or evidence.
Disciplinary Thinking	Makes simple statements about Vikings (e.g., “They attacked towns”) without using secure knowledge to explain causes, differences or significance.	Uses secure knowledge to answer historical questions: cause (Why did Vikings raid and settle?), difference (How did life change under the Danelaw?), significance (Why was Alfred’s victory important?), evidence (What do burhs or trading links show?). Makes basic inferences from accounts or artefacts.	Makes well-supported claims using accurate examples (e.g., explaining how Alfred’s reforms created lasting military and political structures; how Aethelflaed’s actions shaped Mercia; how Viking trade shows wide cultural links). Shows strong ability to reason about continuity, change, significance and interpretation.

Year 5 – Norse Culture: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls a few isolated facts about Norse stories (e.g., “They had gods like Thor”) but cannot explain the features of Norse culture, the purpose of sagas, or how stories reflected Norse beliefs and society.	Retells the core narrative securely: features of Norse sagas, key gods and goddesses, Norse poetry and art, stories and customs, and key themes in <i>Beowulf</i> . Understands sagas as oral traditions that preserved identity, values and beliefs. Recognises parallels with earlier epics studied (e.g., <i>Gilgamesh</i> , <i>Iliad</i>).	Makes connected explanations showing how Norse beliefs, values, storytelling and art shaped cultural identity. Explains similarities and differences between Norse epics and those from other civilisations (e.g., heroism, monsters, moral lessons). Shows nuanced understanding of oral tradition and cultural transmission.
Vocabulary & Historical Language	Uses a limited set of terms (e.g., “Viking stories,” “magic”) and often incorrectly.	Uses key vocabulary accurately: <i>saga</i> , <i>myth</i> , <i>folklore</i> , <i>rune</i> , <i>oral tradition</i> , <i>gods</i> , <i>goddesses</i> , <i>Valhalla</i> , <i>epic</i> , <i>hero</i> , <i>courage</i> , <i>lineage</i> . Applies terms correctly when discussing texts and customs.	Uses vocabulary fluently and flexibly, including more abstract terms such as <i>identity</i> , <i>cultural values</i> , <i>tradition</i> , <i>symbolism</i> , <i>heroic code</i> . Uses vocabulary to support comparison with other epics.
Disciplinary Thinking	Makes simple statements about Norse culture or sagas without explaining meaning, purpose or significance.	Uses knowledge to answer questions about similarity/difference (How is <i>Beowulf</i> like other ancient epics?), significance (Why were sagas important?), and belief systems (What do gods and myths reveal about Norse values?). Uses simple inferences from stories, art or objects.	Makes well-supported claims using accurate examples (e.g., explaining how <i>Beowulf</i> reflects warrior culture; analysing the symbolic role of monsters; evaluating why oral traditions mattered in societies without widespread writing). Shows strong ability to compare themes across civilisations.

Year 5 – Vikings in Britain (Jorvik): Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls isolated facts (e.g., “Vikings lived in York,” “There were battles”) but cannot explain Jorvik’s importance, the blending of cultures, or why Viking and Anglo-Saxon stories differ.	Retells the core narrative securely: life in Jorvik in 910; everyday experiences told through Viking children; cultural mixing in towns; Aethelflaed’s northern campaigns; growing Anglo-Saxon push into Viking-controlled areas; the steps leading to unification under Athelstan. Understands Jorvik as a multicultural trading centre.	Gives connected explanations showing how Viking, Anglo-Saxon and wider European contexts shaped Jorvik. Explains how diverse stories (rulers vs. ordinary people, men vs. women, Anglo-Saxon vs. Viking perspectives) create different historical accounts. Shows nuanced understanding of cultural fusion (e.g., hogbacks), political change and why some stories survive while others are lost.
Vocabulary & Historical Language	Uses limited terms (e.g., “Vikings,” “fighting”) and struggles with key concepts such as <i>identity</i> or <i>perspective</i> .	Uses key vocabulary accurately: <i>Jorvik</i> , <i>settlement</i> , <i>trade</i> , <i>burh</i> , <i>perspective</i> , <i>artefact</i> , <i>cultural blend</i> , <i>Aethelflaed</i> , <i>Danelaw</i> , <i>unification</i> , <i>ruler</i> , <i>ordinary people</i> .	Uses vocabulary fluently and precisely, including abstract terms such as <i>interpretation</i> , <i>cultural fusion</i> , <i>narrative viewpoint</i> , <i>diversity</i> , <i>continuity and change</i> . Applies language effectively when explaining contrasting accounts or cultural blending.
Disciplinary Thinking	Makes simple statements about Jorvik or the Vikings without explaining causes, changes, or differing perspectives using secure knowledge.	Uses knowledge to answer historical questions: similarity/difference (How did Viking and Anglo-Saxon customs mix in Jorvik?), perspective (Why would Viking children tell a different story from Anglo-Saxon rulers?), change (How did Aethelflaed push northwards?), evidence (What do hogbacks	Makes well-supported claims using accurate examples, e.g.: explaining how political shifts changed life in Jorvik; analysing why some stories “go missing”; evaluating how material culture reveals blended identities. Shows

Assessment Area	Working Towards	Working At	Working at Greater Depth
		show?). Makes basic inferences from stories, archaeology or artefacts.	strong ability to reason about evidence, interpretation and cultural change.



Year 5 – Local History Study: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls a few isolated facts about local places, buildings, people or events but cannot explain how these link to wider historical themes (e.g., migration, industry, settlement, religion).	Retells the core narrative for your chosen local history focus (e.g., development of the area, significant buildings or individuals, key changes over time). Makes links to broader historical knowledge from earlier units (e.g., Roman, Anglo-Saxon or Viking influence; industrial change; cultural or religious developments).	Gives connected explanations showing how local history reflects wider processes studied in Opening Worlds (e.g., cultural blending, technological change, empire, migration, religion). Demonstrates nuanced understanding of continuity, change and significance in the local context.
Vocabulary & Historical Language	Uses limited historical vocabulary when discussing the local area; may rely on everyday terms instead of historical ones.	Uses appropriate historical terms relevant to the study (e.g., <i>settlement, industry, migration, evidence, archive, primary source, continuity, change</i>). Applies vocabulary from previous units (e.g., <i>kingdom, empire, trade, culture</i>) when relevant to local findings.	Uses vocabulary fluently and flexibly, including more abstract terms such as <i>heritage, interpretation, significance, cultural identity, and legacy</i> . Adapts vocabulary confidently when making comparisons between local and national/global history.
Disciplinary Thinking	Makes simple statements about local history without using sources or secure knowledge to explain causes, significance or interpretations.	Uses local evidence (maps, photographs, buildings, artefacts, oral histories) to answer historical questions: cause (Why did this area grow/change?), similarity/difference (What was life like then vs now?), significance (Why is this building/person/event important?), continuity/change (How has this place evolved?). Makes basic inferences from sources.	Makes well-supported claims using specific examples from local sources (e.g., explaining how migration shaped the area; analysing why certain buildings or stories survive; evaluating the significance of local individuals). Shows strong ability to reason using evidence, interpret contrasting

Assessment Area	Working Towards	Working At	Working at Greater Depth
			accounts, and place the local story within wider historical themes.



Year 6 – The Maya: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls isolated facts (e.g., “The Maya grew maize,” “They built pyramids”) but cannot explain how Maya society worked, how cities were organised or why the civilisation declined.	Retells the core narrative securely: geography of the Yucatán; city organisation (temples, plazas); Maya rulers and social hierarchy; agriculture (maize and chocolate); writing, calendars and mathematics; religious beliefs and creation myths; ritual practices; possible explanations for Maya decline. Understands the Maya as a sophisticated Mesoamerican civilisation.	Makes connected explanations showing how geography, agriculture, religion, writing and political structures interacted. Explains multiple perspectives on why the Maya declined, using accurate examples. Demonstrates nuanced understanding of similarities and differences between the Maya and earlier civilisations studied (e.g., Egypt, Indus).
Vocabulary & Historical Language	Uses limited vocabulary (e.g., “temples,” “gods”) and struggles to recall key terms such as <i>codex</i> , <i>glyphs</i> , <i>Mesoamerica</i> or <i>ritual</i> .	Uses key vocabulary accurately: <i>Maya</i> , <i>Mesoamerica</i> , <i>Yucatán</i> , <i>maize</i> , <i>cacao/chocolate</i> , <i>codex</i> , <i>glyphs</i> , <i>pyramid-temple</i> , <i>calendar</i> , <i>ritual</i> , <i>ruler</i> , <i>dynasty</i> . Applies these terms consistently in oral and written work.	Uses vocabulary fluently and flexibly, including abstract terms such as <i>civilisation</i> , <i>continuity</i> , <i>decline</i> , <i>adaptation</i> , <i>belief system</i> , <i>technological innovation</i> . Applies vocabulary in extended explanations and comparisons with other ancient societies.
Disciplinary Thinking	Makes simple statements about the Maya without using secure knowledge to explain causes, consequences or significance.	Uses knowledge to answer historical questions: cause (Why did Maya cities develop?), difference (How did Maya cities differ from Egyptian or Greek ones?), evidence (What do glyphs or architecture show?), change (How did Maya society evolve over time?), significance (Why does Maya	Makes well-supported claims using accurate evidence (e.g., assessing competing explanations for Maya decline; analysing how architecture or glyphs reveal political and religious beliefs). Shows strong ability to reason

Assessment Area	Working Towards	Working At	Working at Greater Depth
		mathematics matter?). Makes sound inferences from sources.	about continuity, change, significance, and cultural complexity.



Year 6 – Medieval African Kingdoms: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls isolated facts (e.g., “Benin made bronze plaques”, “Ethiopia was Christian”) but cannot explain features of each kingdom or how Benin and Ethiopia developed unique systems of government, art, or belief.	Retells the core narrative securely: Benin’s material culture (bronzes, court art), government (Obas), society and technology; Ethiopia’s heritage from Aksum, Christian traditions, architecture, and state organisation. Understands these as powerful and advanced African civilisations , not tribal or primitive societies.	Gives connected explanations showing how geography, trade, political structures, belief systems, art and technology shaped Benin and Ethiopia. Explains meaningful similarities and differences between the two kingdoms, and makes secure links to the earlier Aksum unit from Year 4. Demonstrates nuanced understanding of Africa as historically diverse, literate and technologically sophisticated.
Vocabulary & Historical Language	Uses limited historical vocabulary (e.g., “kings,” “statues,” “Christian country”) and struggles with key terms like <i>Oba</i> , <i>court</i> , <i>bronze casting</i> , <i>Aksumite</i> , <i>manuscript</i> , <i>church tradition</i> .	Uses key vocabulary accurately: <i>Benin</i> , <i>Oba</i> , <i>court arts</i> , <i>bronze casting</i> , <i>guilds</i> , <i>plaques</i> , <i>Edo people</i> , <i>Ethiopia</i> , <i>Aksum</i> , <i>manuscript</i> , <i>cathedral</i> , <i>Christian tradition</i> , <i>state</i> , <i>lineage</i> , <i>technology</i> .	Uses vocabulary fluently and precisely, including more abstract terms such as <i>statecraft</i> , <i>political authority</i> , <i>cultural continuity</i> , <i>artistic symbolism</i> , <i>technological innovation</i> . Applies vocabulary confidently to explain patterns, differences and long-term developments.
Disciplinary Thinking	Makes simple statements about Benin or Ethiopia without using secure knowledge to explain	Uses knowledge to answer historical questions: difference (How did Benin’s monarchy differ from Ethiopia’s?), significance (Why are Benin bronzes important sources?), evidence (What do artefacts show about technology and belief?),	Makes well-supported claims using specific, accurate examples (e.g., analysing how Benin bronzes reveal power and artistic mastery; explaining Ethiopia’s continuity of Christian tradition; evaluating how material culture

Assessment Area	Working Towards	Working At	Working at Greater Depth
	causes, significance or interpretations.	continuity/change (How did Ethiopia maintain Christian traditions over centuries?). Makes basic inferences from objects, accounts, and images.	challenges stereotypes about pre-colonial Africa). Shows strong ability to reason using evidence, compare civilisations and analyse significance.



Year 6 – Cities in Time 1: Shock Cities (Industrial Manchester): Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls isolated facts (e.g., “Manchester had factories,” “There were slums”) but cannot explain how or why the city grew so rapidly or how Abel Heywood’s story illustrates wider change.	Retells the core narrative securely: Manchester as a “shock city” of industrialisation; Abel Heywood’s rise from poverty to civic leadership; rapid urban growth; slum conditions; technological change; city improvements; recurring features of cities across time (trade, migration, administration, inequality). Understands industrial Manchester as part of a long historical pattern of urbanisation.	Gives connected explanations showing how industry, migration, technology, population growth and civic decision-making reshaped Manchester. Explains how Heywood’s life reveals social mobility and inequality. Makes meaningful connections between Manchester and earlier cities studied (e.g., Mesopotamia, Rome, Córdoba) to show long-term patterns in urban development.
Vocabulary & Historical Language	Uses limited vocabulary (e.g., “factories,” “dirty homes”) and struggles with key terms such as <i>industrialisation</i> , <i>slum</i> , <i>urbanisation</i> , <i>civic leader</i> , <i>infrastructure</i> .	Uses key terms accurately: <i>industrialisation</i> , <i>urbanisation</i> , <i>slum</i> , <i>factory</i> , <i>mill</i> , <i>sanitation</i> , <i>poverty</i> , <i>reform</i> , <i>infrastructure</i> , <i>migration</i> , <i>civic leadership</i> , <i>improvement</i> . Applies them appropriately in explanations.	Uses vocabulary fluently and precisely, including abstract terms such as <i>structural inequality</i> , <i>social reform</i> , <i>economic transformation</i> , <i>demographic change</i> , <i>recurring urban features</i> . Uses vocabulary effectively to compare industrial cities with ancient and medieval ones.
Disciplinary Thinking	Makes simple statements about industrial Manchester without explaining causes, consequences or significance. Cannot link local events to wider historical patterns.	Uses knowledge to answer historical questions: cause (Why did Manchester grow?), change (How did technology transform work and life?), significance (Why was Heywood important?), evidence (What do maps, accounts or	Makes well-supported claims using accurate examples (e.g., connecting slum conditions to public health issues; analysing how Heywood’s reforms addressed inequalities; comparing growth of industrial cities to ancient cities like Ur or modern global cities). Shows strong ability

Assessment Area	Working Towards	Working At	Working at Greater Depth
		descriptions show about city life?). Makes basic inferences from industrial-era sources.	to reason about long-term patterns, significance and change across time.



Year 6 – Cities in Time 2: Comparative Cities Study: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls disconnected facts about one or two cities (e.g., “Pompeii had volcanoes,” “London had traders”) but cannot explain what made each city distinct or how cities changed over time.	Retells the core narrative for each city securely: Pompeii (Roman town, eruption, evidence of daily life); Viking & medieval London (trade, settlement, political importance); Samarqand (silk routes, architecture, cultural exchange); and their chosen independent city . Understands that cities across time share recurring features and solve common problems in different ways.	Makes connected explanations showing how geography, trade, empire, culture, religion and technology shaped each city. Explains meaningful similarities/differences (e.g., Pompeii vs. London; Samarqand vs. Mesopotamian cities from Year 3). Demonstrates nuanced understanding of long-term patterns in urban history and cross-cultural influence.
Vocabulary & Historical Language	Uses limited vocabulary (e.g., “old city,” “trade,” “buildings”) and struggles with terms like <i>urban centre</i> , <i>trade route</i> , <i>merchant</i> , <i>archaeology</i> , or <i>cultural exchange</i> .	Uses key terms accurately: <i>urban</i> , <i>trade route</i> , <i>merchant</i> , <i>eruption</i> , <i>archaeology</i> , <i>empire</i> , <i>settlement</i> , <i>market</i> , <i>architecture</i> , <i>cultural exchange</i> , <i>migration</i> . Applies vocabulary across the different cities.	Uses vocabulary fluently and precisely, including abstract or comparative terms such as <i>connectivity</i> , <i>cross-cultural interaction</i> , <i>long-distance trade networks</i> , <i>continuity and change</i> , <i>civic identity</i> , <i>infrastructure</i> . Uses vocabulary strategically when comparing cities and explaining patterns.
Disciplinary Thinking	Makes simple statements about cities without explaining causes, effects, differences or evidence. Often treats each city in isolation.	Uses knowledge to answer historical questions: cause (Why did this city grow?), difference (How is this city different to others studied?), significance (Why is Pompeii such a valuable source?), evidence (What do archaeology or architecture reveal?), change (How did London	Makes well-supported claims using specific, accurate examples from multiple cities. Analyses patterns (e.g., trade as a driver of urban growth), evaluates significance (e.g., Pompeii as a “frozen” city), and interprets evidence confidently. Shows strong ability to compare cities across different eras, civilisations and regions, drawing on prior OW

Assessment Area	Working Towards	Working At	Working at Greater Depth
		evolve over time?). Makes basic comparisons and inferences across cities.	knowledge (e.g., Mesopotamia, Rome, Córdoba, Baghdad).



Year 6 – Britain in the Era of the Second World War: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls isolated facts (e.g., “children were evacuated,” “there were bombs”) but cannot explain how WWII changed life in Britain or how different groups were affected.	Retells the core narrative securely: evacuation; impact of bombing on cities and towns; rural and urban experiences; Britain’s involvement in a global war; contributions from diverse peoples; post-war changes including migration such as Windrush; founding of the NHS; and expansion of secondary schooling. Understands the war as a major turning point in British society.	Gives connected explanations of how war, migration, social change and government reform reshaped Britain. Explains links between wartime pressures, labour shortages, rebuilding, and long-term social policy (e.g., NHS). Shows nuanced understanding of diverse experiences (e.g., evacuees, Caribbean RAF volunteers, British families, rural communities).
Vocabulary & Historical Language	Uses limited terms (e.g., “evacuation,” “bombing”) without grasping wider concepts such as <i>migration</i> , <i>welfare state</i> , or <i>global conflict</i> .	Uses key terms accurately: <i>evacuation</i> , <i>rationing</i> , <i>blackout</i> , <i>Blitz</i> , <i>global conflict</i> , <i>migration</i> , <i>Windrush</i> , <i>NHS</i> , <i>welfare state</i> , <i>reconstruction</i> , <i>diversity</i> , <i>community</i> .	Uses vocabulary fluently and precisely, including abstract terms such as <i>social reform</i> , <i>demographic change</i> , <i>resilience</i> , <i>inequality</i> , <i>contribution</i> , <i>collective responsibility</i> . Applies vocabulary effectively when explaining long-term significance or comparing experiences.
Disciplinary Thinking	Makes simple statements about WWII without explaining causes, consequences or differences in experience using secure knowledge.	Uses knowledge to answer historical questions: cause (Why were children evacuated?), difference (How did city vs rural life differ?), significance (Why was the NHS established?), evidence (What do posters, photos or accounts reveal?), change (How did migration reshape	Makes well-supported claims using specific, accurate evidence (e.g., analysing how the Blitz changed daily life; evaluating the significance of Windrush; explaining how wartime unity fuelled post-war reforms). Shows strong ability to reason about significance, diversity of experiences and long-term consequences.

Assessment Area	Working Towards	Working At	Working at Greater Depth
		post-war Britain?). Makes sound inferences from sources.	



Year 6 – Local History Study: Assessment Grid

Assessment Area	Working Towards	Working At	Working at Greater Depth
Substantive Knowledge	Recalls isolated facts about the local area (e.g., “There is an old building,” “Our town changed”) but cannot explain how these fit into a wider historical context or long-term processes such as migration, industry, religion or conflict.	Retells the key local historical narrative securely (depending on teacher-chosen focus). Makes clear links between the local story and earlier units — e.g. migration (links to Anglo-Saxons, Vikings, Windrush), empire (links to Romans, Medieval African kingdoms), or industry (links to Manchester in “Shock Cities”). Understands that the local story reflects wider national or global history.	Gives connected explanations showing how forces such as trade, migration, technology, religion, empire, war or social reform shaped the local area. Evaluates how the local story fits into long-term regional or national patterns. Demonstrates nuanced understanding of continuity and change, diversity, and significance within the local context.
Vocabulary & Historical Language	Uses limited historical vocabulary and relies on general phrases (e.g., “old,” “changed,” “important”) instead of precise terms.	Uses appropriate vocabulary for the chosen local study: <i>archive, census, primary source, industry, migration, settlement, continuity, change, heritage, community</i> . Connects vocabulary learned in earlier units to local evidence (e.g. <i>empire, trade route, religious practice, urbanisation</i>).	Uses vocabulary fluently and precisely, including abstract terms such as <i>interpretation, historical significance, demographic change, cultural identity, local governance</i> . Applies terminology confidently when comparing local patterns to national/global ones.
Disciplinary Thinking	Describes local history superficially and does not use evidence (photos, maps, buildings, artefacts, oral histories) to support	Uses local evidence to answer historical questions: cause (Why did this area grow/change?), similarity/difference (How does the area compare to the past?), significance (Why is this site/event important locally?), evidence (What do maps, buildings or objects	Makes well-supported historical claims using a range of local sources. Explains differing interpretations of local events/buildings and why some stories survive while others disappear (linking back to Year 5 Jorvik).

Assessment Area	Working Towards	Working At	Working at Greater Depth
	claims. Cannot yet explain differing perspectives or interpretations.	show?), change (How has the area evolved?). Makes sound inferences.	Compares local developments with other historical contexts studied in Opening Worlds (e.g., trade in Samarkand, migration in Anglo-Saxon Britain, urbanisation in Manchester). Shows strong ability to reason about evidence, interpretation, continuity/change and significance .

