

Oaktree School Assessment

**HISTORY Step 2 (7-12)**

Pupil: \_\_\_\_\_

Learning target:	Date
<b>I can show an awareness of past activities in which I was involved.</b>	
<b>I can recognise myself in photos or on video.</b>	
<b>I can give familiar people a name.</b>	
<b>I can link the passage of time with a variety of indicators e.g. weekend activities, summer holidays or seasonal changes.</b>	
<b>I can collect objects which are of interest to me.</b>	
<b>I can recognise everyday items from the past</b>	

<b>7</b> up to 1	<b>8</b> up to 2	<b>9</b> up to 3	<b>10</b> up to 4	<b>11</b> up to 5	<b>12</b> up to 6
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*Jottings*

*I can recognise myself and other people in pictures of the recent past. I can link the passage of time with a variety of indicators, for example, weekend activities, summer holidays, or seasonal changes. I can use single words, signs or symbols to confirm the function of everyday items from the past e.g. cup, bed house.*

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**HISTORY Step 3 (13-18)**

Pupil: \_\_\_\_\_

Learning target:	Date
I can show an awareness of routines – meal time, break time, home time.	
I can show anticipation due to daily schedule e.g. seeing chairs out in the hall for lunch, seeing buses to go home.	
I recognise that pictures tell stories.	
I can listen to stories about my own past.	
I can respond to stories about my own past.	
I can respond to objects from my past.	

13 up to 1	14 up to 2	15 up to 3	16 up to 4	17 up to 5	18 up to 6
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*Jottings*

I show an awareness that I took part in past events. I listen and respond to familiar stories about my past. I begin to communicate about activities and events in the past, saying or signing 'baby toys' in response to personal items from their own early childhood. With some prompting or support, I can answer simple questions about historical artefacts and buildings.

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**HISTORY Step 4 (19-24)**

Pupil: \_\_\_\_\_

Learning target:	Date
I can talk about what I've seen earlier in the day.	
I can sequence events over a short term e.g. what I did before/after lunch	
I can show an awareness of changes in my own life	
I can recognise a picture of people in the more distant past	
I can recognise pictures of events of the more distant past	
I can pick out some historical artefacts from collections of items e.g. an old plate, items of clothing	

19 up to 1	20 up to 2	21 up to 3	22 up to 4	23 up to 5	24 up to 6
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*Jottings*

*I can recognise and make comments about myself and people I know in pictures of the more distant past. I can recognise some obvious distinctions between the past and present in my own life and communicate these, e.g. recalling that I went to a different school in the past. I can pick out historical artefacts from collections of items, e.g. identifying old plates or items of clothing.*

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**HISTORY Step 5 (25-30)**

Pupil: \_\_\_\_\_

Learning target:	Date
I can follow a sequence of a simple picture story	
I can sequence 3 pictures of daily events	
I can listen to stories about people and events in the past	
I can identify a difference between an 'old' and 'new' object	
I can identify a difference between an 'old and 'new' picture of a person	
I can make a pictorial recording of an historical event or celebration e.g. bonfire night	
With some support, I can sort objects according to the criteria old/new e.g. toys, shoes	
With support, I can respond to questions about an event or experience	

25 up to 1	26 up to 2	27 up to 3	28 up to 4	29 up to 6	30 up to 8
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*Jottings*

*I can recognise some distinctions between the past and present in other people's lives as well as my own and communicate about these in simple phrases and statements. I can listen to and follow stories about people and events in the past as well as events in my own life. I can sort objects according to given criteria, e.g. old and new toys.*

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**HISTORY Step 6 (31-36)**

Pupil: \_\_\_\_\_

Learning target:	Date
I can use the words/signs 'now' and 'next' to indicate the passage of time	
I can use the words/signs 'before' and 'after' to indicate the passage of time	
I can use the words/signs 'today' and 'yesterday' to indicate the passage of time	
I can identify personal experiences from the past or present	
I can indicate if a personal event or object belongs in the past or present	
I am aware that each day has a name	
I can act out a historical situation in a story	
I can respond to simple questions about a historical story	
I can sequence pictures of myself at different ages where there is a marked difference	

31 up to 1	32 up to 2	33 up to 3	34 up to 5	35 up to 7	36 up to 9
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*Jottings*

*I can indicate if personal events and objects belong in the past or present. I can use common words, signs or symbols to indicate the passage of time, e.g. now/then, today/yesterday. I can recount episodes from my past and some details from other historical events with prompts, e.g. past school or local events. I can answer simple questions about historical stories and artefacts.*

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**HISTORY Step 7 (37-45)**

Pupil: \_\_\_\_\_

Learning target:	Date
I can look carefully at artefacts.	
I can put 3 events in the order they happened.	
I can use vocabulary that shows a sense of chronology	
I can identify a difference between an old and new everyday object e.g. a kettle	
I can identify some external differences in homes of different ages	
I can identify some rooms of homes long ago	
I can recall some simple facts from stories about the past.	
I can ask simple questions to find similarities and differences between past and present.	
I can find answers to some simple questions about the past from artefacts, pictures, posters or books	

37 up to 1	38 up to 2	39 up to 3	40 up to 4	41 up to 5	42 up to 6
43 up to 7	44 up to 8	45 up to 9			

*Jottings*

I can recognise the distinction between present and past in my own and other people's lives. I show my emerging sense of chronology by placing some events and objects in order, and by using everyday terms about the passing of time. I can recount episodes from stories about the past. I can find answers to some simple questions about the past from sources of information.

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**HISTORY Step 8 (46-54)**

Pupil: \_\_\_\_\_

Learning target:	Date
I can recognise that my life is different from the lives of people in the past.	
I can put up to 5 events in the order they happened	
I can sequence incidents from an historical story	
I can tell you about a time before I was born	
I can identify obvious similarities between modern and old objects	
I can identify obvious differences between modern and old objects	
I can tell you about some of the different ways in which the past is presented e.g. diaries, paintings	
I can give reasons why people in the past acted as they did	
I can answer questions about the past by looking at historical sources.	

46 up to 1	47 up to 2	48 up to 3	49 up to 4	50 up to 5	51 up to 6
52 up to 7	53 up to 8	54 up to 9			

## Jottings

I can show by developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order; and by recognising that my own life is different from the lives of people in the past. I have some knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people I have studied. I am beginning to recognise that there are reasons why people in the past acted as they did. I can identify some of the ways in which the past is represented. I can observe or handle sources of information to answer questions



# Oaktree School Assessment

## HISTORY Step 9 (55-63)

Pupil: \_\_\_\_\_

Learning target:	Date
I can understand that the past is divided into different time periods.	
I can tell that there were differences between different times in the past.	
I can tell that different times in the past had some things that were the same.	
I can use dates appropriately	
I can use a range of sources for historical investigation.	
I can explain some reasons for events in the period studied	
I can explain some results of events in the period studied	
I can explain the work of an archaeologist	
I can begin to interpret information in pictures	

55 up to 1	56 up to 2	57 up to 3	58 up to 4	59 up to 5	60 up to 6
61 up to 7	62 up to 8	63 up to 9			

### Jottings

I can show my developing understanding of chronology by my realization that the past can be divided into different periods of time, by recognising some of the similarities and differences between these periods, and my use of dates and terms. I show my knowledge and understanding of some of the main events, people and changes studied. I can give some reasons for, and results of, the main events and changes. I know some of the ways in which the past is represented. I can use sources of information in ways that go beyond simple observations to answer questions about the past.

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HISTORY Step 10 (64-72)

Pupil: \_\_\_\_\_

Learning target:	Date
I can place events and people within a chronological framework.	
I can use conventional dates including BC, AD, decade, century, ancient, modern	
I can recognise the difference between opinion and fact	
I can describe events in the period studied	
I can describe changes within the period studied	
I can identify causes of events in historical period studied	
I can link passed events with modern events	
I can evaluate sources of historical information	
I can organise information to communicate knowledge and understanding	
I can select and combine information from sources to produce a structured answer.	
I can explain that the past can be represented or interpreted in different ways.	
I can locate the place of an historical incident on a map	

64 up to 1	65 up to 2	66 up to 3	67 up to 4	68 up to 5	69 up to 6
70 up to 8	71 up to 10	72 up to 12			

## Jottings

I can show my knowledge and understanding of aspects of the history of Britain and the wider world. I can use this to describe characteristic features of past societies and periods, and to identify changes within and across different periods. I can describe some of the main events, people and changes. I can give reasons for, and results of, the main events and changes. I have some understanding that aspects of the past have been represented and interpreted in different ways. I am beginning to select and combine information from different sources. I am beginning to produce structured work, making appropriate use of dates and terms.

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**HISTORY Step 11 (73-81)**

Pupil: \_\_\_\_\_

Learning target:	Date
I can use dates to relate to passages of time	
I can name and place significant historical periods in chronological order	
I have a chronological knowledge of key events within a period	
I can use dates and historical vocabulary to describe events and people	
I can interpret and explain timelines	
I can describe events with some effects in the period studied	
I can describe changes and causes in the period studied	
I can describe people and their actions in the period studied	
I can describe the characteristics of historical periods studied	
I can recognise that over time some things have changed while others remain the same	
I can evaluate the interpretations of information	
I can identify the consequences of changes	
I can question the usefulness of sources	
I can select relevant recorded information	
I can account for different versions of past events	
I can use examples to support my views	
I can reach conclusions about the most important events	
I can support evaluations and conclusions with evidence	

73 up to 2	74 up to 4	75 up to 6	76 up to 8	77 up to 10	78 up to 12
79 up to 14	80 up to 16	81 up to 18			

## Jottings

I can show an increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. I can use this to describe features of past societies and periods and to begin to make links between them. I can describe events, people and changes. I can describe and make links between events and changes, and give reasons for, and results of, these events and changes. Using knowledge and understanding, I am beginning to evaluate sources of information and identify those that are useful for particular tasks. I can select and organise information to produce structured work, making appropriate use of dates and terms.

