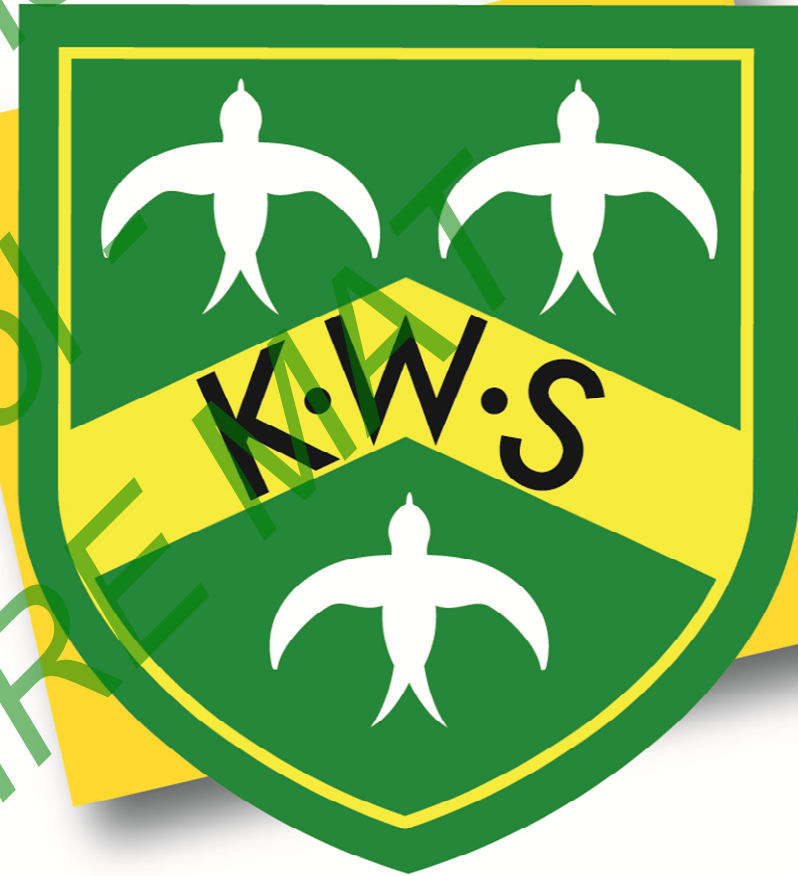


The Expected Standard

Document to support judgements
in history



Kirkby Woodhouse
School
ASPIRE

The purpose of this document

This document is a resource produced to enable teachers at Kirkby Woodhouse School to have a clearer understanding of History Curriculum expectations for meeting the expected standard. Annotated collections of children's work provide examples of what working at the expected standard for primary history might look like for the knowledge and conceptual understanding statements of the programmes of study (POS)

It is not the intention of these resources to specifically exemplify the historical enquiry statements. However, aspects of historical enquiry have been shown as an integral part of the teaching and learning of the knowledge and concepts, and are core skills listed in the Teacher Toolkit.

Each collection of work shows one example of how a pupil has met History Curriculum statements for a particular area of content but these are not intended to be *the* definitive way of teaching these statements. It provides a context for supporting teacher judgements across other areas of history for each year group.

This document also serves as a record of previous, high-quality teaching that has taken place at Kirkby Woodhouse School and identifies how the BE Excellence Model - Provide, Enhance, Enrich, BE – supports an incremental build up of knowledge and skills that supports children in committing taught content to long-term memory.

History Learning Ladder – Year Three

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> Can you describe events and periods using the words: BC, AD and decade? Can you describe events from the past using dates when things happened? Can you describe events and periods using the words: ancient and century? Can you use a timeline within a specific time in history to set out the order things may have happened? Can you use your mathematical knowledge to work out how long-ago events would have happened? 	<ul style="list-style-type: none"> Do you appreciate that the early Civilisations would not have communicated as we do or have eaten as we do? Can you begin to picture what life would have been like for the early settlers? Do you realise that wars in the past would have fought fiercely, using hand to hand combat? Do you understand why leaders would build monuments and large structures? Can you use sources to make suggestions and guesses about the past? Can you suggest why certain people acted as they did in history? 	<ul style="list-style-type: none"> Do you recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can you use various sources of evidence to answer questions? Can you use various sources to piece together information about a period in history? Can you research a specific event from the past? Can you use your 'information finding' skills in writing to help them write about historical information? Can you, through research, identify similarities and differences between given periods in history?

End of Unit Quiz
1. How long did the Stone Age last?
2. Tell me 3 things humans started to do in the Stone Age
3. Tell me two ways we can find out about life in the Stone Age?
4. Can you tell me the name of the period of time in the Stone Age where humans began to build settlements?
5. What is an archaeologist?
6. How did humans in the Stone Age get food?
7. What was the name of the period of time following the Stone Age?
8. What date did the Stone Age finish?
9. Tell me some features of a Stone Age settlement.
10. Explain the kinds of tools that humans would have used in the Stone Age.

Using this document

Each page in this document will indicate where coverage has met to support the skills progression document and met the knowledge quiz as part of teacher assessment.

The appropriate knowledge and skills taught will be highlighted to indicate which learning objectives have been met.

Each slide has been annotated with coloured text. Please see key below:

- Red** Commentary to explain how evidence meets the Toolkit Expectations – Skill Progression
- Blue** Commentary to highlight features of historical enquiry
- Green** Commentary to indicate where knowledge has been applied for the End of Unit Quiz
- Grey** Other relevant information inc. Pupil Speak

Amelia - Year 3

This collection of work has been collected in Academic Year 21-22 from a Year 3 child. The child's name has been altered for the purposes of this document.

This year group contains the following taught units:

The following exemplification is for the unit highlighted. This can be used to support teacher judgements across the year group.

History Breadth of Study - Year Three

Changes in Britain from the Stone Age to the Iron Age

This could include:

- late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae
- Bronze Age religion, technology and travel, e.g. Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

Autumn Term 1

Ancient Egypt

- an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Spring Term 1

Ancient Greece

- a study of Greek life and achievements and their influence on the western world

Summer Term 1



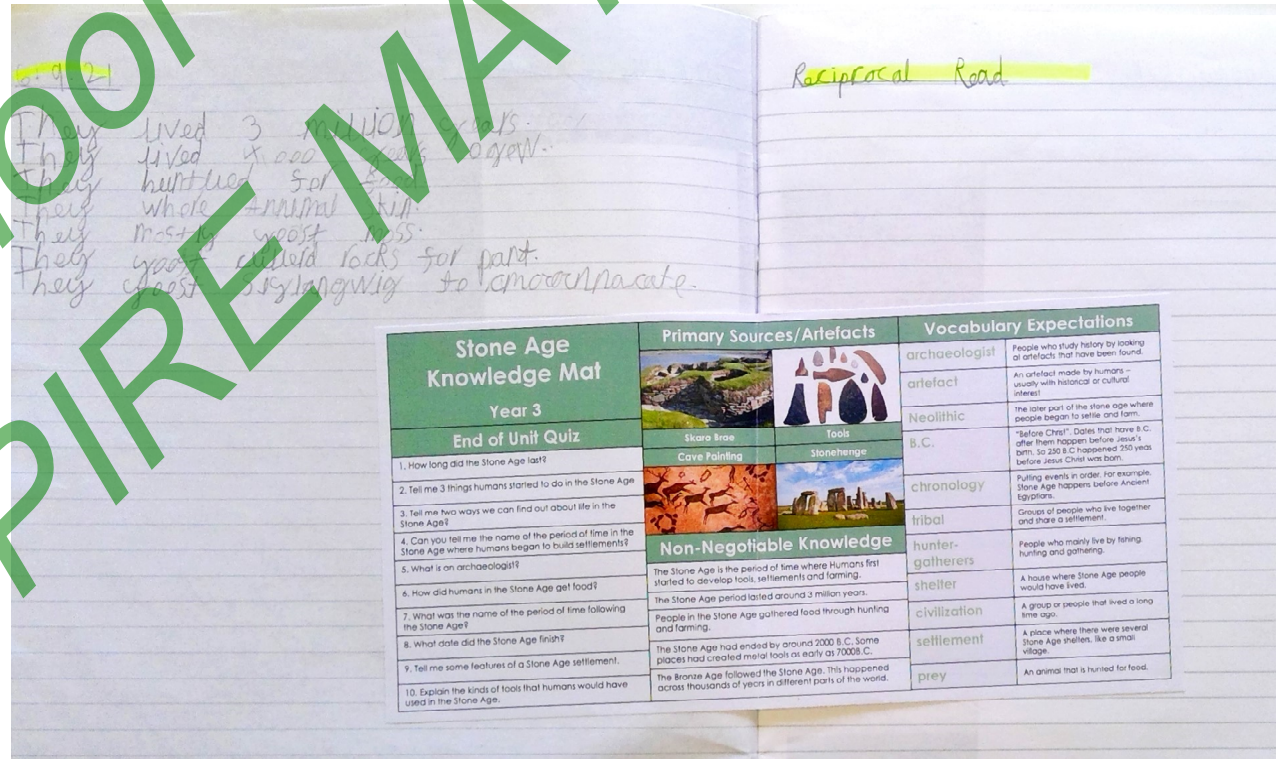
The Stone Age

End of Unit Quiz	
1.	How long did the Stone Age last?
2.	Tell me 3 things humans started to do in the Stone Age
3.	Tell me two ways we can find out about life in the Stone Age?
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8.	What date did the Stone Age finish?
9.	Tell me some features of a Stone Age settlement.
10.	Explain the kinds of tools that humans would have used in the Stone Age.

- Amelia uses a knowledge mat to research and find answers to questions on the end of unit quiz.
- Amelia uses research to find out about things that humans did in the stone age e.g. hunting and using coloured rocks for painting.
- Amelia identifies how humans may have communicated in the past - "sign language".

History Learning Ladder - Year Three

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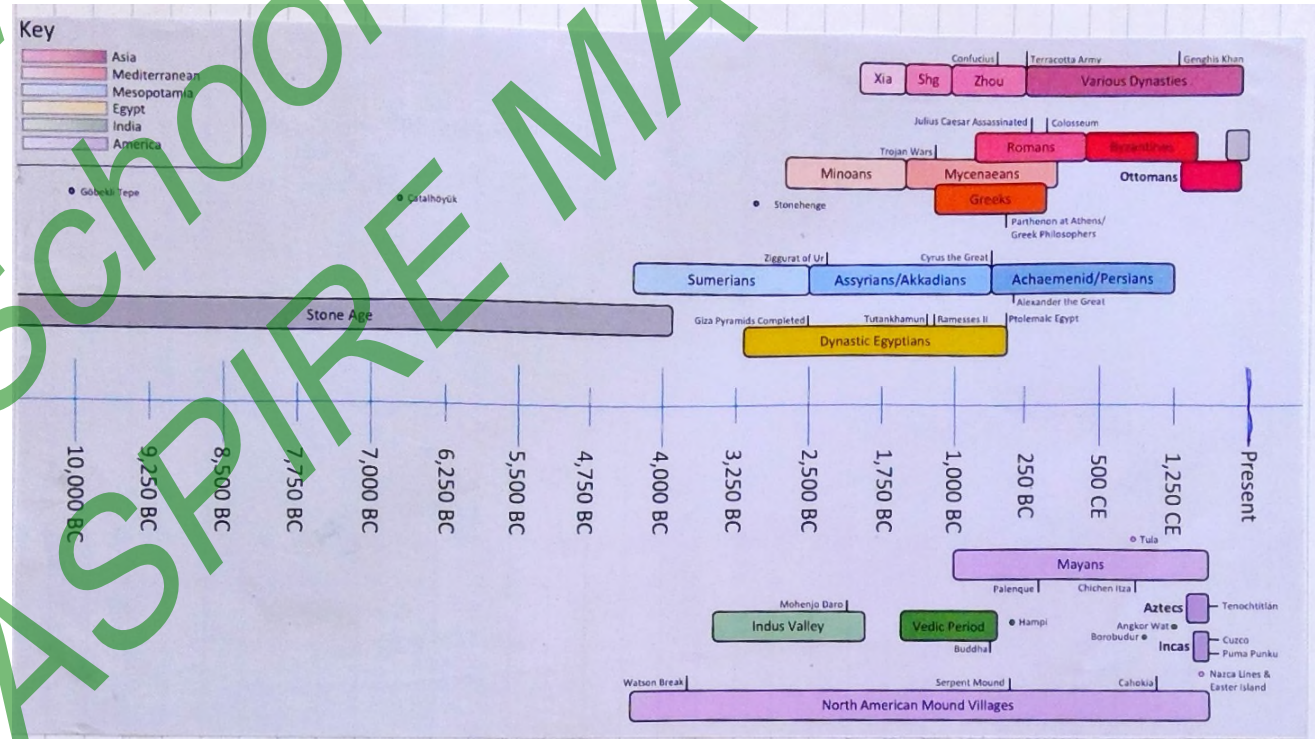
Stone Age Knowledge Mat Year 3	Primary Sources/Artefacts	Vocabulary Expectations
End of Unit Quiz	Skara Brae, Cave Painting, Tools, Stonehenge	archaeologist: People who study history by looking at artefacts that have been found. artefact: An artefact made by humans usually with historical or cultural interest. Neolithic: The later part of the stone age where people began to settle and farm. B.C.: "Before Christ". Dates that have B.C. after them happen before Jesus's birth. So 200 B.C. happened 200 years before Jesus Christ was born.
1. How long did the Stone Age last?		chronology: Putting events in order. For example, Stone Age happens before Ancient Egyptians.
2. Tell me 3 things humans started to do in the Stone Age		tribal: Groups of people who live together and share a settlement.
3. Tell me two ways we can find out about life in the Stone Age?		hunter-gatherers: People who mainly live by fishing, hunting and gathering.
4. Can you tell me the name of the period of time in the Stone Age where humans began to build settlements?		shelter: A house where Stone Age people would have lived.
5. What is an archaeologist?		civilization: A group or people that lived a long time ago.
6. How did humans in the Stone Age get food?		settlement: A place where there were several Stone Age people, like a small village.
7. What was the name of the period of time following the Stone Age?		prey: An animal that is hunted for food.
8. What date did the Stone Age finish?		
9. Tell me some features of a Stone Age settlement.		
10. Explain the kinds of tools that humans would have used in the Stone Age.		

End of Unit Quiz	
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- Amelia uses a timeline to discuss where the Stone Age falls within broader history.
- "The Stone Age comes before Egyptians and the Indus Valley".
- "The Stone Age ended more than 6000 years ago."
- Amelia indicates that the Stone Age lasted more than 6000 years.
- Amelia finds out that the Stone Age ended around 4000BC.

History Learning Ladder - Year Three

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Timeline
Monday 7th September

End of Unit Quiz

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History Learning Ladder - Year Three

Chronological Understanding

- Can you describe events and periods using the words: BC, AD and decade?
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- Can you describe events and periods using the words: ancient and century?
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Knowledge and Interpretation

- Do you appreciate that the early Civilisations would not have communicated as we do or have eaten as we do?
- Can you begin to picture what life would have been like for the early settlers?
- Do you realise that wars in the past would have fought fiercely, using hand to hand combat?
- Do you understand why leaders would build monuments and large structures?
- Can you use sources to make suggestions and guesses about the past?
- Can you suggest why certain people acted as they did in history?

Historical Enquiry

- Do you recognise the part that archaeologists have had in helping us understand more about what happened in the past?
- Can you use various sources of evidence to answer questions?
- Can you use various sources to piece together information about a period in history?
- Can you research a specific event from the past?
- Can you use your 'information finding' skills in writing to help them write about historical information?
- Can you, through research, identify similarities and differences between given periods in history?

- Amelia uses a timeline to discuss where the Stone Age falls within this unit of history
- Amelia finds out the dates when the Stone Age finishes.
- Amelia organises when humans began to farm, make pottery and communicate via cave paintings.
- "The Stone Age finishes and the Bronze Age comes next."



End of Unit Quiz

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4. Can you tell me the name of the period of time in the Stone Age where humans began to build settlements?
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8. What date did the Stone Age finish?
9. Tell me some features of a Stone Age settlement.
10. Explain the kinds of tools that humans would have used in the Stone Age.

- Amelia finds out about the tools the humans in the Stone Age would have used and explains their functions.
- "Humans had to hunt for food to survive"

History Learning Ladder - Year Three

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- Amelia begins to build up an understanding of what life was like for early settlers.
- Amelia makes suggestions about how the tools might have been used in the Stone Age.

End of Unit Quiz

1. How long did the Stone Age last?

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3. Tell me two ways we can find out about life in the Stone Age?

4. Can you tell me the name of the period of time in the Stone Age where humans began to build settlements?

5. What is an archaeologist?

6. How did humans in the Stone Age get food?

7. What was the name of the period of time following the Stone Age?

8. What date did the Stone Age finish?

9. Tell me some features of a Stone Age settlement.

10. Explain the kinds of tools that humans would have used in the Stone Age.

- Amelia uses cave paintings as sources to make guesses and build understanding about the past.
- Amelia recognises that humans in the Stone Age communicated through cave paintings.
- Amelia makes guesses about what was important to humans in the Stone Age.

History Learning Ladder - Year Three

Chronological Understanding

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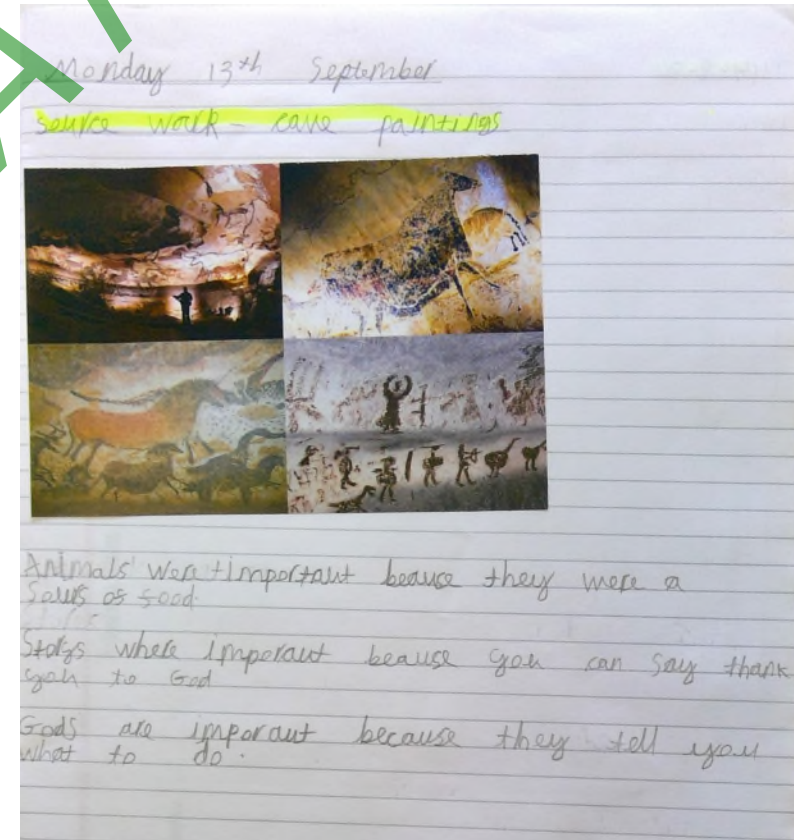
Knowledge and Interpretation

- Do you appreciate that the early Civilisations would not have communicated as we do or have eaten as we do?
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- Do you understand why leaders would build monuments and large structures?
- Can you use sources to make suggestions and guesses about the past?
- Can you suggest why certain people acted as they did in history?

Historical Enquiry

- Do you recognise the part that archaeologists have had in helping us understand more about what happened in the past?
- Can you use various sources of evidence to answer questions?
- Can you use various sources to piece together information about a period in history?
- Can you research a specific event from the past?
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- Amelia understands that we can use cave paintings to find out about the past.
- "Animals and hunting is important because they need food to survive."



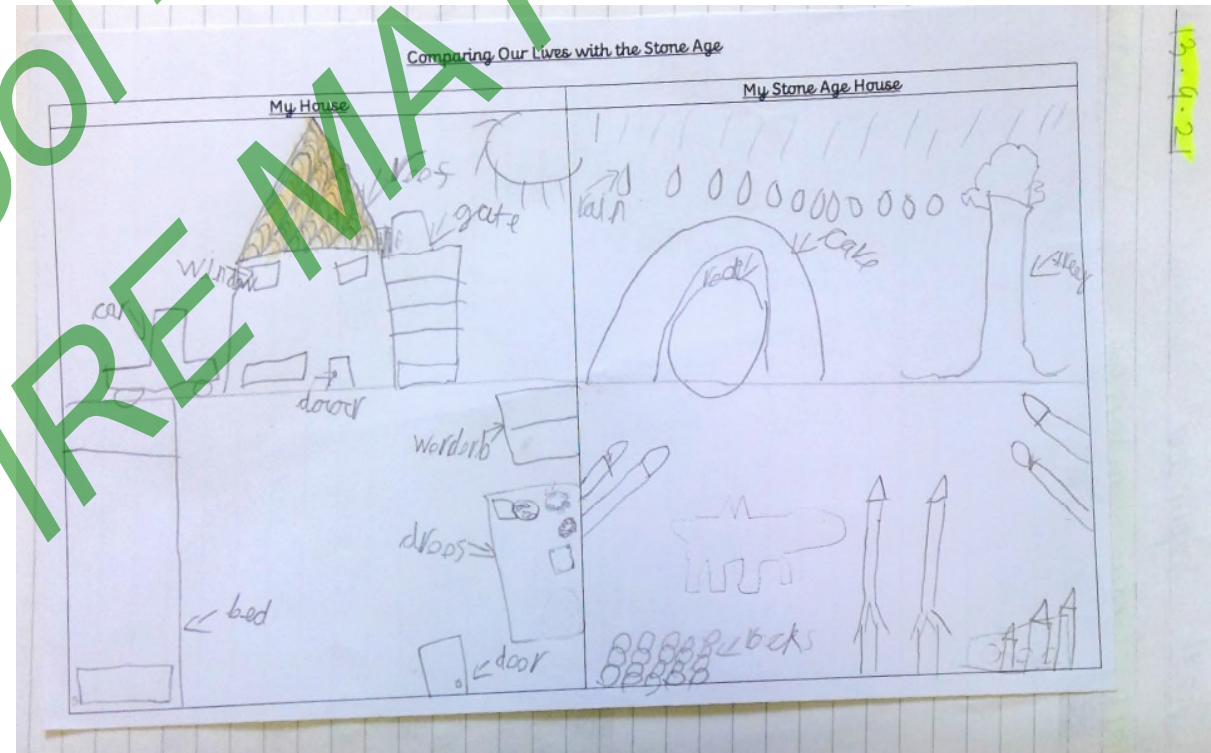
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- Amelia compares her life to the life of humans in the Stone Age
- "We both need houses and places to live for shelter."
- "My house has more things to make life easy, like a TV and a door to stop the wind."

History Learning Ladder - Year Three

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Kirkby Woodhouse School - ASPIRE MAT

End of Unit Quiz

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- Amelia interprets Stone Age drawings to make guesses about what humans did in the Stone Age.
- "People started farming because it is easier than hunting."
- "Making wheels makes it easier to move things."
- Amelia identifies technological advancements made during the Stone Age.

History Learning Ladder - Year Three

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Historical Enquiry

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- Amelia uses her knowledge to interpret and make suggestions about which things are important to humans in the Stone Age.
- Amelia uses her book to research and look at what we have learned so far to order and prioritise.
- "I put shelter highest because we still need shelter now. Music is the least important because it is nice for entertainment but you don't need it to survive."

Name: _____ Date: 15.9.21

L.O. - To understand the major prehistoric human achievements.

Most important

Shelter

Long hunting spear

Bow & Arrow

Stone club

Fire

Sewing

Cave Painting

Pigment for body decoration

Music

Least important

End of Unit Quiz

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Knowledge and Interpretation

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Historical Enquiry

- Do you recognise the part that archaeologists have had in helping us understand more about what happened in the past?
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- Amelia identifies what Stone Age humans might have eaten by investigating using physical sources.
- Amelia makes suggestions about what she has found out.
- Amelia experiences being an archaeologist and understands archaeologists find out about the past.
- "People in the Stone Age eat plants because they are easier than catching animals."
- Amelia explores the "poo" methodically and draws conclusions with her peers.



End of Unit Quiz

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- Amelia begins to picture what life would be like in a Stone Age settlement.
- Amelia recognises that Archaeologists help find evidence to explain what life is like in the past.
- Amelia uses Skara Brae and her previous knowledge to talk about what archaeologist might find in Stone Age settlement.
- Amelia identifies different parts of the settlement and what they might be used for.

History Learning Ladder - Year Three

Chronological Understanding

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Knowledge and Interpretation


- Do you appreciate that the early Civilisations would not have communicated as we do or have eaten as we do?
- Can you begin to picture what life would have been like for the early settlers?
- Do you realise that wars in the past would have fought fiercely, using hand to hand combat?
- Do you understand why leaders would build monuments and large structures?
- Can you use sources to make suggestions and guesses about the past?
- Can you suggest why certain people acted as they did in history?

Historical Enquiry

- Do you recognise the part that archaeologists have had in helping us understand more about what happened in the past?
- Can you use various sources of evidence to answer questions?
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- Can you, through research, identify similarities and differences between given periods in history?

Thursday 23rd September

What is in a Stone Age settlement



The doors were very low people would have to crawl down or even crawl to get through the doorways. Each house had a large piece of stone surrounded by a dresser. You might find carvings. You might find spears. You will find cave paintings of animals. You might find bows and skulls some the over people. A gear in the middle of the small room.

End of Unit Quiz

1. How long did the Stone Age last?
2. Tell me 3 things humans started to do in the Stone Age
3. Tell me two ways we can find out about life in the Stone Age?
4. Can you tell me the name of the period of time in the Stone Age where humans began to build settlements?
5. What is an archaeologist?
6. How did humans in the Stone Age get food?
7. What was the name of the period of time following the Stone Age?
8. What date did the Stone Age finish?
9. Tell me some features of a Stone Age settlement.
10. Explain the kinds of tools that humans would have used in the Stone Age.

- Amelia understands that monuments are built for a variety of reasons. She builds her own Stonehenge out of biscuits.
- Amelia understands that monuments can be used to interpret information about the past.
- "Monuments are built for kings and queens or for gods."

History Learning Ladder - Year Three

Chronological Understanding

- Can you describe events and periods using the words: BC, AD and decade?
- Can you describe events from the past using dates when things happened?
- Can you describe events and periods using the words: ancient and century?
- Can you use a timeline within a specific time in history to set out the order things may have happened?
- Can you use your mathematical knowledge to work out how long-ago events would have happened?

Knowledge and Interpretation

- Do you appreciate that the early Civilisations would not have communicated as we do or have eaten as we do?
- Can you begin to picture what life would have been like for the early settlers?
- Do you realise that wars in the past would have fought fiercely, using hand to hand combat?
- Do you understand why leaders would build monuments and large structures?
- Can you use sources to make suggestions and guesses about the past?
- Can you suggest why certain people acted as they did in history?

Historical Enquiry

- Do you recognise the part that archaeologists have had in helping us understand more about what happened in the past?
- Can you use various sources of evidence to answer questions?
- Can you use various sources to piece together information about a period in history?
- Can you research a specific event from the past?
- Can you use your 'information finding' skills in writing to help them write about historical information?
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Amelia has the opportunity to visit Creswell Crags where she:

- Builds a Stone Age shelter
- Play Stone Age music
- Create Stone Age art
- Hunt using Stone Age tools
- Visit the Museum and see Stone Age artefacts.

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