



History Stepping Stone Pathways



History

Pathway One	Pathway Two	Pathway Three	Pathway Four	Pathway Five	Pathway Six
Year One	Year Two	Year Three	Year Four	Year Five	Year 6



Stepping Stone Pathways

History Assessment and Judgements



Gaining attainment judgements:

Following assessment of learning; Achieved stepping stones are then converted into the table below to gain a judgement.

Which year group is the child in?	Pathway One 0 - 8			Pathway Two 9 - 17		Pathway Three 18 - 27		Pathway Four 28 - 38		Pathway Five 39 - 50		Pathway Six 51 - 62		
Year One	Emerging (0 - 3)	Exp (4-6)	Exc (7 - 8)	Exceeding + (8+)										
Year Two	Emerging (0 - 11)			Exp (12 - 15)	Exc (16 - 17)	Exceeding + (17+)								
Year Three	Emerging (0-21)					Exp (22 - 25)	Exc (26 - 27)	Exceeding + (27+)						
Year Four	Emerging (0 - 31)							Exp (32 - 36)	Exc (37 - 38)	Exceeding + (38+)				
Year Five	Emerging (0-43)									Exp (44 - 48)	Exc (49 - 50)	Exceeding + (50+)		
Year Six	Emerging (0-55)											Exp (56 - 60)	Exc (61 - 62)	Exc + (62+)



Stepping Stone Assessment History - Pathway 1



I can identify several changes that have happened in the UK since my grandparents young

I recall information about significant historical events, people and places in my local area

I can recall some features of the lives of significant individuals from the past

I can talk about some features of sources of evidence

I can use a few key words correctly

I can identify a few changes that have happened in the UK since my grandparents were young

I can identify some similarities and differences from periods of History to the present

I can talk about some significant historical events, people and places in my local area

Year 1

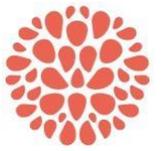
Year 2

Orange - Aut 1
Green - Aut 2
Pink - Spr 1
Blue - Spr 2
Yellow - Sum 1
Purple - Sum 2

Name _____



Stepping Stone Assessment History - Pathway 2



I can recall several pieces of information about important events from the past

I can recall several pieces of information about important people and events from British history

I can recall some features of the lives of significant individuals from the past

I can recognise features of sources of evidence

I can use several key words correctly

I can recall several pieces of information about important people and events from world history

I can recall some information about important events from the past

I can identify similarities and differences from different periods of History

I can recall some important people and events from British history

Year 1

Year 2

Orange - Aut 1
Green - Aut 2
Pink - Spr 1
Blue - Spr 2
Yellow - Sum 1
Purple - Sum 2

Name _____



Stepping Stone Assessment History - KS2 Objectives / Content



Hi2/1.4 Anglo-Saxons & Vikings

Pupil should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Hi2/2.1 Local History

Pupils should be taught about an aspect of local history

Hi2/2.5 Non-European Study

Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:

early Islamic civilization, including a study of Baghdad c. AD 900;
Mayan civilization c. AD 900; or
Benin (West Africa) c. AD 900-1300

Hi2/1.3 Anglo-Saxons & Scots

Pupil should be taught about Britain's settlement by Anglo-Saxons and Scots

Hi2/2.2 Extended chronological study

Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Hi2/1.2 Roman Britain

Pupil should be taught about the Roman empire and its impact on Britain

Hi2/2.3 Ancient Civilizations

Pupils should be taught about the achievements of the earliest civilizations – 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; or
The Shang Dynasty of Ancient China

Hi2/2.4 Ancient Greece

Pupils should be taught a study of Greek life and achievements and their influence on the western world

Hi2/1.1 Pre-Roman Britain

Pupil should be taught about changes in Britain from the Stone Age to the Iron Age

Orange - Aut 1

Green - Aut 2

Pink - Spr 1

Blue - Spr 2

Yellow - Sum 1

Purple - Sum 2

Year 3

Year 4

Year 5

Year 6

Name _____



Stepping Stone Assessment History - Pathway 3



I can identify some aspects of continuity and change between periods of history,

I am starting to make connections and ask some of my own questions

I am starting to understand a few abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

I can present my findings in writing

I can identify a variety of features of sources of evidence

I can understand the significance of people and events and I can identify some similarities and differences

I can identify some significant aspects of the history of the wider world

I am starting to make connections between local, regional, national and international history

I know the chronology of some events from British History

I am starting to make the link between cause and consequence,

Year 3

Year 4

Year 5

Year 6

Name _____

Orange - Aut 1
Green - Aut 2
Pink - Spr 1
Blue - Spr 2
Yellow - Sum 1
Purple - Sum 2



Stepping Stone Assessment History - Pathway 4



I can identify and understand historical concepts such as continuity and change,

I can use and understand several abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

I can identify significant aspects of the history of the wider world

I know and understand the chronology of the UK

I can make links between cause and consequence,

I can understand that sources of evidence give us different interpretations of the past

I am starting to make links between short- and long-term timescales.

I can recall the significance of people and events and I can identify several similarities and differences

I can make some connections between periods and events and I can ask my own questions

I can present my findings in writing in a variety of ways

I can make several connections between local, regional, national and international history

Year 3

Year 4

Year 5

Year 6

Name _____

Orange - Aut 1
Green - Aut 2
Pink - Spr 1
Blue - Spr 2
Yellow - Sum 1
Purple - Sum 2



Stepping Stone Assessment History - Pathway 5



I can beginning to display an historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

I can draw some contrasts, and can frame some historically-valid questions

I can describe significant aspects of the history of the wider world including the nature, characteristics and achievements of past civilisations

I can describe how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

I can describe some aspects of historical concepts such as continuity and change,

I can use some methods of historical enquiry and can describe some different interpretations of the past

I am starting to make connections between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

I can describe connections between local, regional, national and international history;

I can describe links between cause and consequence,

I can describe the significance of people and events as well as similarities and differences

I can create my own structured accounts, including written narratives

I can identify connections and am starting to draw contrasts and analyse trends

Year 3

Year 4

Year 5

Year 6

Name _____

Orange - Aut 1
Green - Aut 2
Pink - Spr 1
Blue - Spr 2
Yellow - Sum 1
Purple - Sum 2



Stepping Stone Assessment History - Pathway 6



I can explain historical concepts such as continuity and change,

I can use a variety of methods of historical enquiry and can discern how and why contrasting arguments and interpretations of the past have been constructed

I can explain the links between cause and consequence,

I can gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

I am starting to explain the link between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

I can explain the significance of people and events as well as similarities and differences

I can explain significant aspects of the history of the wider world including the nature, characteristics and achievements of past civilisations

I can make connections, draw contrasts, analyse trends and frame historically-valid questions and

I can create structured accounts, including written narratives and analysis

I can explain how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

I can explain connections between local, regional, national and international history;

I can explain connections, draw contrasts and analyse trends

Year 3

Year 4

Year 5

Year 6

Name _____

Orange - Aut 1
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Yellow - Sum 1
Purple - Sum 2



Stepping Stone Assessment History - KS1 Content / Objectives



Hi1/1.2 events beyond living memory that are significant nationally or globally
e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries

Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell

Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Hi1/1.3 significant historical events, people and places in their own locality

Year 1

Year 2

Orange - Aut 1
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Purple - Sum 2

Name _____