



History Assessment



Cherry Trees History Assessment Overview

Level	Sensory Level Descriptors
1(i)	<ol style="list-style-type: none">1. Notice auditory stimuli e.g. startle to loud music (1)2. Notice visual stimuli e.g. response to lights (1)3. Notices tactile stimuli e.g. responding to touch (1)4. Notice olfactory stimuli e.g. responding to smell5. Notices vestibular e.g. movement such as rocking6. Obvious reaction to close contact with familiar adult7. Responds to obvious stimuli (3)8. Distress reduced by physical contact9. Distress calmed by calming voice10. Reduces activity in response to touch or voice11. Demonstrates a range of unintentional vocalisation when content12. Demonstrates a range of unintentional vocalisation when distressed13. Demonstrates a range of unintentional vocalisation when hungry14. Demonstrates a range of unintentional vocalisation when in pain15. Demonstrates a range of unintentional vocalisation when tired16. Demonstrates a range of unintentional movements when content17. Demonstrates a range of unintentional movements when distressed18. Demonstrates a range of unintentional movements when hungry19. Demonstrates a range of unintentional movements when in pain20. Demonstrates a range of unintentional movements when tired
1(ii)	<ol style="list-style-type: none">1. Demonstrates brief memory for previously presented stimuli (4)2. Fleeting/inconsistent responses to familiar voice/personal identifier (related to 5)3. More consistent reaction to a close adult (related to 2)4. Intermittent awareness of stimulus in different positions (new)5. Fleeting response to 3 different tactile stimuli (related to 6)6. Fleeting response to 3 different visual stimuli (related to 6)7. Fleeting response to 3 different olfactory stimuli (related to 6)8. Fleeting response to 3 different vestibular stimuli (related to 6)9. Fleeting response to 3 different auditory stimuli (related to 6)10. Inconsistent response when talked to.11. Notices new, unfamiliar faces12. Engage in mutual gaze with an adult in a variety of settings.13. Show an awareness of object placed in hand/on body14. Quietens at familiar voice or sound15. Plays at making different vocal sounds alone or with others 'SPLIT'16. Smile in response to adult smiling



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	<ul style="list-style-type: none"> 17. Brings attention back to adult with an auditory prompt 18. Bring attention back to activity/object with a physical prompt 19. Brings attention back to activity/object with an auditory prompt 20. Bring attention back to adult with a physical prompt
2(i)	<ul style="list-style-type: none"> 1. Responds to a range of stimuli (6) people, objects and events 2. Responds to own name by a familiar person (8) 3. Responds consistently to one stimulus (9) 4. Supported 1:1 turn taking (7) 5. Terminates an interaction with adult, without full intention e.g. low levels of concentration or distracted easily (13) 6. Aided exploration of the environment (16) 7. Briefly follow objects in vertical plane (10) 8. Briefly follow objects in horizontal plane (10) 9. Consistent response to a personal identifier 10. Follows familiar adults across the room 11. Responds to own name by unfamiliar person 12. Anticipates a consistently repeatedly presented stimuli (14) 13. Shows pleasure at physical interactions e.g. rocking, tickling 14. Consistently anticipates repetitively presented response 15. Terminate intention with intention 16. Sustain gaze/interest in object for a few seconds 17. Let go of one toy in response to being offered another 18. Tolerates adult in parallel play 19. To show some response to own reflection 20. To hold an offered object from an adult for a short period of time.
2(ii)	<ul style="list-style-type: none"> 1. Responds differently to different stimulus (12) e.g. ball or instrument 2. Anticipates within familiar social routines (17) 3. Redirection to second object (18) 4. Random activities cause effect (19) 5. Looks briefly after disappearing object (20) 6. Action on reactive environment (21) 7. Communicates more in inconsistent ways (22) 8. Contingency responding (23) e.g. lots of redundant activity 9. Contingency responding with objects e.g. mobiles 10. Behaviour interpreted as rejection (11) 11. Purposefully terminates interaction with adult 12. Make a choice between two objects presented visually in close proximity 13. Demonstrating consistent negative response to things they don't like (new) 14. Demonstrating consistent positive response to things they do like.



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	<ol style="list-style-type: none">15. To return an object to an adult upon request with a physical and verbal prompt.16. To attend to photos/pictures when used in daily routines (registers/timetable)17. To anticipate what comes next in familiar song (action or verbally)18. To engage with a peer who is in close proximity by reaching out or vocalising.19. Repeating a behaviour which produces a response.20. Uses eye contact to engage with another person in a 1:1.
3(i)	<ol style="list-style-type: none">1. Objects to termination of an activity(15)2. Objects to termination of a communication (relate to 15 - new)3. Purposeful action on everyday environment e.g. in close proximity, supported by staff (24)4. Changes in behaviour in response to something nearby (25)5. Intentional exploration of the environment e.g. growing awareness of immediate environment, more independent exploration of the environment. (27)6. Looks forward and backwards between two objects (29)7. Perseveres by repeating action for reward in social game (30)8. Repeats action if first attempt in unsuccessful (31)9. Attracts attention by reaching out or physical action(32)10. Attracts attention vocally (extension of 32)11. Object permanence (34)12. Make a choice between two familiar objects using photographs(new)13. To respond to an adult saying 'no' with intonation or gesture by pausing in what they are doing.14. They request an activity by gesture, vocalisation or looking at the adult or object.15. To attend to adult as they wave and say goodbye.16. To respond to praise17. They observe the results of their own actions.18. They respond to the results of their own actions e.g. laughing or clapping.19. To show excitement in anticipation of favourite activity/object.20. To request a drink or snack with less support at appropriate times of the day
3(ii)	<ol style="list-style-type: none">1. Develops own consistent way of requesting more of an activity (new - related to 28)2. Communicate no more through a consistent actions (new - related to 28)3. Contingency awareness (26)4. Communicate choice to an attentive adult (37)5. Deliberately gaining attention of another person to satisfy need (39)6. Shared attention (40)7. Expresses preference for items not present via symbolic means (41)8. Early problem solving, tries a new strategy when old one fails (42)9. Initiates actions to achieve desired results (43)10. Initiates social game (33)



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	<ul style="list-style-type: none"> 11. Does two different action in sequence to get a reward (35) 12. Selects from more than two items(36) 13. Modifies action when repeating action does not work (38) 14. Used preferred mode of communication to say 'hello'. 15. To understand how a book works e.g. turn pages, turn the book the correct way round. 16. Consistently greet known people in preferred mode of communication 17. Consistently select correct symbol to represent main character in a book 18. To demonstrate understanding of 5 timetable symbols. 19. To independently explore an object in more complex ways, for a sustained period of time. 20. Begins to show an interest in actions of other peers.
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Level	Curriculum Assessment Statements
4	<ul style="list-style-type: none"> 1. Shows an awareness of past activities in which they were involved 2. Demonstrates preferences 3. Gives familiar people a name 4. Sometimes recognises themselves in photos 5. Collects objects that interest them 6. Says/gestures hello and goodbye 7. Uses yes or no in word/sign appropriately 8. Recognises everyday items from the past 9. Looks at books randomly 10. Watches staff point to pictures
5	<ul style="list-style-type: none"> 1. Tries to retell stories when looking at books/ sources/ videos/ newspaper articles 2. Shows an awareness of routines such as lunch time and home time 3. Finds a specific book 4. Dictates a caption for a picture 5. Responds when personal experience is mentioned 6. Responds to objects from their past 7. Relates events to own experience 8. Matches pictures on TV or computer to household objects 9. Matches objects to pictures on computer screen 10. Responds to questions about their own past
6	<ul style="list-style-type: none"> 1. Relates sounds to events/objects/animals 2. Talks about what they saw yesterday 3. Sequences events over a short term 4. Comments on changes in their own lives 5. Acts out action words



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	<ol style="list-style-type: none">6. Identifies old artefacts7. Makes predictions in familiar stories8. Answers simple questions9. Follows simple instructions10. Describes a simple sequence of actions
7	<ol style="list-style-type: none">1. Follows a sequence of a simple picture story2. Sequences 3 pictures of daily events3. Sequences a series of 3 pictures showing human life cycle4. Talks about present experience5. Sorts objects by a given criteria i.e. old and new6. Identifies a difference between an old and a new object7. Compares an old and new building8. Illustrates an historical event or celebration9. Makes statements or phrases in past tense10. Relates an experience to an event or story
8	<ol style="list-style-type: none">1. Shows an awareness that each day has a name2. Discusses what they did before and after lunch3. Identifies objects as being from the past or present4. Creates a story from pictures5. Names a character in a story6. Describes some aspects of artefacts in simple terms7. Identifies some different types of homes8. Discusses information that can be found in photographs9. Acts out personal experiences in a role play10. Uses terms to describe past and present like now/then, today/yesterday, before/after
9	<ol style="list-style-type: none">1. With some support can name the period of history studied2. Takes part in role play to begin to show some understanding of historical events3. Can organise 3 events in their own life in sequence4. Names characters in a historical story5. Begins to use a historical vocabulary: before, after, long ago, very old, old, new6. Answers questions about a historical story7. Begins to write simple sentences independently8. Retells details of a historical story9. Can name a famous historic event/place/person10. Can describe/identify one feature of an artefact
10	<ol style="list-style-type: none">1. Uses vocabulary that shows a sense of chronology2. Recognises that things change over time3. Identifies some external differences in homes of different ages4. Considers who lived in the different types of home



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	<ol style="list-style-type: none">5. Considers aspects of life in homes in the past6. Identifies some things from the past that have caused change in their own area7. Communicates knowledge pictorially8. Communicates knowledge orally9. Uses information from books10. Gives a reason for the differences between old and new everyday object
11	<ol style="list-style-type: none">1. Sequences 4 events from a historic story2. Begins to recall some information about a way of life3. Identifies a key war4. Identifies a past king or a queen5. Identifies four famous historic events in British history6. Is able to listen to the arguments of others7. Begins to form opinions about historical information8. Begins to back up their opinions using a relevant fact9. Begins to understand reasons for historical events happening10. Begins to use information from the internet to answer questions
12	<ol style="list-style-type: none">1. Sequences 6 incidents from a historic story2. Observes and organises objects in sequence, according to age3. Shows some knowledge of people studied4. Shows some knowledge of events studied5. Identifies some people from the past who are famous6. Asks questions of an adult7. Combines information from two sources8. Extracts information from pictures9. Records answers to questions10. Understands historical words like recent, modern, eyewitness
13	<ol style="list-style-type: none">1. Realises that the past can be divided into different periods2. Uses terms to indicate periods3. Makes comparisons between sources4. Understands historical words like archaeologist, evidence, remains, excavate, invade5. Recognises the difference between opinion and fact6. Questions the reasons for differences in reports on the same event7. Understands how archaeologists may contribute to knowledge8. Identifies similarities between modern and old objects9. Identifies differences between modern and old objects10. Draws information from census data



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14	<ol style="list-style-type: none">1. Places events and people within a chronological framework2. Understands conventional dates like BC, AD, decade, century, ancient, modern3. Uses dates to show period of change and development4. Summarises information5. Gives a reasoned description of a character6. Understands the differences between primary and secondary sources7. Links past events with modern events8. Identifies reasons for specific points of view9. Links information in order to give a larger picture10. Recognises the impact of technological development
15	<ol style="list-style-type: none">1. Names and places significant historical periods in chronological order2. Describes changes and some causes in the periods studied3. Compares sources4. Accounts for different versions of past events5. Uses examples to support view6. Shows critical evaluation7. Reaches conclusions about the most important events8. Supports evaluation and conclusions with evidence9. Questions the usefulness of sources10. Describes people and their actions in the periods studied
16	<ol style="list-style-type: none">1. Pupils show they have some local historical knowledge2. Pupils show they have some national historical knowledge3. Pupils show they have some international historical knowledge4. Pupils begin to explain relationships between any causes of change within different periods5. Pupils refine their own questions to investigate historical problems or issues6. Pupils produce detailed, structured work to answer historical questions7. Pupils use accurately and understand a range of historical terminology in their investigation8. Pupils select, organise and present relevant information in their investigation9. Pupils begin to analyse the nature and extent of diversity within and across different period
17	<ol style="list-style-type: none">1. Pupils show they have a wide local historical knowledge2. Pupils show they have a wide national historical knowledge3. Pupils show they have a wide international historical knowledge4. Pupils are able to link events, places, dates and key people together5. Pupils are able to present information to the rest of the class6. Pupils are able to independently extract information from source data to develop conclusions7. Pupils begin to explain how the significance of events, people and changes has varied according to different perspectives8. Pupils refine their own questions to investigate historical problems or issues9. Pupils critically evaluate sources to establish relevant evidence for their investigations10. Pupils use accurately and understand a wide range of historical terminology in their investigation



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1. Pupils are able to gather primary and secondary source information to formalise conclusions
2. Information and evidence is referenced
3. Written text is structured in a clear fashion
4. Excellent use of punctuation
5. Excellent use of grammar
6. Pupils produce detailed, well structured independent work to answer historical questions
7. Pupils ask relevant questions about the past, to investigate issues critically and to make valid historical claims
8. Pupils show they have an extensive national historical knowledge
9. Pupils analyse and explain a range of historical interpretations and different judgements about the past
10. Pupils critically evaluate sources to establish relevant evidence for their investigations