

**Key Stage 1 – Assessment - Knowledge and Skills Progression**

History – KS1 Units of Work & NC links				
	Year 1 (History units of work)	National Curriculum Link	Year 2 (History units of work)	National Curriculum Link
	<p><b>First Flight – Wright Brothers and Amy Johnson</b>  <b>How has transport evolved?</b> (Link to previous Bus Topic) (with a focus on flight)  <a href="https://vimeo.com/148147257">https://vimeo.com/148147257</a>                      Flight Radar 24 website                      BBC Bitesize Film “Proud to be a Pilot” Shopping</p> <p><b>How has shopping changed within their families’ life time?</b>                      Changes within living memory that reveal aspects of change in national life</p> <p><b>Our Local Heroes</b>                      Explore Lowry’s life and what life was like back then, through his art.                      Significant historical people, places and events in their own locality.                      Link to Manchester airport, Bramall Hall and Handforth Dean.</p>	<p>Event beyond living memory that is significant globally</p> <p>Changes within living memory</p> <p>Significant local people &amp; lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><b>Great Fire of London</b></p> <p><b>Explorers</b>  <i>Armstrong/Scott/Columbus</i></p> <p>Gun Powder Plot – Events celebrated nationally.</p> <p><b>Local area – Hat museum in Stockport.</b></p>	<p>Event beyond living memory that are significant nationally or globally.</p> <p>Lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Significant historical events, people and places in their own locality.</p>

## Key Stage 1 – Knowledge outcomes by the end of KS1 for Y1 & Y2

*(with support and guidance from Chris Trevor)*

<p>Chronological Understanding</p>	<p>I know where the people and events I have studied fit on a basic timeline.                      I can tell you a few similarities and differences between ways of life at different times.                      I can name a few people in the past who have contributed to national and international achievements.                      I can put a few objects/ events in order.</p>
<p>Historical concepts</p>	<p>I can identify similarities and differences between different times.                      I can tell you about some of the people or events from my work                      I can give more than one cause of an event and give a reason why people in the past acted as they did.                      I am able to reflect on the significance of what I have learnt about the past.</p>
<p>Historical Interpretation</p>	<p>I have developed an awareness of the past and can comment on what or how I found things out.                      I understand some of the ways in which we find out about the past.                      I can tell you a few ways how the past has been presented or described.                      I understand the importance of basing my ideas on evidence                      I am developing the skills of presenting an idea and raising questions about the past.</p>
<p>Historical enquiry</p>	<p>I can analyse artefacts.                      I ask questions.                      I think how I might find out answers.                      I am developing skills to study history by hypothesising, questioning and investigating.                      I can choose &amp; use parts of stories and other sources of information to show I know and understand key features of events or people’s lives studied.</p>
<p>Historical communication</p>	<p>I use common words &amp; phrases relating to passing of time.                      I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using everyday historical terms.                      I can recount stories accurately and explain why some people and events were important.</p>

Year 1 – History (Assessment of Knowledge and Skills)					
Year 1 – Skills (How to achieve end of KS1 outcomes)		KS1 Outcomes (Achieved by the end of Year 2)		Assessment of Year 1 children (initial – E & X, other chn not initialled are assessed by teacher as M)	
Chronological understanding	<ul style="list-style-type: none"> <li>Sequence some events or 2 related objects in order. (Timeline of the History of flight)</li> <li>Uses words and phrases: old, new, young, days and months.</li> <li>Remembers parts of stories and memories about the past. (The Wright Brothers and the First Flight)</li> </ul>	<ul style="list-style-type: none"> <li>I know where the people and events I have studied fit on a basic timeline.</li> <li>I can tell you a few similarities and differences between ways of life at different times.</li> <li>I can name a few people in the past who have contributed to national and international achievements.</li> <li>I can put a few objects/ events in order.</li> </ul>	<u>E</u>	<u>X</u>	
	<ul style="list-style-type: none"> <li>Tell the difference between past and present in own and other people’s lives. (What types of transport did people have in the past? How have the Wright Brothers and the First Flight helped us today?)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify similarities and differences between different times.</li> <li>I can tell you about some of the people or events from my work</li> <li>I can give more than one cause of an event and give a reason why people in the past acted as they did.</li> <li>I am able to reflect on the significance of what I have learnt about the past.</li> </ul>	<u>E</u>	<u>X</u>	
	<ul style="list-style-type: none"> <li>Begins to identify and recount some details from the past from sources (e.g. - Pictures and stories). (Comparing transport, throughout history using videos, photos and drama.)</li> </ul>	<ul style="list-style-type: none"> <li>I have developed an awareness of the past and can comment on what or how I found things out.</li> <li>I understand some of the ways in which we find out about the past.</li> </ul>	<u>E</u>	<u>X</u>	

Year 1 – History: Knowledge and Skills Assessment

		<ul style="list-style-type: none"> <li>I can tell you a few ways how the past has been presented or described.</li> <li>I understand the importance of basing my ideas on evidence</li> <li>I am developing the skills of presenting an idea and raising questions about the past.</li> </ul>		
Historical enquiry	<ul style="list-style-type: none"> <li>Finds answers to simple questions about the past from sources of information (e.g. - pictures, stories) (Key question stems – Who? What? When? Where? Why? How? Finding out information using artefacts, videos and pictures about the Wright Brothers)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyse artefacts.</li> <li>I ask questions.</li> <li>I think how I might find out answers.</li> <li>I am developing skills to study history by hypothesising, questioning and investigating.</li> <li>I can choose &amp; use parts of stories and other sources of information to show I know and understand key features of events or people’s lives studied.</li> </ul>	<u>E</u>	<u>X</u>
Organisation and communication	<ul style="list-style-type: none"> <li>Shows knowledge and understanding about the past in different ways. (e.g. - Role play, drawing, writing, talking). (Placing the Prop – artefacts to gather information about the First Flight; Hot Seating Orville and Wilbur Wright; and Tableau – To sequence the events of the First Flight.</li> </ul>	<ul style="list-style-type: none"> <li>I use common words &amp; phrases relating to passing of time.</li> <li>I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using everyday historical terms.</li> <li>I can recount stories accurately and explain why some people and events were important.</li> </ul>	<u>E</u>	<u>X</u>