

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>First Flight – Wright Brothers and Amy Johnson How has transport evolved? (Link to previous Bus Topic) (with a focus on flight) https://vimeo.com/148147257 Flight Radar 24 website BBC Bitesize Film “Proud to be a Pilot” Shopping</p> <p>How has shopping changed within their families’ life time? Changes within living memory that reveal aspects of change in national life</p> <p>Our Local Heroes 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 & lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Great Fire of London How did the great fire change London?</p> <p>Gun Powder Plot – Events celebrated nationally. Why do we celebrate bonfire night?</p> <p>Why is Walter Tull a British hero?</p> <p>How have explorers changed the world? Explorers <i>Armstrong/Scott/Columbus</i></p> <p>Why was the Hat Industry so successful in Stockport? Local area – Hat museum in Stockport.</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)

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

Year 2 – History (Assessment of Knowledge and Skills)					
Year 2 – Skills (How to achieve end of KS1 outcomes)		KS1 Outcomes (Achieved by the end of Year 2)		Assessment of Year 2 children (initial – E & X, other chn not initialled are assessed by teacher as M)	
Chronological understanding	<ul style="list-style-type: none"> Recount changes in own life over time. Discussions Puts 3 people, events or objects in order using a given scale. Overall timeline and final assessment Uses words and phrases such as recently, before, after, now, later. Uses past and present when telling others about an event. 	<ul style="list-style-type: none"> 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. 	<u>E</u>	<u>X</u>	
	Knowledge and understanding	<ul style="list-style-type: none"> Uses information to describe the past. Uses information to describe differences between then and now. How London was built before the fire and after. Difference in clothes 1600s to modern day. Recounts main events from a significant event in history. Rough timeline of GoL and Gunpowder plot. Uses evidence to explain reasons why people in past acted as they did. 	<ul style="list-style-type: none"> 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. 	<u>E</u>	<u>X</u>

Year 2 – History: Knowledge and Skills Assessment

<p>Historical interpretation</p>	<ul style="list-style-type: none"> Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things. Motivation of conspirators in gunpowder plot, how it felt to be Catholic. 	<ul style="list-style-type: none"> 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><u>E</u></p>	<p><u>X</u></p>
<p>Historical enquiry</p>	<ul style="list-style-type: none"> Looks carefully at pictures or objects to find information about the past. GoL “How do we know...” evidence lesson. Asks and answers questions such as: ‘what was it like for a?’, ‘what happened in the past?’, ‘how long ago did happen?’, Estimates the ages of people by studying and describing their features – Starters? Can link to - Science: growing and changing. 	<ul style="list-style-type: none"> 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 & 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><u>E</u></p>	<p><u>X</u></p>
<p>Organisation and communication</p>	<ul style="list-style-type: none"> Shows knowledge and understanding about the past in different ways. (e.g. – speaking, writing, ICT). Uses dates and terms. Beginning to discuss some ways of presenting information. Mind map IT to be made explorers, Neil 	<ul style="list-style-type: none"> I use common words & 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. 	<p><u>E</u></p>	<p><u>X</u></p>

Year 2 – History: Knowledge and Skills Assessment

	Armstrong. “Museum of British Isles” to be created in Geography.	<ul style="list-style-type: none">I can recount stories accurately and explain why some people and events were important.		
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