

## Coverage of History KUS

Areas	Year One Remembrance Day	Year Two The Great Fire of London
<p><b>Term 1</b></p>	<ul style="list-style-type: none"> <li>➤ I can fit people/events (4) into a chronological framework – see progression of timelines.</li> <li>➤ I can talk about how life was different to today and during the wars. E.g. Females were not allowed to be soldiers. There was a different Monarch.</li> <li>➤ I can use common words and phrases related to the passing of time – see progression in vocabulary.</li> <li>➤ I understand some ways we find out about the past. E.g. diaries, non-fiction books, eye witness accounts.</li> <li>➤ I can use given sources to ask and answer questions - photographs</li> <li>➤ I am beginning to recognise why people did things, why events happened, and what happened as a result.</li> <li>➤ I can recall some facts about remembrance day/war E.g. What day it is on, what time it is, how long the silence is held for, how people remember e.g. what The Queen does, playing the last post, what the soldiers received for bravery etc.</li> <li>➤ I can talk about why people may have acted in the way they did. (Noel Chavasse and Arthur Procter)</li> <li>➤ I appreciate that some famous people have made our lives better today. (Noel Chavasse and Arthur Procter)</li> </ul>	<ul style="list-style-type: none"> <li>➤ I understand and use the words past and present when telling others about an event.</li> <li>➤ I can fit people/events (6) into a chronological framework– see progression of timelines.</li> <li>➤ I can identify similarities and differences between ways of life today and 1666 and I understand why changes have been made to houses.</li> <li>➤ I can use wide vocabulary of everyday historical terms– see progression in vocabulary.</li> <li>➤ I can ask and answer questions about the past and explain my answer. E.g. I think these people are from the past because they are wearing different clothes to what we wear today.</li> <li>➤ I understand different ways we find out about the past. E.g. diary entries, paintings</li> <li>➤ I can use a range of sources to learn about the past.</li> <li>➤ I recognise why people did things, why events happened, and what happened as a result.</li> <li>➤ I can recount the main events from a significant event in history. (Where the fire started, how it happened, who was to blame, how long it lasted)</li> <li>➤ I can look at evidence to give reasons and explain why people in the past may have acted in the way they did.</li> <li>➤ I can talk about who was important e.g. in a simple historical account.</li> </ul>
<p><b>Core Tasks for Assessment</b></p>	<p><b>Pre Assessment:</b> Present an image of a person wearing a poppy. Why do we wear a poppy? Response. He is wearing a poppy to/because...</p> <p><b>Post Assessment:</b> Remembrance Day spider diagram. Encourage the children to use dates, facts and include information to show their knowledge and understanding.</p>	<p><b>Pre Assessment:</b> Look at source A. What can you tell from the source?</p> <p><b>Post Assessment:</b> Look at the two images which is today and which is the past? How do you know? or Why are houses made from brick? (link to science post assessment)</p>

	Year One Toys	Year Two The Beatles
<b>Term 2</b>	<ul style="list-style-type: none"> <li>➤ I am developing an awareness of the past and present e.g. which toys are from the past and which are from today.</li> <li>➤ I can fit people/events (4) into a chronological framework – see progression of timelines.</li> <li>➤ I can use common words and phrases related to the passing of time – see progression in vocabulary.</li> <li>➤ I am beginning to ask and answer questions about the past. E.g. which things are old and which are new?</li> <li>➤ I understand some ways we find out about the past.</li> <li>➤ I can use given sources to learn about the past.</li> <li>➤ I can use books, videos, photographs, pictures and artefacts to find out about the past.</li> <li>➤ I can identify some similarities/differences between ways of life at different times. E.g. changes in toys between grandparents and today.</li> <li>➤ I can sort events/objects/people into groups e.g. then and now</li> <li>➤ I can recall some facts about people/events before living memory – Frank Hornby (Frank Hornby invented Meccano, wooden toys were from the past, Meccano Factory is local to our area,</li> <li>➤ I appreciate that some famous people have made our lives better today - Frank Hornby</li> <li>➤ I can talk about who was important e.g. oral account.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I understand and use the words past and present when telling others about an event.</li> <li>➤ I can fit people/events (6) into a chronological framework– see progression of timelines.</li> <li>➤ I can identify similarities and differences between ways of life at different times and understand why changes have been made- music devices</li> <li>➤ I can use wide vocabulary of everyday historical terms– see progression in vocabulary.</li> <li>➤ I can ask and answer questions about the past and explain my answer.</li> <li>➤ I understand different ways we find out about the past - internet, books, newspapers</li> <li>➤ I can make observations about different types of people, events and beliefs within society and make comparisons.</li> <li>➤ I can recount the main events from a significant event in history.</li> <li>➤ I can talk about who was important e.g. in a simple historical account.</li> <li>➤ I appreciate that some famous people have made our lives better today and explain how using evidence from the past.</li> </ul>
<b>Core Tasks for Assessment</b>	<p><b>Pre Assessment:</b> odd one out – share two toys from the past and one from today. Which is the odd one out and explain your answer.</p> <p><b>Post Assessment:</b> Alfie has found a toy in the cupboard. Do you think it belongs to him, his dad or his granddad? Explain.</p>	<p><b>Pre Assessment:</b> Name it and explain it. (Images of The Beatles, Liverpool and LP record).</p> <p><b>Post Assessment:</b> Revisit pre assessment question.</p> <p><b>HA</b> Write an email to Mrs Davies explaining what they have learnt about The Beatles.</p>

	Year One The First Aeroplane Flight	Year Two The Seaside
<b>Term 3</b>	<ul style="list-style-type: none"> <li>➤ I am developing an awareness of the past and present.</li> <li>➤ I can fit people/events (4) into a chronological framework – see progression of timelines.</li> <li>➤ I can identify similarities and differences between ways of life at different times.</li> <li>➤ I can use common words and phrases related to the passing of time – see progression in vocabulary.</li> <li>➤ I am beginning to ask and answer questions about the past. E.g. which things are old and which are new?</li> <li>➤ I understand some ways we find out about the past.</li> <li>➤ I can use given sources to learn about the past.</li> <li>➤ I can use books, videos, photographs, pictures and artefacts to find out about the past.</li> <li>➤ I am beginning to recognise why people did things, why events happened, and what happened as a result.</li> <li>➤ I can make simple observations about different types of people, events and beliefs within society.</li> <li>➤ I can sort events/objects/people into groups e.g. then and now</li> <li>➤ I can recall some facts about people/events before living memory</li> <li>➤ I can talk about why people may have acted in the way they did.</li> <li>➤ I appreciate that some famous people have made our lives better today.</li> <li>➤ I can talk about who was important e.g. oral account.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I understand and use the words past and present when telling others about an event.</li> <li>➤ I can fit people/events (6) into a chronological framework– see progression of timelines.</li> <li>➤ I can identify similarities and differences between ways of life at different times and understand why changes have been made.</li> <li>➤ I can use wide vocabulary of everyday historical terms– see progression in vocabulary.</li> <li>➤ I can ask and answer questions about the past and explain my answer. E.g. I think these people are from the past because they are wearing different clothes to what we wear today.</li> <li>➤ I understand different ways we find out about the past.</li> <li>➤ I can use a range of sources to learn about the past.</li> <li>➤ I can use a wide range of sources to find out about the past. E.g. eye witness accounts, diary entries, letters, books, internet etc.</li> <li>➤ I can identify similarities/differences between ways of life at different times and understand why changes have happened. E.g. I know why houses today are made from brick.</li> <li>➤ I recognise why people did things, why events happened, and what happened as a result.</li> <li>➤ I can make observations about different types of people, events and beliefs within society and make comparisons.</li> <li>➤ I can describe events/objects/people and make comparisons.</li> <li>➤ I appreciate that some famous people have made our lives better today and explain how using evidence from the past.</li> </ul>
<b>Core Tasks for Assessment</b>	<p><b>Pre Assessment:</b> Odd one out – ship, car and aeroplane. Encourage the children to explain why the car might be the odd one out.</p> <p><b>Post Assessment:</b> Was the invention of the aeroplane important?</p>	<p><b>Pre Assessment:</b> Children to look at an image of Victorians and a modern day beach scene. They will explain why the photos don't match. e.g. black and white/ colour, first aeroplane flight/trains</p> <p><b>Post Assessment:</b> How have holidays changed?</p>

