

## Wath CofE Primary School History Assessment

### Year 1

**Themes:** Events beyond living memory that are significant nationally or globally – The Great Fire of London

<b>Areas of Learning</b>	<b>Expected outcomes:</b>	<b>Pupil notes: W or G</b>
<b>Chronology</b>	<p>Develop an awareness of and is comfortable with the term 'the past'</p> <p>Use common words and phrases relating to the passing of time, including 'then' and 'now', 'old' and 'new'.</p> <p>Know where all people / events studied fit into a chronological framework.</p> <p>Identify similarities and differences between periods.</p> <p>Fit people / events in a chronological order.</p> <p>Understands that simple stories have a beginning, a middle and an end and can correctly sequence a small number of events of simple fiction / a rhyme.</p> <p>Can sequence within a clock and to some extent in calendar times.</p> <p>Realises that we use days to describe events in time eg: 1666 for Great Fire of London</p>	
<b>Similarities and Difference</b>	<p>Identify similarities and differences between periods.</p> <p>Make simple observations about different types of people, events, beliefs within society.</p>	
<b>Change (and continuity)</b>	<p>Identify similarities and differences between ways of life at different times.</p> <p>Understand 'then' and 'now' – be able to spot differences between then and now.</p> <p>Offers reasons why simple changes occur.</p> <p>Recognise and understand that not everyone in the past had the same experience.</p>	
<b>Causation (and consequence)</b>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Can give a simple reason why a real person acted as they did in a historical situation.</p> <p>Can give simple consequences of somebody's actions.</p>	

	<p>Can give a clear explanation of an event, giving two or three reasons why the event took place.</p> <p>Recognise and talk about consequences of events / peoples' actions. (eg how do we know about The Great Fire of London / Why do we remember Florence Nightingale?)</p>	
<b>Significance</b>	<p>Talk about who was important.</p> <p>Understand that a place / a person/ an event or an object could be significant.</p>	
<b>Interpretation</b>	<p>Identify different ways in which the past is represented.</p> <p>Identify some ways in which we find out about the past.</p> <p>Choose and use from stories and other sources to show understanding.</p> <p>Begin to understand that we have different views of familiar events and we cannot always remember what happened in the past.</p> <p>Understand and recognise that there are different versions of real historical situations and can spot the differences between versions.</p> <p>Understand that people can disagree about what happened in the past without one of them being wrong.</p>	
<b>Evidence Using Enquiry</b>	<p>Can describe the main features of an artefact and make deductions about them; spotting clues to their function and use.</p> <p>Can use information from two simple sources to find information.</p> <p>Can find answers to questions by looking in books.</p> <p>Understands that we can use a range of sources to find information.</p> <p>Can ask simple, but relevant questions.</p> <p>Children can spot the differences between two different sources and can come to a conclusion as to the most common view.</p> <p>Children can make deductions from photographs, going beyond the literal and what they can see.</p> <p>Children can see there are potential weaknesses in eyewitness accounts.</p>	

<b>Communicating Historically about the past</b>	<p>Ask and answer questions.</p> <p>Can orally retell the main parts of a past event.</p> <p>Choose and use parts of stories and information they have been taught to answer enquiry questions.</p> <p>Writes simple captions to describe, label or annotate.</p> <p>Writes a number of captions, using connectives to describe, label, annotate or sequence.</p> <p>Writes simple sentences containing period specific information and vocabulary.</p> <p>Make use of subject specific precise vocabulary to communicate about the past, either orally or in written work.</p>	
<b>Vocabulary</b>	<p>Bakery</p> <p>Possession</p> <p>Quill</p> <p>Thatched roof</p> <p>Diary</p>	
<b>Overall pupil assessment</b>		
<b>Pupil working below age-related expectations</b>	<b>Pupils working above age-related expectations</b>	

