



Coverage of KS1 objectives – Year A

KS1	Objective	Working towards (pupil initials)	Expected (no. of pupils)	Greater depth (pupil initials)
Autumn Term (Year A) - Heavy	<p><b><i>Kings &amp; Queens</i></b> Changes in Royal family life over time &amp; Bonfire Night</p> <p><b>National Curriculum content:</b> <b>Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</b></p> <p><b>Why are Kings and Queens important?</b></p> <p><b>Chronological Understanding</b> I can sequence 3 or 4 artefacts from different periods of time. I can match objects to people of different ages. I can describe memories of key events in people’s lives.</p> <p><b>Range and depth</b> I can know and recount episodes from stories about the past. I can recognise why people did things, why events happened and what happened as a result.</p> <p><b>Interpretations</b> I can compare pictures or photographs of people or events in the past.</p> <p><b>Historical enquiry</b> I can find answers to simple questions about the past.</p> <p><b>Organisation &amp; Communication</b> I can present information in a range of ways.</p>			
Spring Term (Year A) - Light	<p><b><i>Events beyond living memory</i></b> e.g. The Great Fire of London</p> <p><b>National Curriculum content:</b> <b>Pupils should be taught about events beyond living memory that are significant nationally or globally</b></p> <p><b>What made the Great Fire of London “Great”?</b></p> <p><b>Chronological Understanding</b> I can sequence artefacts closer together in time.</p> <p><b>Range and depth</b> I can identify differences between ways of life then and now.</p> <p><b>Interpretations</b> I can use stories to distinguish between fact and fiction. I can compare 2 versions of a past event. I can discuss reliability of different stories.</p> <p><b>Historical enquiry</b> I can use observations about a source to answer questions about the past.</p> <p><b>Organisation &amp; Communication</b> I can present information in a range of ways.</p>			



<p>Summer Term (Year A) - Heavy</p>	<p><b>Significant historical event/person from the locality</b> E.g. Thomas Telford &amp; canals</p> <p><b>National Curriculum content:</b> <b>Pupils should be taught about significant historical events, people and places in their own locality.</b></p> <p><b>Why are canals important to Ellesmere Port?</b></p> <p><b>Chronological Understanding</b> I can match objects to people of different ages. I can sequence 3 or 4 artefacts (e.g. bridges) from different periods of time.</p> <p><b>Range and depth</b> I can recognise why people did things and what happened as a result.</p> <p><b>Interpretations</b> I can compare pictures or photographs of people or events in the past. (E.g. how is a canal used)</p> <p><b>Historical enquiry</b> I can find answers to simple questions about the past using sources.</p> <p><b>Organisation &amp; Communication</b> I can present information in a range of ways.</p>			
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