



Coverage of KS1 objectives – Year B

KS1	Objective	Working towards (pupil initials)	Expected (no. of pupils)	Greater depth (pupil initials)
Autumn Term (Year B) - Light	<p><i>Changes in living memory - Toys</i></p> <p>National Curriculum content: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Would you prefer your toys or your grandparents' toys, and why?</p> <p>Chronological Understanding I can sequence events in my life. I can describe memories of key events in my life.</p> <p>Range and depth I can recognise the difference between the past and present in my own life. I can identify differences between ways of lives at different times.</p> <p>Interpretations I can compare adults talking about the past and suggest how reliable their memories are. I can discuss reliability of photos/accounts and stories.</p> <p>Historical enquiry I can find answers to simple questions about the past from sources of information. I can observe or handle sources to answer questions about the past.</p> <p>Organisation & Communication I can present information in a range of ways.</p>			



<p>Spring Term (Year B) - Heavy</p>	<p>Significant person in History Florence Nightingale (compared with Edith Cavell)</p> <p>National Curriculum content: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. Florence Nightingale and Edith Cavell</p> <p>What makes Florence Nightingale special?</p> <p>Chronological Understanding I can sequence 3 or 4 artefacts from different periods of time. I can sequence artefacts closer together in time.</p> <p>Range and depth I can recognise the difference between past and present between their own and others' lives (e.g. comparing nursing now and then). I can recognise why people did things, why events happened and what happened as a result.</p> <p>Interpretations I can use stories to distinguish between fact and fiction. I can discuss reliability to photos/accounts/stories.</p> <p>Historical enquiry I can find answers to simple questions about the past from sources of information. I can observe or handle sources to answer questions about the past.</p> <p>Organisation & Communication I can present information in a range of ways.</p>			
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<p>Summer Term (Year B) - Light</p>	<p>Significant Person in History Africa Explorer (David Livingstone – Christian missionary) to link with Geography topic on Kenya</p> <p>National Curriculum content: Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Who is David Livingstone and what did he do?</p> <p>Chronological Understanding I can sequence key events in a person's life.</p> <p>Range and depth I can know and recount episodes from stories in the past. I can recognise why people did things and what happened as a result.</p> <p>Interpretations I can compare adults talking about the past – how reliable are their memories (e.g. visitor recounting their trip to Africa). I can compare pictures or photographs of people or events in the past.</p> <p>Historical enquiry I can find answers to simple questions about the past from sources of information. I can observe or handle sources to answer questions about the past.</p> <p>Organisation & Communication I can present information in a range of ways.</p>			
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