



## History

### Year 1 - I can assessment statements

	<b>Knowledge</b>	<b>Skills</b>
<b>Changes within living memory</b>	<ul style="list-style-type: none"> <li>• Pupils should begin to develop an awareness of the past.</li> </ul> <p>I can ask questions of people older than me to find out about the past</p> <p>I can describe things that are from the past.</p> <p>I can say how things from the past were used.</p> <p>I can put objects in order of how old they are.</p> <p>I can talk or write about the differences between things from the past and how they look now.</p>	<ul style="list-style-type: none"> <li>• They should begin to use a wide vocabulary of everyday historical terms.</li> <li>• Start to use common words and phrases relating to the passing of time.</li> <li>• They should start to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• They should begin to understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>
<b>Events beyond living memory that are significant nationally or globally</b>	<ul style="list-style-type: none"> <li>• Start to know where the events they study fit within a chronological framework.</li> <li>• Begin to identify similarities and differences between ways of life in different periods.</li> </ul> <p>I can put some key events on a timeline in the order that they happened.</p> <p>I can describe an event from the past and why it was important.</p>	
<b>The lives of significant individuals in the past who have contributed to national and international achievements</b>	<ul style="list-style-type: none"> <li>• Start to know where the people they study fit within a chronological framework.</li> <li>• Begin to identify similarities and differences between ways of life in different periods e.g. how toys have changed.</li> </ul> <p>I can place some important people from history in order of when they lived.</p> <p>I can tell you who Lady Diana was and why she was important to people.</p>	
		<p>I can use important vocabulary when describing people or events in the past.</p> <p>I can use the correct word or phrase to describe when something happened.</p>

<b>Significant historical events, people and places in their own locality</b>	<ul style="list-style-type: none"><li>• <b>Begin to identify similarities and differences between ways of life in different periods in our immediate locality.</b></li><li>•</li></ul> <p>I can tell you about a local artist from the past.</p> <p>I can describe how Stalybridge has changed over time.</p>	<p>I can ask questions about the past with adult support.</p> <p>I can answer questions about the past with adult support.</p> <p>I can say how I might find information about the past and much I can trust this information.</p>
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