

P2 HUMANITIES	Progression Statements	Working Towards	Working At	Working at Greater Depth
Historical Knowledge	1. Know where people and events fit within a chronological framework 2. Develop an awareness of the past	Can recall some features of a historical theme or events. Can sequence a few events on a timeline. Can use everyday time terms.	Can briefly describe features of a historical theme or event. Can independently sequence events on a timeline. Can use a wide range of time terms.	Can explain a range of features of a historical theme or event, drawing conclusions about them. Can explain the events sequenced independently on a timeline. Can use more complex time terms.
History Concepts	3. Study changes within living memory 4. Study the lives of significant individuals 5. Understand how to find out about the past	Can identify a few similarities and differences. Can identify one relevant cause and effect of an event. Can identify one reason an event or person is important.	Can identify a range of similarities and differences within a period. Can identify a few causes and effects of an event. Can identify a few reasons why we study a particular topic.	Can describe a range of similarities, differences, and changes within and across periods of time. Can identify a few causes and effects of an event. Can explain the achievements of sig individuals.
Historical Enquiry	6. Ask and answer questions 7. Use sources as evidence 8. Use key historical vocabulary	Can ask and answer a few historical questions. Can extract information from a few types of different sources.	Can plan questions and find answers to historical questions. Can select information from different sources to answer historical questions.	Can critically evaluate the usefulness of sources to answer historical questions.
Geographical Knowledge	1. Four countries, capital cities and surrounding seas of the UK 2. Knowledge of the physical and human geography of a small area in the UK 3. Seven continents and 5 oceans	Can use an atlas to name the 4 countries and capitals of the UK. Knows a little about their own local area. Can recognise some continents and oceans on a map.	Can name, locate, and identify different characteristics of the UK. Can name and locate key landmarks in the local area. Can name and locate the continents and oceans on a map.	Can locate the different areas of the UK on a range of maps. Knows the local area's human and physical geography. Knows the relative location of the continents and oceans to the equator and Poles.
Geographical Understanding	4. Weather and hot and cold areas 5. Using geographical vocabulary 6. Compare the human and physical geography of an area in the UK with a contrasting non-European country	Can talk about the day-to-day weather. Can talk about a natural environment, naming key features. Can talk about some features of the local area and a distant place.	Can identify seasonal and daily UK weather patterns. Can describe hot and cold areas in relation to the equator/Poles. Describe a natural environment. Can describe and compare local area to distant area.	Can talk confidently about how seasons change. Can describe the pattern of hot and cold areas in relation to the equator/poles. Can confidently describe and compare local area to distant area.
Geographical Skills and Enquiry	7. Use world maps, atlases, and globes 8. Use compass directions 9. Use aerial photographs 10. Use simple fieldwork to study the geography of our school	Can use a world map to name some continents and oceans. Can locate local places on a map using directional language. Can use aerial photographs to identify some features.	Can use a world map to name all continents/oceans. Can use a map of the UK to identify all countries, capitals, and seas. Can use aerial photos to identify physical and human features. Can draw a simple map, with a basic key. Can use simple compass directions.	Can use a world map to locate the continents and ocean relative to the equator and Poles. Can use maps and satellite images to identify areas of the UK. Can identify a range of physical and human features in aerial photos. Can locate features of the school on a map.



Year 1 Humanities	Progression Statement	Working Towards	Working At	Working at Greater Depth
Historical Knowledge	1. Know where people and events fit within a chronological framework 2. Develop an awareness of the past	With support, can recall some features of the history studied. <i>For example, can identify Sudbury in the past or can identify who Mary Seacole was.</i> With support, can sequence a few events on a time line. Can use everyday time terms. <i>For example, then and now.</i>	Can describe some features of the history studied. <i>For example, what the Gunpowder Plot was and what Mary Seacole is remembered for.</i> Can sequence some events on a timeline independently. Can use a wider range of time vocabulary. <i>For example, here, yesterday, last week, last year, and a long time ago.</i>	Can describe with greater detail a range of features of the history studied. <i>For example, can describe the significance of the Gunpowder Plot.</i> Can describe the events they have sequenced on a timeline independently. <i>For example, the 5<sup>th</sup> November 1605 is important because...</i> Can use a broad range of time terms. <i>For example, x years ago.</i>
History Concepts	3. Study changes within living memory 4. Study the lives of significant individuals 5. Understand how to find out about the past	With support, can identify some similarities and differences. With support, can identify one relevant cause and effect of an event. <i>For example, Guy Fawkes wanted to blow up parliament because...</i> With support, can identify one reason an event or person is important. <i>For example, Mary Seacole is important because she helped set up the 'British Hotel'.</i>	Beginning to identify a range of similarities and differences during a period of time. Can identify more than one relevant causes and effects or an event. <i>For example, Guy Fawkes wanted to blow up Parliament to kill James I and now we always remember the 5<sup>th</sup> November.</i> Can identify more than one reason we study a particular topic. <i>For example, Mary Seacole never gave up and she looked after wounded soldiers.</i>	Can describe a range of similarities, differences, and changes within and across periods of time. For example, Can identify a few causes and effects of an event. Can explain the achievements of sig individuals. <i>For example, Mary Seacole will always be remembered because...</i>
Historical Enquiry	6. Ask and answer questions 7. Use sources as evidence 8. Use key historical vocabulary	Can ask questions with support. With support, can discuss a source.	Beginning to ask historical questions. Beginning to discuss what they can see in a historical source.	Can discuss a source and use it to answer historical questions.

KS1 Assessment Framework 2018-2019

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Geographical Knowledge	1. Four countries, capital cities and surrounding seas of the UK 2. Knowledge of the physical and human geography of a small area in the UK 3. Seven continents and 5 oceans	With support, can name, locate and identify the 4 countries and capital cities of the United Kingdom and its surrounding seas.	Can independently, name, locate and identify the 4 countries and capital cities of the United Kingdom and its surrounding seas	Can describe different characteristics of the 4 countries in the UK.
Geographical Understanding	4. Weather and hot and cold areas 5. Using geographical vocabulary 6. Compare the human and physical geography of an area in the UK with a contrasting non-European country	With support, can describe the day-to-day weather. Knows a little about the local area.	Can identify seasonal and daily UK weather patterns. Through their Countries Project study, can compare Sudbury to a different European area.	Can compare, in more detail, Sudbury to a different European area.
Geographical Skills and Enquiry	7. Use world maps, atlases, and globes 8. Use compass directions 9. Use aerial photographs 10. Use simple fieldwork to study the geography of our school	With support, can use a world map to locate the UK. With support, can use directional language to locate places on a simple map. With support, can conduct simple fieldwork in our school.	Can locate the UK on a world map. Can use simple compass directions. Can use simple fieldwork to describe the school environment.	Can locate the UK on a world map and name the continents and surrounding oceans. Can use simple compass directions when exploring the local environment. Can locate features of the school on a local map.