

Progress Document –Year 1- LS Lowry			
Previous Years End of Expectations		End of year Expectations to be met in this topic	
<b>Chronology-Long arc of development-significant events</b>	<ul style="list-style-type: none"> <li>• I am developing an understanding of things were different in the past and know things happened before I was born.</li> <li>• I can fit people/events (3) onto a chronological framework</li> <li>• I can use simple language that relates to the passing of time.</li> </ul>	<b>Chronology-Long arc of development-significant events</b>	Place events and artefacts in order on a time line. Use dates where appropriate
<b>Life achievements of the society/significant people</b>	<ul style="list-style-type: none"> <li>• I can identify some similarities/differences between ways of life at different times. E.g. changes in telephones</li> <li>• I can talk about how the lives of my parents/grandparents were different than today.</li> <li>• I know that events of the past have impacted celebrations and events today e.g. Christmas.</li> </ul>	<b>Life achievements of the society/significant people</b>	Describe significant people from the past. Show an understanding of the concept of nation and a nation’s history.
<b>Interpretations of the past- the process of change- the impact on our society</b>	<ul style="list-style-type: none"> <li>• I know that some things are from the past and were used before I was born e.g. the telephone, quill and old bicycle.</li> <li>• I can ask simple questions about artefacts</li> <li>• I am beginning to identify ways in which the past is represented through artefacts, photographs and stories.</li> </ul>	<b>Interpretations of the past- the process of change- the impact on our society</b>	Identify some of the ways the past has been represented. Recount changes that have occurred in their own lives.
<b>Communication</b>	<ul style="list-style-type: none"> <li>• I am able to answer ‘how’ and ‘why’ questions</li> </ul>	<b>Communication</b>	Ask questions such as: What was it like for people? What happened? How long ago? Observe or handle evidence to ask questions and find answers to questions about the past. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
National Curriculum Links			Key Vocabulary
Significant historical events, people and places in their own locality 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.			Industrial Urban Landscape architecture
Key Knowledge			Enhancements and links with other subjects
Lowry was never a full-time artist: in his early twenties he took a job as a rent collector. He became well known for his matchstalk men and the landscapes in the area where he lived. He painted ordinary things – people going to work or to the football, a busy market and the factories in his area. Lowry didn’t only paint in the north of England; he also recoded landscapes in and around London. Lowry died on 23rd February 1976. He was aged 88 and was suffering from pneumonia.			Trip to the Lowry
Next years End of year expectations			
<b>Chronology-Long arc of development-significant events</b>	Place events and artefacts in order on a timeline. Use dates where appropriate.		

<b>Life achievements of the society/significant people</b>	Describe significant people from the past
<b>Interpretations of the past- the process of change- the impact on our society</b>	Use artefacts, pictures, stories, online sources and databases to find out about the past Identify some of the ways the past has been represented Recognise that there are reasons why people in the past acted as they did Show an understanding of the concept of nation and a nation's history.
<b>Communication</b>	Ask questions such as: What was it like for people? What happened? How long ago?