

Local History -Where We Live - Summer 1 - Year 4

Solo Stages	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	Pre-structural (No real understanding of the topic - fails to grasp concepts)	Uni-structural (Able to identify intended learning and follow simple instructions - but limited knowledge)	Multi-structural (Can perform and combine simple skills but not independent in using strategies for learning)	Relational (With limited support: able to analyse/apply/compare and contrast/explain and justify information gathered)	Extended Abstract (Fully independent in making connections between facts learned and able to reflect and draw conclusions)
Key Learning	With support I can draw simple maps of my local area.	I can produce a sketch map of my local area which include some given key features	I can produce a plan/sketch map with some accuracy and detail, choosing which features to include.	I can independently produce accurate sketch maps/plans which include key physical and human features in my local area	I can design my own map of an area, using appropriate symbols that I have designed myself to represent important features and landmarks. I can incorporate this into a guidebook about my local area.
Attainment:					
Why is The Ancient High House a significant building in Stafford?	<u>School Trip</u> I can give a reason why the ancient high house is important.	<u>School Trip</u> I can give reasons why the ancient high house is significant and explain some of its historical features.	<u>School Trip</u> I can give varied reasons why the ancient high house is significant in Stafford and explain in detail some of its features and uses.	<u>School Trip</u> I can explain the importance of the ancient high house in Stafford and compare and contrast reasons for its survival over time.	
Can I produce a sketch map of the Ancient High House and its immediate surroundings and locality?	I can draw a simple sketch map of the high house and at least one other building in the locality.	I can produce a sketch map of the ancient high house and other buildings within the immediate surroundings.	I can produce an accurate sketch map of the ancient high house and surrounding features, such as streets, shops and buildings	I can produce an accurate sketch map of the ancient high house and surrounding physical and human features.	
Can I recognise key features of my school and locate their position on a map/plan using fieldwork to	I can label some of the features of our school on a map.	I can accurately label some of the key features of our school environment on a map.	I can locate and accurately mark many key features of our school on a map.	I can locate and accurately mark minor and major features of our school environment on a map using	

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observe, measure, record and present the human and physical features?				<i>locational clues to identify them.</i>	
Can I identify how my school and its surroundings have changed over time?	<i>I can write some simple sentences about how our school has changed over time.</i>	<i>I can write a simple NCR about some of the historical happenings and changes that have occurred to our school over time.</i>	<i>I can write a NCR describing many of the different uses of the school over time and how it has physically changed.</i>	<i>I can write a NCR describing many of the human and physical changes that have occurred to our school and local surroundings over time.</i>	