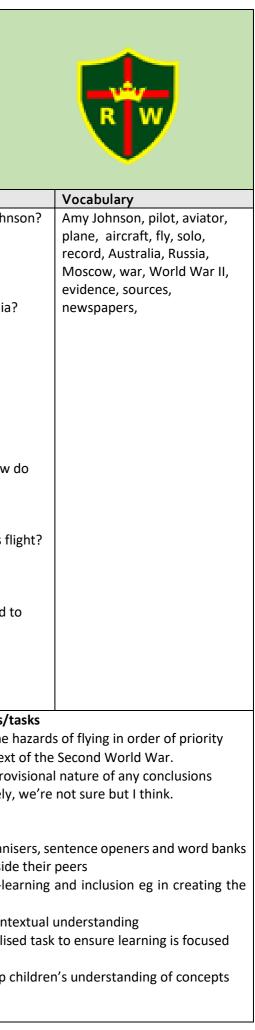
History Knowledge, Skills and Progression

KS1: Amy Johnson

	Knowledge and Interpretation	Historical Enquiry
 Sequence and re-tell main events in the story of the life of Amy Johnson by ordering pictures of the main events of her life Locate Amy Johnson in time in relation to today and the Great Fire of London and any other event/ person already studied. Y2 include some world events like WWI and WWII 	Slow reveal images of Amy and pupils try to find the connections. Pupils are able to make inferences from visual clues. Pupils can predict why Amy Johnson might be famous. Pupils re-tell the story of Amy's life before she flew solo to Australia. Pupils can pick out from the story 2 or 3 qualities of Amy that marked her out as special. Pupils learn of the hazards, both natural and human faced by Amy Johnson and rank the reasons for her achievements. More able can provide reasoned explanation for their order of priority. Pupils recognise that Amy quickly became a celebrity. They can gather information from a variety of media including newspapers and look for evidence to back up statements. Pupils sequence key events in the life of Amy Johnson and create a simple living graph which they annotate showing the highs and lows in her fortunes. Pupils are told the story of her final flight and have to speculate as to likely reasons e.g mechanical failure or adverse weather conditions.	Historical Enquiry Why do you think people still remember Amy John How did a secretary end up flying solo to Australia? Why was flying to Australia so difficult for Amy? How did people react to Amy at the time and how we know? How did things change for Amy after her famous fli How can we solve the mystery of what happened to Amy?
 rning outcomes hildren should be able to: Predict from small clues, link together disparate pi they are given. Retell the story of Amy Johnson's flight to Australia Sequence the main events in the life Amy Johnson Give reasons for why the flight to Australia was su They can gather information from a variety of med statements. Y2 name and select the best source of Y1 pupils choose reasons for the disappearance of 	speculate as to likely reasons e.g mechanical failure or adverse weather conditions. Y2 examine a dossier of clues/evidence which they have to work through as if detectives. ieces of evidence and draw conclusions based on the clues a uch a difficult feat dia including newspapers and look for evidence to back up fevidence	



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