

St Nicholas CE First School

Key Information about our Knowledge Checks

Our curriculum has been designed by us at St Nicholas. Our Knowledge Checks are designed to check what our children know, remember and can connect the essential knowledge we aim for them to acquire and apply. These have been carefully designed by our Subject Leaders.

Our Knowledge Checks incorporate connections between substantive and disciplinary knowledge. Therefore, children can showcase and recognise how these are interconnected.

They are designed to...

- Complement and support formative (on-going) assessment strategies throughout a unit of learning.
- Be an opportunity for children to showcase their connections between different types of knowledge.
- Increase children's ownership of their learning through them self-assessing their progress (staff are actively encouraged to use this strategy to reduce workload and to support children's metacognition and self-regulation).
- Check that children remember and know more, including concepts that thread throughout the subject's curriculum.

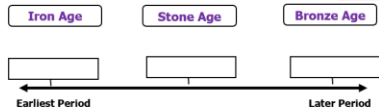
St Nicholas CE First School History Knowledge Check Connecting and Responding to the Bigger Picture

What was life like in pre-historic Britain? (Part A)

End of Autumn 1

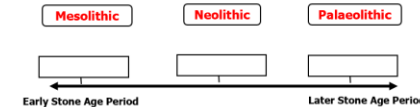
Activity 1: Order these periods from earliest to latest.

Order these periods of history:



The Stone Age

Zoom in and order these periods of the Stone Age:



Activity 4: Community and Culture – Life during the Stone Age



Look at Resource A.

Use your knowledge to explain what this source is showing.

Activity 5: Hunters and Gatherers

During the Stone Age, people got their food by:

H _____ and G _____.

For each of these below, use a 'H' or a 'G' based on how Stone Age people got their food.



Activity 6: Tools through the Ages



What are these materials called?

Activity 2: Finding out about The Stone Age

What does the word 'pre-historic' mean?

Historians have found it difficult to find out about life, during the Stone Age? Why is this?

Activity 3: Fire, Fire!



During the Stone Age, fire was an important part of peoples' lives.

Give 3 ways of how fire was important during the Stone Age:



Which do you think was the most important use of fire? Why?

Here is a bow and arrow:

Explain how and why Stone Age people will have used this:



How did tools change over time? Why?

Activity 7: Stonehenge

What do historians think Stonehenge may have been used for? Give 2 possible ways.



What clues have historians used from the artefacts to help them?

Whilst mainly implicit across our Knowledge Checks, we also explicitly check children's recall of key learning language.

For History and Geography, the key concepts we are checking are made clear.

Short questions aim to interrogate children's recall of essential knowledge.

A series of connected questions aim to build up the connection of knowledge that has been acquired over time.

When do they take place? Why?

- At least every half-term (or at the end of a unit of learning).
- Whilst formative assessment strategies and retrieval practice play a key role in identifying misconceptions as learning progresses, our Knowledge Checks aim to draw together a wide range of knowledge from over a half-term; they help children to connect and apply.