



# Stanhope Primary School



## Progression of Knowledge and Skills in History

<b>Subject</b>	<p><b>Intent</b></p> <p>At Stanhope Primary School, it is our intent that all pupils, regardless of background and ability, have access to a broad and balanced History curriculum. Through the delivery of learning opportunities that inspire all children to succeed, it is our intent that:</p> <ul style="list-style-type: none"> <li>• The History curriculum provides a coherent understanding of the world around the children, knowing where they are from,</li> <li>• They take inspiration from historical figures and events from the past and present,</li> <li>• Children will recognise major movements and moments (chronologically) in the past which have shaped this lives.</li> <li>• Children ask questions and form their own opinions which are supported by facts and experiences.</li> </ul>						
	<b>Year Group</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Chronology</b>	<p>Remember and talk about significant events in their own experiences.</p> <p>Sequence photographs from different parts of their life. Match objects to people of different ages.</p>	<p>Use simple words and phrases to describe the past after, before, between</p> <p>Understand about time passing through birthdays</p> <p>Arrange objects in order of their age</p> <p>Begin to use very simple timelines to order some recent events and to sequence some events in their lives.</p>	<p>Use more complex phrases to describe time – a long time ago, centuries ago...</p> <p>Sort recent historical studies into a broad time order</p> <p>Sequence artefacts closer together in time</p> <p>Sequence photos etc. from different periods of their life</p> <p>Sequence and describe memories of key events in lives</p>	<p>Use dates and terms accurately, using key dates when describing events</p> <p>Understand the concept of decades and centuries and use this to divide the past into periods of time</p> <p>Sort events or objects into groups</p> <p>Sequence events or artefacts use dates related to the passing of time Place the time studied on a timeline</p>	<p>Use a full range of dates and historical terms Understand more complex terms e.g. BCE/AD</p> <p>Sort events, artefacts into groups to represent a key event.</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.</p>	<p>Make comparisons between different times in history using appropriate vocabulary.</p> <p>Know and sequence key events of time studied</p> <p>Identify changes across periods of time, using chronological links as well as using terms such as: social, religious, political, technological and cultural).</p>	<p>Accurately use dates and terms to describe historical events;</p> <p>Note connections, contrasts and trends over time</p> <p>Speculate how present events and actions might be seen and judged in the future</p> <p>Place current study on timeline in relation to other studies use relevant dates and terms</p>

				<p>Use a timeline with dates, including both BC and AD</p> <p>Use evidence to describe changes within a time period</p>	<p>Place events and cultural movements from period studied on a timeline</p> <p>Show changes on a timeline</p> <p>Describe and make links between events and changes</p>	<p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Place current study on timeline in relation to other studies</p> <p>Begin to identify causal factors in change</p>	<p>Speculate – what if? What if England lost the war ... what if the Titanic hadn't sank?</p> <p>Develop a chronological secure knowledge and understanding of a study of local history (South Shields). Be able to note connections, contrasts, and trends over time.</p> <p>Devise historically valid questions about change, cause, similarity, difference and significance. Have a secure knowledge of South Shields and its development, including the Town Halls and other significant buildings.</p>
<p><b>Range and Depth of Historical Knowledge</b></p>	<p>Recognise the difference between past and present in their own and other's lives.</p>	<p>Recognise the difference between past and present in their own and other's lives.</p> <p>They know and recount episodes about stories from the past.</p>	<p>Find out about people and events in other times.</p> <p>Identify differences of ways of life at different times.</p> <p>Identify similarities and differences between ways of life in different periods;</p> <p>Describe historical events.</p> <p>Describe significant people from the past.</p>	<p>Find out about everyday lives of people in time studied compare with our life today.</p> <p>Give a broad overview of life in Britain during the Pre-historic Britain. Give a broad overview of life in Ancient Egypt.</p> <p>Give a broad overview of life in Roman Britain.</p>	<p>Note key changes over a period of time and be able to give reasons for those changes.</p> <p>Identify key features and events</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</p> <p>Study different aspects of life of different people – differences between men and women</p> <p>Give a broad overview of life from prehistoric civilisations, Ancient</p>	<p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Identify continuity and change in the history of the locality of the school.</p> <p>Identify and note connections, contrasts and trends over time in the everyday lives of people;</p>

			<p>Confidently describe similarities and differences Recognise why people did things, why events happened and what happened as a result</p>	<p>Identify reasons for and results of people's actions understand why people may have had to do something</p>	<p>Give a broad overview of life in Britain during the period of the Anglo-Saxons, Picts and Scots.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Look for links and effects in time studied and offer a reasonable explanation for some events.</p> <p>Develop a broad understanding of ancient civilisations (Mayans)</p>	<p>Egyptians and beyond 1066 and be able to make links with previous learning.</p> <p>Examine causes and results of great events and the impact on people e.g. The Black Plague</p> <p>To explore and discuss medicine in the 20<sup>th</sup> and 21<sup>st</sup> centuries</p>	<p>Describe the social, ethnic, cultural or religious diversity of past society and its impact on modern life</p> <p>Know key dates, characters and events of time studied</p> <p>Give a broad overview of life in Britain and link this to local facts and local significant events</p> <p>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied</p> <p>Compare and contrast ancient civilisations write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p>
<p><b>Interpretation of History</b></p>	<p>Read different versions of the same (traditional) stories.</p>	<p>Use stories to distinguish between fact and fiction</p>	<p>Use stories to distinguish between fact and fiction</p> <p>Compare pictures or photographs of</p>	<p>Discuss reliability of photos/ accounts/ stories. distinguish between different sources and</p>	<p>Look at the evidence available begin to evaluate the usefulness of different sources</p>	<p>Use sources of evidence to deduce information about the past.</p>	<p>link sources and work out how conclusions were arrived at consider ways of checking the</p>

	<p>Use stories to encourage children to distinguish between fact and fiction</p>	<p>Compare people talking about the past and discuss how reliable their memories are.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past</p>	<p>people or events in the past</p> <p>Discuss reliability of photos/ accounts/ stories.</p> <p>Identify some of the different ways the past has been represented</p> <p>Recognise that there are reasons why people in the past acted as they did.</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p>	<p>evaluate their usefulness.</p> <p>Look at different representations of the period</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p>	<p>Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict</p> <p>Identify the most useful sources for a particular task</p> <p>Support own point of view using evidence</p> <p>Understand that some evidence is limited</p> <p>Use more complex sources of primary and secondary information</p> <p>Give reasons for change through analysing evidence</p>	<p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Compare accounts of events from different sources. offer some reasons for different versions of events</p> <p>Select suitable sources of evidence, giving reasons for choices.</p>	<p>accuracy of interpretations – fact/fiction/opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Give a balanced view of interpretations of the past, using different points of view</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Make conclusions with evidence as to the most likely version of events</p>
<p><b>Historical Enquiry</b></p>	<p>Be able to begin to sort artefacts from past and present</p> <p>Use stories to encourage children to distinguish between fact and fiction</p>	<p>Sort artefacts “then” and “now”</p> <p>Use stories as sources for answering questions about the past</p> <p>Observe and handle artefacts, and use this to ask and answer questions</p> <p>Identify old and new from pictures</p>	<p>Use pictures and artefacts for answering questions about the past</p> <p>Ask questions about what they have heard or seen.</p> <p>Begin to describe similarities and differences in artefacts</p> <p>Use a range of simple sources to devise historical questions.</p>	<p>Use a range of sources to find out about a period</p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Choose and discriminate between a range of information, and use this to ask questions</p> <p>Suggest suitable sources of evidence for historical enquiries</p>	<p>Use evidence to build up a picture of a past event</p> <p>Ask a variety of questions from a source</p> <p>Regularly address and sometimes devise own questions to find answers about the past;</p> <p>Choose relevant material to present a picture of one</p>	<p>Use evidence to build up a picture of life in time studied.</p> <p>Select relevant sections of information to answer questions.</p> <p>Interpret the past using a range of concepts and ideas</p> <p>Begin to identify primary and secondary sources</p>	<p>Use a range of sources to find out about an aspect of time past.</p> <p>Bring knowledge gathering from several sources together in a fluent account</p> <p>Devise historically valid questions about change, cause, similarity and difference</p>

			Use a range of sources to find out characteristic features of the past		aspect of life in past time		Investigate their own lines of enquiry by posing historically valid questions to answer.
<b>Communication and Recording, Vocabulary</b>	Be able to use historical words and phrases: A long time ago same/different change people lives history artefact, past/now modern old new, order compare	Show an understanding of historical terms, decades, chronological, old, new, ancient, modern, discover, Europe, America, differences, similarities, facts, time period, space exploration, astronauts.	Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; heir, worship, conspirator, rich/poor, before, after, next, chronological, similarities, differences, popular, era	Civilisation, settlement, AD, BC, archaeology, hieroglyphics, trade, technology, inventions, temples, ziggurats, pyramids, citadel, construction, ancient/modern, landscape, transport, mummification, tomb, afterlife, artefact, sarcophagi, invade, settle, empire, conquer, rule, emperor, legionnaires, auxiliaries, legions, defence, Celts, Romans, revolt, tribe, invent, sources	Conquistador, ruins, ranks, afterlife, artefacts, archaeology, war, defeat, raid, evacuation, rationing, refugees, burial, excavate, monuments, tribal boundary, ogham, carvings, sources, culture, rich/poor, pagans, evidence, interpretation	Invaded, kingdom, settlement, sources, similar, different, unified, era, conquest, medical, primary and secondary sources, culture, civilisation, structures, herbal remedies, culture, medieval, polluted, artefact, democracy, city state (polis), similarities, differences, myths, Gods, warfare, weapons, armour, citizens. modern	Crime, punishment, judge, jury, lawyer, pillory, tried, criminals, law, compensation (wergild), fined, mutilated, trials, theft, treason, murder, heresy, smugglers, highwaymen, poachers, witchcraft, prisons, workhouses, reform schools,
<b>End Points Nursery</b>	Children will talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and their family's history. Remember and talk about significant events in their own experiences. Know about similarities and differences between themselves and others. Recognise the difference between past and present in their own lives, talk about events in their own experiences that are important to them. Read different versions of the same (traditional) stories. Talk about Bonfire Night and Guy Fawkes. Talk about their local seaside both in the past and present						
<b>End Points Reception</b>	Sequence photographs from different parts of their life. Match objects to people of different ages. Recognise the difference between past and present in their own lives and others' lives. Describe an event or family member from their past that is important to remember. Know and recount episodes from their own and others' past saying what happened. Use stories to distinguish between fact and fiction. Talk about Bonfire Night and Guy Fawkes. Talk about their local seaside both in the past and present.						
<b>End Points KS1 (NC)</b>	To discuss toys from the past, recognising similarities and differences between old and new toys. To know that life was different when Christopher Columbus was alive, to ask questions about the life and achievements of Columbus. To describe some of the ways in which space exploration has had an impact on our lives today. To describe the events surrounding the first moon landing. To describe ways in which Columbus and Armstrong were similar and different from each other. To ask questions about who invaded Britain, to say why castles were important for Norman invaders. To describe features of castles as well as describing similarities and difference between different castles. To talk about people who lived in medieval castles as well as jobs within them. To know that the Normans started building the Tower of London and what it was/is used for. To talk about who Guy Fawkes is, asking questions and understanding why he and the other conspirators created the gunpowder plot.						

	<p>To know when Florence Nightingale lived and the expectations on a woman in Victorian times. To describe the conditions faced by Nightingale and other nurses when they reached Scutari. To compare Scutari hospital before and after Nightingale's arrival. To describe similarities and differences between nurses now and then as well as general medical care today and in Victorian times.</p> <p>To know parts of the year key holidays fall. Discuss activities featured in seaside holidays. To look at photographs and know that information can be found out about the past from them. To know that seaside holidays weren't always popular and why they became popular in the 19th century. To discuss seaside holidays from different eras looking at similarities and difference.</p>
<p><b>End Points</b> <b>KS2 (NC)</b></p>	<p>To know why the Nile was so important to the Egyptian way of life. To explain why artefacts can tell us so much about the past. To know why Tutankhamen's tomb was such a significant historical discovery. To ask and answer questions about life in Ancient Egypt, using a variety of sources to find information. To describe the process of mummification. To infer and deduce information about the past from objects that have survived. To know about ancient Egyptian civilisation.</p> <p>To know the names of the three periods of prehistory. To explain how and why people first came to Britain, what animals they encountered and where they lived. To know what Mesolithic life was like. To know when people in Britain started farming. To know how bronze and iron are made. To know how life in Britain in prehistory changed.</p> <p>To explain reasons why people have invaded and settled in Britain in the past, including why the Romans settled and what their army was like. To use sources to find out about life of Celts. To understand that Boudicca was perceived in different way by different people and why. To explain some things that the Romans invented or introduced to Britain, understand what their legacy is. Understand how Romans have influenced our lives today. Be able to talk about the Mayan civilisation and what remains were discovered, how society was organised, religions and beliefs, talk about the everyday life of the Mayan people, explore the Mayan writing and calendars and know about the decline of the Mayan civilisation. Find out who the Anglo-Saxons, Picts and Scots were and where they lived. Use various historical sources to find out about Anglo- Saxon life, art, music, legends and poetry. Explore and understand the spread of Christianity and use what was discovered at Sutton Hoo to draw conclusions about who was buried there. Find out what World War 2 was and where and when it took place. Find out what the Blitz was and which areas were affected, discuss the air raids and the causes of evacuation. Find out what the experiences and feelings of evacuees. Understand what was rationing and why it was necessary and how it impacted on people's lives. Learn about the experiences of Jewish children during the war and that the war created many refugees. Learn about Greece and be able to place the ancient Greek civilisation in time. Learn about the differences between Athens and Sparta and understand the term 'democracy'. Understand ancient Greek Warfare, the beliefs of the Ancient Greeks, about their daily life and the impact of the ancient Greek civilisation on the modern world. Learn about medical practices of prehistoric civilisations and the Ancient Egyptians. Understand the Roman attitude towards health and medicine and how it was influenced by the Greeks. Investigate medieval medicine and the events during the Black Plague. Explore medical practices of the Tudor period and research the medical advancements and significant people during the Victorian period. Explore medicine in the 20<sup>th</sup> and 21<sup>st</sup> centuries, and recall information about history of disease and medicine. Recall facts about the Viking invasion of Britain and explore what Britain was like before the first Viking invasion. Be able to talk about the Viking settlements of Britain and how this affected the Anglo-Saxons, what life was like for Vikings living in Britain and how and when England became a unified country. Understand why the Titanic was so significant, be able to create a timeline, create fact files about the events, reflect how the sinking of the Titanic changed following events. Be able to discuss crime and punishment from Roman times to the 21<sup>st</sup> century, explore crime and punishment from the Roman period, Anglo-Saxon, Viking, medieval, Tudor and Victorian period and compare it to today. Explore the history of South Shields and the surrounding area, explore settlements, compare the 2 Town Halls and other significant buildings and explore how the River Tyne has influenced people over time.</p>