

History Progression Grangetown Primary School

At Grangetown Primary School we will use the list of themes below and revisit them whenever it is relevant in History lessons to make sure children can make connections, draw comparisons and ask questions whilst gaining a strong chronological overview.

Key Historical themes

Chronological understanding (detailed below)

Oppression-when a person or group of people who have power use it in a way that is not fair, unjust or cruel. (gender, religion,ethnicity) **BV/SMSC LINK**

Trade (In KS1 this can be London as a centre of trade in Great Fire of London work/ Captain Cook. In KS2 , Bronze age onwards there are many trade links)

Leaders and ruling systems (monarchy in KS1, chieftains, emperors, kings and queens in KS2) **BV LINK**

Invasion and Settlements (including battle, travel, reasons and settlements/homes)

What does it mean to me? – how previous events and people throughout History, from the Ancient civilisations onwards, have had an impact on our lives and our local area.

Key Stage 1

Chronological understanding

- Develop an awareness of the past
- Use common words and phrases relating to the passing of time
- Know where all people/events studied fit into a chronological framework
- Identify similarities / differences between periods

Year 1

Chronological Understanding

- Understand difference between things that have happened in the past and in the present – toys from their childhood and from parent’s childhood
- Describe things that have happened to themselves and others in the past,
- Order a set of objects / photos - old and new (Toys / photos of Queen Elizabeth II)
- Place familiar events on a simple timeline
- Use words and phrases such as: old, new, now, yesterday, last week, when I was younger, a long time ago, before I was born, when my (eg: Gran) was young...
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Year 2

Chronological Understanding

- Recount changes in own life and describe memories
- Order and sequence objects, photographs and pictures they have studied, using a scale provided (local artefacts and images about the school and Grangetown)
- Place a small number of simple events on a timeline (eg: Great Fire of London- what happened that week)
- Accurately use terms past and present when recounting an event
- Confidently use words and phrases such as: old, new, now, yesterday, last week, when I was younger, a long time ago, before I was born, when my (eg: Gran) was young...
- Also use words such as earliest, latest, future, oldest, modern, century
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Interpretations of History

- Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Year 1 **Interpretations of History**

- Listen to stories, look at books, videos, pictures and artefacts to see how much we can find out about the past
- Talk about fiction when hearing stories and also about facts

Year 2 **Interpretations of History**

- Compare 2 versions of an event they have learned about
- Compare pictures and photographs of events from the past
- Look at eye witness accounts to find out about the past (eg: information from Diary of Samuel Pepys- one person's viewpoint)
- Look at the statue captain Cook and consider different viewpoints.
- Begin to note the difference between fact and fiction

Historical enquiry and investigation- using evidence and communicating ideas

This will go hand in hand with Historical knowledge

***Children should ask and answer questions, using other sources to show that they know and understand key features of events.**

- Understand some ways we find out about the past

Year 1 **Historical enquiry and investigation**

- Use knowledge of events and pictures to ask questions
- Ask questions about objects from the past and discover what they were used for – toys and medicines/nursing equipment
- Sort objects into old and new and discuss with appropriate vocabulary
- Be able to order and tell some events from own past
- Communicate knowledge using discussion, drawing/pictures, role play, models, ICT, writing

Year 2 **Historical enquiry and investigation**

- Use sources (objects, photos, artefacts, written accounts, pictures, film clips) to answer questions about the past (e.g.: buildings of interest related to Captain Cook from time of Captain Cook, information from Diary of Samuel Pepys, Grangetown school)
- Ask own questions about the past
- Explore images, film, photos news reports and source information about the Great Fire of London
- Use historical maps of Marton to see where Captain Cook lived
- Order images on simple timelines of periods studied
- Talk, write and draw about the past
- Communicate knowledge using discussion, drawing/pictures, role play, models, ICT, writing

Historical knowledge- (as a result of Historical enquiry)

- Pupils should identify similarities and differences between ways of life in different periods
- Children should choose and use parts of stories and other sources to show that they know and understand key features of events.
- Make simple observations about different types of people, events, beliefs within a society (Similarity /difference within a period)
- Recognise why people did things, why events happened and what happened as a result (cause and consequence)
- Talk about who was important eg: in a simple historical account(significance of events/people)
- identify similarities / differences between ways of life at different times (continuity and change in and between periods)

Year 1

Historical knowledge

- Recall some facts about people or events beyond/within their own living memory **e.g.:(Florence Nightingale/ Mary Seacole/ Queen Elizabeth II)**
- Talk about how people acted as they did, based on knowledge of history of the time
- Recount main events from stories from the past
- Talk about kings, queens and succession

Year 2

Historical knowledge

- Describe differences between then and now-e.g. our school now and then
- **Talk about information learned about significant people from the past (Captain James Cook, Local, Sir William Worsley)**
- Recount events of **Great Fire of London**
- Identify differences between ways of life at different times
- Back up ideas with evidence to give reasons why people may have acted as they did in the past
- Explain how the local area was different in the past

Historical terms

- Use a wide vocabulary of everyday historical terms – see individual MTP's

Key Stage 2

Chronological understanding

*Continue to develop chronologically secure knowledge of history

- Establish clear narratives within and across periods studied
- Note connections, contrasts and trends over time

<u>Year 3</u> <u>Chronological Understanding</u>	<ul style="list-style-type: none">• Know that a timeline is divided into BCE and CE (BC/AD)• Begin to describe events from the past using terms BCE, CE, (BC/AD) decade and century• Use vocabulary specific to each phase of history studied• Order events and explain the spread of the Roman Empire and recall key facts about the invasion of Britain, linking with Iron Age and Celts in Britain• Use a timeline to place some events within a specific time in history to set out the order things may have happened. (Overall Stone Age to Iron Age and also more detailed timelines of each era /Timeline of expansion of Roman Empire, detailing invasion of Britain)
<u>Year 4</u> <u>Chronological Understanding</u>	<ul style="list-style-type: none">• Place periods of history studied on a timeline and use some key dates• Use terms B.C.E./C.E.(BC/AD) and understand how to record them on the timeline• Describe events from the past using terms decade and century• Order events to show how Scots, Anglo-Saxons and Vikings invaded/settled in Britain.• Understand how some events /periods occurred concurrently in different locations (eg: Indus Valley and Ancient Egypt)
<u>Year 5</u> <u>Chronological Understanding</u>	<ul style="list-style-type: none">• Know and sequence an increasing number of key events of the time studied and represent on timelines considering timings of other periods of history studied and link on the timeline• Begin to round up time differences into centuries/decades• Make comparisons between different times in the past and describe main changes in a period in history (including significant events shaping the history of Teesside and key moments in the history of Ancient Greece)• Use dates and historical language in work, describing historical events,• Begin to use mathematical skills to work out time scales and differences
<u>Year 6</u> <u>Chronological Understanding</u>	<ul style="list-style-type: none">• Continue to place events on a large- scale world timeline to show what was happening in the world, using periods studied across KS2(Say where a period of history fits on a timeline. Place a specific event on a timeline by decade)• Identify and compare changes within and across different periods – Mayan Civilization• Understand how some events /periods occurred concurrently in different locations• Use mathematical skills to accurately calculate time scales and differences.• Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently• Give a summarised overview of World War 2, using dates, then describe some key events in detail. Create a timeline of significant events and add on events locally. Study the impact World War 2 had on our local area and the lives of women and children.

Historical enquiry and investigation- using evidence and communicating ideas

This will go hand in hand with Historical knowledge

- **Regularly address** and sometimes devise historically valid questions **about change, cause, similarity and difference, and significance.**
- Understand how knowledge of the past is constructed from a range of sources and use them
- **Construct informed responses that involve thoughtful selection and organisation of relevant historical information**

<p><u>Year 3</u> <u>Historical enquiry and investigation</u></p>	<ul style="list-style-type: none">• Devise questions to be researched as a class or in groups and find answers about the past e.g. Did stone age people have shops? What did the Romans do for me?• Begin to carry out own research with some independence (in pairs/ small groups)• Begin to use a range of sources as evidence to provide answers to questions and learn about the past from sources provided, including art, artefacts, information books and the Internet. (Stone Age cave paintings, film clips from Skara Brae, Cleveland Ironstone Mining Museum Loan Box of Stone Age tools and weapons, Examples of Roman mosaics, architecture etc...)• Select and record relevant information• Begin to present information as part of a group• Start to present own research about a period studied
<p><u>Year 4</u> <u>Historical enquiry and investigation</u></p>	<ul style="list-style-type: none">• Devise questions to be researched as a class or in groups and find answers about the past e.g. what can we learn from buried treasure?• Carry out own research with some independence (in pairs/ small groups)• Use documents, printed sources, Internet, pictures, and photos to collect evidence about the past• Examine Anglo-Saxon Princess exhibition at Kirkleatham museum and discuss findings• Use maps and atlases to help understand how the Anglo-Saxons have influenced Britain by explaining some of the place names they established and their meaning and finding Anglo-Saxon place names in our locality (eg: Eston, Normanby)• Begin to recall, select and organise historical information• Take part in simple discussions/debates
<p><u>Year 5</u> <u>Historical enquiry and investigation</u></p>	<ul style="list-style-type: none">• Begin to identify primary and secondary sources• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.• Investigate own lines of enquiry, posing questions to answer• Choose relevant sources to present a picture of one aspect of life in time past• Find out about the oral tradition of history in Ancient Greece• Ask/ answer questions about opinions, based on sources of evidence• use local maps and aerial photos to discover how local area changed (before/after our school was built) and use photos, letters, film clips, interviews with staff/ members of our local community• Use census material• Recall, select and organise historical information• Participate in debates• Communicate and present knowledge about the past in a variety of ways, with greater independence

<p><u>Year 6</u> <u>Historical enquiry and investigation</u></p>	<ul style="list-style-type: none"> • Pose and answer own historical questions, using a wide variety of sources to help research the answer • Identify primary and secondary sources • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Discover when, where and why children were evacuated in World War II • Consider that points of view in WW2 will differ and look at the viewpoint of people in differing situations and countries and answer questions about why this is so. • Identify and explain an understanding of propaganda • Use artefacts, photographs, maps, letters and diaries to bring to life the experience of being a child living through the Second World War. • Use the opportunity to talk to people who were alive during war or who can recount the lives of older family members who were. • Use WW2 Graves/Cenotaph and census material to learn more about families locally during WW2 • Participate in debates • Recall, self- select and carefully organise historical information in greater detail • Plan and present a self -directed project or research about the period studied • Present findings in a variety of ways (diaries, videos, plays etc...) choosing the most effective method then preparing to present
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Historical knowledge

Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Establish clear narratives within and across the periods studied

- Identify and give reasons for, results of, historical events, situations, changes (cause and consequence)
- Describe social, cultural, religious and ethnic diversity in Britain & the wider world (Similarity /difference within a period)
- Identify historically significant people and events in situations (significance of events/people)
- Describe / make links between main events, situations and changes within and across different periods/societies (continuity and change in and between periods)

<p><u>Year 3</u> <u>Historical knowledge</u></p>	<ul style="list-style-type: none"> • Learn appropriate historical language and vocabulary in order to discuss life in periods studied • Find out about the everyday lives of people in times studied and draw comparisons • Draw on prior knowledge (studied in KS1). • Identify reasons for and results of people's actions • Understand how and why hillforts were developed in the Iron Age then compare with Roman towns in Britain and way of life • Explain what was found at Skara Brae and why it is important in helping learn more about the Stone age
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<p><u>Year 4</u> <u>Historical knowledge</u></p>	<ul style="list-style-type: none"> • Learn appropriate historical language and vocabulary in order to discuss life in periods studied • Describe why, where and when the Scots and Anglo-Saxons invaded Britain • Explain when and where the Vikings came from and why they raided Britain. • Describe a key historical character (eg: Alfred the Great) • Explain what the seven Anglo-Saxon kingdoms were. • Offer a reasonable explanation for why some events occurred as they did • Compare and contrast Ancient Egypt with other early civilisations (Ancient Sumer; The Indus Valley; The Shang Dynasty of Ancient China)
<p><u>Year 5</u> <u>Historical knowledge</u></p>	<ul style="list-style-type: none"> • Describe what we learned from the Ancient Greeks • Make comparisons between Roman Empire (studied in Y3) and Greek Empire • Learn appropriate historical language and vocabulary in order to discuss life in periods studied • Make comparisons between historical periods; explaining things that have changed and things which have stayed the same • Draw comparisons with previous periods studied throughout Y3 and 4
<p><u>Year 6</u> <u>Historical knowledge</u></p>	<ul style="list-style-type: none"> • Learn appropriate historical language and vocabulary in order to discuss life in periods studied • Describe key features of the past, including attitudes, beliefs and the everyday lives of men, women and children • Examine causes and results of great events and the impact they had on people (WW2) • Reflect on what has been learned about the lives of women and children in Britain. • Compare an aspect of life with the same aspect in another period – Mayan and Egyptian (studied in Y4)
<p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources <u>and that this can lead to different versions of the past existing.</u> 	
<p><u>Year 3</u> <u>Interpretations of History</u></p>	<ul style="list-style-type: none"> • Suggest why certain events happened as they did in history • Compare different versions of the same story • Suggest why certain people acted as they did in history (Understand how the Roman Empire affected different people and how they felt and reacted to the changes that were being made eg: Boudicca and Iceni and other tribes) • Realise that archaeologists have helped us understand more about what happened in the past • Understand how evidence can give us different answers about the past and that different versions of past events may exist (eg: understand why some of our knowledge about Iron Age Druids could be unreliable or give some different theories for the building of Stonehenge)

<p><u>Year 4</u> <u>Interpretations of History</u></p>	<ul style="list-style-type: none"> • Appreciate how items found belonging to the past help us to build an accurate picture of how people lived • Explain why the Anglo-Saxon princess hoard (housed in Kirkleatham Museum) and the Sutton Hoo Burial hoard were so important and how we may know more about the lives of wealthy Anglo Saxons than poorer people. • Look at different versions of the same event in history and identify differences- Viking invasion of Lindisfarne from point of view of a monk vs a Viking raider • Know that people in the past represented events or ideas in a way that persuades others.
<p><u>Year 5</u> <u>Interpretations of History</u></p>	<ul style="list-style-type: none"> • Compare accounts from different sources – fact or fiction? • Offer reasons for different versions of events and how reliable they are • Examine and evaluate different sources of evidence and say what they can teach us • Discover how Ancient Greece’s past is recorded through a range of sources leading to different accounts of history e.g.; If we only had sources related to the Olympic games, what would we know about women and children? • Appreciate how historical artefacts have helped us understand more about lives in past • Understand how evidence can give us different answers about the past • Why do we have more detailed information about our Local History project than Ancient Greeks / Do we have more information about Henry Bolckow than his workers? Why?
<p><u>Year 6</u> <u>Interpretations of History</u></p>	<ul style="list-style-type: none"> • Understand that some evidence from the past is propaganda, opinion or misinformation (especially sources related to WW2) and that this affects interpretations of history • Consider ways to check the accuracy of information- factual evidence or point of view/ opinion? • Search for omissions- how can what is missing teach us about aspects of history? • Be aware that different evidence may lead to different conclusions

Historical terms

Use a wide vocabulary of everyday historical terms- detailed on individual Medium-Term Plans

- **Use the vocabulary of chronology (detailed in Chronology section)**
- Use and understand appropriate historical vocabulary and continue to confidently use vocabulary learned in KS1
- Begin to use terms such as *ruled, reigned, empire, invasion, conquer, kingdoms, civilisation, economic, cultural, religious, democracy, social, political, peasantry, parliament?*
- Continue to use terms learnt in previous years