



# SHIREMOOR PRIMARY HISTORY PROGRESSION



History			
Year Group	NC Objectives	Skills	Knowledge
Year 1	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Examine events beyond living memory that are significant nationally or globally [the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>Compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time.</li> <li>Match objects to people of different ages Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> </ul> <p><b><u>Range and depth of historical knowledge</u></b></p> <ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives</li> <li>They know and recount episodes from stories about the past</li> <li>They should use a wide vocabulary of everyday historical terms.</li> </ul> <p><b><u>Interpretations of history</u></b></p> <ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> </ul> <p><b><u>Historical enquiry</u></b></p> <ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts,</li> <li>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<p><b>Year 1</b> begin with a look at an event from the past.</p> <p>They are building from the vocabulary they have begun to develop at EYFS and their concept of time to consider early flight and some differences between then and now.</p> <p>They move onto think about some famous Queens of the past (Elizabeth I and Victoria) and compare their lives with the current Queen.</p> <p>Finally they look at significant nurses and changes in healthcare over the years asking and answering simple questions, drawing comparisons and understanding change over time.</p>



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## Year 2

Examine events beyond living memory that are significant nationally or globally for **(The Great Fire of London)**

Examine the lives of significant individuals in the past who have contributed to national and international achievements.

Examine significant historical events, people and places in their own locality.

### Chronological understanding

- Sequence events in their life
- Sequence 3 or 4 artefacts from distinctly different periods of time
- Match objects to people of different ages
- Sequence photographs etc. from different periods of their life
- Describe memories of key events in lives

### Range and depth of historical knowledge

- Recognise why people did things, why events happened and what happened as a result
- Identify differences between ways of life at different times

### Interpretations of history

- Compare 2 versions of a past event
- Compare pictures or photographs of people or events in the past
- Discuss reliability of photos/ accounts/stories

### Historical enquiry

- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations

### Year 2

Look at a significant event in British History the Great Fire of London and begin to understand cause and effect. They move onto look at the idea of exploration of new worlds and how this impacts on lives forever. They compare Christopher Columbus and Neil Armstrong. Finally they look at a significant local person and event by looking at transport and the invention of the steam locomotive by George Stephenson. Children build understanding of chronology and change.



## SHIREMOOR PRIMARY HISTORY PROGRESSION



<b>Year 3</b>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"><li>• Place the time studied on a time line</li><li>• Use dates and terms related to the study unit and passing of time</li><li>• Sequence several events or artefacts</li></ul> <p><b><u>Range and depth of historical knowledge</u></b></p> <ul style="list-style-type: none"><li>• Find out about everyday lives of people in time studied</li><li>• Compare with our life today</li><li>• Identify reasons for and results of people's actions</li><li>• Understand why people may have wanted to do something</li></ul> <p><b><u>Interpretations of history</u></b></p> <ul style="list-style-type: none"><li>• Identify and give reasons for different ways in which the past is represented</li><li>• Distinguish between different sources – compare different versions of the same story</li><li>• Look at representations of the period – museum, cartoons</li></ul> <p><b><u>Historical enquiry</u></b></p> <ul style="list-style-type: none"><li>• Use a range of sources to find out about a period</li><li>• Observe small details – artefacts, pictures</li><li>• Select and record information relevant to the study</li><li>• Begin to use the library and internet for research</li></ul>	<p><b>Year 3</b></p> <p>Children begin by developing their understanding of events from British History with a look at the Gunpowder Plot. Develop their understanding the concept of pre-history with a look at Stone Age to Iron Age Britain and considering how we learnt about those times from evidence left behind. Children build chronological understanding by learning about the invasion of the Romans which changed Britain significantly and consider important questions about why the Romans were so successful.</p>
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# SHIREMOOR PRIMARY HISTORY PROGRESSION



<p><b>Year 4</b></p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"><li>• Place events from period studied on time line</li><li>• Use terms related to the period and begin to date events</li><li>• Understand more complex terms e.g. BC/AD</li></ul> <p><u>Range and depth of historical knowledge</u></p> <ul style="list-style-type: none"><li>• Use evidence to reconstruct life in time studied</li><li>• Identify key features and events of time studied</li><li>• Look for links and effects in time studied</li><li>• Offer a reasonable explanation for some events</li></ul> <p><u>Interpretations of history</u></p> <ul style="list-style-type: none"><li>• Look at the evidence available</li><li>• Begin to evaluate the usefulness of different sources</li><li>• Use text books and historical knowledge</li></ul> <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"><li>• Use evidence to build up a picture of a past event</li><li>• Choose relevant material to present a picture of one aspect of life in time past</li><li>• Ask a variety of questions</li><li>• Use the library and internet for research</li></ul>	<p><b>Year 4</b> begin with a depth study of a significant event in British history of the middle ages; the religious conflict of the Elizabethan age and the Spanish Armada. This builds on KS1 learning about Queen Elizabeth. Pupils look at how religion has been a root cause for many conflicts over time and again examine cause and effect using reasoning to explore the topic in depth. This is followed by a look at another ancient civilisation and understand what the world learnt from the Ancient Egyptians considering evidence left behind. They then return to look at how Britain was affected by invasions picking up after the Romans and considering life in Anglo-Saxon Britain.</p>
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# SHIREMOOR PRIMARY HISTORY PROGRESSION



<p><b>Year 5</b></p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources</p>	<p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"><li>• Know and sequence key events of time studied</li><li>• Use relevant terms and period labels</li><li>• Make comparisons between different times in the past</li></ul> <p><b><u>Range and depth of historical knowledge</u></b></p> <ul style="list-style-type: none"><li>• Study different aspects of different people - differences between men and women</li><li>• Examine causes and results of great events and the impact on people</li><li>• Compare life in early and late 'times' studied</li><li>• Compare an aspect of life with the same aspect in another period</li></ul> <p><b><u>Interpretations of history</u></b></p> <ul style="list-style-type: none"><li>• Compare accounts of events from different sources – fact or fiction</li><li>• Offer some reasons for different versions of events</li></ul> <p><b><u>Historical enquiry</u></b></p> <ul style="list-style-type: none"><li>• Begin to identify primary and secondary sources</li><li>• Use evidence to build up a picture of a past event</li><li>• Select relevant sections of information</li><li>• Use the library and internet for research with increasing confidence</li></ul>	<p><b>Year 5</b>, Building on Y4 children return to the age of the Anglo-Saxons with a different perspective as they examine the invasion of the Vikings. They look at leadership and how contrasting leaders played roles for each side. Year 5 complete a local history study thinking about our local area's mining history the children consider how the North east changed during the industrial revolution. They build on prior learning about Queen Victoria to consider her role at this time. They examine the cause and effects of a local mining disaster and look at variety of sources of information include census data from the time. Finally Year 5 examine ancient Greece, its leadership in the form of Alexander the Great and how it has impacted our modern world.</p>
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## SHIREMOOR PRIMARY HISTORY PROGRESSION



<b>Year 6</b>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources</p>	<p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"><li>• Place current study on time line in relation to other studies</li><li>• Use relevant dates and terms ☑ Sequence up to 10 events on a time line</li></ul> <p><b><u>Range and depth of historical knowledge</u></b></p> <ul style="list-style-type: none"><li>• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li><li>• Compare beliefs and behaviour with another time studied</li><li>• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li><li>• Know key dates, characters and events of time studies</li></ul> <p><b><u>Interpretations of history</u></b></p> <ul style="list-style-type: none"><li>• Link sources and work out how conclusions were arrived at</li><li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li><li>• Be aware that different evidence will lead to different conclusions</li><li>• Confidently use the library and internet for research</li></ul> <p><b><u>Historical enquiry</u></b></p> <ul style="list-style-type: none"><li>• Recognise primary and secondary sources</li><li>• Use a range of sources to find out about an aspect of time past</li><li>• Suggest omissions and the means of finding out</li><li>• Bring knowledge gathered from several sources together in a fluent account</li></ul>	<p><b>Year 6</b> study in depth a significant period of British history and a key event. This is done through their WW2 study (parallel to their Geography unit on Europe) where pupils consider a variety of sources of information and viewpoints when looking at how the war began. They look at the battle of Britain to consider how life in Britain was impacted. Finally they look at another ancient civilisation of the Mayans building on prior learning about South America in Geography</p>
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