

History Progression Grangetown Primary School

<u>Year Group</u>	<u>Topics</u>	<u>Objectives</u>	<u>Success Criteria</u>
<p style="text-align: center;">Key Stage 1</p> <p>Skills have been classified into 5 categories, with curriculum statements as guidance however, some overlap is apparent as a number of historical skills are used in conjunction to approach many activities.</p>			
<u>Chronological understanding</u>			
<u>Year 1</u>	I am Fabulous Dinotastic A Knight's Tale Land Ahoy Our Planet	Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.	<ul style="list-style-type: none"> • Understand difference between things that have happened in the past and in the present. • Describe things that have happened to themselves and others in the past, • Order a set of objects- old and new • 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...
<u>Year 2</u>	Moon Zoom Great Fire of London Active (Local history) The World (holiday destinations over time)	Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.	<ul style="list-style-type: none"> • Recount changes in own life and describe memories • Order and sequence objects, photographs and pictures they have studied, using a scale provided • Place a small number of simple events on a timeline (Great Fire of London, The Space Race) • 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
<u>Historical knowledge</u>			
<u>Year 1</u>	I am Fabulous Dinotastic A Knight's Tale	Pupils should identify similarities and differences between ways of life in different periods,	<ul style="list-style-type: none"> • Recall some facts about people or events beyond their own living memory (King Henry V111/ Guy Fawkes/ Grace Darling/ Captain James Cook)

	Land Ahoy Our Planet	Children should choose and use parts of stories and other sources to show that they know and understand key features of events.	<ul style="list-style-type: none"> • 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
<u>Year 2</u>	Moon Zoom Great Fire of London Active (Local history) The World (holiday destinations over time)	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.	<ul style="list-style-type: none"> • Describe differences between then and now-e.g.: holidays now and then • Talk about information learned about significant people from the past (Neil Armstrong, Samuel Pepys) and 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
<u>Interpretations of History</u>			
<u>Year 1</u>	I am Fabulous Dinotastic A Knight's Tale Land Ahoy Our Planet	Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	<ul style="list-style-type: none"> • Listen to stories, look at books, videos, pictures and artefacts and find out about the past • Talk about fiction when hearing stories and also about facts
<u>Year 2</u>	Moon Zoom Great Fire of London Active (Local history) The World (holiday destinations over time)	Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	<ul style="list-style-type: none"> • Compare 2 versions of an event they have learned about • Compare pictures and photographs of events from the past • Use historical artefacts and buildings (or pictures of them) and eye witness accounts to find out about the past (information from Diary of Samuel Pepys, film of moon landing) • Begin to note the difference between fact and fiction
<u>Historical enquiry and investigation</u>			
<u>Year 1</u>	I am Fabulous Dinotastic A Knight's Tale Land Ahoy Our Planet	Children should ask and answer questions, using other sources to show that they know and understand key features of events.	<ul style="list-style-type: none"> • Use knowledge of events and pictures to ask questions • Ask questions about objects from the past and discover what they were used for • Use maps of Marton to see where Captain Cook lived

<u>Year 2</u>	Moon Zoom Great Fire of London Active (Local history) The World (holiday destinations over time)	Children should ask and answer questions, using other sources to show that they know and understand key features of events.	<ul style="list-style-type: none"> • Use sources (objects, photos, artefacts, written accounts, pictures, film clips) to answer questions about the past • Ask own questions about the past • Explore images, film, images of souvenirs and news reports from time of moon landing.
<u>Organisation and communication</u>			
<u>Year 1</u>	I am Fabulous Dinotastic A Knight's Tale Land Ahoy Our Planet	Pupils should use a wide vocabulary of everyday historical terms.	<ul style="list-style-type: none"> • Sort objects into old and new • Be able to order and tell some events from own past • Communicate knowledge using discussion, drawing/pictures, role play, models, ICT, writing
<u>Year 2</u>	Moon Zoom Great Fire of London Active (Local history) The World (holiday destinations over time)	Pupils should use a wide vocabulary of everyday historical terms.	<ul style="list-style-type: none"> • Show an awareness of historical terms such as; monarch, parliament, government, war, remembrance • Sort objects and order them • 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
<u>Key Stage 2</u> Skills have been classified into 5 categories, with curriculum statements as guidance however, some overlap is apparent as a number of historical skills are used in conjunction to approach many activities.			
<u>Chronological understanding</u>			

<p><u>Year 3</u> <u>Chronological Understanding</u></p>	<p>Ironstone Explorers (Stone Age to Iron Age)</p> <p>Local Heroes (history of our School)</p> <p>Romans- the Empire Strikes Back</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.</p>	<ul style="list-style-type: none"> • Know that a timeline is divided into BCE and AD • Describe events from the past using dates and terms BCE, 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 within a specific time in history to set out the order things may have happened. (Overall Stone Age to Bronze Age and also more detailed timelines of each era/ Local timeline of the history of Grangetown Primary School/Timeline of expansion of Roman Empire, detailing invasion of Britain)
<p><u>Year 4</u> <u>Chronological Understanding</u></p>	<p>Treasure Hunters (Anglo Saxons and Celts)</p> <p>Vicious Vikings</p> <p>Steelworks (Local History)</p> <p>The Great and the Glorious (Greeks)</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.</p>	<ul style="list-style-type: none"> • Place periods of history studied on a timeline, considering timings of other periods of history studied and link on the timeline • Use terms A.D. /B.C. /B.C.E. and understand how to record them accurately on the timeline • Begin to round up time differences into centuries/decades • Order events to show how Scots, Anglo-Saxons and Vikings invaded/settled in Britain, significant events shaping the history of Teesside and the Steelworks and key moments in the history of Ancient Greece
<p><u>Year 5</u> <u>Chronological Understanding</u></p>	<p>Marvellous Maps (First Railways, Stockton to Darlington)</p> <p>Egyptians- Achievements of Earliest Civilizations</p> <p>Magnificent Mountains (Ancient Greece)</p> <p>Benin- Non- European Study</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.</p>	<ul style="list-style-type: none"> • Know and sequence an increasing number of key events of the time studied and represent on timelines • Make comparisons between different times in the past and describe main changes in a period in history • Use dates and historical language in work, describing historical events, • Use mathematical skills to work out time scales and differences • Understand how some events /periods occurred concurrently in different locations (eg: Indus Valley and Ancient Egypt)

<u>Year 6</u> <u>Chronological Understanding</u>	<p>Amazing Americas (Aztecs)</p> <p>Raging Rivers- Local history of the Tees</p> <p>WW2- a local study (Extended Chronological Study)</p> <p>Trade and Economics (Slave Trade)</p> <p>Rampaging Romans</p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.</p>	<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 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 children
<u>Historical knowledge</u>			
<u>Year 3</u> <u>Historical knowledge</u>	<p>Ironstone Explorers (Stone Age to Iron Age)</p> <p>Local Heroes (history of our School)</p> <p>Romans- the Empire Strikes Back</p>	<p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Establish clear narratives within and across the periods studied.</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

			<ul style="list-style-type: none"> • Explain how our school began as a Secondary School in 1935 but changed in 1984 and talk about key events in school history. • Compare our school in 1935 and school today
<u>Year 4</u> <u>Historical knowledge</u>	Treasure Hunters (Anglo Saxons and Celts) Vicious Vikings Steelworks (Local History) The Great and the Glorious (Greeks)	Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Establish clear narratives within and across the periods studied.	<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 what we learned from the Ancient Greeks • Describe a key historical character (eg: Alfred the Great/ Alexander the Great) • Explain what the seven Anglo-Saxon kingdoms were. • Offer a reasonable explanation for why some events occurred as they did • Make comparisons between Roman Empire (studied in Y3) and Greek Empire
<u>Year 5</u> <u>Historical knowledge</u>	Marvellous Maps (First Railways, Stockton to Darlington) Egyptians- Achievements of Earliest Civilizations Magnificent Mountains (Ancient Greece) Benin- Non- European Study	Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Establish clear narratives within and across the periods studied.	<ul style="list-style-type: none"> • 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 • Write Like an Egyptian Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Egyptian writing systems. • Compare and contrast Ancient Egypt with other early civilisations (Ancient Sumer; The Indus Valley; The Shang Dynasty of Ancient China) • Describe what the people of Benin believed in. • Draw comparisons with previous periods studied throughout Y3 and 4 (early tools and building of settlements)

<u>Year 6</u> <u>Historical</u> <u>knowledge</u>	Amazing Americas (Aztecs) Raging Rivers- Local history of the Tees WW2- a local study (Extended Chronological Study) Trade and Economics (Slave Trade) Rampaging Romans	Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Establish clear narratives within and across the periods studied.	<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 children in Britain. • Compare an aspect of life with the same aspect in another period • Describe what people did for entertainment during wartime Britain. • Explain the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day
<u>Interpretations of History</u>			
<u>Year 3</u> <u>Interpretations</u> <u>of History</u>	Ironstone Explorers (Stone Age to Iron Age) Local Heroes (history of our School) Romans- the Empire Strikes Back	Understand how our knowledge of the past is constructed from a range of sources_	<ul style="list-style-type: none"> • Suggest why certain events happened as they did in history (evidence of changes due to use of stone/ bronze/ iron by looking at tools and weapons) • 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)

			<ul style="list-style-type: none"> Suggest reasons why there was no school on this site until 1935 and why our school began as William Worsley Senior School
<u>Year 4</u> <u>Interpretations of History</u>	Treasure Hunters (Anglo Saxons and Celts) Vicious Vikings Steelworks (Local History) The Great and the Glorious (Greeks)	Understand how our knowledge of the past is constructed from a range of sources_	<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 If we only had sources related to the Olympic games, what would we know about women and children? Debate- should the Elgin Marbles have been moved from Athens?
<u>Year 5</u> <u>Interpretations of History</u>	Marvellous Maps (First Railways, Stockton to Darlington) Egyptians- Achievements of Earliest Civilizations Magnificent Mountains (Ancient Greece) Benin- Non- European Study	Understand how our knowledge of the past is constructed from a range of sources_	<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 about Benin and say what they can teach us about Benin culture Discover how Benin's past is recorded through a range of sources leading to different accounts of history Appreciate how historical artefacts have helped us understand more about lives in past Understand how evidence can give us different answers about the past (eg: discovery of the tomb of Tutankhamun)

<u>Year 6</u> <u>Interpretations of History</u>	<p>Amazing Americas (Aztecs)</p> <p>Raging Rivers- Local history of the Tees</p> <p>WW2- a local study (Extended Chronological Study)</p> <p>Trade and Economics (Slave Trade)</p> <p>Rampaging Romans</p>	<p>Understand how our knowledge of the past is constructed from a range of sources_</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
<u>Historical enquiry and investigation</u>			
<u>Year 3</u> <u>Historical enquiry and investigation</u>	<p>Ironstone Explorers (Stone Age to Iron Age)</p> <p>Local Heroes (history of our School)</p> <p>Romans- the Empire Strikes Back</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</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 did Stone Age people eat? How did the Romans fight? • 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, use local maps and aerial photos to discover how local area changed (before/after our school was built) and use photos, letters, film clips and interviews with staff from 1935 to present day to investigate how school building and staff have changed. Examples of Roman mosaics, architecture etc...)

			<ul style="list-style-type: none"> Select and record relevant information
<u>Year 4</u> <u>Historical enquiry</u> <u>and investigation</u>	Treasure Hunters (Anglo Saxons and Celts) Vicious Vikings Steelworks (Local History) The Great and the Glorious (Greeks)	Construct informed responses that involve thoughtful selection and organisation of relevant historical information Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<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 were the jobs in an Anglo-Saxon settlement? Choose relevant sources to present a picture of one aspect of life in time past e.g. images on a Greek black figure vase to learn about the Olympics or school life. 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)
<u>Year 5</u> <u>Historical enquiry</u> <u>and investigation</u>	Marvellous Maps (First Railways, Stockton to Darlington) Egyptians- Achievements of Earliest Civilizations Magnificent Mountains (Ancient Greece) Benin- Non- European Study	Construct informed responses that involve thoughtful selection and organisation of relevant historical information Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<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 Understand why Benin's sculptures surprised the people who discovered them. Research and explain how and why the kingdom of Benin became powerful and successful and also how and why the empire came to an end Understand and explain the ancient Egyptian ritual of mummification. Find out about the oral tradition of history in African communities and the different versions of the story of Eweka, Oba of the Benin Kingdom (AD 1180).
<u>Year 6</u> <u>Historical enquiry</u> <u>and investigation</u>	Amazing Americas (Aztecs)	Construct informed responses that involve thoughtful selection and	<ul style="list-style-type: none"> Pose and answer own historical questions, using a wide variety of sources to help research the answer

	<p>Raging Rivers- Local history of the Tees</p> <p>WW2- a local study (Extended Chronological Study)</p> <p>Trade and Economics (Slave Trade)</p> <p>Rampaging Romans</p>	<p>organisation of relevant historical information</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<ul style="list-style-type: none"> 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 Analyse a variety of evidence, art and artefacts and use these to support conclusions about how Roman culture has impacted later periods of British history 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.
<u>Organisation and communication</u>			
<u>Year 3</u> <u>Organisation and communication</u>	<p>Ironstone Explorers (Stone Age to Iron Age)</p> <p>Local Heroes (history of our School)</p> <p>Romans- the Empire Strikes Back</p>	Pupils should develop the appropriate use of historical terms	<ul style="list-style-type: none"> Begin to present information as part of a group Start to present own research about a period studied Use and understand appropriate historical vocabulary (continue to confidently use vocabulary learned in KS1 and also begin to use terms such as: ruled, reigned, empire, invasion, conquer, kingdoms) Communicate knowledge about the past using models, drama/roleplay/ genres of writing/ posters/ leaflets/ photos with captions/ timelines
<u>Year 4</u> <u>Organisation and communication</u>	<p>Treasure Hunters (Anglo Saxons and Celts)</p> <p>Vicious Vikings</p> <p>Steelworks (Local History)</p> <p>The Great and the Glorious (Greeks)</p>	Pupils should develop the appropriate use of historical terms	<ul style="list-style-type: none"> Continue to confidently use previously learned historical vocabulary and include new vocabulary learned relating to y4 topics Begin to recall, select and organise historical information Communicate and present knowledge about the past using models, drama/roleplay/ genres of writing/ posters/ leaflets/ photos with captions/ timelines/ ICT Take part in simple discussions/debates
<u>Year 5</u>	Marvellous Maps (First Railways, Stockton to Darlington)	Pupils should develop the appropriate use of historical terms	<ul style="list-style-type: none"> Continue to confidently use previously learned historical vocabulary and include new vocabulary learned relating to y5 topics

<u>Organisation and communication</u>	<p>Egyptians- Achievements of Earliest Civilizations</p> <p>Magnificent Mountains (Ancient Greece)</p> <p>Benin- Non- European Study</p>		<ul style="list-style-type: none"> • Include some use of abstract terms such as democracy, civilization, social, political, economic, cultural, religious. • Recall, select and organise historical information • Plan and present a self -directed project or research about the period studied • Participate in debates • Communicate and present knowledge about the past in a variety of ways, with greater independence.
<u>Year 6 Organisation and communication</u>	<p>Amazing Americas (Aztecs)</p> <p>Raging Rivers- Local history of the Tees</p> <p>WW2- a local study (Extended Chronological Study)</p> <p>Trade and Economics (Slave Trade)</p> <p>Rampaging Romans</p>	<p>Pupils should develop the appropriate use of historical terms</p>	<ul style="list-style-type: none"> • Continue to confidently use previously learned historical vocabulary and include new vocabulary learned relating to y6 topics • Use abstract terms such as democracy, civilization, social, political, economic, cultural, religious. • 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