

Northgate Primary School: History Progression Planning



"History gives answers only to those who know how to ask questions." Hajo Holborn

Intent:

Great Yarmouth is a diverse community which is influenced by historical factors that have shaped the area and beyond. Our history curriculum aims to:

- Develop a sense of belonging by understanding the origins of the diverse cultures within our community, the British Isles and the wider world. Broaden horizons to be able to access and experience the world beyond the immediate locality.
- Develop confidence in communicating; question, understand, evaluate and express how the past has influenced the present locally and worldwide, using appropriate historical vocabulary.
- Develop a resilient attitude, learning from the past to make a positive contribution to the future.

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Autumn Overview | | | | | | |
| How do traditional tales help us understand the past? | How has the way we travel changed? | How did Nelson become a local hero? | The Fishing Industry (Great Yarmouth Maritime Past) | Romans | Anglo-Saxons Aut 1 | The Victorians |
| How do different cultures and communities celebrate? | Who was the best explorer? (study and compare significant individuals) | How do we know about The Great Fire of London? | | Romans | Vikings Aut 2 | The Victorians, Railways and The British Empire |
| Spring Overview | | | | | | |
| How have we changed? (growing up, families etc) | What was life like in a castle? | | Stone Age (Spring 1) | | Tudors and the Age of Exploration | |
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Summer Term

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| | | What was life like in WWII ? | | Ancient Egyptians | | |
| Local history (circus, pirates) What was the earth like before humans? (dinosaurs) | How have seaside holidays changed? (local study) | | Aztecs and their influence on the world. | Local Study - The Waterway(to include history) | | |

Chronology

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| EYFS | Sequence events or objects in chronological order. | Sequence artefacts in time. Sequence events. Sequence photos from different periods of time. Describe memories of key events in their lives | Place the time studied on a timeline. Sequence events or artefacts. Use specific dates. | Place events from a period of time studied on a timeline. Use terms related to the period and begin to date the events. Understand more complex terms e.g. BCE/CE. | Place the current study on the timeline in relation to other studies. Know and sequence key events of the time. Use relevant terms and labels. Relate the current study to the previous study. Make comparisons between different times in history. | Place the current study on the timeline in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a timeline. |
| Talk about lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books and storytelling. | | | | | | |

Range and depth of historical knowledge

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books and storytelling.</p> | <p>Begin to describe similarities and differences in artefacts.</p> <p>Why people did things in the past.</p> <p>Use a range of sources to find out characteristic features of the past.</p> | <p>Find out about people and events in other times.</p> <p>Collections of artefacts – confidently describe similarities and differences.</p> <p>Develop empathy and understanding</p> | <p>Find out about everyday lives of people in time studied compare with our life today.</p> <p>Identify reasons for and results of people’s actions.</p> <p>Understand why people may have had to do something.</p> <p>Study change through the lives of significant individuals.</p> | <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events. Look for links and effects in time studied offer a reasonable explanation for some events.</p> <p>Develop a broad understanding of ancient civilisations.</p> | <p>Study different aspects of life of different people – differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late times studied compare an aspect of life with the same aspect in another period.</p> <p>Study an ancient civilization in detail.</p> | <p>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another period studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied.</p> <p>Compare and contrast ancient civilisations.</p> |

Interpretation of history

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Talk about lives of people around them and their roles in society.</p> <p>Know some similarities and</p> | <p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p> | <p>Compare pictures or photographs of people or events in the past.</p> | <p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and</p> | <p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> | <p>Compare accounts of events from different sources.</p> <p>Offer some reasons for different versions of events.</p> | <p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations –</p> |

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| <p>differences between things in the past and now, drawing on their own experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books and storytelling.</p> | | <p>Able to identify different ways to represent the past.</p> | <p>evaluate their usefulness.</p> <p>Look at representations of the period – museum, images, etc.</p> | <p>Use of text books and historical knowledge.</p> | | <p>fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confident use of the internet/ library etc. for research.</p> |
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| Historical enquiry | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Talk about lives of people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in books and storytelling.</p> | <p>Sort artefacts “then” and “now”.</p> <p>Use as wide a range of sources as possible.</p> <p>Speaking and listening to ask and answer questions related to different sources and objects.</p> | <p>Use a source – why, what, who, how, where to ask questions and find answers.</p> <p>Sequence a collection of artefacts.</p> <p>Discuss the effectiveness of sources.</p> | <p>Use a range of sources to find out about a period.</p> <p>Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the library/internet for research. Ask and answer questions</p> | <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions use the library/internet for research.</p> | <p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in time studied.</p> <p>Select relevant sections of information.</p> <p>Confident use of the library/internet for research.</p> | <p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathering from several sources together in a fluent account.</p> |

| Cause and consequence | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Talk about lives of people around them and their roles in society.</p> | <p>Explain why people did things and what happened as a result.</p> | <p>Explain why people did things, why events happened and what happened as a result of this.</p> | <p>Explain why people did things and why events happened.</p> <p>Give explanations for their actions.</p> | <p>Explain why people did things and why events happened.</p> <p>Give explanations for their actions.</p> | <p>Know that people make decisions for a variety of reasons.</p> <p>Recognise the positive and negative</p> | <p>Know that people make decisions for a variety of reasons.</p> <p>Know that people make decisions based</p> |

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| | | | Discuss consequences for their actions. | Discuss consequences for their actions on different groups of people. | consequences of decisions. | on cultural context of the time and this may be different from now. |
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