

Northgate Primary School History Progression Planning

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
Autumn Overview						
<p>What is my local history? (Aut 1)</p> <p>How have toys changed? (Aut 1)</p>	<p>How has the way we travel changed?</p>	<p><i>Comparison of Local Heroes- Lord Nelson and Sarah Martin</i></p>	<p>The Fishing Industry (Great Yarmouth Maritime Past)</p> <p>What impact did the fishing industry have on Great Yarmouth?</p>	<p>Romans</p>		<p>The Victorians</p>
<p>How do different cultures and communities celebrate? (Aut 2)</p> <p>Why do we celebrate bonfire night? (Aut 2)</p> <p>What has changed about firefighters? (Aut 2)</p>	<p>Why were Ibn Battuta and Ernest Shackleton important?</p>			<p>Romans</p>	<p>Anglo-Saxons What did the Anglo-Saxons do for us?</p>	<p>The Victorians</p>
Spring Overview						

How do traditional tales help us understand the past? (Spr 1)	How have toys changed over time?	How do we know about The Great Fire of London?	Stone Age to Iron Age			
How have we changed? (Growing up?) (Spr 2) How has farming changed? (Spr 2)					The Vikings Raiders or settlers?	The Ancient Greeks
Summer Term						
		What was life like for children in Norfolk during WW2?		Ancient Egyptians and brief overview of other ancient civilisations.	How different was life for the Rich and Poor in Tudor times?	
Local history (circus, pirates) (Sum 2)	How have seaside holidays changed? (local study)		Aztecs and their influence on the world.			Democracy throughout the ages Continuation of a theme post 1066
Disciplinary Vocabulary						
Past, present/now same, different, then, now, memories (Aut 1, Aut 2, Spr 2, Sum 2)	event, explain, order, famous, significant, sequence, recent, remember, same/different, timeline, historian	sources, chronological order, earlier, later, local area, research, timeline, historical event, artefact, similarities/differences, empathy.	BCE/CE, decade, ancient, century, period, settlers, settlement, archaeologists, excavate, historical, evaluate, artefact	invade, invasion, time difference, shape our lives, point of view, historical argument.	comparison, contrast hypothesis, influence, civilization, impact, ethnicity, primary and secondary sources, push factors, pull factors	societies, summarise, major influence, world history, changes/continuity, persuasion, viewpoint, propaganda, interpretations, British Empire, multicultural society.
Substantive Vocabulary						
Family	Transport Carriage, electric cars, motor, petrol, railway,	Lord Nelson	Local Fishing Industry fishing industry, Fisher Girl, herring, silver	Romans Citizen, Celts, conquest, emperor, empire,	Anglo- Saxons Angles, Christianity, invaders, kingdom,	Ancient Greece Ancient, city state, civilisation,

<p>Baby, child, adult, parent, mum, mother, dad, father, grandparent. (Aut 1, Spr 2)</p>	<p>steam engine, transport, travel.</p> <p>Explorers Achievement,, equipment, expedition, explorer, polar, significant.</p> <p>Toys Grandparents, parents, past,present wooden, plastic electronic, batteries, teddy, rocking horse, technology</p> <p>Seaside Holiday Victorians, pier, Punch and Judy, holiday, rich, poor, trains, aeroplane, popular</p>	<p>Battle, war, lord, significant, local, Trafalgar, Navy, France.</p> <p>Great Fire of London Bakery, diary, fire engine, firefighter, rebuilt, river Thames, St Paul's Cathedral, 17th century.</p> <p>Children in WW2 Evacuee, war, countryside, city, Anderson shelter,</p>	<p>darling, drifter, coast, North Sea, gutting, smokehouse, quay</p> <p>Stone Age to Iron Age Agriculture, archaeologist, hunter-gatherer, migration, monument, prehistoric, settlement, technology, tribe.</p> <p>Aztecs Mexico, Aztec, monument, temple. Tribe, worship, God, Goddesses, Statues, warrior, pyramid.</p>	<p>legion, rebellion, Roman Empire, tribe.</p> <p>Ancient Egyptians Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb. City, civilisation, culture, economy (barter), empire, enslavement, farming, kingdom, knowledge, leisure, power, religion, ruler (pharaoh), technology, trade, transport.</p>	<p>Pagan, Picts, Saxons, Scots, Building, the church, conquest, culture, enslavement, farming, kingdom, migration, religion, ruler (king), settlement, trade, tribe, war (invasion, conflict).</p> <p>Vikings Danegeld, exile, kingdom, outlawed, Pagan, pillaged, raid.</p> <p>Tudors War of the roses, monarch, catholic, church of England, pope, divorce.</p>	<p>democracy, empire, legacies, myth.</p> <p>Victorians Queen Victoria, Empire, Monarch, reign, workhouse...</p> <p>British Empire British Empire, colonisation, colony, the Commonwealth, Empire, exploration, indigenous, trade, power.</p>
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Disciplinary Concepts

Chronology- Sequencing the Past

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to make sense of their own life-story and family's history. (Aut 1, Spr 2)</p> <p>Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. (Every term)</p>	<p>Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. (Aut1, Spr1, Sum2)</p> <p>Can depict on a timeline the sequence of a few objects and/or pieces of information</p> <ul style="list-style-type: none"> • Can sequence objects old to new ie. trains (Aut1) Dolls (Spr1) • Can sequence pictures of events on a timeline ie. explorers (Aut2) 	<p>Can understand securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously').</p> <ul style="list-style-type: none"> • Oral personal history aided by photos (Aut 1) <p>Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people</p> <ul style="list-style-type: none"> • Timeline of key events in life of Nelson/Sarah Martin (Aut 1), Great Fire of London events ordered (Spr 1) 	<p>Can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms. (Aut 1, Spr1, Sum 2)</p> <ul style="list-style-type: none"> • Aut1 - Can sequence historical events(Great Yarmouth Fishing Industry) in relation to prior events taught- Lord Nelson, Great Fire of London, WW2. • (Spr 1) Sequence historical events (stone age to iron age) including pre historical events in history, and distinguishing between ages and relating to prior events taught - Lord 	<p>Can sequence and provide valid explanation for a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms. (Aut1, Aut2 Sum 1)</p> <ul style="list-style-type: none"> • Can sequence historical events(Roman empire) in relation to prior events taught- fishing industry, Great Fire of London, WW2 • Boudicca's rebellion - significant person • Emperor Claudius 	<p>Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important Anglo-Saxon developments, people and events on an annotated timeline).</p> <ul style="list-style-type: none"> • Can sequence historical period in relation to prior events learnt (Aut 2, Spr 2, Sum 2) • Can sequence significant events within a historical period (the significance and spread of Christianity in Anglo Saxon times - Aut 2) 	<p>Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms (e.g. the main Ancient Greek developments, people and events). (Aut1, Spr1)</p> <ul style="list-style-type: none"> • Can sequence historical periods(looking at historical periods already learnt and where the Victorians fit in)(Aut 1) • Sequence historical events in Queen Victoria's life(timeline of key events) (Aut 1) • Lord Shaftesbury timeline (Aut 1)

			<p>Nelson, Great Fire of London, WW2, and The Great Yarmouth Fishing Industry.</p> <ul style="list-style-type: none"> (Sum 2) Can sequence historical events (Aztecs) in relation to prior events taught- Lord Nelson, Great Fire of London, WW2, Fishing Industry and Stone Age to Iron Age. 			
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Range and depth of historical knowledge- Constructing the past.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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. (Aut 1, Aut 2, Spr 2, Sum 2)</p>	<p>The pupil can briefly describe features of particular themes, events and people from family, local, national and global history</p> <ul style="list-style-type: none"> Look at changes in theme eg. transport over time (Aut 1) Describe key events and people from global history 	<p>The pupil can explain a range of features covering family, local, national and global history and draw a range of conclusions</p> <ul style="list-style-type: none"> Recall the more significant events and people associated with the Great Fire of London and draw 	<p>Can identify details from several societies, events and significant people covered in local, national and global history (e.g. identify some of the achievements/technological advancements during the Stone Age/Iron Age).</p> <ul style="list-style-type: none"> (Aut 1) Recall the significant events which took place during the 	<p>Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Ancient Egyptians and their achievements). Sum1</p>	<p>Can provide overviews of the most significant features of different themes (Spr 2 - raiders v settlers), individuals (Sum 2 - Henry VIII), societies (Aut 2 - the spread of Christianity) and events (Sum 2 - the Reformation) covered (e.g. give a summary of the main features of Anglo-Saxon society)</p>	<p>Can show a (detailed) awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, explaining different dimensions and characteristics (e.g. show evidence of understanding the variety of social, economic, cultural and political aspects of the Ancient Greek civilisation)</p>

	<p>ie. explorers (Aut2)</p> <ul style="list-style-type: none"> • Describe changes in family history ie. toys from the past (Spr1) • Describe changes in national history ie. seaside holidays (Sum2) 	<p>conclusions about it (Spr1)</p> <ul style="list-style-type: none"> • Share family experiences of WW2, Global and local impact of war (Sum 1) 	<p>Great Yarmouth Fishing Industry - including links to the decline and WW1 impact - Local History</p> <ul style="list-style-type: none"> • (Spr1) Recall significant events associated with the Stone Age - advancement of technology (the use of stone), housing, farming and hunting (Local and Global History) • (Sum2) Study of sociological hierarchy and positions within a society - slaves, priests etc. Advancements in technology. housing, roads, farming) and comparison with the present day. Study of the fall of the Aztecs at the hand of Hernán Cortés. 			<ul style="list-style-type: none"> • Study of Queen Victoria(Aut 1) • Study of Lord Shaftesbury(Aut 1) • Study of the industrial revolution and how it changed society(Aut 1) • Impact of the British Empire(Aut 1) • Study of the plight of the poor and how the poor were treated(Aut 2)
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Significance and Interpretation of history

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. (Every term)</p> <p>Understand the past through settings, characters and events encountered in books and storytelling. (Every term)</p>	<p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) ie. Transport photos and the story of the Wright Brothers (Aut1) Stories about explorers (Aut2) Time and Tide event about seaside holidays in the past (Sum2)</p> <p>Can consider one reason why an event or person might be significant (e.g. explain why we remember a particular explorer). The Wright Brothers (Aut1) Ernest Shackleton and Ibn Battuta (Aut2)</p>	<p>Compare pictures or photographs of people or events in the past.</p> <ul style="list-style-type: none"> Compare experience of city and village children during WW2 (Sum 2) London before and after Great Fire of London (Spr 1) <p>Can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects</p> <ul style="list-style-type: none"> Give reasons why Lord Nelson/ Sarah Martin is a significant individual (Aut 1) Gain understanding of what wartime 	<p>Can select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of the Aztec Period)</p> <ul style="list-style-type: none"> (Aut 1) Time and Tide visit, exploring jobs from the past and the economic impact of the Fishing Industry on Great Yarmouth (Spr 2) Discussion of changes when using stone - cooking, housing and tools. (Sum 2) Discovery of chocolate, and the Spanish Conquest 	<p>Can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant). Aut 1,2</p> <ul style="list-style-type: none"> Compare Celtic and Roman settlements Explain how the Romans made adaptations in life which affects us now- roads, heating, water, building materials, trading <p>Can comment on a range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about Boudicca). Aut 1</p>	<p>Can explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the Anglo-Saxon period distinctive).</p> <ul style="list-style-type: none"> Explain why the spread of Christianity was significant for the Anglo Saxons - compare to the spread of <p>Can identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics (e.g. recognise several different representations and interpretations about who the Vikings were and how historian's and history books accounts of them have changed over time Spr 2).</p>	<p>Can explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of the achievements and legacy of the Victorians)</p> <ul style="list-style-type: none"> Study of Lord Shaftesbury and the changes he instigated (Aut 1) <p>Can explain how and why it is possible to have different interpretations of the same event or person (e.g. explain how and why it is possible to have different interpretations about the Ancient Greek democracy).</p> <ul style="list-style-type: none"> Consider the different viewpoints of people around

		Britain was like (sum 1)	<p>Can provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about Stone Age Britain).</p> <ul style="list-style-type: none"> (Spr 1) Explain why there are different viewpoints about Stonehenge. 			the world to the British Empire. (Aut 1)
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Historical enquiry						
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. (Every term)</p> <p>Understand the past through settings, characters and events encountered in books and storytelling. (Every term)</p>	<p>Can answer a few valid historical questions (e.g. ask a few questions about explorers, locate relevant information and communicate the answers orally). (Aut1, Aut2, Spr1, Sum2)</p> <p>Can extract information with support from several different types of source including written, visual and oral sources and artefacts (e.g. extract some</p>	<p>Can produce answers to a historical enquiry using historical terminology (e.</p> <ul style="list-style-type: none"> plan and find information to write/dictate sentences about the causes of the Great Fire of London (Spr 1). Consider how London changed as a result of the 	<p>Can produce answers to historical enquiries using historical terminology (e.g. plan and find information needed to write/dictate sentences about the aspects of life in the Aztec period).</p> <ul style="list-style-type: none"> (Aut 1) Make historical enquiries from sources (Time and Tide) to learn about jobs during the 	<p>Can devise significant historical enquiries to produce focused responses with support</p> <p>Sum 1</p> <ul style="list-style-type: none"> Make historical enquiries from sources to learn about significant rituals during the ancient Egyptian era <p>Can comment on the usefulness and reliability of a range of</p>	<p>Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry (e.g. investigate the quality of the lives of different Tudors from several sources and reach a conclusion at the end of an enquiry).</p> <p>Can accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask questions</p>	<p>Can reach a valid and substantiated conclusion to a planned and investigated enquiry with suggestions for development or improvement (e.g. pose a series of questions to investigate the success of the Victorians, select appropriate evidence and use this to produce a valid conclusion.</p> <ul style="list-style-type: none"> Children plan an enquiry on the legacy of

	<p>relevant information about transport through history using pictures, artefacts or a story).</p> <p>ie. Transport photos and the story of the Wright Brothers (Aut1) Stories about explorers (Aut2) Time and Tide event about seaside holidays in the past (Sum2) Artefacts including toys (Spr1) Punch and Judy show (Sum2)</p>	<p>Great Fire of London (Spr 1)</p> <p>Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions</p> <ul style="list-style-type: none"> Use two different sources to select information about the key features about WW2 - Trip, artefacts - ration books and medals (Sum 1). 	<p>Fishing Industry.</p> <ul style="list-style-type: none"> (Spr 1) Use historical artefacts to learn about stone age people and tools. (Sum 2) Researching enquiring about the early Aztecs and the Spanish conquest. <p>Can understand how different sources (including written, visual and oral sources) can be best used to answer a range of historical questions. (e.g. Use several different sources to select information about the key features of the fishing industry in Great Yarmouth).</p> <ul style="list-style-type: none"> (Aut 1) Using sources (visual and oral, Time and Tide, written, in school) to identify the features of The Fishing Industry, including jobs, tools, lifestyle. 	<p>sources for particular enquiries. Aut 1,2 Sum 1</p> <p>Use source- images, texts, written accounts to enquire about a period in time- Romans, ancient Egyptians</p>	<p>about the usefulness and reliability of sources relating to Viking Invasion).</p>	<p>the Victorians. Eg. Did life improve as a result of the Victorian period?(Aut 2)</p> <p>Can comment with confidence on the value of a range of different types of source for enquiries, (e.g. select evidence that supports their judgements of the effects of Empire).</p> <ul style="list-style-type: none"> Study of pictures 'I can see.... this tells me that...'(Aut 1) Study of documents related to life of Queen Victoria(Aut 1)
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			<ul style="list-style-type: none"> • (Spr 2) Using sources to enquire about the development of hunting and the acquisition of food during the Stone Age. • (Sum 1) Using maps and images to compare changes within society and social hierarchy. 			
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Cause and consequence						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Begin to understand that a consequence is something that happens as a direct result of something else.</p> <p>ie. Changes in technology and materials changing toys (Spr1)</p> <p>Can identify at least one relevant cause for, and effect of, events covered (e.g. identify an effect of the invention of the aeroplane).</p>	<p>Understand that a consequence is something that happens as a result of something else.</p> <ul style="list-style-type: none"> • (Spr 1), (Sum 1) <p>Can identify a few relevant causes and effects for some of the main events covered</p> <ul style="list-style-type: none"> • e.g. identify several causes, motives and effects of the 	<p>Explain a series of directly related events that happened in the lead up to a historical event.</p> <ul style="list-style-type: none"> • (Aut 1) Decline of the fishing industry. • (Spr 1) Decline of the Stone Age and introduction of the use of iron • (Sum 2) Spanish conquistador, Hernán Cortés, 	<p>Understand that a cause is something directly linked to an event and not just something that happened before it.</p> <p>Understand that historical events have consequences that sometimes last long after the event is over.</p> <p>Aut 1,2 Sum 1</p> <ul style="list-style-type: none"> • How Romans invasion made 	<p>Understand that some causes may be more significant than others and that some causes are less significant.</p> <p>Begin to understand that historians may not agree on the main causes of an event.</p> <p>Examine in more detail the short and long term causes of an event being studied.</p>	<p>Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the Victorian Period leading into period of WW1</p> <ul style="list-style-type: none"> • Understand the impact the industrial revolution had on Britain eg. the movement of people. (Aut 1)

	ie.Transport inventions (Aut2)	Great Fire of London (Spr 1)	<p>and the overthrowing of the Aztec Empire.</p> <p>Begin to understand that historical events create changes that have consequences.</p> <ul style="list-style-type: none"> • (Aut 1) Fishing Industry - the economic benefits and the decline. • (Spr 1) The discovery of the use of stone and, later, iron. 	<p>adaptations for us now</p> <ul style="list-style-type: none"> • How ancient Egyptian discoveries influenced life today 		<p>Understand that one event can have multiple consequences that impact on many countries and civilisations.</p> <ul style="list-style-type: none"> • The impact the British Empire had on the rest of the world and the formation of the Commonwealth (Aut 1)
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Continuity and change

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Comment on images of familiar situations in the past. (Aut 1, Aut 2, Spr 2, Sum 2)</p> <p>Compare and contrast characters from stories, including figures from the past. (Every term)</p>	<p>Can identify a few similarities, differences and changes occurring within a particular topic (e.g. identify differences and similarities between early and modern aeroplanes).</p> <p>ie. old and modern transport (Aut1)</p> <p>old and new toys (Spr1)</p> <p>past and present holidays (Sum2)</p>	<p>Can identify independently a range of similarities, differences and changes within a specific time period</p> <p>e.g. recognise differences in London in 1666 and the present day (Spr 1)</p>	<p>Identify key things that stayed the same between periods.</p> <p>Identify key things that changed between periods.</p> <ul style="list-style-type: none"> (Aut 1) The fishing industry - how the fishing industry compares now. <p>Identify that there are reasons for continuities and changes within a period of time and explain some of these.</p> <ul style="list-style-type: none"> (Sum 2) Advancements in the use of tools and the development of the use of stone, bronze and iron. 	<p>Start to explain the impact of some changes that have happened throughout different periods of time.</p> <p>Start to understand that there are times in history when change happens suddenly (E.g. technological advancements in Great Britain during Roman Era) Aut 1,2</p>	<p>Understand and describe in some detail the main changes to an aspect of a period in history.</p> <p>Identify why some changes between different periods of time have had more significant consequences than others.</p>	<p>Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history (e.g. Outbreak of WW1)</p>