



North Somercotes CE Primary School

Whole School History Planning and Progression

| | Reception | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|----------|------------------------------|--|--|--|--|--|---------------------------------------|
| | Picasso | Changes within living | Significant historical | A Local History Study | A Local History Study | A Local History Study | A Local History Study |
| | | <u>Memory</u> | events in their own | | | | |
| | Can say how they | | <u>locality</u> | Place events from the | Find out about | Use relevant dates and terms | Use relevant dates and |
| Block 1 | have changed – | Can say how own life | Company bass asserting | period studied on a timeline | everyday lives of | Diagonal and a trade and | terms |
| Autumn | baby to now | and interests now are the same or different to | Can say how own life and interests now are | timeline | people in times studied and compare with our | Place current study on timeline in relation to other | |
| | Can suggest | their babyhood (e.g. | the same or different | Find out about everyday | life today | studies | Can make links between |
| 1 | Can suggest similarities and | clothes, toys, food, size, | to their babyhood | lives of people in times | ine today | studies | events from periods |
| (Single) | differences | abilities) | (e.g. clothes, toys, | studied and compare with | Compare two periods | Can describe the similarities | studied to changes or developments in |
| | between 'now | , | food, size, abilities) | our life today | of history, identifying | and differences between the | contemporary society |
| | | Sequence photos from | | , | similarities and | lives of different people in | contemporary society |
| | and then' | different periods in their | Can describe changes | Compare two periods of | differences between | the same period e.g. | Can describe the |
| | Can sequence | life | in life (clothes, toys, | history, identifying | them | differences between men | negative or positive |
| | school day/days of | Describe memories of | food, homes etc.) | similarities and differences | | and women | impact of a period of |
| | the week | key events in their lives | between their life and | between them | Begin to evaluate the | | history on contemporary |
| | and week | key events in their lives | the life of someone in | | usefulness of different | Offer some reasons for | society |
| | | Sequence events in their | the past | Use a range of sources to find out about a period: | sources | different versions of events | |
| | | life | Describe how their | photos, stories, reference | Use a range of sources | Compare accounts of events | Begin to identify primary |
| | | | own life is different | books, artefacts, first-hand | to find out about a | from different sources | and secondary sources |
| | | Match objects to people | from past generations | accounts, census etc. | period: photos, stories, | | Use evidence to build up |
| | | of different ages | of their own family | ., | reference books, | Begin to identify primary and | a picture of life in time |
| | | , and the second | , | Distinguish between | artefacts, first-hand | secondary sources | studied |
| | | | Can ask and answer | different sources | accounts, census etc. | | Studied |
| | | | questions relating to: | | | Use evidence to build up a | Select relevant sections |
| | | | why, what, who, how, | Begin to use reference | Distinguish between | picture of life in time studied | of information |
| | | | where | books and ICT for research | different sources | | |
| | | | | | | | Confident use of |
| | | | | Ask a variety of questions | Ask a variety of | | reference books and ICT |
| | | | | relating to a source | questions relating to a | | to research Use a range |
| | | | | Begin to distinguish | source | | of sources to find out |
| | | | | between primary and | Begin to distinguish | | about an aspect of past |
| | | | | secondary sources | between primary and | | times. |
| | | | | | secondary sources | | Ask a variety of |
| | | | | | , | | questions relating to a |
| | | | | | | | source |





| 183 | | Yuri Gagarin + | Gunpowder Plot | History of Transport | Stone Age | Britain's Settlement by | The Roman Empire and its | Mayan Civilisation and |
|-----|---------|------------------------------|--|---|------------------------------|--|--|--------------------------------------|
| | | Laika | Con describe in simula | | | Saxons and Scots | Impact on Britain | Contrasts With Britain |
| | | | Can describe, in simple terms, why a significant | Match objects to | Place events from the | | | |
| | Block 2 | | individual acted the way | people of different | period studied on a | Understand more | Use relevant terms and | Sequence up to 10 |
| 1 | Autumn | Can ask and answer questions | they did | time periods | timeline | complex terms e.g. BC AD / BCE CE | periods labels | events on a timeline |
| | | relating to 'why' | | Sequence 3 or 4 | Know the periods of time | AD / BCE CE | Use relevant dates and terms | Make comparisons |
| | 2 | things have | Can begin to understand | artefacts from | before and after the one | Seguence several | ose relevant dates and terms | between different times |
| (| Double) | happened | cause and effect by | distinctly different | being studied | events or artefacts | Make comparisons between | in the past |
| ` | , | парренеа | looking at a significant | periods of time | Semigration | | different times in the past | are past |
| | | Can suggest | individual's actions and | possession anno | Use dates and terms | Use terms related to | | Can make links between |
| | | similarities and | what happened as a | Sort artefacts 'then' | related to the study unit | the period and begin to | Can compare life in early and | events from periods |
| | | differences | result | and 'now' | and the passing of time | date events | late times of a period studied | studied to changes or |
| | | between 'now and | | | | | · | developments in |
| | | then' | Can say why a person is | Can describe, in | Identify reasons for and | Place events from the | Can compare an aspect of | contemporary society |
| | | | important in history | simple terms, why a | results of people's actions | period studied on a | life with the same aspect in | |
| | | Can listen to | | significant individual | | timeline | another period | Can describe the |
| | | stories about the | Can use stories to | acted the way they did | Find out about everyday | | | negative or positive |
| | | past | encourage children to | | lives of people in times | Know the periods of | Can give another explanation | impact of a period of |
| | | | distinguish between fact | Can begin to | studied and compare with | time before and after | of a past event in terms of | history on contemporary |
| | | Can use books and | and fiction | understand cause and | our life today | the one being studied | cause and effect using | society |
| | | computers (with | Con compare pietures er | effect by looking at a | | | evidence to support and | |
| | | support) to find | Can compare pictures or photographs of people | significant individual's | Compare two periods of | Describe some of the | illustrate their explanation | Can examine causes and |
| | | images of the past | or events in the past | actions and what | history, identifying | main changes in Britain, | | results of great events |
| | | | or events in the past | happened as a result | similarities and differences | resulting from an event | Can examine causes and | and the impact on |
| | | Can record their | Can use as wide a range | | between them | (e.g. an invasion or | results of great events and | people |
| | | findings using | of sources as possible: | Can discuss the | Ideal'S to Seek and | war) | the impact on people | Considerable aller |
| | | marks they can | photos, stories, | similarities and | Identify key features and | Frontain that an arrant | Can avalaia vaka aaaala | Can describe the |
| | | interpret and explain | reference books, | differences between | events | Explain that an event can have more than | Can explain why people acted as they did | similarities and differences between |
| | | explain | artefacts, first-hand | sources | Compare different | one cause | acted as they did | beliefs, behaviour and |
| | | | accounts etc. | Describe how their | versions of the same story | one cause | Offer some reasons for | characteristics of |
| | | | | own life is different | versions of the same story | Express an opinion on | different versions of events | people, recognising that |
| | | | Can handle sources, ask | from past generations | Select and record | whether a person or | different versions of events | not everyone shared the |
| | | | questions, make | of their own family | information relevant to | event had a positive or | Compare accounts of events | same views and feelings |
| | | | observations and sketch | | the study | negative impact on life | from different sources | Link sources and work |
| | | | them | Can say why a person | , | in Britain | | out how conclusions are |
| | | | | is important in history | Use a range of sources to | III Direction | Begin to identify primary and | arrived at |
| | | | Can ask and answer | , | find out about a period: | Find out about | secondary sources | |
| | | | questions relating to: | Can check information | | everyday lives of | , | Be aware that different |
| | | | why, what, who, how, | in reference books | Observe small details in | people in times studied | Confidently use of reference | evidence will lead to |
| | | | where | | artefacts, pictures | and compare with our | books and ICT to research | different conclusions. |
| | | | | Can compare 2 | | life today | | |
| | | | | versions of a past | Begin to use reference | | Use a range of sources to | Begin to identify primary |
| | | | | event | books and ICT for research | Compare two periods | find out about an aspect of | and secondary sources |
| | | | | | | of history, identifying | past times | |





| <u> </u> | | | | | | |
|----------|--|---|---|---|---|--|
| | | Can discuss reliability of photos/ accounts/stories Can use as wide a range of sources as possible Can handle sources, ask questions, make observations and sketch them Can ask and answer questions relating to: why, what, who, how, where | Ask a variety of questions relating to a source Begin to distinguish between primary and secondary sources | similarities and differences between them Identify and give reasons for different ways in which the past is represented Choose relevant material to present a picture of one aspect of life in past times Observe small details in artefacts, pictures Begin to use reference books and ICT for research Ask a variety of questions relating to a source Begin to distinguish between primary and secondary sources | Ask a variety of questions relating to a source | Use evidence to build up a picture of life in time studied |
| | | | | | | |





| 3) | | | | | | | |
|----------|----------------------------|--|---|---|---|--|-------------------------------------|
| | Mary Anning – Dinosaurs | Great Fire of London | Florence Nightingale and Edward Jenner | Ancient Egypt | Viking and Anglo- Saxon Struggle for | Ancient Greek Influence on the West | Blitzed Britain |
| | | | | Place events from the | England | | Sequence up to 10 |
| Block 3 | Have an | Can describe changes in | Match objects to | period studied on a | | Use relevant terms and | events on a timeline |
| | awareness of | life (clothes, toys, food, | people of different | timeline | Understand more | periods labels | |
| Spring 1 | passing of time | homes etc.) between | time periods | | complex terms e.g. BC | | Make comparisons |
| (Double) | Can ask and | their life and the life of someone in the past | Sequence 3 or 4 | Know the periods of time before and after the one | AD / BCE CE | Use relevant dates and terms | between different times in the past |
| | answer questions | | artefacts from | being studied | Sequence several | Place current study on | |
| | relating to 'why' | Can describe, in simple | distinctly different | | events or artefacts | timeline in relation to other | Use relevant terms and |
| | things have happened | terms, why a significant | periods of time | Use dates and terms | | studies | periods labels |
| | паррепец | individual acted the way | | related to the study unit | Use terms related to | | |
| | Can suggest | they did | Sort artefacts 'then' | and the passing of time | the period and begin to | Sequence up to 10 events on | Relate current studies to |
| | similarities and | | and 'now' | | date events | a timeline | previous studies |
| | differences | Can begin to understand | | Find out about everyday | | | |
| | between 'now and | cause and effect by | Can describe changes | lives of people in times | Place events from the | Make comparisons between | Use relevant dates and |
| | then' | looking at a significant | in life (clothes, toys, | studied and compare with | period studied on a | different times in the past | terms |
| | tileli | individual's actions and | food, homes etc.) | our life today | timeline | | |
| | Can say what | what happened as a | between their life and | | | Can give another explanation | Can make links between |
| | happened in a | result | the life of someone in | Compare two periods of | Know the periods of | of a past event in terms of | events from periods |
| | special event they | | the past | history, identifying | time before and after | cause and effect using | studied to changes or |
| | have been to | Can say why a person is | | similarities and differences | the one being studied | evidence to support and | developments in |
| | nave been to | important in history | Can describe, in | between them | | illustrate their explanation | contemporary society |
| | Can listen to | | simple terms, why a | | Describe some of the | | |
| | stories about the | Can use stories to | significant individual | Identify key features and | main changes in Britain, | Can examine causes and | Can describe the |
| | past | encourage children to | acted the way they did | events | resulting from an event | results of great events and | negative or positive |
| | | distinguish between fact | | a use | (e.g. an invasion or | the impact on people | impact of a period of |
| | Can use books and | and fiction | Can begin to | Compare different | war) | | history on contemporary |
| | computers (with | | understand cause and | versions of the same story | | Can explain why people | society |
| | support) to find | Can compare pictures or | effect by looking at a | Colorinadoread | Explain that an event | acted as they did | 6 |
| | images of the past | photographs of people | significant individual's | Select and record | can have more than | Can describe the similarities | Can examine causes and |
| | | or events in the past | actions and what | information relevant to | one cause | | results of great events |
| | Can handle | Can use as wide a range | happened as a result | the study | Express an opinion on | and differences between the lives of different people in | and the impact on |
| | artefacts and ask | of sources as possible: | Can discuss the | Use a range of sources to | whether a person or | the same period e.g. | people |
| | questions about | photos, stories, | similarities and | find out about a period: | event had a positive or | differences between men | Can describe the |
| | them | reference books, | differences between | photos, stories, reference | negative impact on life | and women | similarities and |
| | | artefacts, first-hand | sources | books, artefacts, first-hand | in Britain | and women | differences between |
| | Can record their | accounts etc. Can handle | Sources | accounts, census etc. | in Dirtain | Consider / explain the | beliefs, behaviour and |
| | findings using | sources, ask questions, | Can say why a person | accounts, census etc. | Find out about | significance of events, | characteristics of |
| | marks they can | make observations and | is important to | Distinguish between | everyday lives of | people and developments in | people, recognising that |
| | interpret and | sketch them | history. | different sources | people in times studied | their context and in the | not everyone shared the |
| | explain | 23.0 | | 2 | and compare with our | present | same views and feelings |
| | | Can ask and answer | Can check information | Observe small details in | life today | 1 | |
| | | questions relating to: | in reference books | artefacts, pictures | , | | |
| | | questions relating to: | in reference books | arteracts, pictures |] | | |





| COTES | Can look at | why, what, who, how, | | | Compare two periods | Offer some reasons for | Can make connections, |
|-------|----------------------|--|--------------------------|---|--------------------------|---------------------------------|---------------------------|
| | | the state of the s | | | | | · · |
| | different | where | Can compare 2 | Begin to use reference | of history, identifying | different versions of events | draw contrasts and |
| | illustrations of the | | versions of a past | books and ICT for research | similarities and | | identify trends in two or |
| | same person | | event | | differences between | Compare accounts of events | more periods of history, |
| | | | | Ask a variety of questions | them | from different sources | to improve historical |
| | | | Can discuss reliability | relating to a source | them | Hom directent sources | |
| | | | | relating to a source | | | perspective |
| | | | of photos/ | | Offer a reasonable | Begin to identify primary and | |
| | | | accounts/stories | Begin to distinguish | explanation for some | secondary sources | Link sources and work |
| | | | | between primary and | events | | out how conclusions are |
| | | | Can use as wide a | secondary sources | | Use evidence to build up a | arrived at |
| | | | range of sources as | , | Identify and give | picture of life in time studied | |
| | | | possible: photos, | | reasons for different | picture of the in time studied | Be aware that different |
| | | | | | | | |
| | | | stories, reference | | ways in which the past | | evidence will lead to |
| | | | books, artefacts, first- | | is represented | | different conclusions. |
| | | | hand accounts etc | | | | |
| | | | | | Choose relevant | | Begin to identify primary |
| | | | Can handle sources, | | material to present a | | and secondary sources |
| | | | ask questions, make | | picture of one aspect of | | and secondary sources |
| | | | | | | | |
| | | | observations and | | life in past times | | Use evidence to build up |
| | | | sketch them | | | | a picture of life in time |
| | | | | | Use a range of sources | | studied |
| | | | Can ask and answer | | to find out about a | | |
| | | | questions relating to: | | period: photos, stories, | | Select relevant sections |
| | | | why, what, who, how, | | reference books, | | of information |
| | | | | | - | | of illiorifiation |
| | | | where | | artefacts, first-hand | | |
| | | | | | accounts, census etc. | | Confident use of |
| | | | | | | | reference books and ICT |
| | | | | | Begin to use reference | | to research Use a range |
| | | | | | books and ICT for | | of sources to find out |
| | | | | | research | | about an aspect of past |
| | | | | | rescuren | | times. |
| | | | | | | | times. |
| | | | | | Begin to distinguish | | |
| | | | | | between primary and | | Ask a variety of |
| | | | | | secondary sources | | questions relating to a |
| | | | | | | | source |
| | | | | | | | |
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| | Gandhi | The Moon Landing | Evolution of Film (Jim Broadbent) | Victorians | Crime and Punishment | The English Civil War | The Tudors |
|----------|----------------------|--|---------------------------------------|---|---|--|---------------------------------------|
| | Can ask and | Match objects to people | , | Place events from the | Sequence several | Use relevant dates and terms | Sequence up to 10 |
| Block 4 | answer questions | of different ages | Match objects to | period studied on a | events or artefacts | | events on a timeline |
| | relating to 'why' | | people of different | timeline | | Place current study on | |
| Summer | things have | Sequence artefacts | time periods | | Place events from the | timeline in relation to other | Make comparisons |
| 2 | happened | closer together in time | | Know the periods of time | period studied on a | studies | between different times |
| (Dauble) | Can listen to | | Sequence 3 or 4 | before and after the one | timeline | | in the past |
| (Double) | stories about the | Sort artefacts 'then' and | artefacts from | | | Sequence up to 10 events on | December of the control of |
| | past | 'now' | distinctly different | being studied | Know the periods of | a timeline | Use relevant terms and periods labels |
| | , | Considerable to street | periods of time | | time before and after | Consideration of the terrority | perious labeis |
| | Can use books and | Can describe, in simple terms, why a significant | Sort artefacts 'then' | Describe some of the main | the one being studied | Can compare life in early and late times of a period | Use relevant dates and |
| | computers (with | individual acted the way | and 'now' | changes in Britain, | Describe some of the | studied | terms |
| | support) to find | they did | and now | resulting from an event | main changes in Britain, | studied | terms |
| | images of the past | they did | Can say how own life | (Industrial revolution) | resulting from an event | Can give another | Can make links between |
| | | Can begin to understand | and interests now are | Explain the impact of a | (e.g. an invasion or | explanation of a past event | events from periods |
| | Can look at | cause and effect by | the same or different | significant historical figure | war) | in terms of cause and effect | studied to changes or |
| | different | looking at a significant | to their babyhood | or event on life in Britain | , | using evidence to support | developments in |
| | illustrations of the | individual's actions and | (e.g. clothes, toys, | (Isambard Kingdom | Explain that an event | and illustrate their | contemporary society |
| | same person | what happened as a | food, size, abilities) | Brunel) | can have more than | explanation | |
| | | result | | , | one cause | | Can describe the |
| | | | Can describe changes | Find out about everyday | | Can examine causes and | negative or positive |
| | | Can discuss the | in life (clothes, toys, | lives of people in times | Express an opinion on | results of great events and | impact of a period of |
| | | similarities and | food, homes etc.) | studied and compare with | whether a person or | the impact on people | history on contemporary |
| | | differences between | between their life and | our life today | event had a positive or | | society |
| | | sources | the life of someone in | | negative impact on life in Britain | Can explain why people acted as they did | Can examine causes and |
| | | Can say why a person is | the past | Compare two periods of | III Britairi | acted as they did | results of great events |
| | | important in history | Can begin to | history, identifying | Find out about | Can describe the similarities | and the impact on |
| | | important in history | understand cause and | similarities and differences between them | everyday lives of | and differences between | people |
| | | Can use stories to | effect by looking at a | between them | people in times studied | the lives of different people | p p - |
| | | encourage children to | significant individual's | Select and record | and compare with our | in the same period e.g. | Can describe the |
| | | distinguish between fact | actions and what | information relevant to | life today | differences between men | similarities and |
| | | and fiction | happened as a result | the study | | and women | differences between |
| | | | | the study | Offer a reasonable | | beliefs, behaviour and |
| | | Can use as wide a range | Can discuss the | Use a range of sources to | explanation for some | | characteristics of |
| | | of sources as possible: | similarities and | find out about a period: | events | Consider / explain the | people, recognising that |
| | | photos, stories, | differences between | photos, stories, reference | | significance of events, | not everyone shared the |
| | | reference books, | sources | books, artefacts, first-hand | Use a range of sources | people and developments | same views and feelings |
| | | artefacts, first-hand | Common on the c | accounts, census etc. | to find out about a | in their context and in the | Use evidence to build up |
| | | accounts etc. Can handle | Can use as wide a | | period: photos, stories, | present | a picture of life in time |
| | | sources, ask questions, make observations and | range of sources as possible: photos, | Distinguish between | reference books, artefacts, first-hand | | studied |
| | | sketch them | stories, reference | different sources | accounts, census etc. | | Studied |
| | | skettii tileiii | stories, reference | | accounts, census etc. | | |





| | books, artefacts, first- | | | Offer some reasons for | Select relevant sections |
|------------------------|--------------------------|----------------------------|--------------------------|---------------------------------|--------------------------|
| Can ask and answer | hand accounts etc | Begin to use reference | Distinguish between | different versions of events | of information |
| questions relating to: | Can handle sources, | books and ICT for research | different sources | | |
| why, what, who, how, | ask questions, make | | | Use evidence to build up a | Confident use of |
| where | observations and | | Observe small details in | picture of life in time studied | reference books and ICT |
| | sketch them | | artefacts, pictures | | to research Use a range |
| | | | | Confidently use of reference | of sources to find out |
| | Can ask and answer | | Begin to use reference | books and ICT to research | about an aspect of past |
| | questions relating to: | | books and ICT for | | times. |
| | why, what, who, how, | | research | Use a range of sources to | |
| | where | | | find out about an aspect of | |
| | | | | past times | |
| | | | | | |
| | | | | Ask a variety of questions | |
| | | | | relating to a source | |