



"Make your light shine so others will see the good that you do"



North Somercotes CE Primary School

Whole School History Planning and Progression

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



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



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



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



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