



---

# **HISTORY PROGRESSION OF SKILLS AND KNOWLEDGE**

---

Sunnyside Academy



2024 - 2025

## Level Expected at the End of EYFS

These are the Early Learning Goals that link most closely to the History National Curriculum.

### Understanding the World (Past and Present)

Talk

about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

### Understanding the World (People, Culture and Communities)

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

### Key Stage 1 National Curriculum Expectations

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first airplane flight or events commemorated through festivals or anniversaries];
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- significant historical events, people and places in their own locality.

### Key Stage 2 National Curriculum Expectations

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

## Intent

At Sunnyside Academy, we aim to build a History curriculum which will develop learning and enable the children to acquire a sense of identity through learning about the past. The teaching of knowledge and skills will inspire children to develop an understanding of their place in the world; to promote curiosity and fascination – to become an active learner with a passion for history.

Five Fundamental Characteristics:

- To develop in children a sense of who they are locally, using resources within the immediate and wider local area to deepen understanding of the rich history of their locality;
- To develop knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- To develop a knowledge of chronology within which children can organise their understanding of the past;
- To develop the ability to think, reflect, debate and discuss and evaluate the past by encouraging questioning, lines of enquiry and develop perspective and judgement;
- To develop a sense of curiosity about the past and how and why people interpret the past in different ways.

Children will know more, remember more and understand more.

## Implementation

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be and this is no different in the subject of History. The planning of learning is supported by a clear skills and knowledge progression, lessons will focus on developing historical skills and children working as historians, ensuring that those taught skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

Increase cultural capital for our children through real life experiences, learning about history in an active and creative way (Trips, visiting experts, utilising local heritage will enhance the learning experience).

Opportunities for children to learn as historians, to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to question and argue for their point of view; a skill which will help them in their adult life.

Subject specific vocabulary – identified throughout teaching and learning, reinforced through display areas, class assemblies and knowledge organisers.

Links to Geography and other subject areas will continue to be explored.

Through this implementation, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in.

## Impact\*

By the time the children at Sunnyside Academy leave our school they should have developed:

- A securer knowledge and understanding of people, events and contexts from a range of historical periods.
- A deeper understanding and growing awareness of the history in their locality, shaping their own sense of place.
- A greater chronological understanding of historical events both British and throughout the World.
- The ability to think, reflect, debate and discuss and evaluate the past by encouraging questioning, lines of enquiry and develop perspective and judgement;
- A sense of curiosity about the past and how and why people interpret the past in different ways.

\*Impact can also be measured through key questioning skills built into lessons, child-led assessment such as knowledge quizzes, end of unit projects, display work and summative assessments aimed at targeting next steps in learning.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	People who help us at home Community & Culture	People who help us at nursery Community & Culture Hierarchy, Power & Empire	Who are you? (Different Occupations) Community & Culture	Where are you? Different places Community & Culture		Tell me a story, sing me a rhyme Community & Culture
R	Ourselves (Babies) Community & Culture	People around them and their roles in society Hierarchy, Power & Empire		People and places in the past Community & Culture	Growing (Past and Present) Community & Culture	Fam and Seaside Community & Culture
Y1	Changes within living memory (Inventions) <i>How have toys changed over time?</i> Community & Culture, Exploration & Invention		Local History Study – Middlesbrough, remember <i>What was Middlesbrough like in the past?</i> Community & Culture		The Royal Family, Queen Elizabeth II & King Charles <i>How has our Royal family changed?</i> Hierarchy, Power & Empire Community & Culture	
Y2	The Great Fire of London <i>Why did the Great Fire of London happen?</i> Community & Culture	Activists: Guy Fawkes <i>Have these Activists made the world a better place?</i> Exploration & Invention Community & Culture	Activists: Louis Braille <i>Have these Activists made the world a better place?</i> Exploration & Invention Community & Culture		Exploration (Captain Cook and Neil Armstrong) <i>Why did explorers journey into the unknown?</i> Community & Culture Exploration & Invention	
Y3	Stone Age to Iron Age Britain <i>What was new about the Stone Age? What change did the Iron Age bring? What stayed the same?</i> Community & Culture Exploration & Invention		Local History Study – Changes to Sunnyside <i>How has our school changed over time?</i> Community & Culture Exploration & Invention		Ancient Greece <i>How did the Ancient Greeks influence my life today?</i> Hierarchy, Power & Empire Community & Culture Exploration & Invention	
Y4	Invaders - The Romans <i>How was Britain influenced by the Roman Empire?</i> Hierarchy, Power & Empire Exploration & Invention Community & Culture		Invaders – Anglo Saxons and Vikings <i>What did the Anglo Saxons and Vikings have in common?</i> Hierarchy, Power & Empire Exploration & Invention Community & Culture Conflict & Disaster		Local History Study – <i>What are the significant changes of buildings/Landmarks in the Tees Valley over time?</i> (Transporter, Town Hall, Cenotaph, Tees Barrage) Community & Culture Exploration & Invention	
Y5	Ancient Egypt <i>How did significant figures shape the early civilisation?</i> Community & Culture Hierarchy, Power & Empire Exploration & Invention		The Tudors <i>What happened at The Battle of Bosworth?</i> Hierarchy, Power & Empire Conflict & Disaster Community & Culture		Power of The British Monarchy <i>What happened during the reign of The Three Queens?</i> Hierarchy, Power & Empire Community & Culture Conflict & Disaster	
Y6	World War II <i>What were the causes of World War II?</i> Hierarchy, Power & Empire Exploration & Invention Community & Culture Conflict & Disaster	World War II <i>How was Britain able to stand firm against the German threat?</i> Hierarchy, Power & Empire Exploration & Invention Community & Culture Conflict & Disaster	Local History study – Middlesbrough during the Industrial Revolution <i>What impact did the Industrial Revolution have upon the world?</i> Community & Culture Exploration & Invention		The Ancient Mayans <i>Who were the Maya c. AD900 and why were they significant?</i> Hierarchy, Power & Empire Exploration & Invention Community & Culture	

## Progression of Knowledge and Skills in History

### Core/substantive concepts: ( i.e the subject matter, the substance which pupils are learning)

- **community & culture** - (architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, story, trade, technological advancement)
- **conflict & disaster** - (conquest, liberation, occupation, military, peace, plague, surrender, treaty, war)
- **exploration & invention** - (discovery, migration, navigation, progress, tools)
- **hierarchy, power & empire** - (country, democracy, empire, equality, government, law, monarchy, oppression, parliament, peasantry, politics, prejudice, slavery, poverty, protection, tyranny)

### Second Order/Disciplinary Concepts i.e.. those relating to the disciplinary knowledge of history

- Historical significance
- Change and Continuity
- Cause and Consequence
- Similarity and Difference
- Evidence & interpretation ( e.g eye-witnesses/sources)

	<b>NURSERY</b>	<b>RECEPTION</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>AUTUMN</b>	<p><u>People who help us at home</u> Children begin to make sense of their own life-story and family's history.</p>	<p><u>Ourselves</u> Children talk about the lives of people around them and their roles in society.</p>	<p><u>Changes within living memory (Inventions)</u> To develop historical concepts, vocabulary and representations through exploring the ways in which life has changed over the time of our parents, grandparents and great-grandparents.</p>	<p><u>The Great Fire of London</u></p>	<p><u>Stone Age to Iron Age</u> Children are taught about the Stone Age and Iron Age and its impact on Britain.</p>	<p><u>Invaders – The Romans</u> Children are taught about the Roman Empire and its impact on Britain.</p>	<p><u>Ancient Egypt</u> A study of the earliest civilizations – an overview of where and when the first civilizations appeared and a in-depth study of Ancient Egypt.</p>	<p><u>World War II</u> A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066.</p>
<b>Historical Knowledge</b>	<p>I can recognise the difference between past and present in their own lives.</p> <p>I can recount episodes from stories from my own past.</p> <p>I understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>I can understand the difference between the 'past' and the 'now'.</p> <p>I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>I understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>I can use a range of sources to learn about the past; photographs, non-fiction texts, interviewing people/personal accounts, use of online resources.</p> <p>I can some pictures into past toys/present toys and explain I know.</p> <p>I can find out what toys were like in the past.</p> <p>I can explain how toys nowadays differ from those which my parents/grandparents played with?</p> <p>I can identify which materials were Victorian toys made from.</p>	<p>I know where the Great Fire of London started (Pudding Lane, Thomas Farryner's Bakery)</p> <p>I know which historical figures were involved and the evidence they provided e.g. Samuel Pepys, Thomas Farryner, Sir Christopher Wren, King Charles</p> <p>I know that 'The Great Fire of London caused significant</p>	<p>BC is a time before 'Christ'. We count backwards from his birth. AD is afterwards.</p> <p>I know that the Stone Age consisted of three different periods called Paleolithic, Mesolithic and Neolithic</p> <p>I can compare my life today with life during the Stone Age and Iron Age.: 1.7 million years ago, early people began to make tools, using a 'flint'. – The first use of 'fire' was 1 million years ago, in South Africa -</p>	<p>I can understand the terms 'empire' and 'civilisation' in relation to Roman Britain.</p> <p>I can compare my life today with life during the Roman Empire.</p> <p>I can give reasons why there may be different accounts of history (Romans v Celts).</p>	<p>I know that the he ancient Egyptian empire lasted for about 3000 years (30 centuries) from its unification around 3100BC to its conquest by Alexander the Great in 332BC</p> <p>I know key dates, characters and events of time studied (Pharaohs, Importance of the Nile)</p> <p>I know the beliefs, behaviour and</p>	<p>I can recall key dates, key figures and events of World War II.</p> <p>I can examine causes and results of great events and their impact on people (Evacuation).</p> <p>I know the beliefs, behaviour and characteristics of significant figures recognising that not everyone shares the same views and feelings. (Hitler, Churchill and Chamberlain)</p>

			I can predict what types of toys children will be playing with in the future.	damage ((One-third of London was destroyed and about 100,000 people were made homeless)	35000 years ago, humans began to live in caves - People used to follow animals to hunt and eat, from 14000BC, people started to 'farm' animals  Celts were people who lived during the Iron Age. - 750BC was the start of the Iron Age - During the Bronze and Iron Ages, people lived in Roundhouses and enclosed areas within Hillforts.		characteristics of significant figures (Howard Carter, Tutankhamun, Cleopatra) recognising that not everyone shares the same views and feelings. (Afterlife, Cleopatra, Tutankhamun)	
<b>Chronological Understanding</b>	I can use everyday language related to time.  I can sequence events in their life. (photos, objects, family tree).  I can remember and talk about significant events in their own experiences.	I can use common words and phrases relating to the passing of time (old, new, now, then ...)  I can talk about past and present events in my own life and in the lives of my family members.  I can sequence photographs from different parts of their life.	I can recognise the difference between past and present in their own and others' lives.  I can use past and present when telling others about an event.  I can show an awareness of the past, using common words and phrases relating to the passing of time (old, new, past, present, then and now etc)	I can identify key historical facts and dates (2nd September 1666 and last for five days)  I can show an awareness of the past, using common words and phrases relating to the passing of time.	I can place the Stone Age and Iron Age on a historical timeline. I am aware of how this fits with the Bronze Age.  I can understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)  I can sequence several events or artefacts	I can place the Romans on a historical timeline.  I can understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)  I can sequence events using simple narrative commentary (e.g. Boudicca's revolt).	I can use key periods as reference points: BC, AD Mayans, Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.  I can order significant events of Ancient Egypt with increasing accuracy.	I can use key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and today.  I can order significant events of WWII with increasing accuracy.  I can place current study on a timeline with

		I can match objects to people of different ages.	I can use simple timelines to sequence events, processes within their own life				I can place current study on a timeline with up to ten other historical events.  I can make comparisons between different ancient civilisations and periods of history (Ancient Greece, Mayan Dynasty, Roman Empire)	up to ten other historical events.  I can make comparisons between different periods in history. (Germany at end of WWI to Germany WWII)
<b>Historical Enquiry</b>	<p>I can talk about past and present events in my own life.</p> <p>I can use simple questioning why, what, who, how, where.</p> <p>I can distinguish between old and new (pictures, objects etc.).</p> <p>I can show knowledge and understanding about the past in different</p>	<p>I can begin to ask and answer 'how' and 'why' questions in response to people, stories or events</p> <p>I can identify similarities and differences between themselves and the people around them through various sources (photographs, books, internet and people).</p> <p>I can talk about past and present</p>	<p>I can sequence collections from different periods – similarities and differences.</p> <p>I can sort toys 'then' and 'now'.</p> <p>I can ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'</p> <p>Find answers to questions about the past from simple</p>	<p>I can ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'</p> <p>Find answers to questions about the past from simple sources e.g. pictures, objects and stories</p> <p>I can observe and handle evidence</p>	<p>I can understand the difference between primary and secondary sources of evidence. (Using sources compare evidence of life during the Stone and iron Age)</p> <p>I can use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>I can develop historical questioning</p>	<p>I can understand the difference between primary and secondary sources of evidence. (Roman way of life).</p> <p>I can use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>I can develop historical questioning to further own understanding. (How might life have been</p>	<p>I can form own opinions about historical events from a range of sources (How did the Pharaoh's rule – was it successful?))</p> <p>I can use, evaluate and link a range of primary and secondary sources to find out about the Mayan civilization such as information texts and</p>	<p>I can use sources/historical accounts and artefacts to evaluate the impact of the war on the lives of children (evacuees).</p> <p>I can form own opinions about historical events from a range of sources (Outbreak of WWII, The Blitz, Evacuation, V.E. Day)</p> <p>I can evaluate the usefulness and</p>

	ways (eg. role play, drawing, writing, talking). writing (reports, labelling, simple recount) ICT.	events in their own lives and in the lives of family members.  I can develop my own explanations by connecting ideas and events  I can develop vocabulary related to type of 'source' and evidence.	sources e.g. pictures, objects and stories  I can observe and handle evidence to ask questions about the past.	to ask questions about the past.  I can record learning by drawing and writing, including a wide historical vocabulary	to further own understanding. (How have the building of homes changed since the Stone Age and Iron Age? What impact did the Stone Age and Iron Age have on Britain?)	different if Boudicca had won? Was the Roman Empire successful?)	documentaries, artefacts and artistic depictions.  To use sources of evidence to form hypotheses about the past (How does Ancient Egypt compare to other ancient civilisations?)	accurateness of different sources of evidence (pictures of evacuees).  To use sources of evidence to form hypotheses about the past (Did Evacuation have a positive or negative experience for Evacuees?)
	<b>NURSERY</b>	<b>RECEPTION</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>AUTUMN 2</b>	<u>People who help us in Nursery</u> Children begin to make sense of their own life-story and family's history.	<u>People around me</u> Children talk about the lives of people around them and their roles in society.		<u>Activists – Guy Fawkes</u> Children are taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in				

				different periods.				
<b>Historical Knowledge</b>	<p>I can recognise the difference between past and present in their own lives.</p> <p>I can recount episodes from stories from my own past.</p> <p>I understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>I can talk about the lives of the people around me and their roles in society.</p> <p>I can understand the difference between the 'past' and the 'now'.</p> <p>I understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		<p>I can recognise the difference between past and present in their own and others' lives.</p> <p>I can recall key facts and dates about the lives of significant individuals (Florence Nightingale/Guy Fawkes).</p> <p>I can describe significant individuals from the past (Louis Braille/Guy Fawkes).</p> <p>I can recognise why people did things, why events happened and what happened as a result ((Florence Nightingale/Guy Fawkes).</p>				

<p><b>Chronological Understanding</b></p>	<p>I can use everyday language related to time.</p> <p>I can sequence events in their life. (photos, objects, family tree)</p> <p>I can remember and talk about significant events in their own experiences.</p>	<p>I can use common words and phrases relating to the passing of time (old, new, now, then ...)</p> <p>I can understand the past by exploring the characters and events in a story.</p>		<p>I can show an awareness of the past, using common words and phrases relating to the passing of time (old, new, past, present, then and now etc)</p> <p>I can sequence the lives of significant figures (Florence Nightingale/Guy Fawkes).</p> <p>I can sequence photographs, artefacts etc. from different time periods.</p>				
<p><b>Historical Enquiry</b></p>	<p>I can talk about past and present events in my own life.</p> <p>I can use simple questioning why, what, who, how, where.</p> <p>I can distinguish between old and new</p>	<p>I can begin to ask and answer 'how' and 'why' questions in response to people, stories or events</p> <p>I can develop vocabulary related to type of 'source' and evidence.</p>		<p>I can ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'</p> <p>Sort historical objects from 'then' to 'now'</p>				

	(pictures, objects etc.).  I can show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). writing (reports, labelling, simple recount) ICT.	I can identify similarities and differences between themselves and the people around them through various sources (photographs, books, internet and people).		Find answers to questions about the past from simple sources e.g. pictures, objects and stories  I can observe and handle evidence to ask questions about the past.				
	<b>NURSERY</b>	<b>RECEPTION</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>SPRING</b>	<b><u>Who are you? Different occupations</u></b>  Talk about the lives (occupations) of the people around them and their roles in society.		<b><u>Local History Study – Middlesbrough, remember when?</u></b>		<b><u>Local History Study – Changes to Sunnyside</u></b>	<b><u>Invaders - Anglo Saxons and Vikings</u></b>  To learn about Britain's settlement by Anglo-Saxons and Scots.  To learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<b><u>The Tudor Dynasty</u></b> <b><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></b>	<b><u>Local History study – Middlesbrough during the Industrial Revolution</u></b>  To learn about the growth of Middlesbrough from a small village to 'Ironopolis'.

<b>Historical Knowledge</b>	<p>I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>I understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		<p>I can identify differences between ways of life at different times (Middlesbrough then and now)</p> <p>I can recognise why people did things, why events happened and what happened as a result (jobs – industry, housing, places)</p>		<p>I can compare Sunnyside Academy then to Sunnyside Academy today</p> <p>I know key dates, events and people in the history of Sunnyside e.g. Charles and Diana opening the school, community hub, church and joining Ad Astra</p> <p>I can use evidence to reconstruct life in time studied (Sunnyside Academy – then and now)</p> <p>I can offer a reasonable explanation for some events (Changes to Sunnyside) e.g. comparison of life for school pupils then and now</p>	<p>I can name the 7 Anglo Saxon Kingdoms.</p> <p>I can compare my life today with life during the Anglo Saxon and Viking period.</p> <p>I can offer reasonable explanations for some events (Why did people keep invading Britain?)</p>	<p>I know all the Tudor monarchs and when they reigned</p> <p>I can identify the key events of ‘The Battle of Bosworth’</p> <p>I know the beliefs, behaviour and characteristics of significant figures recognising that not everyone shares the same views and feelings (Rome and the Church of England)</p> <p>I can compare the lives of the rich and poor in Tudor England.</p>	<p>I can recognise how Middlesbrough has changed over time focusing on periods of significant change: Agricultural Revolution, Industrial Revolution modern day.</p> <p>I understand what the Industrial Revolution was and the significance it had in changing the lives of people and the landscape of our local area (Middlesbrough).</p> <p>I can identify significant figures and understand</p>

								<p>the role they played in the development of Middlesbrough (Ironopolis).</p> <p>I can understand the impact and significance of the iron and steel industry upon our local area and the wider world.</p>
<b>Chronological Understanding</b>	<p>I can use everyday language related to time.</p> <p>I can place people and events in a chronological framework.</p>		<p>I can sequence photographs, artefacts etc. from different periods of time</p> <p>I can use words and phrases such as recently, before, after, now, later.</p>		<p>I can sequence key dates and events on a 'Sunnyside Academy Timeline'</p>	<p>I can use words and phrases: century, decade, BC, AD, after, before, during.</p> <p>I can name and place dates of significant events from past on a timeline.</p> <p>I can understand the concept of change over time (Anglo Saxon and Viking Invasion)</p>	<p>I can order significant events of the Tudor Dynasty with increasing accuracy.</p> <p>I can place current study on a timeline with up to ten other historical events.</p> <p>I can use key periods as reference points: BC, AD Romans, AngloSaxons, Tudors, Stuarts, Georgians, Victorians and Today</p>	<p>I know some significant dates surrounding the Industrial Revolution (Middlesbrough) and to place key events on a timeline.</p> <p>I can use relevant dates and terms related to the passing of time.</p> <p>I can recognise change, contrasts and trends over time.</p> <p>I can relate current studies to previous studies make</p>

								connections and comparisons between different times in history and trends over time.
<b>Historical Knowledge</b>	<p>I can talk about different occupations from the past up to the present.</p> <p>I can use simple questioning why, what, who, how, where.</p> <p>I can distinguish between occupations from the past to the present (pictures, objects etc.).</p> <p>I can show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). writing</p>		<p>I can look carefully at pictures or objects to find information about the past.</p> <p>I can ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'</p> <p>Find answers to questions about the past from simple sources e.g. pictures, objects and stories</p>		<p>I can understand how knowledge of the past is constructed from a range of sources (including primary and secondary e.g. conversations with previous staff, artefacts, aerial photographs)</p> <p>I can construct informed responses by selecting and organising relevant historical information - use evidence to build up a picture of a past event and choose relevant material to present/communicate this.</p>	<p>I can understand the difference between primary and secondary sources of evidence.</p> <p>I can use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>I can ask questions such as 'what was it like for a ..... during .....?'</p> <p>To make deductions and justify with evidence (What was it like to live in the Anglo-Saxon village?)</p> <p>I can give reasons why there may be different accounts of</p>	<p>I can form own opinions about historical events from a range of sources (Who was the most successful Tudor monarch – why were they the most successful?)</p> <p>I can use, evaluate and link a range of primary and secondary sources to find out about the Tudor Dynasty such as information texts and documentaries, artefacts and artistic depictions.</p> <p>I can use documents,</p>	<p>I can use evidence to support and illustrate an explanation on the causes and effects of a past event.</p> <p>I can use depth of factual knowledge to describe past societies and periods, and begin to make links between them.</p> <p>I can understand how knowledge of the past is constructed from a range of sources (including primary and secondary)</p>

	(reports, labelling, simple recount) ICT.				<p>I can use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>I can describe/ make links between main events, situations and changes within and across different periods.</p>	history (Monk vs Viking view points)	printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.	Can I Identify similarities / differences between ways of life 'now' and 'then'.
	<b>NURSERY</b>	<b>RECEPTION</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>SPRING 2</b>	<u>Where are you?</u> <u>Different places</u>	<u>People and places in the past</u>		<u>Activists – Louis Braille</u> Children are taught about the lives of significant individuals in the past who have contributed to national and international				

				<p>achievements. Some should be used to compare aspects of life in different periods.</p>				
<p><b>Historical Knowledge</b></p>	<p>I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>I understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>I can understand the difference between the 'past' and the 'now'.</p> <p>I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>I understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		<p>I can recognise the difference between past and present in their own and others' lives.</p> <p>I can recall key facts and dates about the lives of significant individuals (Florence Nightingale/Guy Fawkes).</p> <p>I can describe significant individuals from the past (Louis Braille/Guy Fawkes).</p> <p>I can recognise why people did things, why events happened and what happened as a result ((Florence</p>				

				Nightingale/Guy Fawkes).				
<b>Chronological Understanding</b>	<p>I can use everyday language related to time.</p> <p>I can remember and talk about significant events in their own experiences.</p>	<p>I can use common words and phrases relating to the passing of time (old, new, now, then ...)</p> <p>I can understand the past by exploring the characters and events in a story.</p>		<p>I can show an awareness of the past, using common words and phrases relating to the passing of time (old, new, past, present, then and now etc)</p> <p>I can sequence the lives of significant figures (Florence Nightingale/Guy Fawkes).</p> <p>I can sequence photographs, artefacts etc. from different time periods.</p>				
<b>Historical Enquiry</b>	<p>I can use simple questioning why, what, who, how, where.</p> <p>I can talk about past and present events in my own life.</p>	<p>I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-</p>		<p>I can ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'</p>				

	<p>I can show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking). writing (reports, labelling, simple recount) ICT.</p>	<p>fiction texts and maps.</p> <p>I can begin to ask and answer 'how' and 'why' questions in response to people, stories or events</p> <p>I can develop vocabulary related to type of 'source' and evidence.</p> <p>I can identify similarities and differences between themselves and the people around them through various sources (photographs, books, internet and people).</p>		<p>Sort historical objects from 'then' to 'now'</p> <p>Find answers to questions about the past from simple sources e.g. pictures, objects and stories</p> <p>I can observe and handle evidence to ask questions about the past.</p>				
	<b>NURSERY</b>	<b>RECEPTION</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>SUMMER</b>		<p><b><u>Growing - Past and Present</u></b></p> <p>Know some similarities and differences between things in</p>	<p><b><u>The Royal Family and Queen Elizabeth</u></b></p>	<p><b><u>Exploration (Captain Cook and Neil Armstrong)</u></b></p> <p>Children are taught about the lives of</p>	<p><b><u>Ancient Greece - a study of Greek life and achievements and their influence on the western world.</u></b></p>	<p><b>Local History Study –</b></p> <p>The significant changes of buildings/landmarks in the Tees Valley over time. (Transporter Bridge,</p>	<p><b><u>Power of The British Monarchy</u></b></p>	<p><b><u>Ancient Mayans</u></b></p> <p>A non-European society that provides contrasts with British history. A study of the</p>

		the past and now, drawing on their experiences and what has been read in class.		significant individuals in the past who have contributed to national and international achievements.  Some should be used to compare aspects of life in different periods.		<u>Newport Bridge, Infinity Bridge, Town Hall, Cenotaph, Tees Barrage etc)</u>		Mayan Civilisation – c. AD900  Learn about the hierarchy in Mayan society, religions and rituals, the development of their number system and calendars and how the civilisation declined.
Historical Knowledge		I can understand the difference between the 'past' and the 'now'.  I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.  I understand the past through settings, characters and events encountered in books read in class and storytelling.	I understand that the power of monarchs has changed over time  I can recognise the difference between the lives of people in the past (Royal Family) to the lives of people in the present (Current Royal Family and their own lives).  I know that Queen Elizabeth II was the longest serving monarch in history.	I can recognise the difference between past and present in their own and others' lives.  I can recall key facts and dates about the lives of significant individuals (Captain Cook/Neil Armstrong).  I can describe significant individuals from the past (Captain Cook/Neil Armstrong).	<b>I can understand the terms 'democracy' and 'civilisation' in relation to Ancient Greece.</b>  <b>I can compare my life today with life during Ancient Greece</b>  <b>I can name the Greek Gods and Goddesses</b>  <b>I know key dates and events related to Ancient Greeks (Olympics)</b>  <b>I know differences and similarities between life in Ancient Greece and other ancient</b>	I know that our knowledge of the past is constructed from a range of sources.  I can identify key features and events of time studied.  I know significant buildings /landmarks in the Tees Valley and their uses in the past and today.  I can explain connections and contrasts over time including comparing some buildings/structures and their impact on the region.	I know the names and key dates of significant British monarchs.  I can name countries who made up 'The British Empire' (past and present)  I know key dates and events during the lives of 'Three Queens'  I know what the Commonwealth is and the	I know that the Mayan civilisation lived in Mexico which at the time was known as Mesoamerica.  I know that the Maya were expert mathematicians and astronomers and they used this expertise to make calendars.  I know that the Maya developed their own writing system.  I know that the Maya had a

				I can recognise why people did things, why events happened and what happened as a result (Captain Cook/Neil Armstrong).	<b>civilisations (Roman Empire)</b>		Commonwealth Games.	<p>hierarchy system for their society and the King and Royal family were believed to be related to the Gods.</p> <p>I know that the Maya religion involved human sacrifices and blood-letting rituals.</p> <p>I can recognise that there were different beliefs and theories as to the decline of the Mayan civilisation.</p>
<b>Chronological Understanding</b>		<p>I can begin to identify differences between ways of life at different times.</p> <p>I can use common words and phrases relating to the passing of time (old, new, now, then ...)</p> <p>I can talk about past and present events in my own life and in the lives</p>	<p>I can show an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>I can describe and show where the people and events studied fit within a chronological framework and identify similarities between periods. (Royal Timeline)</p>	<p>I can show an awareness of the past, using common words and phrases relating to the passing of time (old, new, past, present, then and now etc)</p> <p>I can sequence the lives of significant figures (Captain Cook/Neil Armstrong).</p>	<p><b>I understand the term chronology and can use timelines to place events in order. Understands timeline can be divided into BC and AD.</b></p> <p><b>I can place events from period studied on time line</b></p> <p><b>I can sequence several events or artefacts</b></p>	<p>I can sequence significant building/structures (Teesside) on a timeline using dates, including those that are sometimes further apart.</p> <p>I can use an increasing range of terms related to the study unit and the passing of time.</p> <p>I can note connections,</p>	<p>I can place the current British monarch on a timeline with ten other significant British monarchs</p> <p>I can order significant events of the British monarch with increasing accuracy.</p>	<p>I know some key dates linked to the study of the Mayan civilisation c. AD 900.</p>

		<p>of my family members.</p> <p>I can sequence photographs from the past to the present.</p> <p>I can match objects to people of different ages.</p>	<p>I can sequence photographs, artefacts etc. from different periods time</p>	<p>I can sequence photographs, artefacts etc. from different time periods.</p>		<p>contrasts and any trends over time.</p>		
<p>Historical Enquiry</p>		<p>I can begin to ask and answer 'how' and 'why' questions in response to people, stories or events</p> <p>I can identify similarities and differences between the past and present through various sources (photographs, books, internet and people).</p> <p>I can talk about past and present events in their own lives and in the lives of family members.</p> <p>I can develop my own explanations</p>	<p>I can ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'</p> <p>Sort historical objects from 'then' to 'now'</p> <p>Find answers to questions about the past from simple sources e.g. pictures, objects and stories</p> <p>I can observe and handle evidence to ask questions about the past.</p> <p>I can record learning by drawing and</p>	<p>I can ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'</p> <p>Sort historical objects from 'then' to 'now'</p> <p>Find answers to questions about the past from simple sources e.g. pictures, objects and stories</p> <p>I can observe and handle evidence to ask questions about the past.</p>	<p><b>Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. To use more than one source of evidence at once, Ask questions such as 'how did people ....? What did people do for ....?'</b></p> <p><b>Ask questions such as 'how did people ....? What did people do for ....?', To make deductions about the past from a source, Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. To use more than one</b></p>	<p>I can understand how knowledge of the past is constructed from a range of sources (including primary and secondary)</p> <p>I can construct informed responses by selecting and organising relevant historical information</p> <p>- use evidence to build up a picture of a past event and choose relevant material to present/communicate this.</p> <p>I can use documents, printed sources, the internet, databases, pictures, photos,</p>	<p>To use sources of evidence to form hypotheses about the past <b>(Royal or Republic – how important is the monarchy in modern Britain?)</b></p> <p>I can use, evaluate and link a range of primary and secondary sources to find out about the British Monarchy such as information texts and documentaries, artefacts and artistic depictions.</p>	<p>I can use, evaluate and link a range of primary and secondary sources to find out about the Mayan civilization such as information texts and documentaries, artefacts and artistic depictions.</p>

		<p>by connecting ideas and events</p> <p>I can develop vocabulary related to type of 'source' and evidence.</p>	<p>writing, including a wide historical vocabulary</p>		<p><b>source of evidence at once.</b></p> <p><b>To make deductions about the past from a source, Ask questions such as 'how did people ....? What did people do for ....?'</b></p>	<p>music, artefacts, historic buildings and visits to collect information about the past.</p> <p>I can describe/ make links between main events, situations and changes within and across different periods.</p>	<p>I can use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p>	
	<b>NURSERY</b>	<b>RECEPTION</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b>SUMMER 2</b>	<p><b><u>Tell me a story, sing me a rhyme</u></b></p> <p><b><u>*Children comment on images of familiar situations in the past.</u></b></p>	<p><b><u>Farm and Seaside</u></b></p> <p><b><u>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</u></b></p>						

	<p><u>*Compare and contrast characters from stories, including figures from the past</u></p> <p>*In preparation for Reception ELG</p>							
<p><b>Historical Knowledge</b></p>	<p>I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>I understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>I can understand the difference between the 'past' and the 'now'.</p> <p>I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>I understand the past through settings, characters and events encountered in books read in class and storytelling.</p>						

<b>Chronological Understanding</b>	<p>I can use everyday language related to time.</p> <p>I can sequence events in their life. (photos, objects, family tree)</p> <p>I can remember and talk about significant events in their own experiences.</p>	<p>I can use common words and phrases relating to the passing of time (old, new, now, then ...)</p> <p>I can talk about past and present events in my own life and in the lives of my family members (Seaside – now and then).</p> <p>I can sequence photographs from seaside (old/new), farms/machinery from the past to the present.</p> <p>I can match objects to people of different ages.</p>						
<b>Historical Enquiry</b>	<p>I can talk about past and present events in my own life.</p> <p>I can use simple questioning why, what, who, how, where.</p> <p>I can distinguish between old</p>	<p>I can begin to ask and answer ‘how’ and ‘why’ questions in response to people, stories or events</p> <p>I can identify similarities and differences between themselves and</p>						

	<p>and new (pictures, objects etc.).</p> <p>I can show knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). writing (reports, labelling, simple recount) ICT.</p>	<p>the people around them through various sources (photographs, books, internet and people).</p> <p>I can talk about past and present events in their own lives and in the lives of family members.</p> <p>I can develop my own explanations by connecting ideas and events</p> <p>I can develop vocabulary related to type of 'source' and evidence.</p>						
--	---	---	--	--	--	--	--	--