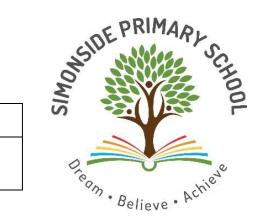


	BIG IDEAS	
CIVILISATION	INNOVATION	INVASION
The way a group of people lived.	The creation of something for the first time.	The act of taking control

Key Stage	Area of Study	Key Skills	Asse
Key Stage EYFS	Area of Study Understanding the World: Past and Present	<ul> <li>Key Skills</li> <li>Talk about the lives of the p</li> <li>Know some similarities and order drawing on their experiences</li> <li>Understand the past through books read in class and store</li> </ul>	eople around the differences betwe s and what has b n settings, charac







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sessment

nem and their roles in society.

veen things in the past and now, been read in class.

acters and events encountered in



OL	BIG IDEAS			
	CIVILISATION	INNOVATION	INVASION	
iete	The way a group of people lived.	The creation of something for the first time.	The act of taking control by	
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Key Stage	Area of Study	Key Concepts				
Key Stage	<ul> <li>Area of Study</li> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.         <ul> <li>How toys/games have changed.</li> <li>Homes of the past.</li> <li>Seasides Past and Present.</li> </ul> </li> <li>Events beyond living memory that are significant nationally or globally.         <ul> <li>Great Fire of London</li> <li>The sinking of the Titanic</li> <li>The First Aeroplane flight.</li> </ul> </li> </ul>	<ul> <li>To investigate and interpret the past</li> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> </ul>	Key Co To build an overview of world history • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted the way they did.	<ul> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words or phrases such as: past, present, older, newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> </ul>	To the such as; • Use wo such as; recently, parents/ children, and cent the pass	
KS1 Year 1 Year 2	Some should be used to compare aspects of life in different periods. > The Queen > Christopher Columbus > Neil Armstrong > Rosa Parks > Nelson Mandela > Emily Davison > Mary Seacole > Florence Nightingale > Edith Cavell > Grace Darling > Tim Peake • Significant historical events, people and places in their own locality. > Great Fire of Newcastle and Gateshead > Great Flood of Newcastle and Gateshead > The History of Simonside Primary School > George Stephenson > Adrian Wood > Fred Dobson	• Identify some of the different ways the past has been represented.				



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### Assessment

At Simonside Primary we use the Depth of Learning tracker which allows teachers to assess the key concepts being taught.

Within lessons, teachers are constantly assessing and checking to ensure learning 'sticks'. The tracker helps teachers with their questioning as they know which key historical concepts they are assessing as well as the level in the milestone.

#### Through Golden Sentences children showcase their learning in a critical manner and it also allows teachers to assess the pupils' understanding of the content taught.

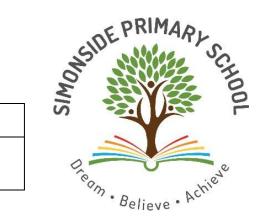
#### o communicate historically

words and phrases as; a long time ago, ly, when my ts/carers were en, years, decades enturies to describe issing of time.



	BIG IDEAS	
CIVILISATION	INNOVATION	INVASION
The way a group of people lived.	The creation of something for the first time.	The act of taking control by fo

Key Stage	Area of Study		Key Co	ncepts		Assessment
LKS2 Year 3 Year 4	<ul> <li>Changes in Britain from the Stone Age to the Iron Age.</li> <li>The Roman Empire and its impact on Britain.</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>A local history study.</li> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>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:</li> <li>Ancient Sumer</li> <li>The Indus Valley</li> <li>Ancient Egypt;</li> <li>The Shang Dynasty of Ancient China.</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> <li>A non-European society that provides contrasts with British history. One study chosen from:</li> <li>Early Islamic civilization c. AD 900</li> <li>Mayan civilization c. AD 900</li> <li>Mayan civilization c. AD 900</li> <li>Mayan civilization c. AD 900</li> </ul>	<ul> <li>To investigate and interpret the past</li> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	To build an overview of world history • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	<ul> <li>To understand chronology</li> <li>Place events, artefacts and historical figures on a time line including dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events.</li> </ul>	To communicate historically • Use appropriate historical vocabulary to communicate, including: dates, time, period era, change chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	At Simonside Primary we use the Depth of Learning tracker which allows teachers to assess the key concepts being taught. Within lessons, teachers are constantly assessing and checking to ensure learning 'sticks'. The tracker helps teachers with their questioning as they know which key historical concepts they are assessing as well as the level in the milestone. Through Golden Sentences children showcase their learning in a critical manner and it also allows teachers to assess the pupils' understanding of the content taught.



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	CIVILISATION	INNOVATION	INVASION
e	The way a group of people lived.	The creation of something for the first time.	The act of taking control by fo

Key Stage	Area of Study	Key Concepts			
	• Changes in Britain from the Stone Age to the Iron Age.	To investigate and interpret the past	To build an overview of world history	To understand chronology	To communio
	• The Roman Empire and its impact on Britain.	• Use sources of evidence to deduce information about the	• Identify continuity and change in history of the	• Describe the main changes in a period of	Use appropri vocabulary to including:
	• Britain's settlement by Anglo-Saxons and Scots	<ul><li>past.</li><li>Select suitable sources of</li></ul>	locality of the school. • Give a broad overview	history (using terms such as: social, religious,	<ul> <li>dates</li> <li>time period</li> </ul>
	• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	<ul><li>evidence, giving reasons for choices.</li><li>Use sources of information to form testable hypotheses about</li></ul>	of life in Britain and some major events from the rest of the world. • Compare some of the	political, technological and cultural). • Identify periods of rapid change in history and	<ul> <li>era</li> <li>change</li> <li>chronolog</li> <li>continuitu</li> </ul>
	• A local history study.	the past. • Seek out and analyse a wide	times studied with those of the other areas	contrast them with times of relatively little change.	<ul><li>century</li><li>decade</li></ul>
UKS2	<ul> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>&gt; World Wars</li> </ul>	range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must	of interest around the world. • Describe the social, ethnic, cultural or religious diversity of	• Understand the concept of continuity and change over time, representing them, along with evidence, on a time line.	<ul> <li>legacy</li> <li>Use literacy and computir exceptional st</li> </ul>
	• 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:	understand the social context of evidence studied. • Understand that no single	past society. • Describe the characteristic features	• Use dates and terms accurately when describing events.	order to com information a
Year 5 Year 6	<ul> <li>Ancient Sumer</li> <li>The Indus Valley</li> <li>Ancient Egypt;</li> <li>The Shang Dynasty of Ancient China.</li> </ul>	<ul> <li>onderstand that no single source of evidence gives the full answer to questions about the past.</li> <li>Refine lines of enquiry as appropriate.</li> </ul>	of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	describing events.	• Use original present inforr ideas.
	• Ancient Greece – a study of Greek life and achievements and their influence on the western world.				
	<ul> <li>A non-European society that provides contrasts with British history. One study chosen from:</li> <li>Early Islamic civilization including a study of Baghdad c. AD 900</li> <li>Mayan civilization c. AD 900</li> <li>Benin (West Africa) c. AD 900- 1300.</li> </ul>				
	<ul> <li>History of interest to pupils: Victorians</li> </ul>				



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### Assessment unicate historically At Simonside Primary we use the Depth of Learning tracker which opriate historical allows teachers to assess the key concepts being taught. y to communicate, Within lessons, teachers are constantly assessing and checking period to ensure learning 'sticks'. The tracker helps teachers with their questioning as they know which ology key historical concepts they are uity assessing as well as the level in the milestone. Through Golden Sentences children showcase their learning in acy, numeracy outing skills to an a critical manner and it also al standard in allows teachers to assess the pupils' understanding of the communicate on about the past. content taught. inal ways to formation and