

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

Key Stage	Area of Study	Key Skills	Assessment
EYFS	Understanding the World: Past and Present	<ul style="list-style-type: none"> • 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. 	





History Concepts and Progression Document



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<p style="font-size: 2em; margin: 0;">KS1</p> <p style="margin: 0;">Year 1</p> <p style="margin: 0;">Year 2</p>	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <ul style="list-style-type: none"> ➤ How toys/games have changed. ➤ Homes of the past. ➤ Seasides Past and Present. • Events beyond living memory that are significant nationally or globally. <ul style="list-style-type: none"> ➤ Great Fire of London ➤ The sinking of the Titanic ➤ The First Aeroplane flight. • The lives of significant individuals Some should be used to compare aspects of life in different periods. <ul style="list-style-type: none"> ➤ 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. <ul style="list-style-type: none"> ➤ Great Fire of Newcastle and Gateshead ➤ Great Flood of Newcastle and Gateshead ➤ The History of Simonside Primary School ➤ George Stephenson ➤ Adrian Wood ➤ Fred Dobson 	<p style="color: red; font-weight: bold; margin: 0;">To investigate and interpret the past</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<p style="color: blue; font-weight: bold; margin: 0;">To build an overview of world history</p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted the way they did. 	<p style="color: green; font-weight: bold; margin: 0;">To understand chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older, newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<p style="color: red; font-weight: bold; margin: 0;">To communicate historically</p> <ul style="list-style-type: none"> • Use words and phrases such as; a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 	<p>At Simonside Primary we use the Depth of Learning tracker which allows teachers to assess the key concepts being taught.</p> <p>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.</p> <p>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.</p>



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<p>LKS2</p> <p>Year 3</p> <p>Year 4</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ➢ 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: <ul style="list-style-type: none"> ➢ Early Islamic civilization including a study of Baghdad c. AD 900 ➢ Mayan civilization c. AD 900 ➢ Benin (West Africa) c. AD 900- 1300. 	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<p>To build an overview of world history</p> <ul style="list-style-type: none"> • 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. 	<p>To understand chronology</p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line including dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. 	<p>To communicate historically</p> <ul style="list-style-type: none"> • 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. 	<p>At Simonside Primary we use the Depth of Learning tracker which allows teachers to assess the key concepts being taught.</p> <p>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.</p> <p>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.</p>



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<div style="font-size: 2em; font-weight: bold; margin-bottom: 20px;">UKS2</div> <div style="font-size: 1.2em; font-weight: bold; margin-bottom: 10px;">Year 5</div> <div style="font-size: 1.2em; font-weight: bold;">Year 6</div>	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ➤ World Wars • 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: <ul style="list-style-type: none"> ➤ 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: <ul style="list-style-type: none"> ➤ Early Islamic civilization including a study of Baghdad c. AD 900 ➤ Mayan civilization c. AD 900 ➤ Benin (West Africa) c. AD 900- 1300. • History of interest to pupils: Victorians 	<p style="color: red; font-weight: bold; margin-bottom: 10px;">To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 	<p style="color: blue; font-weight: bold; margin-bottom: 10px;">To build an overview of world history</p> <ul style="list-style-type: none"> • Identify continuity and change in history of the locality of the school. • Give a broad overview of life in Britain and some major events from the rest of the world. • Compare some of the times studied with those of the 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. 	<p style="color: green; font-weight: bold; margin-bottom: 10px;">To understand chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concept of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately when describing events. 	<p style="color: red; font-weight: bold; margin-bottom: 10px;">To communicate historically</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> ➤ dates ➤ time period ➤ era ➤ change ➤ chronology ➤ continuity ➤ century ➤ decade ➤ legacy <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	<p>At Simonside Primary we use the Depth of Learning tracker which allows teachers to assess the key concepts being taught.</p> <p>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.</p> <p>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.</p>