



Sandfield Primary School

Subject Intent:

Pupils leave Sandfield Primary School knowing about people who have lived in the past and how their activities have influenced our lives in the world today.

Knowledge and Skills Progression in History

Historical knowledge	EYFS Checkpoints	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Cycle 1	<p style="text-align: center;"><u>September</u></p> <p>Discuss who is in their family and show some sense of their own history</p>	<p style="text-align: center;"><u>Victorian Britain</u></p> <p>To identify key events in life of Queen Victoria (birth, ascension to throne, marriage, death) To know about the life of a child in Victorian times (school, work and home life compared to Elizabethan II times) To know about key inventions in Victorian times (railways and telephone) To know about key events in Victorian times (Great Exhibition)</p>	<p style="text-align: center;"><u>Stone Age to Iron Age</u></p> <p>To know about the concept of prehistory To name features of Stone age (hunter gathers, cave art, Stonehenge) To know about Skara Brae (discovery, evidence, settlers, farmers) To know about the impact of use of metals (Bronze and Iron Age)</p>	<p style="text-align: center;"><u>Guildford and World War 2</u></p> <p>To name events that lead to declaration of war (invasion of Poland, role of European governments, Germany after WW1) To know about key events during war (Blitz, Battle of Britain, Dunkirk, D Day landings) To know about evidence of WW2 in Guildford To know about life during WW2 in Guildford</p>
	<p style="text-align: center;"><u>Christmas</u></p> <p>Talk about people around them in good detail, describing their roles, interests or news about them. Discuss past and upcoming events within their own family, Understand that the past is the time “before now”.</p>	<p style="text-align: center;"><u>Toys and Schools</u></p> <p>To know how materials changed over time (since Roman times) To know how types of toys changed (compare Victorian with modern toys) To know about education from early times (boys and girls, subjects) To know about changes at Sandfield School (1901- 2022)</p>	<p style="text-align: center;"><u>Ancient Civilisations</u></p> <p>To know about the location of key Ancient civilizations (Sumer, Mayan, Benin, Greek) To know about the major legacies from Key Ancient Civilizations (Sumer, Mayan, Benin, Greek)</p>	<p style="text-align: center;"><u>Crime and Punishment</u></p> <p>To know about Laws and Expectations for society (10 commandments, link with current times) To know about the Development of the Legal System (Romans, Anglo Saxons, Tudors) To know about changes in punishment and retribution (Victorians and modern times) To know about the current system of punishment and retribution (prisons and re-education)</p>

	<p><u>Easter</u> Discuss images of the past and contrast them in discussion, Listen to, respond and ask questions about fiction & non-fiction books about characters from the past.</p>	<p><u>Great Fire of London</u> To know about key events during the Great Fire of London (when, why and where fire started) To know about change in building styles in London (design, materials, layout) To know how the Fire Service changed since the Great Fire (equipment, insurance, training) To know about key figures during Great Fire (Pepys, Charles II, Christopher Wren)</p>	<p><u>Ancient Egypt</u> To know about the location and growth of Egyptian Empire (Kingdoms, Nile, lifestyle) To know about Egyptian Rituals and Religion (mummification, gods, writing) To know about the discovery of Tutankhamun tomb (facts, Carter, artefacts)</p>	
Cycle 2	<p><u>September</u> Discuss who is in their family and show some sense of their own history</p>	<p><u>Sinking of the Titanic</u> To know key data on Titanic (where built, routes) To know about the passengers travelling on the Titanic (facilities, classes, reasons,) To know the order of events during the voyage (departure, iceberg, lifeboats, radio message, rescue) To know about the impact of sinking on ship journeys (radio, lifeboats, safety)</p>	<p><u>Ancient Civilisations</u> To know about the location and growth of key Ancient civilizations (Shang, Inca, Aztecs, Indus) To know about the major legacies from Key Ancient Civilizations (Shang, Inca, Aztecs, Indus)</p>	<p><u>Anglo Saxons and Vikings in Great Britain</u> To know about the location and growth of Ancient Civilizations in Great Britain (invaders and settlers) To know about the key events during invasion and settlement of Great Britain (raids on Lindisfarne, Scotland) To know about key people during Anglo Saxon and Viking (Canute, Alfred the Great,) To know about the life style of Anglo Saxons and Vikings in Great Britain (laws, religion, farming)</p>
	<p><u>Christmas</u> Talk about people around them in good detail, describing their roles, interests or news about them. Discuss past and upcoming events within their own family, Understand that the past is the time “before now”.</p>	<p><u>People who have impacted the world</u> To know about Great Conservationists - David Attenborough & Steve Irwin (data about their life and education) To know about the impact of David Attenborough and Steve Irwin’s work (achievements and legacy) To know about Great Communicators - Caxton & Burners Lee (data about their life and education) To know about the impact of Caxton and Burners Lee. (achievements and legacy)</p>	<p><u>Roman Britain</u> To know about the location and growth of the Roman Empire To know about the invasion of Britain (dates, routes, life of soldier) To know about key Emperors linked with invasion and occupation of Britain (Julius Caesar, Septimus Severus)</p>	

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Historical Skills	EYFS EOY & ELG	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Chronological Knowledge and Understanding	Talk about the lives of the people around them and their roles in society.	Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages	Sequence artefacts closer together in time Sequence pictures / photographs etc. from different periods of their life Describe memories of key events in lives	Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts	Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms e.g. BCE /CE & BC/AD	Know and sequence key events of time studied Use relevant vocabulary and period labels Make comparisons between different times in the past	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line
2. Historical Enquiry, using evidence and communicating ideas	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Find answers to simple questions about the past from sources of information e.g. objects, artefacts diaries, letters,	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in the past	Identify and begin to use primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with	Recognise and use primary and secondary sources Use a range of sources to find out about an aspect of the past Suggest omissions and the means of finding out Bring knowledge gathered from

					Ask a variety of questions Use the library and internet for research	increasing confidence	several sources together in a fluent account Confidently use the library and internet for research
3. Interpretations of history	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Compare two versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories	Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period - museum, cartoons	Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge	Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events	Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions
Historical knowledge vocabulary	old past long ago new recent modern future different same clue parents time lives lifetime tradition memories remember calendar year month week day	all of the previous phase plus ancient century date order decade different drawing grandparent's time homes important invention living memory long ago material mechanical memories modern older generation photograph plastic	all of previous year group plus artefacts detective era evidence experts historians impact investigate Kings letters memorial newspapers opinion order research time order time period websites why?	all of previous year group plus anachronism archaeologist archaeology army / soldiers BC / AD BCE / CE Change chronological order civilization colony conquest continuity effects empire first hand evidence impact importance invasion inventions	all of previous year group plus achievements causes consequences conversion culture democracy historian infer kingdoms migration millennium primary sources reputation settlement settlers suggest	all of previous year group plus agriculture consequences different experiences execution eye witness first civilizations impression industry legislation millennium monarchy nation reformers reliable significance turning point weigh up both sides	all of previous year group plus attitudes biased democracy diversity extent of change motive one sided propaganda reliability stereotype suffrage traditional view

		remembers similar simple timeline toys what? when? where? wood year		legacy millennium museum myths and legends nomad / nomadic oral history outpost religion republic resistance resources revolt second hand evidence thousands of years			
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