

## GLADSTONE ROAD PRIMARY SCHOOL END OF YEAR EXPECTATIONS <u>HISTORY</u>



				Learning		
EYFS Historian	YEAR 1 Historian	YEAR 2 Historian		YEAR 3 Historian		
Chronological Knowledge	Chronological Knowledge and	Chronological Knowledge and				
and Understanding	Understanding	Understanding		Understanding		
<u>UTW- Past and Present:</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	<ul> <li>Demonstrate knowledge and understanding of events from the recent past by:</li> <li>Sequencing own events in their life.</li> </ul>	<ul> <li>Demonstrate knowledge and understanding of people and events from the more distant past by:</li> <li>Describing and ordering the events of a significant event beyond their living memory.</li> <li>George Stephenson and The Rocket</li> <li>Stuart London and the GFOL</li> <li>Florence Nightingale</li> </ul>		Demonstrate knowledge and understanding of some of the main people, events, periods from the history of their locality, Britain and the wider world by: Placing these in different periods of time Stone Age to the Iron Age Roman Empire Scarborough Castle		
UTW- Past and Present: Understand the past through settings, characters and events encountered in books read in class and storytelling.	<ul> <li>Demonstrate knowledge and understanding of people and events from the more distant past by:</li> <li>Describing a significant event beyond their living memory. <ul> <li>1950s High Street changes</li> <li>Space travel – Neil Armstrong/Helen Sharman</li> <li>Victorian Period - Queen Victoria</li> <li>WW1 - WW1 Veterans</li> </ul> </li> </ul>	<ul> <li>Demonstrate understanding of the past by:</li> <li>Identifying similarities and differences between ways of life in different periods.</li> <li>Stuart London to London now.</li> <li>Fire safety 1666 to now.</li> <li>Locomotives</li> <li>Hospitals 1800s to now.</li> </ul>		Demonstrate knowledge and understanding of some of the main people, events, periods from the history of their locality, Britain and the wider world by: <ul> <li>Describing the narrative within and across periods studied:                 <ul> <li>Stone Age to the Iron Age</li> <li>Roman Empire</li> <li>Scarborough Castle</li> </ul> </li> </ul>		
	<ul> <li>Demonstrate understanding of the past by:</li> <li>Identifying similarities and differences between ways of life in different periods.</li> <li>1950s high street</li> <li>Space travel</li> <li>Victorian period</li> </ul>	Know where all people/events studied fit into a chronological framework.   George Stephenson and The Rocket  Stuart London and the GFOL Florence Nightingale		Demonstrate their understanding of the past by describing some of the differences and similarities between the periods they have studied. • Stone Age to the Iron Age • Roman Empire • Scarborough Castle		
				Make some links and comparisons between periods of history. • Stone Age to the Iron Age • Roman Empire • Scarborough Castle		

AUTUMN			SPRING				SUMMER		
BELOW	EXP	ABOVE	BELOW	EXP	ABOVE	BELOW	EXP	ABOVE	
%	%	%	%	%	%	%	%	%	



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Learning to Succeed			
			Demonstrate knowledge and understanding about some of the different technological, scientific, culture and aesthetic achievements of the past.         • Stone Age to the Iron Age         • Roman Empire         • Scarborough Castle         Demonstrate knowledge and understanding about some of the social, political, religious and economic developments of the past.         • Stone Age to the Iron Age         • Stone Age to the Iron Age         • Stone Age to the Iron Age         • Scarborough Castle
Historical Terms	Historical Terms	Historical Terms	Historical Terms
UTW- Past and Present: Understand the past through settings, characters and events encountered in books read in class and storytelling.	Use common words and phrases relating to the passing of time. (See Key History Vocabulary Progression document)	Use a wide vocabulary of everyday historical terms. (See Key History Vocabulary Progression document)	Use an appropriate range of historical terms relating to: • Stone Age to the Iron Age • Roman Empire • Scarborough Castle (See Key History Vocabulary Progression document)
Historical Enquiry	Historical Enquiry	Historical Enquiry	Historical Enguiry
UTW- Past and Present: Understand the past through settings, characters and events encountered in books read in class and storytelling.	Identify some of the ways we find out about the past. Photographs Maps Stories Artefacts	Understand some ways we find out about the past by identifying sources of evidence. Artefacts Diary (Samuel Pepys) Maps of London Non-fiction books Simulations Videos Photographs	Understand how we find out about the past by: • Identifying some of the different ways in which the past is represented. - Primary evidence - Secondary evidence
<b>UTW- Past and Present:</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	Able to choose and use stories and other sources to ask and answer questions about the past. Photographs Maps Artefacts	Able to choose and use stories and other sources to ask and answer questions about the past by: Using sources as evidence. Artefacts Diary (Samuel Pepys) Maps of London Non-fiction books Simulations	Use a range of sources of information to find answers to questions about the past. • Primary evidence • Secondary evidence

AUTUMN				SPRING SUMMER				
BELOW	EXP	ABOVE	BELOW	EXP	ABOVE	BELOW	EXP	ABOVE
%	%	%	%	%	%	%	%	%



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Learning to Succeed							
			<ul><li>Videos</li><li>Photographs</li></ul>				
	Communicate in different ways about aspects of life in past times.		Communicate in different ways about aspects of life in past times.		Select relevant information to support findings.		
Interpretations of History	Interpretations of History		Interpretations of History		Interpretations of History		
<b>UTW- Past and Present:</b> Understand the past through settings, characters and events encountered in books read in class and storytelling.	Begin to identify reasons why people in the past acted as they did.		Identify reasons why people in the past acted as they did.		Begin to suggest causes and consequences of the main events and changes of the periods studied.		

	AUTUMN			SPRING		SUMMER		
BELOW	EXP	ABOVE	BELOW	EXP	ABOVE	BELOW EXP ABOVE		
%	%	%	%	%	%	%	%	%