# Clipston Primary School: Two-Year Rolling Programme Overview for History

*This document should be used with reference to the Big Picture for History*

| Reception | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
|---|---|---|---|
| Understand events in their own lives – arrival of siblings, family birthdays – and the passage of time.<br><br>Know that Clipston School was built along time ago – 350+ years.<br><br>Look at pictures of people from the 17th and subsequent centuries to begin to appreciate historical differences in time.<br><br>Know that technology has changed over time – appreciate that we haven't always had phones, mobiles, TV, cars, trains, planes etc. | **Year A:**<br>- **How we used to live – Homes:** Tudor, Victorian, Post WWII, Modern<br>- **Inventors:** Alexander Graham Bell, John Logie Baird, Thomas Crapper<br>- **The Great Fire of London:** Samuel Pepys, Sir Christopher Wren, Thomas Farriner, King Charles II<br>- **Kind and Courageous:** Florence Nightingale & Mary Seacole, Emmeline Pankhurst, Rosa Parks, Nelson Mandela, Greta Thunberg<br><br>**Year B:**<br>- **The Gun Powder Plot:** Guy Fawkes, Robert Catesby<br>- **Remembrance Day:** War Memorials at Clipston, Market Harborough, and other famous ones<br>- **How we used to live – Schools**: Clipston School & Victorian vs Modern, including George Buswell, William Caxton, Tim Berners Lee<br>- **Adventurers:** Christopher Columbus and Neil Armstrong, Amelia Earhart and Edmund Hillary | **Year A:**<br>- The **Roman Empire** and its impact on Britain<br>- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:<br>  ○ **World War II**<br>  ○ Links to History of Clipston School<br><br>**Year B:**<br>- Changes in Britain from the **Stone Age to the Iron Age**<br>- The **Anglo-Saxon and Viking** struggle for the Kingdom of Britain<br>- The **Normans**<br>- The achievements of the earliest civilisations:<br>**Ancient Egypt** | **Year A:**<br>• Ancient Greece:<br>  ○ A study of **Greek life and achievements** and their influence on the western world<br>• A non-European society that provides contrast with British history:<br>  ○ **Maya Civilisation** c.2000 BC – AD 1697<br><br>**Year B:**<br>- A local history study:<br>  ○ **The English Civil War** (Battle of Naseby)<br>- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:<br>  ○ **Tudor and Elizabethan Britain**.<br>  ○ **World War I**.<br><br>**Retrieval unit**:<br>• To make connections and link areas of knowledge studied at Primary School to key historical questions. |

# Clipston Primary School – Progression & End Points for History

*End point outcomes are integrated into the programme of units taught.*

| Reception | KS1 | LKS2 | UKS2 |
|---|---|---|---|
| **Understand Chronology** | | | |
| • Can understand "yesterday", "today" and "tomorrow" as being in the past, present and future.<br>• Can talk about events in their own lives, using appropriate vocabulary. | • Can sequence 4 artefacts in order of time.<br>• Can name 3 people who contributed in the past to national achievements.<br>• Can identify some similarities and differences between ways of life at different times.<br>• Can articulate where people and events studied fit on a basic timeline. | • Can pace the time period studied on a time line, identifying whether other events happened before, after or concurrently.<br>• Can place events, people and changes in British, local & world history on a timeline.<br>• Can use dates and terms related to the time periods studied and the passing of time.<br>• Understands and uses 'BC' and 'AD' appropriately in the context of the period of study. | • Can communicate chronological knowledge of local, national and global history studied, placing these on a timeline with accuracy and ordering key events by date.<br>• Can use relevant terms, dates and period labels related to the time periods studied and the passing of time.<br>• Can compare when the different historical periods studied occurred, relative to each other. |

| Reception | KS1 | LKS2 | UKS2 |
|---|---|---|---|
| **Artefacts** | | | |
| • Is beginning to talk about similarities and differences between familiar objects from the past and current day (e.g. phone / computer / washing implements).<br>• Is beginning to develop an awareness that things have changed and progressed over time.<br>• Can use vocabulary such as old, oldest, new, modern. | • Can compare pictures or photographs of people, artefacts or events in the past and discuss their reliability.<br>• Can ask and find answers to simple questions about the past by looking at artefacts (e.g. objects from the Great Fire of London).<br>• Can talk about artefacts from different time periods and is able to say which is the oldest. | • Can use a range of artefacts (primary and secondary sources) to find out about a period, including about everyday lives of people in the time periods studied.<br>• Is beginning to evaluate the usefulness of different artefacts. | • Understands the term 'primary and secondary sources of evidence', giving examples of each and explaining how these support our understanding of the past.<br>• Is aware that different evidence may lead to different interpretations of the past.<br>• Can evaluate the usefulness of different artefacts. |

| Reception | KS1 | LKS2 | UKS2 |
|---|---|---|---|
| Build an Overview of World History and Investigate & Interpret Cause and Effect | | | |
| • Knows that certain events (e.g. Remembrance Day) take place every year and how they are linked to the past.<br>• Is beginning the uses and importance of familiar objects from the past and current day (e.g. pone / computer / washing implements).<br>• Can talk about and discuss events that happened in the past, beginning to explore why they remain important today. | • Can talk about why the key people studied acted as they did (e.g. the Mayor during the Great Fire of London).<br>• Can talk about the impact of what happened as a result of events and what happened afterwards.<br>• Can discuss and record some reasons for and results of people's actions. | • Can describe how the past can be represented or interpreted in a few different ways.<br>• Can identify key features and significant events of the time periods studied.<br>• Can compare the time periods studied with our lives today, providing examples of similarities and differences and suggesting reasons for this.<br>• Can discuss and articulate why people acted as they did, and the result of these actions. | • Can compare different accounts of events, offering some reasons for these different versions.<br>• Can discuss the connections and common threads between the time periods studied.<br>• Demonstrates an understanding of continuity and change, explaining how some aspects of life today have been influenced by events from the past (e.g. lasting legacies).<br>• Can talk and write about historical events in terms of cause and effect, using evidence to support and illustrate their explanation. |