

Newark Hill Academy

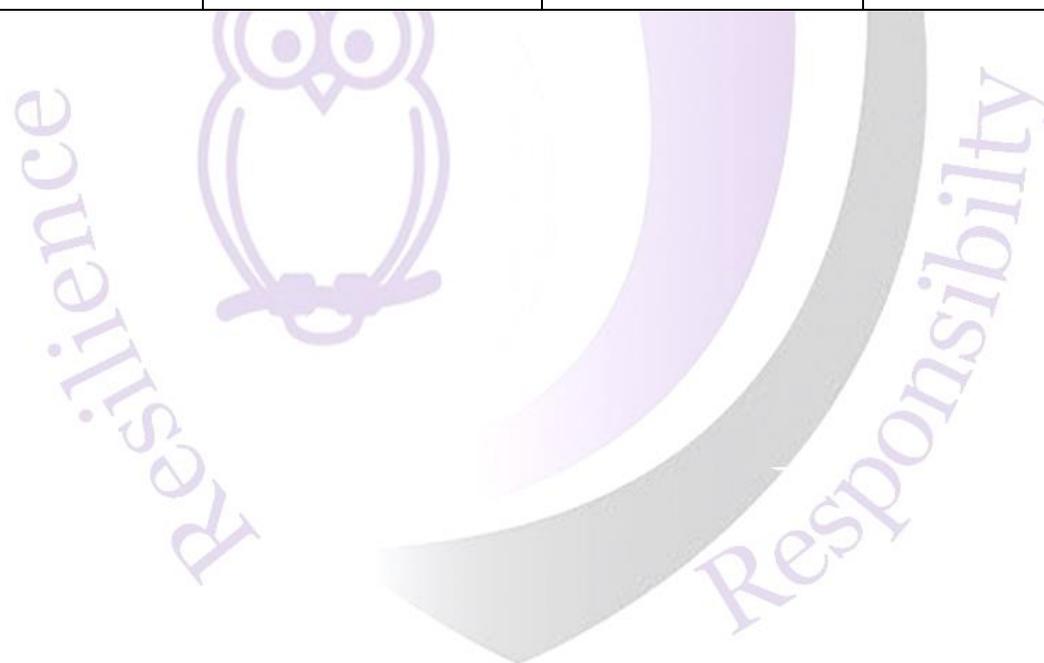
History Progression of Knowledge and Skills

|    | Year 1  | Year 2   | Year 3   | Year 4  | Year 5   | Year 6 |
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| NC | <p>Pupils should be taught about:</p> <p>NC1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <ul style="list-style-type: none"> <li>• <b>Why did Granny not have a PlayStation?</b></li> </ul> <p>NC2 events beyond living memory that are significant nationally or globally [for example, <b>the Great Fire of London</b>, the first aeroplane flight or events commemorated through festivals or anniversaries] <b>Gunpowder Plot</b></p> <ul style="list-style-type: none"> <li>• <b>What did Paddington and Samuel Pepsy see in London?</b></li> </ul> <p>NC3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, <b>Christopher Columbus</b> and <b>Neil Armstrong</b>, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and <b>LS Lowry</b>, Rosa Parks and Emily Davison, Mary Seacole and/or <b>Florence Nightingale and Edith Cavell</b>]</p> <ul style="list-style-type: none"> <li>• <b>What kind of Explorer would you be?</b></li> <li>• <b>What can you create with just a dot?</b></li> </ul> <p>NC4 significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> <li>• <b>Edith Cavell</b></li> </ul> | <p>Pupils should be taught about:</p> <p>NC1 changes in Britain from the Stone Age to the Iron Age</p> <p>NC6 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <b>Roman influence/legacy – Roman Road A1/Causeway link to modern roads</b></p> <p>NC5 a local history study <b>Flag Fen - Roman Causeway</b></p> <p>NC2 the Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> <li>• <b>How did humans survive in the Stone Age to Iron Age in Britain?</b></li> <li>• <b>What impact did the Iron Age have on Britain?</b></li> </ul> | <p>Pupils should be taught about:</p> <p>NC3 Britain's settlement by Vikings and Anglo-Saxons</p> <p>NC4 the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> <li>• <b>Who were the greatest: Vikings or Anglo-Saxons?</b></li> </ul> <p>NC5 a local history study <b>Medehamstede</b></p> <p>NC6 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <b>Cocoa Bean discovered</b></p> <ul style="list-style-type: none"> <li>• <b>Why do we need Totem Poles?</b></li> </ul> | <p>Pupils should be taught about:</p> <p>NC6 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> <li>• <b>Why are the Tudors called Tudors?</b></li> </ul> <p>NC5 a local history study <b>Burghley House</b></p> <p>NC9 a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b>Mayan civilization c. AD 900</b>; Benin (West Africa) c. AD 900-1300.</p> <ul style="list-style-type: none"> <li>• <b>Who were the Mayans?</b></li> </ul> | <p>Pupils should be taught about:</p> <p>NC5 a local history study <b>WW2 Evacuees on Peterborough Railways (Stibbington)</b></p> <p>NC6 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> <li>• <b>How did WWII change Britain?</b></li> </ul> <p>NC8 Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> <li>• <b>What legacy have the Ancient Greeks left behind?</b></li> </ul> |        |

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|                                 | <ul style="list-style-type: none"> <li>Changes to nearest Seaside town (Hunstanton) /Where do Pirates bury their treasure?</li> </ul>   | <ul style="list-style-type: none"> <li>How has modern Italy changed since the Ancient Roman era?</li> </ul>   | <p>NC7 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: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China</p> <ul style="list-style-type: none"> <li>How did the Egyptians water their crops?</li> </ul> |  |   |  |
|                                 | <b>Year 1</b>   | <b>Year 2</b>   | <b>Year 3</b>  | <b>Year 4</b>  | <b>Year 5</b>   | <b>Year 6</b>  |
| Historical Understanding Skills | <p>Can use pictures and role play to tell stories from the past.</p> <p>Is beginning to use the vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past.</p> <p>Can place events in chronological order.</p> | <p>Can describe the similarities and differences between life during a time in the past and life today.</p> <p>Can confidently use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past.</p> <p>Can place events and objects in chronological order.</p> | <p>Can give simple reasons as to why key events happened in history.</p> <p>Can identify and describe changes between specific periods of history.</p>   | <p>Can identify and describe changes between specific periods of history.</p> <p>Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC.</p> <p>Knows that the past can be divided into different periods of time.</p> | <p>Can make links between events and changes; giving reasons for them and explaining the result.</p> <p>Can identify and describe changes within and between different periods in history.</p> <p>Can place events, people and changes into correct periods of time and the periods of time in chronological order.</p> | <p>Can use and understands abstract terms such as empire, civilisation, parliament and peasantry.</p> <p>Can place events, people and changes into correct periods of time and the periods of time in chronological order.</p> |
| Historical Enquiry Skills       | <p>Can ask questions about events in the past.</p> <p>Knows some of the ways that we can</p>  | <p>Can ask questions about events and dates in the past.</p> <p>Can answer questions about the past using given sources.</p>  | <p>Can create historically valid questions about similarities and differences.</p> <p>Is aware that the same time in history may be</p>  | <p>Can choose appropriate sources to answer questions about specific people and events; going beyond simple observations.</p>  | <p>Can create historically valid questions about cause and significance.</p> <p>Can suggest reasons for conflicting historical accounts.</p>  | <p>Can suggest reasons for conflicting historical accounts.</p> <p>Can analyse sources of information for accuracy, usefulness and relevance</p>   |

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|                          | find out about the past.  | Can describe an artefact e.g. materials; size; signs of wear and tear.  | represented in different ways.<br>Can examine and compare artefacts.  | Is aware that the same time in history may be represented in different ways.<br>Can examine and compare artefacts.   | Can examine artefacts and explain what they show us about that time in history.  | and combines them to answer questions.<br>Can examine artefacts and explain what they show us about that time in history.   |
| Period in History Skills | Can discuss some significant historical events, people and places in his/her own locality.<br><br>Can discuss significant events and people in Britain within and beyond their living memory. | Can discuss some significant historical events, people and places in his/her own locality.<br><br>Can discuss significant events and people in Britain within and beyond their living memory.<br><br>Can discuss significant events and people from the wider world, within and beyond their living memory. | Can discuss the impact of significant historical events, people and places in their own locality.<br><br>Can discuss historical changes in Britain; what caused them and the impact on life in Britain.   | Can discuss historical changes in Britain; what caused them and the impact on life in Britain.<br><br>Can explain the achievements of ancient civilizations and their impact on the world in the past and today.                     | Can discuss the impact of significant historical events, people and places in their own locality making links with changes in national life.<br><br>Can discuss the impact and causes of historical changes in Britain.                        | Can discuss the impact and causes of historical changes in Britain.<br><br>Can examine periods in world history; identifying contrasts with and influences on British society at the time.  |
| Local Links              | Edith Cavell was educated in Peterborough<br><br><a href="https://en.wikipedia.org/wiki/Edith_Cavell?scrlybrkr=b6f64318">https://en.wikipedia.org/wiki/Edith_Cavell?scrlybrkr=b6f64318</a>    |   | Durobrivae was a significant walled Roman town located near current day Peterborough<br><br><a href="https://peterborougharchaeology.org/peterborough-archaeological-sites/durobrivae/">https://peterborougharchaeology.org/peterborough-archaeological-sites/durobrivae/</a><br><br>Flag Fen Causeway<br><br><a href="https://peterborougharchaeology.org/peterborough-archaeological-sites/flag-fen/">https://peterborougharchaeology.org/peterborough-archaeological-sites/flag-fen/</a> | <a href="https://en.wikipedia.org/wiki/Medeshamstede">https://en.wikipedia.org/wiki/Medeshamstede</a><br><br><a href="https://localhistories.org/a-history-of-peterborough">https://localhistories.org/a-history-of-peterborough</a> | Katherine of Aragon's tomb is in Peterborough Cathedral<br><br><a href="https://www.visitpeterborough.com/whats-on/katharine-of-aragon-festival-p1549921">https://www.visitpeterborough.com/whats-on/katharine-of-aragon-festival-p1549921</a> | Peterborough Railway<br><br><a href="https://peterboroughw1.co.uk/about-great-war-peterborough/the-history-of-the-east-railway-station/">https://peterboroughw1.co.uk/about-great-war-peterborough/the-history-of-the-east-railway-station/</a><br><br>Railway being used for WWII evacuees |

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|  |  |  |  |  | <p>Burghley House is in the City of Peterborough area.</p> <p><a href="https://www.burghley.co.uk/plan-your-visit/education/key-stage-2">https://www.burghley.co.uk/plan-your-visit/education/key-stage-2</a></p> | <p><a href="http://www.cees.org.uk/stibbington_school_to_day.htm">http://www.cees.org.uk/stibbington_school_to_day.htm</a></p> |
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