



# Gotham Primary History Progression Planning

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Sequence events in their day</p> <p>Use knowledge to place objects in chronological order eg: comparing at least two similar toys</p>	<p>Sequence events in their lives</p> <p>Use knowledge to place objects in chronological order eg: comparing firefighting equipment</p>	<p>Sequence artefacts and photographs in time.</p> <p>Know that one working timeline shows when events happened or when people were alive</p> <p>Use knowledge to place objects and photographs in chronological order eg: comparing houses</p>	<p>Sequence events, photographs and artefacts.</p> <p>Place the time studied on a timeline.</p> <p>Use specific dates.</p> <p>Use knowledge to place objects in chronological order eg: comparing tools/water purification</p>	<p>Place significant events on a timeline</p> <p>Use terms related to the period and begin to date the events.</p> <p>Understand more complex terms e.g. BCE/CE.</p> <p>Use our existing knowledge to place objects in chronological order eg: Comparing warfare</p>	<p>Place the current study on the timeline in relation to other studies.</p> <p>Know and sequence key events of the time.</p> <p>Use knowledge to place objects in chronological order eg: comparing homes</p>	<p>Place the current study on the timeline in relation to other studies.</p> <p>Know relevant dates and terms.</p> <p>Use knowledge to place objects in chronological order eg: Comparing transport</p>
Range & Depth of Historical Knowledge	<p>Know that important people in their lives were once younger</p> <p>Recognise stories from long ago</p>	<p>Know that people and objects existed, and events occurred before living memory.</p>	<p>Know that some people in the past were significant because they made influenced changes</p>	<p>Know that there are reasons for and results of people's actions in the past</p>	<p>Know that events and developments are seen as significant because they resulted in change and had consequences of the people in that era.</p>	<p>Know that great events had an impact on people's lives and how they have shaped society</p>	<p>Know that past events have had an impact on people's lives and how both evidence and myth have shaped society</p>
Interpretations of History	<p>Use stories to distinguish fact or fiction</p> <p>Know that there are ways to find out about the past</p>	<p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</p> <p>Use of text books and historical knowledge.</p>	<p>Compare pictures or photographs of people or events in the past.</p> <p>Identify different ways to represent the past.</p> <p>Use of text books and historical knowledge.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Look at representations of the period – museum, Images etc.</p> <p>Use of text books and historical knowledge.</p>	<p>Look at the evidence available. To build up a picture of the past</p> <p>Use secondary sources</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use of text books and historical knowledge.</p>	<p>Compare accounts of events from different sources.</p> <p>Offer some reasons for different versions of events.</p> <p>Use of text books and historical knowledge.</p> <p>Begin to be aware that different evidence will lead to different conclusions eg: Bede</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p>

Historical Enquiry	Talk about lives of people around them and their roles in society.	Find answers to simple questions about the past from sources of information	Use a source – why, what, who, how, where to ask questions and find answers.	Use a range of sources to find out about a period.	Use evidence to build up a picture of a past event.	Use primary and secondary sources to draw conclusions about the past.	Recognise that primary and secondary sources can influence our understanding of history.
	Understand the past through settings, characters and events encountered in books and storytelling.		Discuss the effectiveness of sources.	Observe small details – artefacts, pictures.  Begin to identify primary and secondary sources.	Choose relevant material to present a picture of one aspect of life in time past.  Generate a variety of questions use the library/internet for research.	Use evidence to build up a picture of life in time studied.	Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.

## Gotham and Local History Links

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Nottingham Castle</p> <p>Liaising with local community members regarding toys from the past</p> <p>Christmas celebrations in the local community and visiting Church</p>	<p>Gotham Tales</p> <p>Members of the local Gotham Historical Society</p> <p>Visiting Gotham</p>	<p>Comparing Gotham Houses</p> <p>Use maps of old Gotham and how it has expanded</p> <p>Life of Viv Anderson, born in Nottingham and played for Nottingham Forest</p>	<p>Studying a place of Local Interest, Wollaton Hall links to Tudors</p>	<p>Victorian Life in Homes of Gotham</p> <p>Victorian school life</p> <p>Victorian Water pump (improvements in sanitation)</p>	<p>Origins of the place names of Gotham</p> <p>Repton Warrior (Viking Invasion)</p>	<p>Arrival of the Railway in Gotham</p> <p>Gotham Curve and Sidings</p> <p>Evacuees arriving in Gotham</p>

## Equality and Diversity

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Celebrations for example Hanukah and Diwali</p> <p>Toys from around the world and that represent diverse society</p>	<p>Examples of Castles (Fortified buildings) around the world eg: San Filipe Castle Columbia Citadel Aleppo Syria Himeji Castle Japan</p> <p>King John Jobs of men and women</p>	<p>Different denominations of Christianity</p> <p>Who had the right to vote, landowners</p> <p>Walter Tull representations in sport and in Wartime</p> <p>Viv Anderson was the first black player to start for England</p>	<p>Cheddar Man 7100 BCE</p> <p>Egyptians and Slavery</p> <p>Role of Religion during the Tudor Times</p> <p>Monarchy, heir to the throne</p>	<p>Severus Septimus Roman Emperor 193-211 BCE</p> <p>Who had the right to vote</p> <p>What opportunities were there for women?</p> <p>The British Empire and Colonialism</p>	<p>Ivar the Boneless</p> <p>Shield Maidens</p> <p>Slavery and Hierarchy of Society</p>	<p>Slavery and Democracy in Ancient Greece</p> <p>Women to Work during WW2 and Landgirls</p>