

### What will a Morpeth Partnership Historian look like?

	At the end of Year 2 they will have the following knowledge:	At the end of Year 6 they will have the following knowledge:
Being a historian	Pupils should develop an awareness of the past using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause and similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources,
Knowledge	<p>At Key Stage 1, pupils in the Morpeth Partnership are taught about:</p> <ul style="list-style-type: none"> <li>• Changes within living memory</li> <li>• Events beyond living memory that are significant nationally or globally</li> <li>• 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.</li> <li>• Significant historical events, people and places in their own locality</li> </ul>	
	<p>At Key Stage 2, pupils in the Morpeth Partnership are taught about:</p> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo Saxons and Scots</li> <li>• The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• A local history study</li> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• The achievements of the earliest civilisations e.g Ancient Egypt</li> <li>• A study of Ancient Greece - a study of Greek life and their achievements and influence on the Western World</li> <li>• A non- European society that provides contrasts with British history</li> </ul> <p>Please see the table below to see how this content is covered in our partnership</p>	

## Coverage at Key Stage 2 in History

	Rothbury		Chantry		Newminster	
	Y3/4	Y5/6	Y3/4	Y5/6	Y3/4	Y5/6
Changes in Britain from the Stone Age to the Iron Age						Celts
Roman Empire and its impact on Britain						
Britain's settlement by Anglo-Saxons & Scots						
Vikings and Anglo Saxons struggle for the Kingdom of England to the time of Edward the Confessor				Vikings and Anglo Saxons	Anglo Saxons	Vikings
Local History						Cragside
Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		World War 2		Victorians		Victorians Titanic Tower of London
Earliest civilizations - Ancient Egypt						Islamic Civilisation
Ancient Greece						
Non European society - Mayans				Aztecs		Mayans

## Progression of key skills from Y1 - Y13

	Historical understanding	Concepts	Sources	Interpretations
Early Years	<ul style="list-style-type: none"> <li>To begin to differentiate between the past and present events in their own lives and in the lives of family members</li> <li>They understand similarities and differences between themselves and others, those of other members of the family or friends and among families, communities and traditions</li> <li>Questions to investigate 'What do you think?', 'Tell me more about?', 'What will happen if...?', 'What else could we try?', 'What could it be used for?' and 'How might it work?'</li> <li>Language relating to time in conversations, for example, 'yesterday', 'old', 'past', 'now' and 'then'</li> </ul>			
End of Year 1	<p>To begin to describe similarities and differences in artefacts</p> <p>To use a range of sources to find out characteristic features of the past and why people did things in the past</p>	To sequence events or objects in chronological order	<p>To understand what a source is and what it is showing</p> <p>To use a range of sources as possible</p> <p>To ask and answer questions related to different sources and objects</p>	To begin to identify different ways to represent the past e.g photographs, stories, adults talking about the past
End of Year 2	<p>To find out about people and events in other times.</p> <p>To be able to confidently describe similarities and differences from a collection of artefacts</p> <p>To develop a sense of empathy</p>	<p>To sequence artefacts closer together in time</p> <p>To sequence events</p> <p>To sequence photographs from different periods in their life</p> <p>To discuss memories of key events in lives</p>	<p>To learn from a historical source through questions such as why, what, who, how and where</p> <p>To discuss the effectiveness of sources</p>	<p>To compare pictures and / or photographs of people and events in the past</p> <p>To be able to identify different ways to represent the past</p>
End of Year 3	<p>To find about everyday lives of people in the timeframes studied</p> <p>To compare with our life today</p> <p>To identify reasons for and results of people's actions</p> <p>To understand why people may have had to do something</p>	<p>To place the time studied on a timeline</p> <p>To sequence events or artefacts</p> <p>To use dates related to the passing of time</p>	<p>To use a range of sources to find out about a period in history</p> <p>To make inferences from sources</p>	<p>To identify and give reasons for different ways in which the past is represented</p> <p>To distinguish between different sources and evaluate their usefulness</p> <p>To look at representations of the period e.g museum, cartoons</p>

End of Year 4	<p>To use evidence to reconstruct life in time studied</p> <p>To identify key features and events</p> <p>To look for links and effects in times studied</p> <p>To offer a reasonable explanation for events</p>	<p>To place events from the period studied on a timeline</p> <p>To use terms related to the period and begin to date events</p> <p>To understand more complex terms e.g BC &amp; AD</p>	<p>To use sources to build up a picture of a period in time</p> <p>To use sources to explain ideas and present a picture of one aspect of life in time past</p>	<p>To look at the evidence available</p> <p>To begin to evaluate the usefulness of different sources</p> <p>To compare similarities and differences between interpretations including those of historians</p>
End of Year 5	<p>To study different aspects of life of different people including differences between men and women</p> <p>To examine causes and results of great events and the impact on people</p> <p>To compare life in early and late times studied,</p> <p>To compare an aspect of life with the same aspect in another period.</p>	<p>To place current study on a timeline in relation to other studies</p> <p>To sequence key events of the times studied</p> <p>To use relevant terms and period labels e.g monarchy and empire</p> <p>To relate current studies to previous studies</p> <p>To make comparisons between different times in history</p>	<p>To use primary and secondary sources confidently</p> <p>To think about how useful sources are and why they were made</p> <p>To use evidence to build up a picture of life in time studied</p>	<p>To compare accounts of events from different sources and know the difference between fact and fiction</p> <p>To offer some reasons for different versions of events</p>
End of Year 6	<p>To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>To compare and contrast beliefs and behaviour with another period studied</p> <p>To write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>To know key dates, characters and events of time studied</p>	<p>To place current study on a timeline in relation to other studies</p> <p>To use relevant dates, terms and events and sequence on a timeline</p>	<p>To evaluate and interpret the usefulness and reliability of both primary and secondary sources and why they were made</p> <p>To use a range of primary and secondary sources to find out about an aspect of time past</p> <p>To be able to suggest omissions and the means of finding out</p> <p>To bring knowledge gathering from several sources together in a fluent account</p>	<p>To link sources and work out how conclusions were arrived at</p> <p>To consider ways of checking the accuracy of interpretations - fact or fiction and opinion</p> <p>To be aware that different evidence will lead to different conclusions</p>
End of Year 9	<p>To explain how, when and why change happens - and to see the extent and pace of change, and how change isn't always progressing.</p> <p>To compare events and periods</p>	<p>To explain the role of factors over time.</p> <p>To explain that some events are viewed as more significant than others and that this view of</p>	<p>To write about the usefulness of a variety of sources types.</p>	<p>To consider whether an interpretation is convincing or unconvincing and using both provenance and own knowledge to support this.</p>

		significance can change.		
End of Year 11	To demonstrate knowledge and understanding of the key features and characteristics of the period studied.  To use describe and explain questions in essays which ask pupils to make their own judgement	To explain and analyse historical events and periods studied using second-order historical concepts.  To use describe and explain questions in essays which ask pupils to make their own judgement	To analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements  To consider how useful the source is and to compare the usefulness of the sources	To analyse, evaluate and make substantiated judgements about interpretations. To consider how convincing is the interpretation and which interpretation is more convincing
End of Year 13	To demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements	To explore concepts of cause, consequence, change, continuity, similarity, difference and significance.	To analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context	To analyse and evaluate, in relation to the historical context, and to consider the different ways in which aspects of the past have been interpreted.

## Historical concepts

History in Early Years	At the end of Key Stage 1, the pupils will have developed an understanding of the following historical concepts;	At the end of Key Stage 2, the pupils will have developed an understanding of the following historical concepts;	At the end of Key Stage 3, the pupils will have developed an understanding of the following historical concepts;
past, present, individual, family, then, now, same, different, order, timeline, sequence, culture, significant events, people, communities, culture, relations	enemy, ruler, rules/law, war, peace, religion, monarchy, government, parliament, timeline, <b>chronology</b> , past, <b>artefact</b> , <b>period</b>	<b>artefact</b> , conflict, conquest, coronation, empire, tribe, settlement, military, century, decade, colony, monarchy, society, parliament, suffrage, revolution, political, migration, immigration, court, emperor, economic, social class, democracy, era, invaders, settlers, settlement, chronology, artefacts, civilisation, primary, secondary, <b>source</b> , <b>reliability</b> , <b>period</b>	alliance, chivalry, cleric, propaganda, reform, nobility, nationality, democracy, fascism, heresy, heretic, hierarchy, industrialisation, imperialism, nationalism, treaty, dictatorship, communism, capitalist, ideology, chronology, <b>source</b> , <b>reliability</b> , <b>usefulness</b> , <b>convincing</b> , <b>period</b>

