

St Ann's Heath Junior School – History skills progression

Curriculum Intent	<ul style="list-style-type: none"> • Instil a curiosity and understanding of events, places and people in a variety of times and environments. • Develop an interest in the past and an appreciation of human achievements and aspirations. • Develop an appreciation of how events in history impact the modern world in both a positive and sometimes controversial way. • Encourage children to have a secure chronological understanding of the periods in history covered. • Understand how the past was different from the present and that people of other times and places may have had different values and attitudes from ours. • Understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials. • Provide learning opportunities that allow the children to question, interpret and analyse a range of historical evidence to inform their judgements about the past. • Give children the ability to ask and answer historically valid questions drawing upon their extensive base of historical knowledge, skills and vocabulary.
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	Year 3	Year 4	Year 5	Year 6
Historical time periods studied	<p>The achievements of early civilisations – an in-depth study of Ancient Egypt: Ancient Egyptian daily life, pyramids, Tutankhamun, hieroglyphics, cartouches, tombs, mummification of the dead, Gods, pharaohs, artefacts.</p> <p>A study of Greek life and achievements and their influence on the western world: Ancient Greek daily life, Alexander the Great's Empire, legacies of ancient Greece,</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>The Legacy of Roman culture (art, architecture and literature)</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: War of the Roses, Tudor explorers, Tudor monarchs, daily life of the Tudors, crime and punishment</p> <p>Pupils should be taught about a non-European society that provides contrasts with British history – Mayan Civilisation: origins, Gods, calendar system, number system.</p>	<p>The study of a significant turning point in British history - The World Wars.</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>The Victorians - a local history study ; a study of an aspect or theme in British history that</p>

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	Sparta V Athens, gods and goddesses, Greek mythology and the Trojan War.		The Titanic - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	extends pupils' chronological knowledge beyond 1066.
Chronological understanding	<p>Place the time studied on a time line.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Sequence several events or artefacts.</p>	<p>Place events from period studied on a time line.</p> <p>Begin to use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BC/AD.</p>	<p>Know and sequence key historical events of the period studied on a timeline.</p> <p>Use relevant dates, terms and period labels.</p> <p>Relate current studies to previous learning.</p>	<p>Place current historical period of study on time line in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Be able to order up to 10 events.</p> <p>Identify and compare changes within and across different periods.</p>
Historical knowledge	<p>Find out about everyday lives of people in the time studied.</p> <p>Make comparisons between time period studied and our life today.</p> <p>Identify reasons for and the consequences of people's actions.</p> <p>Understand why people may have wanted to do things.</p>	<p>Use evidence to reconstruct life in the time studied.</p> <p>Identify key features and events of the time studied.</p> <p>Look for links and effects in the time studied.</p> <p>Offer a reasonable explanation for some events.</p>	<p>Study different aspects of different people (men, women, rich, poor).</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare the life in the early and the late times studied.</p> <p>Describe the main changes in the period of history.</p>	<p>Find out about the beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another time period studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to</p>

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				support and illustrate their explanation.
Interpretations of history	<p>Identify differences in accounts and the different ways in which the past is represented.</p> <p>Distinguish between different sources and begin to evaluate their usefulness e.g. museum, artefacts, books etc.</p>	<p>Evaluate the usefulness of different sources.</p> <p>Identify differences in accounts and give reasons why they may be different.</p>	<p>Know that people (now and in the past) can represent events or ideas that persuade us.</p> <p>Compare accounts from different sources about the same event.</p> <p>Suggest justified reasons as to why there may be different accounts of history.</p>	<p>Evaluate and link sources to work out how conclusions have been made.</p> <p>Suggest accurate and plausible reasons as to how / why aspects of the past have been represented and interpreted in different ways.</p> <p>Provide explanations as to why there may be different accounts of history.</p>
Historical enquiry	<p>Use a range of sources to make observations.</p> <p>Select and record information relevant to an enquiry.</p> <p>Ask and answer questions.</p>	<p>Use sources of information to answer questions about the past.</p> <p>Use a variety of resources to find out about aspects of life in the past.</p> <p>Choose relevant materials to represent a picture of the past.</p> <p>Ask a variety of questions.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build a picture of life in the time studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p> <p>Ask, answer and evaluate a variety of questions.</p>	<p>Recognise primary and secondary sources.</p> <p>Bring knowledge gathered from a range of sources together into a fluent account.</p> <p>Evaluate the usefulness and accuracy of different sources and evidence.</p> <p>Form own opinion about historical events from a range of sources.</p>

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Vocabulary, organisation and communication	<p>Communicate knowledge through discussions.</p> <p>Communicate knowledge through drawing pictures. Communicate knowledge through drama / role play.</p> <p>Communicate knowledge through annotation and writing.</p> <p>Develop understanding of appropriate historical vocabulary such as parliament, empire and civilisation.</p> <p>Begin to describe some of the similarities and differences between periods.</p>	<p>Recall, select and organise historical information.</p> <p>Communicate knowledge and understanding by thoughtfully selecting relevant historical information.</p> <p>Communicate knowledge through drama/ role play and different genres of writing.</p> <p>Use and understand appropriate vocabulary e.g. empire, civilisation and peasantry.</p>	<p>Select information to produce structured work, making appropriate use of dates.</p> <p>Show understanding of some of the similarities and differences between different periods.</p> <p>Give reasons as to why some events, people or developments are seen as more significant than others.</p> <p>Begin to offer explanations about why people in the past acted the way that they did.</p> <p>Communicate and organise ideas using detailed discussions and different writing genres.</p> <p>Begin to use abstract vocabulary such as social, economic and cultural.</p>	<p>Select and organise information to produce structured work, making appropriate use of dates.</p> <p>Show informed understanding of the similarities and differences between different periods and suggest reasons for them.</p> <p>Give informed reasons why some events, people or developments are seen as more significant than others.</p> <p>Offer explanations about why people in the past acted the way that they did.</p> <p>Communicate and organise ideas using detailed discussion, writing genres and debates.</p> <p>Know and show good understanding of vocabulary and abstract terms.</p> <p>Provide and justify an account of a historical event based upon more than one source.</p>



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