

History Curriculum - Concept, Knowledge, Skills and Understanding Progression

Year 3	Year 4	Year 5	Year 6
<p style="text-align: center;">Term 1 & 2</p> <p style="text-align: center;">Ancient History British Study</p> <p style="text-align: center;">Stone Age to Iron Age</p> <p style="text-align: center;"><u>Main Concepts</u> Everyday Life Conflict/Invasion Significant People Beliefs Democracy</p> <p style="text-align: center;"><u>Continuous Concepts</u> Chronology Evidence Similarity and difference</p>	<p style="text-align: center;">Term 1</p> <p style="text-align: center;">Ancient History World Study</p> <p style="text-align: center;">Shang Dynasty</p> <p style="text-align: center;"><u>Main Concepts</u> Everyday Life Conflict/Invasion Significant People Beliefs Democracy</p> <p style="text-align: center;"><u>Continuous Concepts</u> Chronology Duration Similarity and difference</p>	<p style="text-align: center;">Term 1</p> <p style="text-align: center;">Medieval History Local/British Study</p> <p style="text-align: center;">Vikings and Anglo-Saxons</p> <p style="text-align: center;"><u>Main Concepts</u> Everyday Life Conflict/Invasion Significant People Beliefs Democracy</p> <p style="text-align: center;"><u>Continuous Concepts</u> Chronology Evidence Similarity and difference</p>	<p style="text-align: center;">Term 1</p> <p style="text-align: center;">Medieval History Non-European Study</p> <p style="text-align: center;">Mayans/South America</p> <p style="text-align: center;"><u>Main Concepts</u> Everyday Life Conflict/Invasion Significant People Beliefs Democracy</p> <p style="text-align: center;"><u>Continuous Concepts</u> Chronology Evidence Similarity and difference</p>
<p style="text-align: center;">Term 3</p>	<p style="text-align: center;">Term 2</p> <p style="text-align: center;">Ancient History British Study</p> <p style="text-align: center;">Ancient Roman Empire</p> <p style="text-align: center;"><u>Main Concepts</u> Everyday Life Conflict/Invasion Significant People Beliefs Democracy</p> <p style="text-align: center;"><u>Continuous Concepts</u> Chronology Evidence Duration Similarity and difference</p>	<p style="text-align: center;">Term 2</p> <p style="text-align: center;">Ancient History World Study</p> <p style="text-align: center;">Ancient Greeks</p> <p style="text-align: center;"><u>Main Concepts</u> Everyday Life Conflict/Invasion Significant People Beliefs Democracy</p> <p style="text-align: center;"><u>Continuous Concepts</u> Chronology Evidence Similarity and difference</p>	<p style="text-align: center;">Term 1</p>

<p>Ancient History World Study</p> <p>Ancient Egyptians</p> <p><u>Main Concepts</u> Everyday Life Conflict/Invasion Significant People Beliefs Democracy</p> <p><u>Continuous Concepts</u> Chronology Evidence Similarity and difference</p>	<p>Ancient History British Study</p> <p>Anglo-Saxons</p> <p><u>Main Concepts</u> Everyday Life Conflict/Invasion Significant People Beliefs Democracy</p> <p><u>Continuous Concepts</u> Chronology Evidence Continuity and Change Similarity and difference</p>	<p>Ancient History World Study</p> <p>The History of America</p> <p><u>Main Concepts</u> Everyday Life Conflict/Invasion Significant People Beliefs Democracy</p> <p><u>Continuous Concepts</u> Chronology Evidence Similarity and difference</p>	<p>Modern History British History</p> <p>Industrial revolution to Victorians</p> <p><u>Main Concepts</u> Everyday Life Conflict/Invasion Significant People Beliefs Democracy</p> <p><u>Continuous Concepts</u> Chronology Evidence Continuity and Change Similarity and difference</p>
--	---	---	---

History Continuous Concept Progression

Progression in history involves developing **historical perspective** through...

- Wider, more detailed and chronologically secure knowledge
- Sharper methods of enquiry and communication
- Note connections, contrasts and trends over time
- Closer integration of our key concepts
- Greater independence in applying all these qualities

	Continuity and Change: Children will know;	Continuity and Change: Children will understand;	Continuity and Change: Children will be able to;
Year 3/4	- the main changes that have occurred in the period of history studied.	-that land use and buildings change over time for different reasons. - that it is important to ask questions about the past to learn.	-regularly address and sometimes devise historically valid questions about change.
Year 5/6	-the main changes that have occurred in any period of history studied.	-that the concepts of continuity and change happen over time; sometimes periods of change are rapid and other changes happen over a period of time.	-describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). -identify periods of rapid change in history and contrast them with times of relatively little change. -identify continuity and change in the history of the locality of the school. -address and sometimes devise historically valid questions about change. -represent continuity and change, on a time line.
	Evidence: Children will know;	Evidence: Children will understand;	Evidence: Children will be able to;
Year 3/4	-how sources of evidence need to be considered carefully to support understanding of the past	-that different sources of evidence can be used to create a better understand of the past. -that some sources of evidence may be more reliable than others.	-use evidence to ask questions and find answers to questions about the past. -suggest suitable sources of evidence for historical enquiries. -use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. -describe different accounts of an historical event are required and explain why some of the accounts may differ
Year 5/6	-how to seek out and analyse a wide range of evidence in order to justify claims about the past.	-that no single source of evidence gives the full answer to questions about the past	-use sources of evidence to deduce information about the past. -use sources of evidence to form testable hypotheses about the past.

			<ul style="list-style-type: none"> -show an awareness of the concept of 'propaganda' and how historians must understand the social context of evidence studied. -refine lines of enquiry as appropriate to form ideas about the past.
	Chronology: Children will know;	Chronology: Children will understand;	Chronology: Children will be able to;
Year 3/4	<ul style="list-style-type: none"> - where all people/events studied fit into a chronological framework of their studies to date. 	<ul style="list-style-type: none"> - that chronology is the times at which past events happened in the order in which they happened. - that the concept of change over time, representing this, along with evidence, on a time line. 	<ul style="list-style-type: none"> - place events, artefacts and historical figures on a time line using dates. - use dates and terms to describe events.
Year 5/6	<ul style="list-style-type: none"> - a broad overview of life in Britain from medieval until the Tudor and Stuarts times. 	<ul style="list-style-type: none"> - that the concepts of continuity and change over time, representing this, along with evidence, on a time line. - that the order in which things happened can help them to make connections between events in the past and future events. 	<ul style="list-style-type: none"> - use dates and terms accurately in describing events. - give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. - describe / make links between main events, situations and changes within and across different periods/societies - use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
	Similarity and difference: Children will know;	Similarity and difference: Children will understand;	Similarity and difference: Children will be able to;
Year 3/4	<ul style="list-style-type: none"> - how to address and sometimes devise historically valid questions about similarity and difference 	<ul style="list-style-type: none"> - that there are similarities and differences between periods of time and across different societies. 	<ul style="list-style-type: none"> - compare some of the times studied with those of other areas of interest around the world.
Year 5/6	<ul style="list-style-type: none"> - a broad overview of similarities and differences between life in Britain from medieval until the Tudor and Stuarts times 	<ul style="list-style-type: none"> - that there are connections, contrasts and trends that occur over time 	<ul style="list-style-type: none"> - give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. - regularly address and sometimes devise historically valid questions about similarity and difference - describe social, cultural, religious and ethnic diversity in Britain & the wider world