

History Curriculum Progression of Skills and Knowledge



At Westfields Junior School, we aim to provide children not only with historical knowledge but the skills to become historians. We aim to provide an exciting, enriching curriculum where the children are provided with hands-on, experiential learning filled with activities that provide the children with the opportunity to develop their skills and enhance their historical knowledge.

Lessons are planned using the 6-step approach to history enquiry in order to support the children when developing their understanding of historical concepts. This is deepened through the use of creative days and artefact boxes. We also challenge the children to use their knowledge and to think critically about how past historical events have shaped our world and how we view them today.

The National Curriculum for History

Years 3 - 6

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, 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. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

SKILLS	Progression of Skills			
	Year 3	Year 4	Year 5	Year 6
Chronology Develop an understanding of the chronology of the people, events, periods or civilizations studied.	<ul style="list-style-type: none"> • Select the correct terminology and phrases such as 'over three hundred years ago', AD/BC or BCE/CE. 	<ul style="list-style-type: none"> • Identify how historical periods overlap each other and vary in length e.g. Ancient Egyptians/Ancient Greeks/Ancient Romans and Stone Age/Iron Age and Romans. 	<ul style="list-style-type: none"> • Identify that past civilisations overlap with others in different parts of the world, and that their respective durations vary in length e.g. Ancient Egyptians/Ancient 	<ul style="list-style-type: none"> • Accurately place civilisations/periods studied in chronological order and take account of some overlap in duration and intervals between them e.g. WW2 and the periods

		<ul style="list-style-type: none"> Select and use more precise chronological vocabulary e.g. ancient, modern, AD/BC and BCE/CE, era, before, during, after, century, decade, millennium, empire. 	Greeks/Ancient Romans/The Maya.	for each monarch and how these interrelate.
<p>Characteristic Features Identify characteristic features of events, people, periods or civilizations studied.</p>	<ul style="list-style-type: none"> Describe main features associated with the period/civilization they are studying, mostly using period specific language e.g. ancient, modern, AD/BC and BCE/CE, century, decade. 	<ul style="list-style-type: none"> Give simple explanations that not everyone in the past lived in the same way e.g. Ancient Egyptians/Ancient Greeks and Celts/Romans. Consistently use period specific language in explanations e.g. ancient, modern, AD/BC and BCE/CE, era, before, during, after, century, decade, millennium. 	<ul style="list-style-type: none"> Determine that some past civilisations in different parts of the world have some important similarities e.g. the importance of religion in each ancient civilisation. Identify and make links between significant characteristics of a period/civilization studied and others studied previously e.g. Ancient Egyptians/Ancient Greeks/Ancient Romans/The Maya. 	<ul style="list-style-type: none"> Contrast and make some significant links between civilizations/periods that are studied e.g. change and continuity of women's lives before and during the war and the significant links between the monarchs studied. Give reasoned explanations (with reference to significant examples) of connections between ways of life in the different civilizations and periods studied e.g. life in WW2 and what evacuation was like.
<p>Continuity and Change Develop an understanding that while many aspects of life changed for people over time, change was not necessarily universal nor occurred at a consistent rate.</p>	<ul style="list-style-type: none"> Describe some changes in history over a period of time and identify some things which stayed the same e.g. the changes from shelters to houses and from being hunter gatherers to farmers as well as the change from Stone Age to Iron Age vs basic needs of humans, farming for food, use of tools. 	<ul style="list-style-type: none"> Describe and give some examples of a range of changes at particular points in history while some things remained the same e.g. Roman houses built of brick with Celts following on with wooden houses. Explain why changes in different places might be connected in some way e.g. impact of Roman invasion and the changes they brought e.g. Hadrian's Wall and the growth of towns and roads. 	<ul style="list-style-type: none"> Give simple explanations with simple examples of why change happened during particular events/periods e.g. impact of Viking invasion and Danegald. Identify that there are usually a combination of reasons for any change e.g. the decline of the Maya. Explore how changes do not impact everyone in the same way or at the same time e.g. the invasion of the Vikings did not impact everyone in Britain at the same time due to locality, geography and transport links. 	<ul style="list-style-type: none"> Identify how changes in different places and periods can be connected e.g. link of the monarchy and power thread. Have an overview of the kinds of situations and causes that impact on history and are continuous through time and the kind of situations and causes impacting change significantly e.g. Invasion and power through WW2 and the role of the monarchy.
<p>Cause and Consequence Develop an understanding that changes in the past usually resulted from several factors and that the consequences of</p>	<ul style="list-style-type: none"> Describe the causes and/or consequences of an important historical event offering more than one example of its results e.g. the changes from shelters to houses and from being hunter gatherers to farmers as well as 	<ul style="list-style-type: none"> Describe with simple examples different types of causes, seeing that events happen for different reasons not just human action e.g. geographical location of city states in Ancient Greece e.g. Athens by the sea having a 	<ul style="list-style-type: none"> Explain consequences in terms of immediate and longer-term effects and/or that people were affected differently e.g. decline of the Maya and the invasion of the Vikings. 	<ul style="list-style-type: none"> Explain the causes and consequences of quite complex events, even though they might still link in a simple way e.g. WW2.

<p>those changes affected people differently, or not at all, depending on a range of other factors.</p>	<p>the change from Stone Age to Iron Age.</p>	<p>strong naval force and invasion of Britain for resources as well as for ease of invasion due to our location.</p>	<ul style="list-style-type: none"> • Link causes or explain that one cause might be linked to another, making an event much more likely to happen e.g. the Vikings taking control, taking resources, seafaring strengths. 	
<p>Historical Significance Develop an understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time.</p>	<ul style="list-style-type: none"> • Recognise that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time) e.g. the changes from shelters to houses, from being hunter gatherers to farmers, the change from Stone Age to Iron Age as well as developments during Ancient Egyptian times e.g. farming. 	<ul style="list-style-type: none"> • Identify that significance reveals something about history or contemporary life e.g. the Roman legacy. 	<ul style="list-style-type: none"> • Use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative e.g. the significance of Anglo-Saxon kings and the decisions they made. 	<ul style="list-style-type: none"> • Make judgements about historical significance against criteria e.g. viewpoints of Winston Churchill as well as power and the monarchy. • Recognise that historical significance varies over time, (and depends on the source which shows that significance) e.g. viewpoints and sources about Winston Churchill and why there was change in opinion.
<p>Historical Interpretation Build an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, period or civilization and the aims or view of those that developed the construct.</p>	<ul style="list-style-type: none"> • Recognise differences between versions of the same event and give a simple explanation of why we might have more than one version e.g. exploring the reason why Stone Henge was built. 	<ul style="list-style-type: none"> • Describe how different interpretations arise e.g. Boudicca's revolt. • Recognise that historical understanding is continuously being revised; if we find new evidence, we have to rewrite the past e.g. the Greek archaeological discoveries found during the last decade. 	<ul style="list-style-type: none"> • Describe how different accounts of the past emerge for various reasons – different people might give a different emphasis e.g. the invasion led by Hernan Cortes of the Aztec Empire. • Identify how some interpretations are more reliable than others e.g. how most sources of information about the Vikings are from their enemies. 	<ul style="list-style-type: none"> • Describe how all history is to some extent a construct (interpretation) and identify a range of reasons for this e.g. use of sources, bias and propaganda. • Identify how interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance) e.g. viewpoints and sources about Winston Churchill and why there was change in opinion as well as different interpretations of the monarchs studied, identifying opinions which are backed with reasons.
<p>Historical Enquiry The development and increasingly sophisticated use of historical skills and the ability to communicate the</p>	<ul style="list-style-type: none"> • Describe in simple terms how sources reveal important information about the past e.g. use of artefacts, cave paintings and hieroglyphics. 	<ul style="list-style-type: none"> • Describe and question the origins and purposes of sources using knowledge of periods and civilizations e.g. artefact box discovery and enquiry. 	<ul style="list-style-type: none"> • Explain with examples why a source might be unreliable e.g. Hernan Cortes letters. • Construct simple reasoned arguments about aspects of 	<ul style="list-style-type: none"> • Construct reasoned arguments about events, periods or civilisations studied e.g. Magna Carta and change to the power of the monarchy.

findings of historical studies.	<ul style="list-style-type: none"> Recognise that the absence of certain types of sources can make it more difficult to draw conclusions e.g. eras studied are before recorded history so therefore historians have to piece limited evidence together. 	<ul style="list-style-type: none"> Ask perceptive questions e.g. during the artefact box and source lessons. Know how to find, select and utilise suitable information and sources to formulate and investigate hypothesis e.g. Boudicca's Revolt and Greek archaeological discoveries found during the last decade. 	events, periods and civilizations studied e.g. The fall of the Maya.	<ul style="list-style-type: none"> Question source reliability with reference to the period or civilization and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this e.g. viewpoints and sources about Winston Churchill and why there was change in opinion as well as different interpretations of the monarchs studied, identifying opinions which are backed with reasons.
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KNOWLEDGE	Progression of Knowledge			
	Year 3	Year 4	Year 5	Year 6
Historical Knowledge	<p>Stone and Iron Age</p> <ul style="list-style-type: none"> Know what houses were like in the Stone Age. Know how Stone Age people gathered food. Know about the purpose of Stone Henge. Know about the change from being hunter gatherers to farmers. Use their knowledge to explain the archaeological importance of Skara Brae. Know about the developments from Stone Age to Iron Age. Know and explain why hillforts were developed in the Iron Age. After exploring a range of artefacts, use their knowledge to infer what artefacts were used for during this time in history, giving evidence. <p>Ancient Egyptians</p> <ul style="list-style-type: none"> Use artefacts and resources to demonstrate knowledge of what life was like in Ancient Egypt. 	<p>Ancient Greeks</p> <ul style="list-style-type: none"> Know the key aspects of everyday life during the Ancient Greek time. Know that life was different depending on class, age and gender. Know how life differed in Athens and Sparta. Know about, identify and explore the Gods and Goddesses worshipped during this era. Demonstrate knowledge that the Olympic Games is a legacy of Ancient Greece. Know about the contribution made by Ancient Greek scholars to our understanding of the world. <p>Romans</p> <ul style="list-style-type: none"> Know who the Romans were. Know why and when they came to Britain. Know and summarise what makes a good settlement site. Through comparing and contrasting, know the 	<p>Vikings</p> <ul style="list-style-type: none"> Know when Vikings came to Britain and where they came from. Know how Vikings lived and worked. Know and report what happened during the Viking invasions and know what Viking warriors were like. Know how some kings in Britain dealt with the Viking invaders. Know who King Ethelred II was and say when and why Danegeld was introduced. Know how the legal system worked in Anglo-Saxon Britain. Know, identify and explore Viking Gods and what they represented. <p>The Maya</p> <ul style="list-style-type: none"> Know the historical significance of the Maya. Know the location ancient Mayan cities, identifying the significance of these. 	<p>WWII</p> <ul style="list-style-type: none"> Know the main factors that led to WW2. Know the change and continuity in women's lives before and during the war. Know about 'propaganda', and how it was used in WW2. Know what life was like for an evacuee in WW2. Know and explain Winston Churchill's role in the War. Know about different viewpoints about Winston Churchill, evaluating and summarising opinion based on interpretations of a range of sources. Know the historical significance of objects, people and events in World War 2. <p>The Monarchy</p> <ul style="list-style-type: none"> Know how monarchy has changed over time. Know about the monarchy through four monarchs: King John, James I, Queen Anne and Queen Victoria.

	<ul style="list-style-type: none"> • Know about different jobs Egyptians may have had during this era. • Know how the Egyptians grew crops in a desert area. • Know about the beliefs of the Ancient Egyptians. • Know how the Egyptians' buried their dead. • Using their knowledge from the evidence presented, deduce how and why the pyramids were built. 	<p>differences between invading and settling.</p> <ul style="list-style-type: none"> • Know who Boudicca was and her significance to the Celts. • Know the impact of the Roman invasion on Britain. • Know and identify Roman settlements. • Know about the legacies left by the Romans. 	<ul style="list-style-type: none"> • Know about artefacts from the Mayan period. • Know about religion in Mayan society. • Know the impact of the Spanish settlers on the Mayan Empire. • Using their knowledge from the evidence presented, deduce what happened to the Mayan Empire. 	<ul style="list-style-type: none"> • Know the change from monarchy to parliamentary power. • Know about and examine the role of parliament. • Use their knowledge to interpret and investigate information from a variety of sources to reach a conclusion about the monarchs.
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