

Southway Junior School



HISTORY Curriculum

A high-quality history education will help pupils **gain a coherent knowledge and understanding of Britain's past and that of the wider world**. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

KEY STAGE 2 Curriculum

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, 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.

AIMS

- know and understand the **history of these islands as a coherent, chronological narrative**, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world;
- **know and understand significant aspects of the history of the wider world**: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind;
- **gain and deploy a historically grounded understanding of abstract terms** such as 'empire', 'civilisation', 'parliament' and 'peasantry';
- **understand historical concepts** such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- **understand the methods of historical enquiry**, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed;
- **gain historical perspective** by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



HISTORY curriculum map

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<u>Me and My World</u>	<u>Me and My World</u>	<u>Raiders & Invaders</u>	<u>Raiders & Invaders</u>	<u>Battles and Bangs</u>	<u>Battles and Bangs</u>
Year 4	<u>Victorian Towns and Twisted Tales</u>	<u>Victorian Towns and Twisted Tales</u>	<u>Mysterious Maya</u>	<u>Mysterious Maya</u>	<u>To Infinity and Beyond</u>	<u>To Infinity and Beyond</u>
Year 5	<u>Power and Palaces</u>	<u>Power and Palaces</u>	<u>We'll Meet Again</u>	<u>We'll Meet Again</u>	<u>Short Glorious Greeks unit</u>	<u>Seas, Storms & Survival</u>
Year 6	<u>Frozen in Time</u>	<u>Frozen in Time</u>	<u>Walk Like an Egyptian</u>	<u>Walk Like an Egyptian</u>	<u>Blood, Bones and Body Bits</u>	<u>Blood, Bones and Body Bits</u>

Curriculum Progression



HISTORY Curriculum

Foci	Year 3 Me and My World Raiders & Invaders Battles and Bangs	Year 4 Victorian Towns & Twisted Tales Mysterious Maya To Infinity and Beyond	Year 5 Power and Palaces / Tudors World War II Glorious Greeks / Rivers	Year 6 Frozen in Time / Stone Age Walk like an Egyptian Blood Bones & Body Bits
Chronological understanding	<p>Can use a timeline within a specific period of history to place the order of events that may have happened.</p> <p>Understands timeline can be divided into BC and AD.</p> <p>Uses words and phrases: artefacts, ancient, archaeologists, century, decade.</p>	<p>Uses words and phrases: century, decade, BC, AD, after, before, during and empire.</p> <p>Divides recent history into present, using 21st century, and the past using 19th and 20th centuries.</p> <p>Names and places dates of significant events from past on a timeline.</p> <p>Begin to identify and compare primary and secondary sources.</p>	<p>Uses timelines to place and sequence local, national and international events. Sequences historical periods.</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Victorians, era, period.</p> <p>Identifies changes within and across historical periods.</p> <p>Use words and phrases: parliament.</p>	<p>Uses timelines to place events, periods and cultural movements from around the world.</p> <p>Uses timelines to demonstrate changes and developments in culture, technology, religion and society.</p> <p>Begins to understand the relative distances between major events, periods and cultural movements.</p> <p>Uses these key periods as reference points: BC, Maya, Egyptians, AD Romans, Anglo-Saxons, Tudors, Victorians, WWII and today.</p> <p>Describes main changes in a period in history using words such as: social, religious, political, technological and cultural.</p> <p>Names date of any significant event studied from past and place it correctly on a timeline.</p>

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Knowledge and understanding of past events, people and changes in the past	<p>Uses evidence to describe past:</p> <p>Houses and settlements.</p> <p>Clothes (e.g. for aesthetic and/or practicality).</p> <p>How society was organised.</p>	<p>Shows knowledge and understanding by describing features of past societies and periods.</p> <p>Culture (e.g. art, music etc.) and leisure activities</p> <p>Differences between lives of rich and poor</p> <p>Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p> <p>Describes how some of the past events/people affect life today.</p> <p>Explains how our local society has changed over time (during an era).</p>	<p>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied.</p> <p>Summarises how Britain has had a major influence on world history.</p>	<p>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Identifies how any of above may have changed during a time period.</p> <p>Gives own reasons why changes may have occurred, backed up with evidence.</p> <p>Shows identified changes on a timeline.</p> <p>Describes similarities and differences between some people, events and objects studied.</p> <p>Describes how some changes affect life today.</p> <p>Makes links between some features of past societies.</p>

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Historical interpretation	Looks at 2 versions of same event and identifies differences in the accounts (e.g. Boudicca).	Gives reasons why there may be different accounts of history.	Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.	Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is opinion or misinformation and that this affects interpretations of history.
Historical enquiry	Uses printed sources (e.g. the internet, pictures, photos, music, artefacts, historic buildings and visits) to collect information about the past. Asks questions such as 'how did people? What did people do for?' Suggests sources of evidence to use to help answer questions.	Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'what was it like for a during?' Select from a range of evidence, questioning reliability to answer questions.	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Chooses reliable sources of evidence (including propaganda) to answer questions. Realises that there is often not a single answer to historical questions.	Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.

Resources to Support

HISTORY Curriculum

WEBSITES

- Key Stage History - <https://www.keystagehistory.co.uk/>
- BBC KS2 history - <https://www.bbc.com/bitesize/subjects/zcw76sg>

BOOKS

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PHYSICAL RESOURCES

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Vocabulary Progression		
Basic / beginning Years 1 & 2	Recognise Identify Describe Observe Select Categorise Classify Sequence Compare and contrast Recall Reason/speculate	
Developing Years 3 & 4	Summarise Synthesise Explain Demonstrate understanding	
Specialised Years 5 & 6	Empathise Reach informed conclusions Make reasoned judgements Justify Apply Evaluate Critique Hypothesise	