

The national curriculum for history aims to ensure that all pupils:

- 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.

Key Stage 1

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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key Stage 2

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 civilisations – 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.

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	Year 3 Historian	Year 4 Historian	Year 5 Historian	Year 6 Historian
Progression and Assessment Criteria	Changes in Britain from the Stone Age to the Iron Age - To know what Britain was like after the last Ice Age - Know about how Stone Age people lived including homes, food, tools and clothing. - To know how the use of bronze impacted everyday life. - To identify the changes that took place in the iron age and how we know about these. Ancient Greece – a study of Greek life and achievements and their influence on the western world - Know where Ancient Greece was. - Know about how a famous Ancient Greek (Archimedes) influenced the world. - Know about and can talk about the struggle between the Athenians and the Spartans. - Know about some of the things that the Greeks gave the world. - Know that the Greeks were responsible for the birth of the Olympics. - Know that the Greek Gods were an important part of Greek culture. A local history study (focusing on Arboretum and Normanton) - Research to find answers to specific historical questions about our locality. - Know how our locality today has been shaped by what happened in the past. Chronological Understanding - Know that periods of time are divided into centuries - Know the meaning of BC and AD - Are able to use a timeline to locate the centuries when the history topic being studied occurred. - Place key events on a timeline with support.	The Roman Empire and its impact on Britain - Know where Ancient Rome was. - Know about the lives of at least two famous Romans. - Know that Rome was a very important place and many decisions were made there. - Know about at least three things that the Romans did for our country. - Know why the Romans needed to build forts in this country. 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 - Know where the Anglo-Saxons came from. - To know the reasons for the arrival - Know the link between Anglo-Saxons and Christianity. - To know the legacy of the Anglo Saxons - To understand what happened to the Anglo Saxons Chronological Understanding - Understand the terms ancient and modern - Can explain which periods of time studied occurred before the birth of Jesus and which occurred afterwards, using AD and BC correctly. - Are able to use a timeline to locate the centuries when the history topic being studied occurred.	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt - Know when and where Ancient Egypt was. - To know the importance of the River Nile on Ancient Egypt - Know at least two famous Ancient Egyptians and their impact on Ancient Egypt. – Hatshepsut and Akhenaten - Know about the impact of Ancient Egypt had on the world. - To understand some key Ancient Egyptian beliefs Vikings - Know who the Vikings were, where they came from and why they wanted to invade Britain. - Know that the Anglo-Saxons and Vikings were often in conflict. - Know how to use a timeline to show when the Vikings raids started. - Know about the achievements of King Alfred the Great; in defeating the Viking army of Guthrum and creating Danelaw; creating a system of rules and laws and translating books into English - Show on a map where the Vikings came from and where they invaded our country. - Know that many Vikings came to our country as peaceful farmers. - Know why the Vikings often overpowered the Anglo-Saxons. Chronological Understanding - Are able to order and place the key periods from the KS2 History Curriculum studied (in Y3 & Y4) in the correct century on a timeline. - Know that CE and BCE can be used instead of BC and AD. - Independently order and place correctly on a timeline the dates of key events from the history topic being studied.	A non-European society that provides contrasts with British history – Mayan civilization c. AD 900 - Know where the Mayan civilization lived. - Know that many of the early civilizations gave much to the world. - Summarise how Britain may have learnt from other countries and civilizations (historically and more recently). A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Know how the Victorians and the Industrial Revolution affected and changed Britain, including Derby - Know how the lives of wealthy people were different from the lives of poorer people. - To understand some of the causes and consequences of the Industrial Revolution on social reforms. - Know how Britain has had a major influence on the world. Chronological Understanding - Are able to order, place and describe (briefly) the key periods from the KS2 History Curriculum studied (in Y3, Y4 & Y5) in the correct century on a timeline, for example, The Industrial Revolution, The Maya Civilisation, Ancient Egyptians, Romans in Britain and the Stone age, Iron age and Bronze age. - Independently order and sequence at least 10 main events from the history topic being studied. - Understand that some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain, Maya Civilisation and Anglo Saxon England.

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Disciplinary	Historical Enquiry	Historical Enquiry	Historical Enquiry	Historical Enquiry
	- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. - Ask questions and find answers about the past.	- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. - Ask questions and find answers about the past. - Identify primary and secondary sources. - Understand that different sources may give conflicting information about the same event	- Use a range of sources to provide evidence about the past. - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. - Begin to investigate own lines of enquiry by posing questions to answer.	- Use a range of sources to provide evidence about the past. - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. - Independently investigate own lines of enquiry by posing questions to answer.
	Historical Interpretation	Historical Interpretation	Historical Interpretation	Historical Interpretation
	Explore the idea that there are different accounts of history.	- Look at different versions of the same event in history and identify differences. - Know that people in the past represent events or ideas in a way that persuades others.	Give reasons why there may be different accounts of history.	- Know that people both in the past and in the present have a point of view and that this can affect interpretation. - Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
	Continuity and Change	Continuity and Change	Continuity and Change	Continuity and Change
	- Describe changes to ways of life which happened within the period studied. - Describe things which stayed the same within the period studied.	Describe changes to ways of life and things which stayed the same which happened within the period studied and periods studied in Year 3.	- Children will understand some of the key changes to British History during the time of the Vikings. - Give some reasons for the changes.	identify and explain change and continuity within and across periods studied in Key Stage 2.
	Cause and Consequence	Cause and Consequence.	Cause and Consequence	Cause and Consequence
	Describe the cause of an event and its consequence.	- Describe several causes of an event and the consequences. - To understand the past influences our lives today.	- Describe several causes of an event and the consequences. I can suggest the most important cause of an event and explain why. - Children understand the causes that Vikings came to Britain and the consequence this had on Anglo Saxons, British history and our lives today.	Explain the causes and consequences of events using examples to support my explanation.
	Similarity and Difference	Similarity and Difference	Similarity and Difference	Similarity and Difference
	Describe similarities and differences between the daily life of people in the past and people today	Describe similarities and differences between rich and poor people in the past and compare with other time periods studied in Year 3 and the current day.	Children will understand ways in which Viking life was similar and different to that of Anglo Saxons and our lives today including social, cultural, religious and ethnic diversity.	Investigate and explain describe social, cultural, religious and ethnic diversity and compare with other periods of history studied in KS2 , making links between some features .
	Significance of Events / People	Significance of Events / People	Significance of Events / People	Significance of Events / People
	Accurately describe some events and important people in the past	Describe some of the main events and people in a period of history. – Julius Ceasor and Cleopatra	Describe and make links between events and people in a period of history	- Describe and make links between events, people and changes in a period of history - Richard Arkwright, Queen Victoria, William Morris - Explain reasons for above.