

HISTORY



Purpose of study

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.

Aims

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

History knowledge progression

	Skills	Year 3	Year 4	Year 5	Year 6
History	Chronological Understanding	Describe memories of key events in his/her life using historical vocabulary Use an increasing range of common words and phrases relating to the passing of time	Place some historical periods in a chronological framework Use historic terms related to the period of study Begin to use dates to order and place events on a timeline	Use dates to order and place events on a timeline Use historic terms related to the period of study	Use dates to order and place events on a timeline Use historic terms related to the period of study
	Organisation and communication	Communicate his/her learning in an organised and structured way, using appropriate terminology	Communicate his/her learning in an organised and structured way, using appropriate terminology	Present findings and communicate knowledge and understanding in different ways Provide an account of an historical event based on more than one source (English writing link)	Present findings and communicate knowledge and understanding in different ways Provide an account of an historical event based on more than one source (English writing link)
	Historical Enquiry	Use a variety of resources to find out about aspects of the past	Use sources of information in ways that go beyond simple observations to answer questions about the past	Compare sources of information available for the study of different times in the past Understand how our knowledge of the past is constructed from a range of sources	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Make confident use of a variety of sources for independent research
	Historical interpretation	Begin to understand that sources can contradict each other	Understand that sources can contradict each other	Evaluate the usefulness of a variety of sources	Understand that the type of information available depends on the period of time studied

History knowledge progression

			Begin to evaluate the usefulness of a variety of sources	Make comparisons between aspects of periods of history and the present day Understand that the type of information available depends on the period of time studied	Evaluate the usefulness of a variety of sources
	Skills	Year 3	Year 4	Year 5	Year 6
Subject / Topic specific knowledge	Understanding of events, people and changes (Bold type is the focus)	Describe a local History study Describe changes in Britain from the Stone Age to the Iron Age Describe the achievements of the earliest civilisations - an overview of where and when the first civilisations 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 Begin to use evidence to support arguments Describe the Roman Empire and its impact on Britain	Give some reasons for some important historical events Describe Britain's settlement by the Anglo-Saxons and Scots Describe the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. Use evidence to support arguments Note connections, contrasts and trends over time and show developing appropriate use of historical terms	Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilisation, including a study of Bagdad c. AD900; Mayan civilisation c. AD900 ; Benin (West Africa) c. AD900-1300. Describe a local history study through the context of World War II Use evidence to support arguments Note connections, contrasts and trends over time and show

History knowledge progression

					developing appropriate use of historical terms
		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Our Global Community (2020-2021: Leisure and entertainment through the 20th-21st century)			