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**History Curriculum Intent Statement**

**At Woodside C of E Primary School there is equal ambition for all pupils to learn and achieve. Our curriculum is rooted with equal measures of knowledge and skills. It is focused on ‘knowing more and remembering more’ and has a base that surrounds our locality and community.**

History Skills: KS2 Curriculum Progression

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|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Chronological Understanding** | * Place the time studied on a   timeline. Ancient Greece   * Sequence events of a significant individual **with years.** Walter Tull life events * Sequence key years/events or dates on a timeline. Iron Age begins, Neolithic, Paleolithic, Mesolithic * Use BC. Stone Age – Iron Age | * Place events from period studied   on a timeline. Romans through to 1066   * Use terms related to the period and begin to date events. Romanisation, Kingdoms, Lindesfarne, Roman occupation of Britain, Empire * Use more complex terms e.g. BC AND AD. Celts to Romans | * Place current study on a timeline   in relation to other civilisations- bigger picture. Egypt, Sumer, Shang, Indus   * Know and sequence key events of a time studied. Wars of the Roses, Henry VI * Use relevant terms and period labels- Tudors, Elizabethans * Relate current studies to previous studies. 1400-1700, Ancient Greeks to Egyptians * Make comparisons between different times in history. Henry VI and Tutankhamun | * Place current study on time line   in relation to other British and/or World History studies. Civil rights movement in the U.S   * Use relevant dates and terms. Civil rights movement, oppression, slavery, emancipation, amendment * Sequence up to five events on a time line. Benin Eweka |
| **Historical Enquiry** | * Ask and answer simple questions   about the past   * Use a range of sources to find out about a period. * Select and record information relevant to the area of enquiry. | * Begin to devise own historically   valid questions and answer.   * Use sources of information in ways that go beyond simple observations to answer questions about the past. | * Answer and devise more   complex historically valid questions about change, cause, similarity, difference and significance.   * Examine causes and results of | * Address and devise historically   valid questions about change, cause, similarity and difference, and significance.   * Construct informed responses that involve thoughtful selection |

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|  | * Begin to use the library and ICT   for research. | * Use a variety of resources to find   out about aspects of life in the past.   * Use the library and ICT for research. * Begin to identify primary and secondary sources. * Choose relevant material to present a infomation of one aspect of the past e.g. the Roman Empire | great events and the impact on  people.   * Compare an aspect of life with the same aspect in another period e.g. democracry * Understand the difference between primary and secondary sources. * Confident use of library and ICT for research. | and organisation of relevant  historical information.   * Bring knowledge gathered from a range of primary and secondary sources together into a fluent account. |
| **Organisation and Presenting** | * Use and understand appropriate   historical vocabulary e.g. Stone Age, Iron Age, Hunter Gatherer.   * Present, communicate and organise ideas about the past using a variety of forms e.g. models, diagrams, and different genres of writing. | * Use and understand appropriate   historical vocabulary to communicate information such as empire, invasion and kingdoms.   * Present, communicate and organise ideas about the past using a variety of art forms e.g. comparison grids, diagrams, models, continuums. | * Present, communicate and organise ideas from the past giving a viewpoint. * Provide an account of a historical event based upon more than one source. | * Know and show a good   understanding of historical vocabulary including abstract terms such as civil rights, oppression, social, political and cultural.   * Present, communicate and organise ideas from the past using viewpoints to debate. * Select and organise information to produce structured work, making appropriate use of dates and terms. |
| **Continuity and Change** | * Describe and begin to make links between:   + main events, situations and changes within and across different periods and societies | | * Using a greater depth of historical knowledge, pupils are to describe and   make links between:   * + main events, situations and changes within and across different periods and societies | |
| **Causes and Consequences** | * Identify and give reasons for historical events, situations and changes * Identify some of the results of historical events, situations and changes * Use Case Studies of historical leaders to develop understanding | | * Begin to offer explanations about why people in the past acted as they did * Use Case Studies of historical leaders to compare and contrast causes and consequences. | |
| **Similarities/ differences** | * Describe some of the similarities and differences between different periods, e.g. Stone Age, Iron Age and Bronze Age | * Describe some of the similarities and differences between periods of time in Britain, e.g. Celts, Romans, Saxons, Vikings. * Describe some of the similarities and differences between Egbert and Alfred. | * Show understanding of some of the similarities and differences between different periods, e.g. social, cultural, belief religious and ethnic diversity in Britain and the wider world. | * Show understanding of some of the similarities and differences between different periods, e.g. social, cultural, belief religious and ethnic diversity in Britain and the wider world. |
| **Significance** | * Identify and describe historically significant people and events. A l an Tu r i n g , A l f r e d t h e G r e a t   Use Case Studies of historical leaders to develop understanding. | | * Give reasons why some events, people or developments are seen as   more significant than others. Turning points in British history   * Use Case Studies of historical leaders to apply understanding. | |