



# History Curriculum and Progression of Skills

**The National Curriculum for History states that 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.**


At BHJS, our ambitious and extensive history curriculum, based on the national curriculum, provides for learners’ broader development, enabling them to develop and discover an understanding of Britain’s past and that of the wider world. It aims to inspire them to explore the past and to develop a passion for the subject. Our history curriculum aims to help pupils make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies. At BHJS, we build on the historical awareness and early chronological understanding children have started to develop in KS1 and aim to establish a firm foundation for their KS3 historical study and beyond. We intend to provide all learners with:

- A coherent knowledge and understanding of people, events from a range of historical periods.
- The ability to think critically and ask perceptive questions about the periods they study and to draw comparisons/contrasts with others.
- The ability to consistently support, evaluate and challenge their own and others’ views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- To develop their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.
- To ensure, by the end of Year 6, they have gained the relevant historical skills required for Key Stage 3.

At BHJS we want children to feel they are inspired by history but also to recognise that they are a valuable voice in interpreting history. They are not just a passive witness to historical events but can see that history is a vital part of them, their community and the future.

Areas of Study	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>○ Changes in Britain from the Stone Age to the Iron Age.</li> <li>○ The Roman Empire and its Impact on Britain.</li> <li>○ A local history study (St Albans).</li> </ul>	<ul style="list-style-type: none"> <li>○ The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</li> <li>○ Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> <li>○ A non-European society that contrasts with British history. (Mayan Civilisation)</li> </ul>	<ul style="list-style-type: none"> <li>○ Britain’s settlement by Anglo Saxons.</li> <li>○ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> </ul>	<ul style="list-style-type: none"> <li>○ A study of an aspect in British history that extends pupils’ chronological knowledge beyond 1066 – Battle of Britain and WWII.</li> </ul>

Progression of Skills

<p>Chronological Understanding</p> 	<p><b>National Curriculum</b>  <b>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.</b></p>			
	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>○ Plot their personal timeline.</li> <li>○ Plot the events studied on a timeline with support.</li> <li>○ Use dates and terms related to the area of study and passing of time and begin to date events.</li> <li>○ Sequence several events or artefacts.</li> <li>○ Begin to understand the terms BC (Before Christ) and AD (Anno Domini).</li> </ul>	<ul style="list-style-type: none"> <li>○ Place events of periods studied on a timeline with increasing independence.</li> <li>○ Continue to use dates and terms related to the area of study and passing of time and date events.</li> <li>○ Use terms related to the period.</li> <li>○ Secure understanding of complex terms e.g. BC/AD.</li> </ul>	<ul style="list-style-type: none"> <li>○ Place the events studied on a timeline independently.</li> <li>○ Begin to recognise concurrent timelines of different civilisations with support (focus on those covered in previous years).</li> <li>○ Use relevant terms and period labels to make comparisons between different periods in the past.</li> </ul>	<ul style="list-style-type: none"> <li>○ Place events on a timeline for this topic and for previous years independently.</li> <li>○ Understand that different civilisations' timelines occurred concurrently.</li> <li>○ Place events on a timeline and explain the significance of events/ how people's lives have been influenced.</li> <li>○ Use relevant dates and terms accurately in describing events and when noting connections, contrasts and trends over time.</li> </ul>



National Curriculum				
Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.				
Year 3	Year 4	Year 5	Year 6	
<ul style="list-style-type: none"> <li>○ Compare the developments in human culture across the Palaeolithic, Mesolithic and Neolithic eras.</li> <li>○ Compare the Celtic way of life with our own, looking at housing, culture and agriculture.</li> <li>○ Note how the events of the Roman invasion and settlement in Britain affected the Celtic population and its culture.</li> <li>○ Compare the Celtic and Roman ways of life e.g. military tactics, infrastructure, and empires.</li> </ul>	<ul style="list-style-type: none"> <li>○ Compare the developments in human culture across the Ancient Egyptian, Ancient Greek and Ancient Mayan eras.</li> <li>○ Compare and contrast the Ancient Egyptian way of life with our own looking at art, culture, religion and architecture.</li> <li>○ Compare and contrast the Ancient Greek way of life with our own looking at art, culture, religion and architecture.</li> <li>○ Note how Ancient Greece was the birthplace of western civilisation.</li> <li>○ Compare the Ancient Mayan civilisation with Britain at the same time</li> <li>○ Note how Ancient Egypt contributed to the future of civilisation.</li> <li>○ Note how Ancient Greece shaped the future of western civilisation</li> </ul>	<ul style="list-style-type: none"> <li>○ Compare the developments in human culture across the Anglo-Saxon and Viking era.</li> <li>○ Understand the events leading up to the Anglo-Saxon and Viking occupation of Britain.</li> <li>○ Compare and contrast the Anglo-Saxon and Viking way of life with our own looking at art, housing, culture and religion.</li> <li>○ Note how the Anglo-Saxons and Vikings shaped the future of Britain e.g. Alfred the Great, the navy, housing and law &amp; order.</li> </ul>	<ul style="list-style-type: none"> <li>○ Understand the events and tensions in Europe that led up to the outbreak of WWI.</li> <li>○ Identify and understand the possible causes of WWII.</li> <li>○ Understand the impact of the Treaty of Versailles.</li> <li>○ Understand why the Battle of Britain was a significant turning point in history.</li> <li>○ Investigate the changing situation for European Jews in the 1930s and 1940s and how this was reflected in the media.</li> <li>○ Understand the changing situation for both the axis and allies throughout WWII.</li> </ul>	


Historical Interpretation  
(to investigate and interpret the past)



<b>National Curriculum</b> Pupils 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.			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>○ Begin to find answers to questions about the period studied.</li><li>○ Begin to identify a range of sources used to study the past.</li><li>○ With support, begin to question the sources used.</li><li>○ Look at representations of the periods studied – e.g. museum, artwork and artefacts.</li><li>○ Explain a series of directly related events that happened in the lead up to a historical event;</li><li>○ Begin to understand that historical events create changes that have consequences.</li></ul>	<ul style="list-style-type: none"><li>○ With support, begin to ask questions about the period studied and find answers to questions about the past.</li><li>○ Begin to distinguish between primary and secondary sources.</li><li>○ Begin to consider the evidence available when making an inference about the past.</li><li>○ Identify and suggest why some of the main events occurred and the consequences of them.</li><li>○ Understand that historical events have consequences that sometimes last long after the event is over.</li></ul>	<ul style="list-style-type: none"><li>○ Ask questions about the period studied and find evidence to support their answers.</li><li>○ Examine in more detail the short and long-term causes of an event being studied.</li><li>○ Recognise the differences between primary and secondary sources.</li></ul>	<ul style="list-style-type: none"><li>○ Devise questions, find and analyse evidence in order to justify an opinion.</li><li>○ Confidently identify whether a source used is primary or secondary.</li><li>○ Begin to consider the limitations of sources.</li><li>○ Show an awareness of the concept of propaganda and give examples from the period studied.</li><li>○ Understand that some causes may be more significant than others.</li><li>○ Begin to understand that historians may not agree on the main causes of an event.</li><li>○ Understand that one event can have multiple consequences that have an impact on many countries and civilisations.</li><li>○ Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.</li></ul>



National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.				
Year 3		Year 4		Year 6
<ul style="list-style-type: none"> <li>○ Begin to select and record information relevant to the period of study.</li> <li>○ Begin to retrieve key information from a range of sources.</li> <li>○ Begin to use library books and selected secondary sources for research.</li> </ul>		<ul style="list-style-type: none"> <li>○ Choose relevant material to build understanding of one aspect of life in the period studied.</li> <li>○ Use primary and secondary sources to build an understanding of the period studied.</li> <li>○ Use library books and the internet for research (with support)</li> <li>○ All pupils will conduct an independent historical enquiry and present their findings to their class.</li> </ul>		<ul style="list-style-type: none"> <li>○ Use evidence to build up a picture of a past event.</li> <li>○ Select relevant sections of information from a range of sources.</li> <li>○ Use library books and the internet for research with increasing confidence.</li> <li>○ All pupils will conduct an independent historical enquiry and present their findings to their class.</li> </ul>
				<ul style="list-style-type: none"> <li>○ Use a range of sources to find out about an aspect of the period studied.</li> <li>○ Identify and use primary and secondary sources.</li> <li>○ Analyse evidence from sources to justify opinions.</li> <li>○ Bring knowledge gathered from several sources together in a fluent account.</li> <li>○ Confidently use library books, the internet and artefacts (seen at IWM Duxford) for research.</li> <li>○ Begin to verbalise possible limitations of sources when gathering evidence.</li> <li>○ All pupils will conduct an independent historical enquiry and present their findings to their class.</li> </ul>

Organisation and Communication 	<b>National Curriculum</b> <b>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.</b>			
	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>○ Communicate knowledge through discussion, drawing pictures, role-play, models and simple written narratives.</li> </ul>	<ul style="list-style-type: none"> <li>○ Communicate knowledge through discussion, drawing pictures, role-play, models and written narratives.</li> <li>○ Present ideas based on their own research about a studied period.</li> </ul>	<ul style="list-style-type: none"> <li>○ Present, communicate and organise ideas and information about the past using detailed discussions and detailed written narratives making appropriate use of terms and dates.</li> <li>○ Plan and present a self-directed project about the period studied.</li> </ul>	<ul style="list-style-type: none"> <li>○ Present, communicate and organise ideas and information about the past using detailed discussions, debates and more detailed written narratives making appropriate use of terms and dates.</li> <li>○ Plan and present a self-directed project about the studied period.</li> </ul>

Key Vocabulary	Year 3		Year 4		Year 5		Year 6	
	General	Topic specific	General	Topic specific	General	Topic specific	General	Topic specific
	AD, BC, century change contrast chronology decade prehistory ancient artefact archaeology museum nation primary source secondary source excavation	Boudicca Bronze Age Celt Christianity emperor empire gods/goddesses hunter-gatherer invasion/invader tribe civilisation migration Iron Age rebellion revolt Stone Age settler settlement Palaeolithic Mesolithic Neolithic	Year 3 words and: continuity punishment	trade tax hieroglyphics cartouche mummification pharaoh ritual codices/codex legacy democracy myths legends slave architecture classical city-state exploration government parliament nation country religion king, pharaoh, monarchy society technology	Year 3/4 words and: diversity oral history significance crime causation	peasant pope heresy wergild immigrant sagas exile dark ages execution pagan	Year 3/4/5 words and: limitations bias	emigrant republic parliament axis allies propaganda annex treason genocide holocaust emancipation racism

Impact Statements	Year 3	Year 4	Year 5	Year 6
	<p>I can:</p> <ul style="list-style-type: none"> <li>○ Identify key things that stayed the same between periods.</li> <li>○ Identify key things that changed between periods.</li> <li>○ Identify that there are reasons for continuities and changes across periods of time and explain some of these.</li> <li>○ Understand that a cause is something directly linked to an event and not just something that happened before it.</li> <li>○ Begin to understand that historical events create changes that have consequences.</li> <li>○ Identify and give some examples of how life was similar in the past.</li> <li>○ Understand that a timeline can be divided into BC (Before Christ) and BCE (Before Common Era) and AD (Anno Domini) and CE (Common Era).</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>○ Understand that historical events have consequences that sometimes last long after the event is over.</li> <li>○ Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.</li> <li>○ Identify and give some examples of how life was similar in the past.</li> <li>○ Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.</li> <li>○ Identify historically significant people and events from a period of history and give some detail about what they did/happened.</li> <li>○ Use a range of primary and secondary sources to find out about the past.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>○ Identify why some changes between different periods of time have had more significant consequences than others.</li> <li>○ Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history.</li> <li>○ Understand and describe in some detail the main changes to an aspect of a period in history.</li> <li>○ Explain and give varied examples of how life was similar and different in the past.</li> <li>○ Explain and give examples to show that things may have been different from place to place at the same time.</li> <li>○ Start to give reasons for these similarities and differences.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>○ Explain why some periods in history may have had more changes (e.g. post-war Britain) and some may have had more continuity.</li> <li>○ Identify a range of historically significant people and events from different periods of history and explain why they were significant.</li> <li>○ Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.</li> </ul>