



National Curriculum 2014: Progression in History at Kenmore Park Junior School



Year 3/4

Year 5/6

Pupils will be taught:

- changes in Britain from the Stone Age to the Iron Age
- the achievements of the earliest civilizations – 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
- 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 study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300
- a local history study

<p>Suggested Focused Enquiries</p>	<p><i>For instance:</i></p> <ul style="list-style-type: none"> ● Stone age to Iron age – Who was here before me? ● Early civilisation –why are there pyramids in Ancient Egypt? 	<p><i>For instance</i></p> <ul style="list-style-type: none"> ● What did the Ancient Greeks do for us? ● Why did the Ancient Romans march through Durham? 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> ● What happened to Britain when the Romans left? ● How vicious were the Vikings? 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> ● Who was making history in faraway places? ● A magnificent millennium – how did Britain change between 1000 – 2000?
<p>Chronology</p>	<p><i>For instance:</i></p> <ul style="list-style-type: none"> ● Develop increasingly secure chronological knowledge and understanding of history, local, British and world ● Put events, people, places and artefacts on a timeline ● Use correct terminology to describe events in the past 		<p><i>For instance:</i></p> <ul style="list-style-type: none"> ● As Year 3/4, ● and Use greater depth and range of knowledge 	

Historical Terms	<p><i>For instance:</i></p> <ul style="list-style-type: none"> ● Develop use of appropriate subject terminology, such as: empire, civilisation, monarch 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> ● Record knowledge and understanding in a variety of ways, using dates and key terms appropriately
Historical Enquiry	<p><i>For instance:</i></p> <ul style="list-style-type: none"> ● Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance ● Suggest where we might find answers to questions considering a range of sources ● Understand that knowledge about the past is constructed from a variety of sources ● Construct and organise responses by selecting relevant historical data 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> ● Devise, ask and answer more complex questions about the past, considering key concepts in history ● Select sources independently and give reasons for choices ● Analyse a range of source material to promote evidence about the past ● Construct and organise response by selecting and organising relevant historical data
Interpreting History	<p><i>For instance:</i></p> <ul style="list-style-type: none"> ● Be aware that different versions of the past may exist and begin to suggest reasons for this 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> ● Understand that the past is represented and interpreted in different ways and give reasons for this
Continuity and change	<p><i>For instance:</i></p> <ul style="list-style-type: none"> ● Describe and begin to make links between main events, situations and changes within and across different periods and societies 	<p><i>For instance:</i></p> <p>As Year 3/4, and Use a greater depth of historical knowledge</p>
Causes and consequences	<p><i>For instance:</i></p> <ul style="list-style-type: none"> ● Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> ● Begin to offer explanations about why people in the past acted as they did
Similarities/Differences	<p><i>For instance:</i></p> <ul style="list-style-type: none"> ● Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> ● Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual
Significance	<p><i>For instance:</i></p> <ul style="list-style-type: none"> ● Identify and begin to describe historically significant people and events in situations 	<p><i>For instance:</i></p> <ul style="list-style-type: none"> ● Give reasons why some events, people or developments are seen as more significant than others