

History Curriculum Map and Progression of skills

Purpose of study: Through a high-quality history education, pupils will gain 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. This will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Pupils will 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.

In Key stage 2, Pupils will 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.

Year 3/4

	<i>Topic</i>			History National Curriculum Key Stage 2 Subject content Pupils will 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
	Local area (the history of Marylebone)	Early invaders and settlers (The Vikings)	Empires and civilisations (The Romans)	
	Vocabulary: Marylebone, industry, Queen Victoria, revolution, railway, canal, change, Prince Albert, transport	Vocabulary: Viking, King, freeman, slave, longboat, axe, shield, spear, sword, coins, thatched house, jewellery, Danelaw and Wessex, Scandinavia, Norway, Sweden, Denmark, York, settlers, Norse, Myths	Vocabulary: Rebellion, gladiator, chariot, Colosseum, amphitheatre, conquer, invasion, aqueduct, Celts, legionary, Boudicca, Julius Caesar, Roman soldier, leader, centurion, dictator, Rome, capital city	
	Generic vocabulary: Primary source, secondary source, chronological, timeline, civilisation, empire, settlement, invade, evidence, artefacts			
Chronological knowledge and understanding	- I can create a timeline and put dates and events in the correct order - I understand AD and BC - I can use Historical vocabulary that relates to the topic	I can place certain topics on a timeline to show my understanding of BC and AD	I can use words and phrases: century, decade, ancient civilisation, period and topic relation vocabulary that denotes to period	

Range and depth of historical knowledge including significance	▪ I can describe how some of the past events affect life today • I can use evidence and my first-hand experience to understand and explain how Marylebone has changed and evolved over time.	• I can identify some ideas, beliefs and attitudes of past cultures giving reasons for these differences • I can describe how some of the past events affect life today • I can understand why people may have wanted to do something i.e. invade and settle giving evidence to support my opinion.	• I can describe how some of the past events affect life today • I can develop a broad understanding of Empire. ▪ I can compare with our life today and explain how the Romans have influenced our lives today.	• 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 civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt • 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 – Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
Interpretations of History	• I can use text books and historical knowledge to help me support my opinion of the topic. • I can identify the difference between fact and opinion	• I can evaluate the usefulness of different sources and explain their importance to us today. • I understand that different versions of the past may exist giving some reasons for this.	• I can describe links causes and effects and offer reasonable explanations for events • I can evaluate the usefulness of different sources and explain their importance to us today.	
Historical enquiry (including organisation and communication)	▪ I understand the difference of primary and secondary sources and how reliable they can be or not. ▪ I can communicate my understanding of this topic through conversations, writing, role-play and using ICT	▪ I can use evidence to build up a picture of a past event ▪ I can choose relevant material to present a picture of one aspect of life in time past	▪ I can ask questions of past events of people. ▪ I can make comparisons before and after a turning point in history and display my findings. ▪ I can recall, select and organise historical information ▪ I know that there is a difference between the source and evidence of a topic.	

Enrichments and enhancements:

Local walk around Marylebone	Field trip with Urbanwise (development of local settlement – Geo links)	
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