

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 5

Historical concepts	Topic World War 2 (Local History- link to English unit- Anne Frank and link to Sayers Croft yr6)	Topic Leisure and Entertainment (similarity and difference, continuity and change)	Topic Ancient Greece (A study of Greek life, achievements and influence over the western world, e.g. Britain, links with Percy Jackson guided reading)	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 • the Viking and Anglo-Saxon struggle for the Kingdom of
	Vocabulary: World War 2, army, evacuee, primary source, secondary source, allies, axis powers, chronological, timeline, artefacts, radio, ration book, prisoner, bomb, Blitz, air raid, shelter, Nazi, Jewish, propaganda, concentration camps	Vocabulary: Leisure, entertainment, impact, cause, comparison, primary source, secondary source, evolution, technology, century, timeline	Vocabulary: Athens, ancient, Greece, influence, Olympics, Mount Olympus, democracy, mythology, empire, civilisation, warfare, Greek Gods and Goddesses, timeline, compare, primary source, secondary source	
	Generic vocabulary: Primary source, secondary source, chronological, timeline, civilization, empire, interpretation, nation, parliament and peasantry			
	Chronological knowledge and understanding	• I can sequence the main events of WW2 onto a timeline	• I can consider the evolution and impact of technology and add these changes onto a timeline	

	- I can give three key dates from WW2 in chronological order. - I can make comparisons between different times in the past (before, during and after the war)	I can make comparisons between different times in the past	been influenced by the wider world. - I know and understand the nature of ancient civilisations (Greece) and the expansion and dissolution of empires. - I can explain the terms ancient civilization, chronological, BC and AD. - I can place BC and AD on the timeline	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.
Range and depth of historical knowledge including significance	- I can explain and understand the difference between woman and men (regarding the war) - I can examine causes and results of great events, situations and changes and the impact on people (especially Britain) - I can identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world - I can identify significant people and events in situations in the past and how this has influenced today's society.	- I can identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world - I can examine causes and results of great events, situations and changes and the impact on people - I can compare an aspect of a life with the same aspect in another period.	- I can examine causes and results of great events, situations and changes and the impact on people - I can explain and understand the difference between woman and men (Ancient Greece) - I can compare an aspect of a life with the same aspect in another ancient period (e.g. Romans yr4)	
Interpretations of History	- I realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts - I can offer some reasons for different versions of events,	- I can compare accounts of events from different sources – fact or fiction. - I can offer some reasons for different versions of events, question reliability of sources and	- I realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts - I can compare accounts of events from different sources	

	question reliability of sources and give reasons why something is or is not reliable	give reasons why something is or is not reliable		
Historical enquiry (including organisation and communication)	- I can identify primary and secondary sources and use historical vocabulary to explain their significance to us. - I can recall, select and organise historical information	- I can investigate the key events of the past and present - I can explain using evidence to support my reason as to why and how leisure and entertainment have changed in Britain over the last century. - I can use the internet to learn about the impact of changes to technology and discuss this within the class.	- I can describe links causes and effects and offer reasonable explanation for events, using evidence. - I can elect relevant sections of information - I can present finding in different ways	

Enrichments and enhancements:

Visit to war museum	Trip to the British Museum (focus on leisure/entertainment)	Trip to the British Museum Ancient Greek focus) - Workshop!!
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