

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 6

<u>Historical concepts</u>	Topic Titanic (social class, historical enquiry, interpreting ideas)	Topic The Tudors (monarchs and their effect on England- significant events and people)	Topic Mayan Civilisation (Non- European Study- significant events and people)	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
	Vocabulary: social class, Iceberg, Titanic, lifeboat, Atlantic, New York, collision, captain Edward J. Smith, survivors, 1912, Southampton	Vocabulary: Monarch, execution, reign, wife, divorce, treason, heir, armada, War of the Roses, inherit, Church of England, religion	Vocabulary: Glyphs, Chichen Itza, pyramid, ahau, Kin, batab, Asia, tradition, Mayans, South America, society	
	Generic vocabulary: Primary source, secondary source, chronological, timeline, civilization, empire, interpretation, nation, parliament and peasantry			
	Chronological knowledge and understanding • I can sequence up to 10 events on a time line • I can show my chronological understanding of when the Titanic occurred in comparison to other learnt Historical events	• I can show my chronological understanding of when the Tudor years were. • I can explain how life during the Tudor times is different from life today.	• I can sequence up to 10 events on a time line • I can explain the terms ancient civilization, chronological, BC and AD.	

	I know that the past can be described in different ways – dates, period labels, divisions, such as decade, century etc.	I can use relevant dates, terms and phrases for movement or times of change: Industrial Revolution, Renaissance, classical period, cold war	I can place BC and AD on the timeline	- 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.
Range and depth of historical knowledge including significance	- I know key dates, characters and events of time studied - 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 write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation	- I can identify some social, cultural, religious and ethnic diversities of societies during the Tudor times. - I can examine causes and results of great events, situations and changes and the impact on people - I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation	- I can compare what was happening in the Mayan civilisation with what was happening in Britain at the same time. - I can compare the Mayans with the Greek and Egyptian civilisations using a Venn diagram. - I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings	
Interpretations of History	- I can link sources and work out how conclusions were arrived at - I can offer some reasons for different versions of events, question reliability of sources and give reasons why something is or is not reliable - I am aware that different evidence will lead to different conclusions	- I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion - I can offer some reasons for different versions of events, question reliability of sources and give reasons why something is or is not reliable	- 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 - I can confidently use the library and internet for research	
Historical enquiry (including organisation and communication)	I can recognise and select primary and secondary sources for a particular task	I can form own opinions about historical events from a range of sources	I can present what I know about the Mayans using a variety of skills (e.g. Geography English, Maths, Computing, etc)	

	I can bring knowledge gathered from several sources together in a fluent account	- I can use a range of sources to find out about an aspect of time past - I can communicate my knowledge and understanding through: Discussion, drawing pictures, drama/role play	- I can form my own opinions about historical events from a range of sources - I can use appropriate Historical vocabulary to communicate my opinion about the Mayans.	
--	--	--	---	--

Enrichments and enhancements:

Titanic exhibition Maritime museum	Museum of London – Tutor and Stuart collection Wallace Collection?	British museum – Maya research project
---------------------------------------	---	--