

# St Joseph's Catholic Primary School

## National Curriculum Progression in History

	Year 1/2	Year 3/4	Year 5/6
	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li><b>Year 3:</b> changes in Britain from the Stone Age to the Iron Age</li> <li><b>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:</b> Ancient Sumer; The Indus Valley; <b>Ancient Egypt;</b> <b>(Year 3 )The Shang Dynasty of Ancient China (Year 6)</b></li> <li><b>Year 3:</b> Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li><b>Year 4:</b> the Roman Empire and its impact on Britain</li> <li><b>Year 4:</b> Britain's settlement by Anglo-Saxons and Scots</li> <li><b>Year 5:</b> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li><b>Year 6:</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WW2)</li> <li><b>Year 5:</b> 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; <b>Mayan civilization c. AD 900;</b> Benin (West Africa) c. AD 900-1300</li> <li><b>Year 5:</b> a local history study (Grainger Town) <b>Year 6 (Benwell)</b></li> </ul>	

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<b>Suggested Focused Enquiries</b>	<p><i>For instance:</i></p> <p><i>I'm making History</i></p> <p><i>History on my doorstep – where shall we go?</i></p> <p><i>Who / what made my corner of the world special long ago?</i></p>	<p><i>For instance:</i></p> <p><i>Who was here before me?</i></p> <p><i>To bravely go! - Explorers and adventurers</i></p> <p><i>Who made history?</i></p> <p><i>Happy holidays now and then</i></p>	<p><i>For instance</i></p> <p><i>Stone age to Iron age – Who was here before me?</i></p> <p><i>Early civilisation – why are there pyramids in Ancient Egypt?</i></p>	<p><i>For instance</i></p> <p><i>What did the Ancient Greeks do for us?</i></p> <p><i>Why did the Ancient Romans march through Durham?</i></p>	<p><i>For instance</i></p> <p><i>What happened to Britain when the Romans left?</i></p> <p><i>How vicious were the Vikings?</i></p>	<p><i>For instance</i></p> <p><i>Who was making history in faraway places?</i></p> <p><i>A magnificent millennium – how did Britain change between 1000 – 2000?</i></p>
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	Year 1/2	Year 3/4	Year 5/6
<b>Chronology</b>	<p><i>For instance:</i></p> <p><i>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</i></p> <p><i>Show where places, people and events fit into a broad chronological framework</i></p> <p><i>Begin to use dates</i></p>	<p><i>For instance:</i></p> <p><i>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</i></p> <p><i>Put events, people, places and artefacts on a timeline</i></p> <p><i>Use correct terminology to describe events in the past</i></p>	<p><i>For instance:</i></p> <p><i>As Year 3/4, and</i></p> <p><i>Use greater depth and range of knowledge</i></p>
<b>Historical Terms</b>	<p><i>For instance:</i></p> <p><i>Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my .... were younger, years, decades, centuries</i></p>	<p><i>For instance:</i></p> <p><i>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</i></p>	<p><i>For instance:</i></p> <p><i>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</i></p>

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<b>Historical Enquiry</b>	<p><i>For instance:</i></p> <p><i>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</i></p> <p><i>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</i></p> <p><i>Choose and use parts of stories and other sources to show understanding of events</i></p> <p><i>Communicate understanding of the past in a variety of ways</i></p>	<p><i>For instance:</i></p> <p><i>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</i></p> <p><i>Suggest where we might find answers to questions considering a range of sources</i></p> <p><i>Understand that knowledge about the past is constructed from a variety of sources</i></p> <p><i>Construct and organise responses by selecting relevant historical data</i></p>	<p><i>For instance:</i></p> <p><i>Devise, ask and answer more complex questions about the past, considering key concepts in history</i></p> <p><i>Select sources independently and give reasons for choices</i></p> <p><i>Analyse a range of source material to promote evidence about the past</i></p> <p><i>Construct and organise response by selecting and organising relevant historical data</i></p>
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<b>Interpreting History</b>	<p><i>For instance</i></p> <p><i>Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</i></p>	<p><i>For instance</i></p> <p><i>Be aware that different versions of the past may exist and begin to suggest reasons for this</i></p>	<p><i>For instance</i></p> <p><i>Understand that the past is represented and interpreted in different ways and give reasons for this</i></p>
<b>Continuity and Change</b>	<p><i>For instance</i></p> <p><i>Discuss change and continuity in an aspect of life, e.g. holidays</i></p>	<p><i>For instance:</i></p> <p><i>Describe and begin to make links between main events, situations and changes within and across different periods and societies</i></p>	<p><i>For instance:</i></p> <p><i>As Year 3/4, and</i></p> <p><i>Use a greater depth of historical knowledge</i></p>

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<b>Causes and Consequences</b>	<p><i>For instance:</i></p> <p><i>Recognise why people did things</i></p> <p><i>Recognise why some events happened</i></p> <p><i>Recognise what happened as a result of people's actions or events</i></p>	<p><i>For instance:</i></p> <p><i>Identify and give reasons for historical events, situations and changes</i></p> <p><i>Identify some of the results of historical events, situations and changes</i></p>	<p><i>For instance:</i></p> <p><i>Begin to offer explanations about why people in the past acted as they did</i></p>
<b>Similarities / Differences</b>	<p><i>For instance:</i></p> <p><i>Identify similarities and differences between ways of life in different periods, including their own lives</i></p>	<p><i>For instance:</i></p> <p><i>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</i></p>	<p><i>For instance:</i></p> <p><i>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual</i></p>
<b>Significance</b>	<p><i>For instance:</i></p> <p><i>Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why</i></p>	<p><i>For instance:</i></p> <p><i>Identify and begin to describe historically significant people and events in situations</i></p>	<p><i>For instance:</i></p> <p><i>Give reasons why some events, people or developments are seen as more significant than others</i></p>