



History

Our intent is to equip children with historical knowledge and skills that will allow them to have more of an understanding about the world around them and provide them with a thirst to find out more. British history is taught in a chronological sequence, and is interwoven with our British values. Our children are taught the skills to compare and contrast across not only British history but also that of ancient civilizations. Pupils at Woolenwick Junior School will leave Key Stage Two with a rich knowledge of how civilization and the modern world came to be influenced by what has already been and be able to answer the question 'Who am I?'

Progression of Skills

Strand	KS1	Year 3	Year 4	Year 5	Year 6
Chronological Awareness	Sequence artefacts closer together in time. Sequence events. Sequence photographs etc. from different periods of their life. Describe memories of key events in lives	Place Prehistoric Britain and Early civilizations studied on a timeline using dates and terms relating to the passing of time and understand that the timeline can be split into BCE and AD. Sequence several events and artefacts across the Stone, Bronze and Iron Age.	Place events from Roman Britain, Anglo Saxon England and Ancient Greece on a timeline. Use words and phrases; and topic related vocabulary which denotes the period studied: century, decade, ancient civilization and period and begin to date events. Understand more complex terms e.g. BCE/AD and	Place Saxons and Vikings, on time line of British History, in relation to Prehistoric Britain and the Roman invasion Place the Shang Dynasty and Mayan Civilization on a world history timeline in relation to other civilizations studied. Know and sequence key events of Saxon and Viking rule, and the Shang and Mayan Civilizations. Relate current studies to previous studies in both world and British history, making comparisons	Place different periods of British history on a timeline through the history of crime and punishment and sequence up to ten events on a timeline. Use relevant dates and terms when making links to British and world history Use words and phrases: vocabulary relating to movements or times of change: circa, digital or information age, age of...and post war



History

				<p>between different times throughout history.</p> <p>Use relevant terms and period labels, including words, phrases: and relative vocabulary: Dark Ages, Early middle-ages, modern, era, pre-classic, classic and post-classic</p>	
<p>Range and Depth of Historical Knowledge</p>	<p>Find out about people and events in other times.</p> <p>Confidently describe similarities and differences of artefacts and ways of life at different times.</p> <p>Develop empathy and understanding through drama and speaking and listening – recognising why people did things and why events happened and what happened as a result.</p>	<p>Find out about everyday lives of people in Ancient Egypt. Compare with our life today.</p> <p>Identify results and reasons of people's actions.</p> <p>Understand why pre-historic Britons may have had to do something.</p>	<p>Use evidence to reconstruct life in Roman and Anglo Saxon times.</p> <p>Identify key features and events.</p> <p>Look for links and effects in time studied. Offer a reasonable explanation for some events.</p> <p>Develop a broad understanding of ancient civilisations.</p>	<p>Study different aspects of life of different people – differences between men and women.</p> <p>Examine causes and results of great events and the impact had on people.</p> <p>Compare life in early and late times studied. Compare an aspect in another period.</p> <p>Study an ancient civilisation in detail – Shang Dynasty</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour of another period studied.</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Know key dates, characters and events of time studied. Compare and contrast ancient civilizations.</p>



History

Interpretations of History	<p>Compare picture or photographs of people or events in the past and discuss their reliability.</p> <p>Compare two versions of a past event.</p> <p>Identify different ways to represent the past.</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and evaluate their usefulness. Look at representations of the period – museum, cartoons, etc.</p>	<p>Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use of text books and historical knowledge.</p>	<p>Compare accounts of events from different sources. Fact or fiction.</p> <p>Offer some reasons for different versions of events.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking accuracy of interpretation – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confident use of library etc. for research.</p>
Historical Enquiry	<p>Use a source – observe and handle sources to ask questions about the past on the basis of simple observations - why, what, who, how and where?</p> <p>Use timelines.</p> <p>Discuss the effectiveness of sources.</p>	<p>Use a range of sources to find out about a period.</p> <p>Observe small details – artefacts, pictures, etc. Select and record information relevant to study.</p> <p>Begin to use the library, e-learning for research. Ask and answer questions.</p>	<p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library, e-learning for research.</p>	<p>Are confident at identifying primary and secondary sources.</p> <p>Use evidence to build up a picture of life in time studied.</p> <p>Select relevant sections of information.</p> <p>Confident use of library, e-learning, research.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past, suggesting omissions and the means of finding out.</p> <p>Bring knowledge gathering from several sources together in a fluent account.</p>



History

Organisation and communication	Communicate knowledge through: class displays, museum annotated photographs and ICT, as well as drama activities.	Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, models, writing, drawing.	Know the period in which the study is set. Display findings in a variety of ways. Work independently and in groups.	Fit events into a display sorted by a theme time. Use appropriate terms, matching dates to people and events. Record and communicate knowledge in different forms. Work independently and in groups, showing initiative.	Select aspect of study to make a display. Use a variety of ways to communicate knowledge and understanding, including extended writing. Plan and carry out individual investigations.
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