



HAREWOOD JUNIOR SCHOOL

HISTORY: BREADTH OF STUDY

Year 3	Year 4	Year 5	Year 6
<p>1) Changes in Britain from the Stone Age to the Iron Age</p> <p>2) The achievements of the earliest civilizations: Ancient Egypt</p>	<p>1) The Ancient Greeks</p> <p>2) Local Study: The Roman Empire and its impact on Britain/focus Roman Gloucester</p>	<p>1) Britain's settlement by Anglo-Saxons and Scots/Reference to Saxon Gloucester</p> <p>2) The Viking and the Anglo-Saxon struggle for the Kingdom of England</p>	<p>1) A non-European society that provides contrasts with British history: Ancient Islamic Civilisation – Baghdad</p> <p>2) A study of Gloucester through the ages: Focus on Southgate Street tracing the historical influences and legacies dating back to the Romans through to the present day.</p>

Whole School Enrichment:

The British Monarchy: Focus on Significant Monarchs and how their legacy has brought about change Britain - taking 1066 as our starting point - William the Conqueror (William I) to Queen Elizabeth II:

Year 3 – Queen Elizabeth II

Year 4 – Queen Victoria

Year 5 – William the Conqueror

Year 6 – Henry VIII



HAREWOOD JUNIOR SCHOOL KEY SKILLS HISTORY – Year 3

<u>Historical Knowledge</u>		T1 & T2	T3 & T4	T5 & T6
All (At an age-related level of understanding and communication)	I can describe historical events			
	I can describe significant people from the past			
	I can describe the characteristic features of a period			
	I can describe the religious beliefs and attitudes of people from the past			
<u>To understand chronology</u>		T1 & T2	T3 & T4	T5 & T6
<ul style="list-style-type: none"> • I can place events, people and artefacts from the period studied in chronological order on a timeline 				
<ul style="list-style-type: none"> • I can use BC and AD to describe when events took place 				
<u>To investigate and interpret the past -</u>		T1 & T2	T3 & T4	T5 & T6
<ul style="list-style-type: none"> • I can identify and give reasons for different ways in which the past is represented 				
<ul style="list-style-type: none"> • I can distinguish between different sources – compare different versions of the same story 				
<ul style="list-style-type: none"> • I can look at and investigate different representations of the period – museum, cartoons etc. 				
<ul style="list-style-type: none"> • I can use a range of sources - artefacts, pictures, information books, visitors and visits to historical sites to find out about the past 				
<u>Organisation and Communication</u>		T1 & T2	T3 & T4	T5 & T6
<ul style="list-style-type: none"> • I can use topic related vocabulary to describe the key features of a time period including: dates, time period, era, change, chronology, primary, secondary, source 				
<ul style="list-style-type: none"> • I can communicate my knowledge through discussion, drawing, writing, numeracy, model making, drama/role play and computing 				



HAREWOOD JUNIOR SCHOOL KEY SKILLS HISTORY – Year 4

<u>Historical Knowledge</u>		T1 & T2	T3 & T4	T5 & T6
All (At an age-related level of understanding and communication)	I can describe historical events			
	I can describe significant people from the past			
	I can describe the characteristic features of a period			
	I can describe the religious beliefs and attitudes of people from the past			
<u>To understand chronology</u>		T1 & T2	T3 & T4	T5 & T6
<ul style="list-style-type: none"> • I can place events, people and artefacts from the period studied in chronological order on a timeline 				
<ul style="list-style-type: none"> • I can use terms such as chronology, decade and century to describe when events took place 				
<ul style="list-style-type: none"> • I can understand the concept of change over time and duration between events 				
<u>To investigate and interpret the past -</u>		T1 & T2	T3 & T4	T5 & T6
<ul style="list-style-type: none"> • I can use a range of enquiry including interpreting artefacts, pictures, information books, websites, documents, maps, historic building, visitors and visits to historical sites, to identify implicit (clear/unambiguous) and explicit (implied) evidence about the past 				
<ul style="list-style-type: none"> • I can use different versions of the same event in history and identify similarities and differences in the accounts 				
<ul style="list-style-type: none"> • I can discuss how reliable and trustworthy a source is using the 3 R's: reliability, relevance and richness 				
<ul style="list-style-type: none"> • I can begin to give a broad overview of how life has changed over time in a place for historical study for example Gloucester 				
<u>Organisation and Communication</u>		T1 & T2	T3 & T4	T5 & T6
<ul style="list-style-type: none"> • I can use appropriate historical vocabulary to describe the key features of a time period, including: dates, time period, era, change, chronology, deduce, justify, continuity, explicit evidence, implicit evidence 				
<ul style="list-style-type: none"> • I can communicate my knowledge about the past through discussion, literacy, numeracy and computing skills to a good standard, including drawings, model making, drama/role play 				



HAREWOOD JUNIOR SCHOOL KEY SKILLS HISTORY – Year 5

<u>Historical Knowledge</u>		T1 & T2	T3 & T4	T5 & T6
All (At an age-related level of understanding and communication)	I can describe historical events			
	I can describe significant people from the past			
	I can describe the characteristic features of a period			
	I can describe the religious beliefs and attitudes of people from the past			
<u>To understand chronology</u>		T1 & T2	T3 & T4	T5 & T6
• I can place events, key people and artefacts from the period studied on a timeline with increasing confidence and accuracy				
• I can understand the concepts of continuity and change over time				
• I can identify and make links with other periods of study, demonstrating global perspective				
<u>To investigate and interpret the past -</u>		T1 & T2	T3 & T4	T5 & T6
• I can use artefacts, pictures, information books, websites, documents, maps, music, databases, historic buildings etc., to find out about the past and inform my understanding and learning				
• I can use different accounts of a historical event, explaining some of the reasons why the accounts may differ in their representation and interpretation of an event or person				
• I can evaluate how reliable and trustworthy a source is using the 3 R's: reliability, relevance and richness				
• I can begin to give a broad overview of how life has changed over time in a place of historical study for example Gloucester				
<u>Organisation and Communication</u>		T1 & T2	T3 & T4	T5 & T6
• I can use appropriate historical vocabulary to describe the key features of a time period, including: dates, time period, era, chronology, continuity, change, century, decade, millennium, legacy deduce, infer, justify, hypothesis to accurately describe and comment on the events and features of a time period				
• I can communicate my knowledge about the past through discussion, literacy, numeracy and computing skills to a high standard, including graphs, drawings, model making, drama/role play				



HAREWOOD JUNIOR SCHOOL KEY SKILLS HISTORY – Year 6

<u>Historical Knowledge</u>		T1 & T2	T3 & T4	T5 & T6
All (At an age-related level of understanding and communication)	I can describe historical events			
	I can describe significant people from the past			
	I can describe the characteristic features of a period			
	I can describe the religious beliefs and attitudes of people from the past			
<u>To understand chronology</u>		T1 & T2	T3 & T4	T5 & T6
• I can accurately place features of historical events and people from past societies and periods in a chronological framework				
• I can explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline (e.g. study of Southgate Street)				
• I can describe the main changes of a period in history, using terms such as social, religious, political, technological and cultural				
<u>To investigate and interpret the past</u>		T1 & T2	T3 & T4	T5 & T6
• I can ask and debate open ended questions about the past				
• I can use artefacts, pictures, information books, websites, documents, maps, music, databases, archive material, eye witness accounts, historic buildings, visitors and visits to historical sites, to find out about the past				
• I can understand that events, people and changes can be interpreted in different ways and suggest possible reasons for this – understanding bias				
<u>Organisation and Communication</u>		T1 & T2	T3 & T4	T5 & T6
• I can use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy, deduce, infer, justify, hypo				
• I can describe and evaluate how some of the people and events I have studied have affected other time periods (regional/national/global impact and legacy)				
• I can communicate my knowledge about the past through discussion, literacy, numeracy and computing skills to a good standard, including drawings, model making, drama/role play				