



HAREWOOD JUNIOR SCHOOL KEY SKILLS, KNOWLEDGE AND UNDERSTANDING HISTORY

Purpose of study

A high-quality history education will help pupils gain a 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. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to 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.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Attainment targets

Pupils should 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 and that different versions of past events may exist, giving some reasons for this. In planning to ensure the progression described above through

teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should 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 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 one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- 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 - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900;
- Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Organisation of strands across each yeargroup:

Year 3	Year 4	Year 5	Year 6
1) Changes in Britain from the Stone Age to the Iron Age 2) The achievements of the earliest civilizations: Ancient Egypt	1) The Ancient Greeks 2) Local Study: The Roman Empire and its impact on Britain/focus Roman Gloucester	1) Britain's settlement by Anglo-Saxons and Scots/Reference to Saxon Gloucester 2) The Viking and the Anglo-Saxon struggle for the Kingdom of England	1) A non-European society that provides contrasts with British history: Ancient Islamic Civilisation – Baghdad 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 align="center"><u>Whole School Enrichment:</u></p> <p><u>The British Monarchy:</u> 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 present day Queen Elizabeth II:</p> <p>Year 3 – Queen Elizabeth II Year 4 – Queen Victoria Year 5 – William the Conqueror Year 6 – Henry VIII</p>			

Historical Knowledge (To be personalised to each topic, see additional information sheets for suggestions)			T1 & T2	T3 & T4	T5 & T6
<ul style="list-style-type: none"> Can I find out about the past? 	Y3	I can describe historical events			
	Y4	I can describe significant events and people from the past			
	Y5	I can describe the characteristic features of a period			
	Y6	I can describe the religious beliefs and attitudes of people from the past			
To understand chronology (When did events take place & how do they fit in together?)			T1 & T2	T3 & T4	T5 & T6
<ul style="list-style-type: none"> Can I place people, events and artefacts in chronological order? 	Y2:	I can order events and people in my life time			
	Y3:	I can place events, people and artefacts from the period studied in chronological order			
	Y4:	I can place events, people and artefacts from the period studied on a timeline			
	Y5:	I can place key people, events and artefacts on a timeline with a sense of scale			
	Y6:	I can accurately place key people, events and artefacts on a timeline to scale			
<ul style="list-style-type: none"> Can I use dates & period titles to describe when events took place? 	Y2:	I can use the terms future, past and present to describe when events took place			
	Y3:	I can use BC and AD to describe when events took place			
	Y4:	I can use terms such as chronology, decade and century to describe when events took place			
	Y5:	I can use terms such as millennium and era to describe when events took place			
	Y6:	I can use terms such as circa to describe when events took place			

To investigate and interpret the past (What skills do the children need in order to find out about the past?)		T1 & T2	T3 & T4	T5 & T6
<ul style="list-style-type: none"> Can I ask and find answers to historical questions? 	Y2: I can ask questions about significant people and places from the past			
	Y3: I can ask questions and find answers about the past, using evidence given to me.			
	Y4: I can ask questions and find answers about the past, using my own research			
	Y5: I can ask a range of questions about the past and research the answers independently			
	Y6: I can ask and debate open ended questions about the past e.g. If you were a man/ woman/ child, which time period would you prefer and why? Who was the greatest leader and why? Which civilization was the most advanced? Why? Which do you think was the most successful era? Why?			
<ul style="list-style-type: none"> Can I use historical evidence to find out about the past? 	Y2: I can use artefacts, pictures, stories and historical visitors to find out about the past			
	Y3: I can use artefacts, pictures, information books, visitors and visits to historical sites to find out about the past			
	Y4: I can use artefacts, pictures, information books, websites, documents, maps, historic buildings, visitors and visits to historical sites, to find out about the past			
	Y5: I can use artefacts, pictures, information books, websites, documents, maps, music, databases, historic buildings, visitors and visits to historical sites, to find out about the past			
	Y6: 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			
<ul style="list-style-type: none"> Can I appreciate that the past is represented and interpreted in different ways? 	Y2: With help, I can start to recognise that the past can be represented in different ways			
	Y3: I can recognise that the past can be represented in different ways			
	Y4: I can use different versions of the same event in history and identify similarities and differences in the accounts			
	Y5: I can use different accounts of a historical event, explaining some of the reasons why the accounts may differ.			
	Y6: I can independently select different accounts of a historical event and explain reasons why they may differ			

<ul style="list-style-type: none"> Can I make judgements about the reliability of a historical source? 	Y2: I know the difference between fact and opinion			
	Y3: I can identify primary sources (from the time studied) and secondary sources (produced after the event). I can start to understand how useful they are to finding out about the past.			
	Y4: I can discuss how reliable and trustworthy a source is using the 3 R's: reliability, relevance and richness			
	Y5: I can evaluate how reliable and trustworthy a source is by using the 3 R's.			
	Y6: I can select suitable sources based on their reliability and justify referring to the 3 R's			

To communicate historically (How are they going to show case their knowledge & understanding to others?)		T1 & T2	T3 & T4	T5 & T6
<ul style="list-style-type: none"> Can I use appropriate historical vocabulary to communicate understanding? 	Y2: I can use simple words and phrases to describe people, events and the passing of time e.g. past, present, old, new, modern day			
	Y3: I can use given vocabulary to describe the key features of a time period			
	Y4: I can use key historical terms to describe the key features of a time period			
	Y5: I can use key historical terms accurately to describe the features of a time period			
	Y6: I can use key historical vocabulary to show my understanding of a time period			
<ul style="list-style-type: none"> Can I use literacy, numeracy & computing skills to communicate information about the past? 	Y2: I can display my historical knowledge through labelled diagrams and short sentences I can use Venn diagrams to sort into past and present I can use the internet to find historical images			
	Y3: I can write a newspaper report about a historical event I can use Venn diagrams to compare different aspects of the past I can display my historical knowledge in a PowerPoint presentation			
	Y4: I can present my historical knowledge in a simple non-chronological report I can draw tables and charts to compare different aspects of the past I can use the internet to research information about the past			
	Y5: I can present my historical knowledge through writing my own myth I can draw graphs to show data from the past I can use ICT to create a timeline to scale			
	Y6: I can write a biography about a famous historical figure I can analyse data from spreadsheets and databases I can present historical data using Excel			

To build an overview of world history (The bigger picture: To develop a mature & informed perspective on their world)		T1 & T2	T3 & T4	T5 & T6
<ul style="list-style-type: none"> Can I give a broad overview of historical events (local, regional, national and international)? 	Y2: I know that the past is separated into different time periods (e.g. Romans, Egyptians etc.)			
	Y3: I know that time periods overlap and also happen in the world at the same time			
	Y4: I can give a broad overview of how life in Gloucester has changed			
	Y5: I can give a broad overview of how life in Britain has changed			
	Y6: I can give a broad overview of major historical eras from around the world			
<ul style="list-style-type: none"> Can I make links between periods studied (similarities, differences, continuity, change, trends over time)? 	Y2: I can compare the past to my life today			
	Y3: I can make simple links to time periods studied previously			
	Y4: I can compare similarities and differences between two time periods			
	Y5: I can use a timeline to look at changes over time within a particular aspect of the past e.g. technology, fashion, architecture, etc.			
	Y6: I can use a timeline to look for times of rapid or slow change			
<ul style="list-style-type: none"> Can I understand the diversities between societies and different groups of people from the past (religious, economic, political, cultural or social)? 	Y2: I can compare and contrast rich and poor people of a past society			
	Y3: I can compare and contrast religious beliefs of a past society			
	Y4: I can compare and contrast social differences of a past society			
	Y5: I can compare and contrast political differences of a past society			
	Y6: I can compare and contrast cultural differences of a past society			
<ul style="list-style-type: none"> Can I consider the significance of events and people of the past and how they may affect other time periods? 	Y2: With help, I can identify important people and events that helped change people's lives (for better or for worse)			
	Y3: I can identify and describe important people and events that helped change people's lives (for better or for worse)			
	Y4: I can describe how some of the people and events I have studied have affected other time periods			
	Y5: I can describe how some of the people and events I have studied have affected life today in Britain			
	Y6: 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)			