

# St. Paul's C of E Junior School: Conceptual Learning Progression and Skills for History

Topics across the key stage:												
	Y3			Y4			Y5			Y6		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>TOPIC</b> (1/2 term topics, 1 per term)	Changes in Britain from the Stone Age to the Iron Age		A Local History Study  A study over time tracing how several aspects of national history are reflected in the localit. e.g. war memorial, founding of the school, impact of the railway, changing high street/use of buildings	The Roman Empire and its impact of Britain		Britains settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor	Ancient Greece – a study of Greek life and achievements and their influence on the western world	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 ( <b>World War 2</b> )	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in depth study of Ancient Egypt	A reflection of the Windrush generation and their impact on rebuilding post war Britain	A Non-European society that provides contrasts with British History: Early Islamic civilisation, including a study of Baghdad c. AD 900
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>Extract simple information from text/pictures/objects</li> <li>Make simple deductions about what text means based on what is included</li> <li>Start combining information from more than one source</li> </ul>			<ul style="list-style-type: none"> <li>Start cross-referencing information to see if other sources agree, rather than taking everything at face value</li> <li>See that some sources are more useful than others and explain why</li> </ul>			<ul style="list-style-type: none"> <li>Start to raise questions about what the evidence tells us. Be aware of the need not to rush to conclusions based on flimsy evidence. Use phrases such as <i>We cannot tell for sure. Most evidence suggests</i></li> <li>Start to think of reasons why a source might be unreliable</li> </ul>			<ul style="list-style-type: none"> <li>Consider the worthiness of a source by reference to what is known about the topic. e.g. <i>This does not fit in with the picture of the subject I know therefore. This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the audience?</i></li> <li>Offer substantiated reasons why some sources might be treated cautiously. Show awareness of the need to think about why the source was produced.</li> </ul>		

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Y3 History Skills and Progression		
	Objective (NC)	Skills & activities
<b>Chronology</b>  <b>S1</b>	Develop chronologically secure knowledge and understanding of British, local and world history, establishing a clear narrative within and across the periods studied	<b>Beginning of the Key Stage</b> <ul style="list-style-type: none"> <li>Confidently spot major anachronisms from most periods studied when compared with today e.g comparing 'Flintstones with evidence gathered;</li> <li>Sequence events in simple narrative e.g. Flinstones Film</li> <li>Use words which mark the passing of time e.g. moving from simple 'before and after' to use words such as during or while e.g. when describing how different life was in The Stone Age' when man started to farm;</li> </ul>
<b>Characteristic features of periods and societies: ideas, beliefs, attitudes and experiences of men, women and children</b>  <b>S4, S6</b>	Note connections, contrasts and trends over time	<b>Beginning of the Key Stage</b> <ul style="list-style-type: none"> <li>Understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, such as the use of television and projector screen in The Flinstones. Be secure in understanding the main differences between today and the period being studied.</li> <li>Show an understanding of the main ideas associated with that society e.g. Was man a hunter gatherer or was there a more spiritual connection? (They tend to describe rather than explain and tend to speak about the society as if everyone felt the same).</li> </ul>
<b>Representation and Interpretation of the past</b>  <b>S3</b>	Construct informed responses that involve thoughtful selection and organization of relevant historical information	<b>Beginning of Key Stage</b> <ul style="list-style-type: none"> <li>Identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. Flinstones Film vs reality</li> <li>Give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation.</li> </ul>
<b>Cause and</b>	Regularly address and	<b>Beginning of Key</b>

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<b>Consequence</b>  <b>S5, S6, S7</b>	sometimes devise historically valid questions about change, cause, similarity and difference, and significance	<ul style="list-style-type: none"> <li>Analyse actions of people in historical settings; focusing only on what one person wanted .</li> <li>See that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people;</li> </ul>
<b>Historical Enquiry</b>  <b>S2</b>	Understand how our knowledge of the past is constructed from a range of sources	<b>Beginning of Key Stage</b> <ul style="list-style-type: none"> <li>Extract simple information from text/pictures/objects showing basic comprehension</li> <li>Make simple deductions about what text means based on what is included e.g. <i>the teacher in the photograph of Victorian school is holding a cane, they must be strict.</i></li> <li>Start combining information from more than one source e.g. <i>Text book, compared with video, oral evidence.</i></li> </ul>
<b>Historical vocabulary</b>	Develop the appropriate use of historical terms	<div> <div> ACE/AD Ancient Civilisation Archaeology Artefacts BCE/BC` Beliefs Chronology Colony Conquest </div> <div> Court Cultural Democracy Development Diversity Emigrant Emperor Empire Era </div> <div> Ethnic Execution Heir Hierarchy Immigrant Invasion Medieval Millennia Monarchy </div> </div>

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Y4 History Skills and Progression		
Chronology	Objective (NC)	Skills & activities
<b>S1</b>	Develop chronologically secure knowledge and understanding of British, local and world history, establishing a clear narrative within and across the periods studied	<ul style="list-style-type: none"> <li>• Talk about three periods of time .e.g. archaeologists today have discovered Roman artefacts throughout Great Britain</li> <li>• Talk about the past in terms of periods e.g., Roman;</li> <li>• Realises that Ancient means thousands of years ago;</li> <li>• Accurately differentiate within a longer period e.g. Roman.</li> </ul>
<b>Characteristic features of periods and societies: ideas, beliefs, attitudes and experiences of men, women and children</b>  <b>S4, S6</b>	Note connections, contrasts and trends over time	<ul style="list-style-type: none"> <li>• Know that not everyone in the past lived in the same way e.g. <i>contrast life of The Romans with the Celts</i>. Know that there are different levels in society.</li> <li>• Understand that people in the past had a range of different ways of looking at their world and can explain ideas.</li> </ul>
<b>Representation and Interpretation of the past</b>  <b>S3</b>	Construct informed responses that involve thoughtful selection and organization of relevant historical information	<ul style="list-style-type: none"> <li>• See that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.</li> <li>• Realise that history is continuously being rewritten; if we find more we have to rewrite the past e.g. following discovery of Fishbourne Roman Palace.</li> </ul>
<b>Cause and Consequence</b>	Regularly address and sometimes devise historically valid	<ul style="list-style-type: none"> <li>• Explain general and impersonal causes; seeing that events happen because of other reasons than just human action. e.g. Why did Claudius invade Britain</li> </ul>

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<b>S5, S6, S7</b>	questions about change, cause, similarity and difference, and significance	<ul style="list-style-type: none"> <li>• Move from two causes to realising that you need to give several causes to explain some events; Move away from simply listing to trying to give a little detail about each cause; Why do people move home?, Why did The Romans Invade Britain.</li> <li>• Realise that events usually happen for a combination of reasons, even though there is still some element of listing;</li> </ul>
<b>Historical Enquiry</b> <b>S2</b>	Understand how our knowledge of the past is constructed from a range of sources	<ul style="list-style-type: none"> <li>• Start cross-referencing information to see if other sources agree, rather than taking everything on face value.</li> <li>• See that some sources are more useful than others and can explain why.</li> <li>• Start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Use phrases such as, <i>We cannot tell for sure. Most evidence suggests.</i> (Cross over with Year 5)</li> </ul>
<b>Historical vocabulary</b>	Develop the appropriate use of historical terms	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> ACE/AD Ancient Civilisation Archaeology Artefacts BCE/BC` Beliefs Chronology Colony Conquest </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> Court Cultural Democracy Development Diversity Emigrant Emperor Empire Era </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> Ethnic Execution Heir Hierarchy Immigrant Invasion Medieval Millennia Monarchy </div> </div>

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Y5 History Skills and Progression		
	Objective (NC)	Skills
<b>Chronology</b>  <b>S1</b>	Develop chronologically secure knowledge and understanding of British, local and world history, establishing a clear narrative within and across the periods studied	<ul style="list-style-type: none"> <li>Use some key dates as important markers of events e.g. when describing different phases of evacuation, referring to outbreak of war in September 39, Phoney war, Blitz;</li> <li>Use more sophisticated time markers within, as well as between periods e.g. at the start of WWI to WWII, Appreciate ideas of duration and interval. e.g. how long the Greek legacy has lasted,</li> </ul>
<b>Characteristic features of periods and societies: ideas, beliefs, attitudes and experiences of men, women and children</b>  <b>S4, S6</b>	Note connections, contrasts and trends over time	<ul style="list-style-type: none"> <li>Make links between different features of a society to make sense of the world lived in by people in the past. Explain beliefs and attitudes in terms of why people might have had those ideas. Show real sense of period in an abstract way.</li> <li>Understand that people's experiences varied depending on status e.g. <i>they understand that women's position in Greek society was very different in Athens and Sparta. They know about the importance of slave culture to that society. Also children grasp that people's experience of being evacuated in World War Two often depended on their prior experience. (Cross over with Year 6)</i></li> </ul>
<b>Representation and Interpretation of the past</b>  <b>S3</b>	Construct informed responses that involve thoughtful selection and organization of relevant historical information	<ul style="list-style-type: none"> <li>Understand that people create different versions of the past for different audiences and therefore might give a different emphasis e.g. novel about evacuation was written with a different purpose and audience in mind.</li> <li>Understand that some interpretations might be more accurate and reliable than others, by use of their own background knowledge e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders too.</li> </ul>
<b>Cause and Consequence</b>	Regularly address and sometimes devise historically valid	<ul style="list-style-type: none"> <li>Start to genuinely explain rather than list; May dwell on one cause at expense of others but there is real attempt to explain not just describe;</li> </ul>

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<b>S5, S6, S7</b>	questions about change, cause, similarity and difference, and significance	<ul style="list-style-type: none"> <li>Explain an event using simple form of classification e.g. <i>to do with money or religion</i>; See consequences in terms of immediate and longer-term effects and can see that people were affected differently;</li> <li>See that causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. <i>why Hitler invaded Poland</i>.</li> </ul>
<b>Historical Enquiry</b> <b>S2</b>	Understand how our knowledge of the past is constructed from a range of sources	<ul style="list-style-type: none"> <li>Start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Use phrases such as, <i>We cannot tell for sure. Most evidence suggests.</i> (Cross over with Year 4)</li> <li>Start to think of reasons why a source might be unreliable e.g. view of the Vikings may be partial because the evidence we have was written by people who suffered most at the hands of these raiders</li> <li>Consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore ... e.g. This picture of the Vikings makes them seem barbarians, yet.. . This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the intended audience? (Cross over with Year 6)</li> </ul>
<b>Historical vocabulary</b>	Develop the appropriate use of historical terms	<div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> Anachronism Analyse Causation Change and continuity Contrast Crusades Deduce Dogma/Doctrine Epoch Heresy </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> Hypotheses Interpretation Justification Monastery Nomad Perspective Political Prehistoric Propaganda Provenance </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> Rebellion Religious Republic Revolt Social Social standing Suitability Technological Traitor Treason Utility </div> </div>

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Y6 History Skills and Progression		
	Objective (NC)	Skills
<b>Chronology</b>  <b>S1</b>	Develop chronologically secure knowledge and understanding of British, local and world history, establishing a clear narrative within and across the periods studied	<ul style="list-style-type: none"> <li>Use dates and specific terms confidently to establish period detail e.g. when describing the “Windrush Generation”, WW2 and service, immigration and the 1950’s, rebuilding Britain and their continued struggles</li> <li>Successfully match simple iconic images to each of the periods studied;</li> <li>Make links between three periods in history, comparing, spotting similarities differences e.g. influence of Islamic Golden Age Mathematics on our present day maths eg: algebra</li> </ul> <b>End of the Key Stage</b>
<b>Characteristic features of periods and societies: ideas, beliefs, attitudes and experiences of men, women and children</b>  <b>S4, S6</b>	Note connections, contrasts and trends over time	<ul style="list-style-type: none"> <li>Understand that people's experiences varied depending on status e.g. they understand that positions in Arabic Culture in Baghdad, comparing the Sultan to the common person. They know about the importance of intellectuals and mathematicians to that society.</li> <li>Describe and explain ways of life at different levels of society and understand that people would have different outlooks on life depending on their social standing. Children instinctively avoid sweeping generalisation saying instead, it all depends on who you were, what position you had in society.</li> </ul> <b>End of the Key Stage</b>
<b>Representation and Interpretation of the past</b>  <b>S3</b>	Construct informed responses that involve thoughtful selection and organization of relevant historical information	<ul style="list-style-type: none"> <li>Understand that all history is to some extent interpretations and see why some people might write different versions of the same event; Even when using the same evidence historians can put a different gloss on events.</li> <li>Grasp that interpretations might differ depending on the aspect that people are looking at; e.g. <i>Views of the Egyptians might be more positive if looking at benefits of culture and architecture, but more negative if looking at forced labour or slavery.</i></li> </ul> <b>End of the Key Stage</b>
<b>Cause and</b>	Regularly address and	<ul style="list-style-type: none"> <li>Explain an event with reference to abstract ideas such as long and short-term or events building up;</li> </ul>



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<b>Consequence</b>  <b>S5, S6, S7</b>	sometimes devise historically valid questions about change, cause, similarity and difference, and significance	<ul style="list-style-type: none"> <li>Start to express explanation in term of relative importance backed up by reasoned argument e.g. <i>The main reason was... Also important... Some people think;</i></li> <li>By the end of the key stage some children are able to explain some quite complex events using a good range of causes, some of them linked in a simple way.</li> </ul> <b>End of Key Stage</b>
<b>Historical Enquiry</b>  <b>S2</b>	Understand how our knowledge of the past is constructed from a range of sources	<ul style="list-style-type: none"> <li>Consider the worthiness of a source by reference to what is known about the topic. e.g. This does not fit in with the picture of the subject I know therefore ... e.g. This photo of this Windrush arrivals appear to be happy, smiling and are waving. This piece of evidence must be handled carefully. We need to know who produced it and why. Who was the intended audience?</li> <li>Offer substantiated reasons why some sources might be treated cautiously e.g. Egyptian hieroglyphs. Show awareness of the need to think about why the source was produced without prompting. "Why would Egyptians make Pharaohs in hieroglyphs appear far larger and impressive than other people? Why do they appear almost god-like?"</li> </ul> <b>End of Key Stage</b>
<b>Historical vocabulary</b>	Develop the appropriate use of historical terms	<div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 30%;">                     Anachronism Analyse Causation Change and continuity Contrast Crusades Deduce Dogma/Doctrine Epoch Heresy                 </div> <div style="border: 1px solid black; padding: 5px; width: 30%;">                     Hypotheses Interpretation Justification Monastery Nomad Perspective Political Prehistoric Propaganda Provenance                 </div> <div style="border: 1px solid black; padding: 5px; width: 30%;">                     Rebellion Religious Republic Revolt Social Social standing Suitability Technological Traitor Treason                 </div> </div>

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