



# Lydgate Junior School Curriculum Progression for History



Core Themes	<b>Civilisation</b>	<b>Democracy</b>
	<b>Invasion</b>	<b>Power</b>
		<b>Knowledge</b>

## Curriculum Overview

	Year 3	Year 4	Year 5	Year 6
Block 1		The Romans	Ancient Egypt	WW2
Block 2	Local Study: Sheffield Steel		Vikings	
Block 3	Stone Age	Anglo Saxons inc. local study		Early Islamic civilisation
Block 4	Ancient Greece			

	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p>

	Year 3	Year 4	Year 5	Year 6
<b>Range and depth of historical knowledge</b>	<p>Find out about every day lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another time period e.g. economic, religious, social, cultural, political and military</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 with another time 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</p>

	Year 3	Year 4	Year 5	Year 6
<b>Interpretations of history</b>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Understand the need to use multiple sources to learn about the past</p> <p>Look at representations of the period – museum, cartoons etc</p>	<p>Look at the evidence available</p> <p>Distinguish between different types of sources</p> <p>Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Begin to use provenance (where it comes from) of sources to offer reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Explain and evaluate the motivations behind different sources</p> <p>Confidently use the library and internet for research</p>

	Year 3	Year 4	Year 5	Year 6
<b>Historical enquiry</b>	<p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use the library and internet for research</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 and internet for research</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use the library and internet for research with increasing confidence</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>

	Year 3	Year 4	Year 5	Year 6
<b>Organisation and communication</b>	Communicate their knowledge through: Discussion Drawing pictures Drama/role play Making models Writing Using ICT	Recall, select and organise historical information Communicate their knowledge and understanding.		Select and organise information to produce structured work, making appropriate use of dates and terms.