



## National curriculum (coverage **y3/4** and **y5/6 both**)

By the end of key stage 2 pupils should be taught:

• 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.
- 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.
- The changes in Britain from the Stone Age to the Iron Age (Y5/6)
- The Roman Empire and its impact on Britain (Y3/4)
- Britain's settlement by Anglo-Saxons and Scots (Y5/6)
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y5/6)
- A local history study (Victorians Y3/4)
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Victorians and the industrial revolution Y3/4)
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China (Y5/6)
- Ancient Greece – a study of Greek life and achievements and their influence on the western world (Y3/4)
- 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. (Y5/6)

Breadth of Study	Lower KS2	Upper KS2
Plan A	<p><b>Local history - The Victorians</b> <i>Does slavery still exist?</i></p>	<p><b>Stone Age to Iron Age, Vikings and Anglo Saxons</b> <i>Does migration always lead to conflict?</i></p>
Plan B	<p><b>The Romans and the Greeks</b> <i>Should we always do what we are told?</i></p>	<p><b>Shang Dynasty and Mayan Civilizations</b> <i>Why have buildings and structures become a significant part of civilization?</i></p>



	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<p><b>I can use timelines</b> to place historical events in chronological order. (Maths)</p> <p><b>I understand</b> that timelines can be divided into BC (before Christ) and AD (Anno Domini). (RE)</p> <p><b>I can use historical vocabulary</b> e.g. century, decade. (English)</p>	<p><b>I can name, describe and place</b> dates of significant events from the period studied on a timeline. (Maths)</p> <p><b>I understand and can use more complex historical vocabulary</b> e.g. century, decade, BC, AD, era (English)</p>	<p><b>I can place and sequence local, national and international events in history</b> with a secure understanding that timelines can be divided into BC and AD. (Maths, Geography)</p> <p><b>I can identify changes</b> within and across historical periods.</p> <p><b>I can describe the main changes</b> in a period in history using <u>historical vocabulary</u> such as 'Social', 'religious', 'political', 'technological' and 'cultural'. (R.E, English, PSHE)</p>	<p><b>I can use timelines to demonstrate changes</b> and developments in culture, technology, religion and society. (Maths, Geography, RE)</p> <p><b>I can use</b> key periods as reference points e.g. BC, AD Romans, Anglo-Saxons, Greeks, Vikings, Victorians and Today. (Geography)</p> <p><b>I can describe and evaluate the impact</b> of the main changes in a period in history using <u>historical vocabulary</u> such as: social, religious, political, technological and cultural. (English, R.E, PSHE)</p>
<b>Knowledge and understanding of events, people and changes in the past</b>	<p><b>I can use evidence</b> to describe: -houses and settlements -culture and leisure activities from the past. -clothes, way of life and actions of people in the past. -buildings and their uses of people from the past -people's beliefs and attitudes</p> <p><b>I can describe similarities and differences</b> between people, events and objects. (English)</p>	<p><b>I can show</b> knowledge and understanding by <b>describing</b> features of past societies and periods.</p> <p><b>I can identify and give reasons</b> why <u>changes</u> in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. (English)</p> <p><b>I can describe</b> how some of the past events/people affect life today.</p>	<p>I can <b>make links</b> between some of the features of past societies in periods studied (e.g. religion, houses, society, technology).</p> <p><b>I can give some causes and consequences</b> of the main events and <u>changes</u> in the periods studied. (English, Science, Geography)</p> <p><b>I can evaluate</b> how some of the past events/people affect life today.</p>	<p><b>I can identify</b> some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. (Maths, R.E, PSHE)</p> <p><b>I can choose</b> reliable sources of factual evidence to describe the past. (English, Geography, R.E, PSHE)</p> <p><b>I can give own reasons</b> why changes may have occurred, backed up with evidence. (English)</p>

# Wirksworth Junior School History — Skills ladder



<p><b>Historical enquiry</b></p>	<p><b>I can explore</b> objects from the past and ask questions, i.e. “What were they used for?” and try to answer these.</p> <p><b>I can identify</b> different ways in which the past is represented.</p>	<p><b>I can use</b> documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p><b>I can ask questions</b> and find answers to questions about the past.</p>	<p><b>I can use</b> documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p><b>I can choose reliable sources of evidence</b> to answer questions, realising that there is often not a single answer to historical questions.</p>	<p><b>I can address, and sometimes devise</b> historically valid questions about change, cause, similarity and difference, and significance.</p> <p><b>I can investigate</b> my own lines of enquiry by posing questions to answer.</p>
<p><b>Historical interpretation</b></p>	<p><b>I can explore</b> the idea that there are different accounts of history.</p>	<p><b>I can give reasons</b> why there may be different accounts of history.</p>	<p><b>I can give reasons</b> why there may be different accounts of history.</p> <p><b>I can evaluate evidence</b> to choose the most reliable forms.</p>	<p><b>I can evaluate evidence</b> to choose the most reliable forms.</p> <p><b>I understand</b> that some evidence from the past is opinion or misinformation, and that this affects interpretations of history.</p>
<p><b>Organisation and communication</b></p>	<p><b>I can communicate ideas</b> about the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT.</p>		<p><b>I can communicate ideas</b> about from the past using different genres of writing, drawing, diagrams, data-handling, drama, role-play, storytelling and using ICT.</p> <p><b>I can plan and present</b> a self-directed project or research about the studied period (e.g. written discussion about an area of interest or Historical concept, double-page spread, Powerpoint presentation).</p>	

Highlighted skills indicate the Key Performance Indicators (KPIs) which must be assessed in each year group.