

**Curriculum Planning – Key skills and knowledge covered in each Year group**  
**History**

**KS2**

<p><b>Key Themes</b></p> <p><b>Daily life:</b> Food Religion Education Employment Clothing</p> <p><b>Settlements:</b> Trade Empire building Location Homes</p> <p><b>Legacy:</b> How this historical event/person influenced the future</p>	<p><b>Teaching sequence in history</b></p> <ul style="list-style-type: none"> <li>● Big picture: Placing of the History being studied in the chronological context of previous learning.</li> <li>● Daily review: Brief review of learning covered in previous lesson/s</li> <li>● Specify key vocabulary to be used and its meaning</li> <li>● Conduct Historical enquiry using a variety of sources and / or artefacts</li> <li>● Interpret their findings</li> <li>● Communicate their historical knowledge and understanding appropriately</li> <li>● Evaluate their learning and compare with other historical periods studied as appropriate</li> </ul>	<p><b>Learning, working and talking like an historian</b></p>	<p>Being introduced to the key vocabulary that a historian would use; defining the key vocabulary that a historian would use; high expectations of pupils 'talking' like a historian; high expectation of pupils researching, interpreting and presenting like a historian.</p>	
			<b>Context and chronology</b>	<p>This concept is about considering the order in which things happened, using dates, vocabulary and chronological conventions. It is about building up an historical overview or framework of periods and themes. It is about placing events in their broader historical context. Understanding that contexts can provide preconditions, triggers or catalysts that shape and influence, for example, when an event or outcome occurred, where it occurred and the manner in which it occurred.</p>
			<b>Historical enquiry and interpretation</b>	<p>Historical enquiry is the process by which pupils use the same methods as a professional historian when investigating an aspect of history. Children will develop their understanding of historical enquiry by asking and framing question; undertaking research; making judgments and effectively communicating answers. Pupils will study the way past events are presented, how valid these are and reflect upon why they may differ.</p>
			<b>Continuity and change</b>	<p>There were lots of things going on at any one time in the past. Some changed rapidly while others remained relatively continuous. We can look at these to consider things that were continuous and explain why, and things that were changing and explain why. We can then use these to judge comparisons between two points in the past, or between some point in the past and the present. We consider key moments / key individuals and turning points that triggered change, the level of change and its significance, e.g. what made the most difference, Also how people experienced, promoted, shaped or resisted change.</p>
			<b>Cause and consequence</b>	<p>This concept considers the 'how and why' of history. The causes look for 'what were the actions/beliefs/circumstances...?' that led to a change or event that we examine, and then the consequences of these.</p>
			<b>Similarity and difference</b>	<p>Similarity and difference is based upon an understanding of the differing perspectives and relationships between different groups. Asking how similar or different allows pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society.</p>
			<b>Significant events and people</b>	<p>Some events, ideas or people have had a significant long-lasting impact on the world. Not all things are significant for the same reasons as other things and in this concept, children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time.</p>

**Progression in History KS2**

	<b>Year 3/4</b>	<b>Year 5/6</b>
Context and Chronology	<p>Continue to develop chronologically secure knowledge of history Understand more complex terms e.g. BC/AD Establish clear narratives within and across periods studied Note connections, contrasts and trends over time</p>	<p>Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time</p>

Historical enquiry and interpretation	Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information Understand that different versions of the past may exist, giving some reasons for this	Pursue historically valid enquiries including some they have framed Understand how different types of sources are used rigorously to make historical claims Create relevant, structured and evidentially supported accounts Discern how and why contrasting arguments and interpretations of the past have been constructed
Continuity and change	Describe / make links between main events, situations and changes within and across different periods/societies	Identify and explain change and continuity within and across periods
Cause and consequence	Identify and give reasons for, results of, historical events, situations, changes	Analyse / explain reasons for, and results of, historical events, situations, changes
Similarity and difference	Describe social, cultural, religious and ethnic diversity in Britain & the wider world	Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies
Significant events and people	Identify historically significant people and events in situations	Consider/explain the significance of events, people and developments in their context and in the present

### Year 3

Theme 1 The Stone Age to Iron Age		Theme 2 The History of Birmingham		Theme 3		Theme 4	
Key Theme: Daily Life		Key Theme: Settlements		Key Theme:		Key Theme:	
Concept	Knowledge	Concept	Knowledge	Concept	Knowledge	Concept	Knowledge
Significant events and people	Who are archaeologists and what can we learn about this period from them? (Skara Brae) What is Stone Henge and why is it still important today?	Significant events and people	What influential figures are from the area? (e.g. Joseph Chamberlain, James Watt, James Brindley, George Dixon)	Geography theme	Geography theme	Geography theme	Geography theme
Context and chronology	What are the different periods and why are they called this?	Context and chronology	What is the earliest record of a place called Birmingham? Why was it established?				
Similarity and difference	Compare and Contrast the 2 periods and today What was daily life like? Food/ Clothing Arts / Culture Community/ Defences Employment –e.g Hunter / Gather, Early Farmer	Similarity and difference					
Continuity and Change	What was the legacy of these periods, which social or technological developments were important?	Continuity and Change	What has remained the same over time in Birmingham, what has changed?				
Cause and consequence		Cause and Effect	How has daily life in the city changed over time? What influenced these changes?				

Historical enquiry	How can we find out about these times? Difference between primary and secondary sources Visit to Lapworth Museum	Historical enquiry	How do we find out about the history of the area? What make research effective?				
Vocabulary	See vocabulary list	Vocabulary	See vocabulary list				

**Year 4**

<b>Theme 1 The Roman Empire</b>		<b>Theme 2 The Mayan Civilisation</b>		<b>Theme 3</b>		<b>Theme 4 Birmingham and it's place in the history of transport.</b>	
<b>Key Theme: Legacy</b>		<b>Key Theme: Daily Life</b>		<b>Key Theme:</b>		<b>Key Theme: Legacy</b>	
<b>Concept</b>	<b>Knowledge</b>	<b>Concept</b>	<b>Knowledge</b>	<b>Concepts</b>	<b>Knowledge</b>	<b>Concepts</b>	<b>Knowledge</b>
Significant events and people	Who were the Romans? Who were famous Romans and what do we know about them? Who was Boudica and why did she become so famous?	Significant events and people	What jobs and roles did members of Mayan Civilisation fulfil?	Geography theme	Geography theme	Significant events and people	Who were influential figures in transport in Birmingham? (e.g. Herbert Austin, James Lansdowne Norton) Why is Longbridge a significant local area?
Context and chronology	When did the Romans invade Britain (timeline including Stone Age/ Iron Age/ Current Day and other known periods)	Context and chronology	Where were the Mayans from? When was the Mayan civilisation?			Context and chronology	Can I place changes in transport on a timeline?
Similarity and difference	How did daily life change under the Romans? How did Roman times compare to other known time periods (stone Age/Iron Age)	Similarity and difference	How was Daily Life similar or different for different groups of Mayans? How were Mayans similar or different to Romans / Stone Age / Iron Age?			Similarity and difference	
Continuity and Change	What was Britain like at the time the Romans invaded and how did it change?	Continuity and Change				Continuity and Change	How has transport in Birmingham changed over time?
Cause and consequence	Why did they leave? How has Roman Civilisation influenced Modern Day?	Cause and Effect	Why did Mayan civilisation last so long? How and why did it end?			Cause and Effect	What effect has the history of transport had on Birmingham (and Vice Versa)?

Historical enquiry	Reliability of sources / Seeking further evidence	Historical enquiry	Asking questions and effectively framing answers			Historical enquiry	Field Work as a form of research
Vocabulary	See vocabulary list	Vocabulary	See vocabulary list			Vocabulary	See vocabulary list

**Year 5**

Theme 1 Vikings and Anglo Saxons		Theme 2 The History of Space Travel		Theme 3		Theme 4 Ancient Greeks	
Key Theme: Settlement		Key Theme: Legacy		Key Theme:		Key Theme: Daily Life	
Concept	Knowledge	Concept	Knowledge	Concepts	Knowledge	Concepts	Knowledge
Significant events and people	Who were King Alfred and Beowulf?	Significant events and people	Who are/were the key people in the history of space travel/exploration of the universe?	Geography theme	Geography theme	Significant events and people	
Context and chronology	Who were the Anglo Saxons and Vikings and where did they come from? When did they come? Where did they settle?	Context and chronology	When has significant developments occurred in space travel?			Context and chronology	When is the Ancient Greek period? Where did the Ancient Greeks live?
Similarity and difference	Were there any differences between the lives led by Vikings and Anglo Saxons? How Were Vikings/Anglo Saxons similar or different to previously studied historical periods? (e.g Romans/ Mayans)	Similarity and difference				Similarity and difference	What was daily life like in Ancient Greece? How were the Ancient Greeks similar or different to previously studied periods? (e.g. Vikings/Anglo Saxons / Romans/ Mayans/ Stone Age / Iron Age)
Continuity and Change	How did Britain change during this period? What changes did they make that influence modern Britain?	Continuity and Change	What difference has space travel made? How has space travel helped us to learn about our world and other worlds?			Continuity and Change	Did the Ancient Greeks invent government? How did the Ancient Greeks influence sport today?
Cause and consequence		Cause and Effect	How has the space race contributed to changes in society?			Cause and Effect	How did the Ancient Greeks change the way we think about the world?
Historical enquiry	What evidence do we have about their lives?	Historical enquiry	Some say that the moon landings did not happen. What evidence do we have that they did? Are these sources reliable?			Historical enquiry	How do we know about the Ancient Greeks? How can we cross reference sources?
Vocabulary	See vocabulary list	Vocabulary	See vocabulary list			Vocabulary	See vocabulary list

**Year 6**

Theme 1 Churchill and WW2		Theme 2		Theme 3		Theme 4 The Shang Dynasty	
Key Theme: Daily Life		Key Theme: Legacy		Key Theme:		Key Theme: Settlement	
Concepts	Knowledge	Concepts	Knowledge	Concepts	Knowledge	Concepts	Knowledge
Significant events and people	Who was Churchill and what was his role in WW2? What was evacuation?	Geography Theme		Geography theme		Significant events and people	Who was Fu Hao?
Context and chronology	Do I know who the Allies and Axis were and can I locate them?					Context and chronology	When was the Shang Dynasty? Where is its place in history compared to other time periods studied? Where was the Shang Dynasty?
Similarity and difference	What was daily life in Britain like during the period? How did it change from before the war?					Similarity and difference	What was it like to live in the Shang Dynasty? How was the Shang dynasty similar or different to previous times studied? Stone Age / Iron Age/ Romans/ Mayans/ Greeks / Vikings/ Anglo Saxons
Continuity and Change	Did WW2 change Britain and/or the world? How did WW2 change the British Empire?					Continuity and Change	Why did the Shang Dynasty flourish?
Cause and consequence	Why do we celebrate Remembrance Day? (Lest we forget)					Cause and Effect	Why did the Shang Dynasty fall? What is the legacy of the Shang Dynasty to life today?
Historical enquiry	How might this period be viewed differently in the future? Why might people of this age want events to be seen a particular way (propaganda)?					Historical enquiry	Suggest omissions from sources and possible ways to find out How did historians discover the Shang dynasty?
Vocabulary	See vocabulary list					Vocabulary	See vocabulary list