



Subject: History

OUR COMMON PURPOSE

All children will reach their full educational potential and look back at their time at Riverview Junior School with absolute admiration irrespective of gender, race, disability or background.

Rationale:

History is about real people who lived, and real events which happened in the past; it is concerned with sequence, time and chronology and relies heavily on evidence about the past. History gives us a sense of identity, set within our social, political, cultural and economic relationships. It should serve to fire the children's curiosity about the past in Britain and the wider world whilst playing an essential part in preparing them for living and working in the contemporary world. In History lessons, children find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view - skills that are prized in adult life.

Aims and objectives

- To ensure that children are able to think critically when examining evidence and can develop their own opinions.
- To enable children to use historical evidence to back up their own viewpoints and opinions.
- To foster in children an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer.
- To enable children to know about significant events in British history and to appreciate how things have changed over time.
- To develop a sense of chronology.
- To understand how Britain is part of a wider European culture, and to study some aspects of European history.
- To have some knowledge and understanding of historical development in the wider world.
- To help children understand society and their place within it, so that they develop a sense of their cultural heritage.
- To develop in children the skills of enquiry, investigation, analysis, evaluation and presentation.



CURRICULUM PROGRESSION STRAND MAP HISTORY

Skills and Knowledge Progression

Area of Study: History - Chronological Understanding

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Sequence artefacts closer together in time - check with a reference book.	Place the time studied on a timeline	Place events from the period being studied on a timeline. I can place some historical periods in a chronological framework.	Know and sequence key dates and events of the time being studied.	Place current time being studied on a timeline in relation to other studies.	Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning
Sequence photographs from different periods in lives.	Use dates and terms related to the study unit and passing of time.	Use terms related to the period and begin to date events. I can use historic terms related to the period of study.	Use relevant terms and period labels.	Use relevant dates and terms.	Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time
Describe memories of key events in lives.	Understand more complex terms such as AD and BC.	Sequence several events or artefacts.	Make comparisons between different times in the period being studied.	Make comparisons between different times in the past.	
Curriculum goals:	To be able to place the time studied onto a timeline. To be able to distinguish between AD and BC through use of a timeline.	To plot significant events on a timeline.	To sequence significant events on a timeline.	To understand parallel events occurring at the time studied and place on a timeline.	To make connections between contrasting historical events.

Outcomes for this area are embedded across all the following areas of study including the enrichment activities.



CURRICULUM PROGRESSION STRAND MAP HISTORY

Skills and Knowledge Progression

Area of Study: Range and depth of historical knowledge

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Recognise why people did things, why events happened and what happened as a result.	Find out about everyday lives of people in the time studied.	Use evidence to reconstruct life in the time studied. I can use a variety of resources to find out about aspects of life in the past.	Study different aspects of different people - differences between men and women.	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.	
Identify differences between ways of life at different times.	Compare with our life today.	Identify key features and events of the time being studied.	Examine causes and results of great events and the impact on people. I can give some reasons for some important historical events.	Compare beliefs and behaviour with another time studied. I can make comparisons between aspects of periods of history and the present day.	
	I can compare similarities and differences about different ways of life from different periods.	I can begin to make comparisons between aspects of periods of history and the present day.	I can make comparisons between aspects of periods of history and the present day.	Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.	
	Identify reasons for and the results of people's actions.	Offer a reasonable explanation for some events.	Know key dates, characters and events of the time being studied.	Compare an aspect of life with the same aspect in another period.	
Curriculum goals:	To be able to draw comparisons between our lives and those of people in the past.	To understand the impact of events on the lives of people in the past.	To understand the impact of events on the lives of people in the past and how this may have affected life in the present day.	To offer more than one explanation as to why something changed in the period being studied.	



CURRICULUM PROGRESSION STRAND MAP HISTORY

Skills and Knowledge Progression

Area of Study: Interpretations of history

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Compare 2 versions of a past event.	Identify and give reasons for different ways in which the past is represented.	Look at the evidence available.	Compare accounts of events from different sources - fact or fiction.	Link sources and work out how conclusions were arrived at.	Discern how and why contrasting arguments and interpretations of the past have been constructed.
Compare pictures or photographs of people or events in the past.	Distinguish between different sources - compare different versions of the same event.	Begin to evaluate the usefulness of different sources.	Offer some reasons for different versions of events.	Consider ways of checking the accuracy of interpretations - fact or fiction and opinion.	Understand that people can be viewed positively or negatively depending on subjectivity.
Discuss reliability of photos/accounts/stories.		Use text books and historical knowledge.		Be aware that different evidence will lead to different conclusions.	
			I can understand that the type of information available depends on the period of time studied.	Confidently use the library and internet for research. I can make confident use of a variety of sources for independent research.	
Curriculum goals:	To understand that historical events can be represented in different ways.	To compare and contrast the facts from different sources.	To critically evaluate the reliability and usefulness of different historical sources.	To consider how evidence could be checked for reliability.	To evaluate contrasting arguments and interpretations.



CURRICULUM PROGRESSION STRAND MAP HISTORY

Skills and Knowledge Progression

Area of Study: Historical Inquiry

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Use a source - observe or handle sources to answer questions about the past on the basis of simple observations	I can begin to understand how evidence can be gathered from different historical artefacts or sources.	Use evidence to build up a picture of a past event. I can use sources of information in ways that go beyond simple observations to answer questions about the past.	Begin to identify primary and secondary sources. I can compare sources of information available for the study of different times in the past.	Recognise primary and secondary sources.	Pursue historically valid enquiries, including some they have framed.
	Observe small details - artefacts, pictures.	Use evidence to build up a picture of a past event.	I can provide an account of a historical event based on more than one source.	Use a range of sources to find out about an aspect of time past.	Understand how different types of sources are used to make historical claims.
	Select and record information relevant to the study.	Ask a variety of questions.		I can use evidence to support arguments.	Create relevant, structured and evidentially supported accounts.
		Use the library and internet for research.	Use the library and internet for research with increasing confidence.	Bring knowledge gathered from several sources together in a fluent account.	
Curriculum goals:	To use observational skills to find out about a period.	To use questioning and research skills to build up a picture of past events.	To explain the different between primary and secondary sources.	To consolidate knowledge gathered from a variety of sources.	To created evidentially supported accounts of an event.



CURRICULUM PROGRESSION STRAND MAP HISTORY

Skills and Knowledge Progression

Area of Study: Organisation and progression

Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
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.	
Curriculum goals:	To use drawing, writing, role play and model making to communicate their knowledge and understanding of an event.	To communicate consolidated understanding of an event or period. I can explain what I have learned in an organised and structured way, using appropriate terminology.	To communicate consolidated understanding of an event or period. I can present findings and communicate knowledge and understanding in different ways.	Make use of dates and historical terms to consolidate and communicate details of an event/period. I can present findings and communicate knowledge and understanding in different ways.	



CURRICULUM PROGRESSION STRAND MAP HISTORY