



## History Curriculum Skills and Knowledge Learning Ladder

### Intent

Holtsmere End Junior School has developed a long-term History plan that aims to:

*To develop children's experiences and understanding of History, inspiring and igniting their curiosity about the wider world.*

### Implementation

This policy outlines the teaching, organisation and management of history taught and learnt at Holtsmere End Junior School.

### Aims and Objectives

- Inspire pupils' curiosity about the past in Britain and the wider world.
- Encourage pupils to ask perceptive questions and think critically.
- Encourage thinking about how the past influences the present.
- Help students develop a chronological framework for their knowledge of significant events and people.
- Foster a sense of identity and an increased understanding of pupils' own position in their own community and the world
- Develop a range of skills and abilities - particularly those related to finding out about the past, explaining what happened and what people then and now think about what happened.
- Help pupils to understand the diversity of societies and relationships between different groups.

## Impact

- Gather evidence of what individual pupils know, understand and can do in history by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- Report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.
- Children will have the opportunity to self and peer assess their own progress and recognise next steps.

## History National Curriculum Purpose of Study

A high-quality history education will help pupils gain a *coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think **critically, weigh evidence, sift arguments,** and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.*

**Aims** - The national curriculum for History aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how *people's lives have* shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- *Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'*
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

- Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### Progression of skills and knowledge in History – KS2

<b>Year 3 – Autumn Stone Age</b>	<b>Year 4 – Autumn Romans</b>	<b>Year 5 – Autumn Slavery</b>	<b>Year 6 – Autumn Vikings</b>
<p>*Know how Britain changed between the beginning of the Stone Age and the Iron Age</p> <p>*Know the main differences between the Stone, Bronze and Iron ages</p> <p><i>*Know what is meant by 'hunter-gatherers'.</i></p> <p>*Know how and why Stone Age people built shelters and what happened to these e.g. Skara Brae.</p> <p>*Place the time studied on a timeline.</p> <p>*sequence events or artefacts</p> <p>*Use dates related to the passing of time.</p> <p>*Look at representations of the period.</p> <p>*Communicate knowledge through discussion, making models, writing.</p>	<p>*Know how Britain changed from the Iron Age to the end of the Roman occupation.</p> <p>*Know how the Roman occupation of Britain helped to advance British society.</p> <p>*Know how there was resistance to the Roman occupation and know about Boudica.</p> <p>*Know about at least one famous Roman emperor.</p> <p>*Place the time studied on a timeline.</p> <p>*Use terms related to the period and begin to date events using BC/AD.</p> <p>*Identify key features and events of time studied.</p> <p>*Ask a variety of questions.</p>	<p>Around 1500 – 1807</p> <p>Building on KS1 knowledge of past events before their grandparents were born.</p> <p>Link to Y2 Famous People Rosa Parks (the end of slavery was the start of the civil rights fight)</p> <p>Link to Y2 Victorians – cross over time period.</p> <p>*Know what the British Empire was.</p> <p>*Know of the East Indian trading company.</p> <p>*Know the treatment of enslaved people and how they became slaves e.g. transatlantic slave trade.</p> <p>*Know why slavery was abolished in the USA</p> <p>*Make comparisons between different times in the past.</p>	<p>Follows on from Anglo-Saxon Y5 topic</p> <p>*Know where the Vikings originated from and show this on a map.</p> <p>*Know that the Vikings and Anglo-Saxons were often in conflict.</p> <p>*Know key dates, characters and events of time studied.</p> <p>*Know why the Vikings frequently won battles with the Anglo-Saxons.</p> <p>*Place current study on time line in relation to other studies.</p> <p>*Use relevant dates and terms.</p> <p>*Compare beliefs and behaviour with another period studied.</p> <p>*Link sources and work out how conclusions were arrived at.</p> <p>*recognise primary and secondary sources.</p>



\*Recall, select and organise historical information.  
\*Offer reasonable explanation for some events/.



\*Compare accounts of events from different sources.  
\*Begin to identify primary and secondary sources.  
\*Use the library and internet for research with increasing confidence.



\*Use a range of sources to find out about an aspect of time past.



**Year 3- Summer  
Ancient Greeks**

\*Know some of the main characteristics of the Athenians and the Spartans.  
\*Know that the country of Greece was split into self-ruling cities with different characteristics.  
\*Know about the influence the Gods had on Ancient Greece.  
\*Know at least five sorts from the Ancient Greek Olympics  
\*Find out about everyday lives of people studied and compare to our own.

**Year 4- Summer  
Ancient Egypt**

\*Know about, and name, some of the advanced societies that were in the world 3000 years ago.  
\*Know about the key features of Ancient Egypt- pharaohs, pyramids, hieroglyphs.  
\* Know that Ancient Egyptians built sophisticated tombs for their pharaohs called pyramids.  
\*Know about archaeologists and how they help us find out about the past.  
\*Look for links and effects in time studied.

**Year 5- Summer  
Anglo-Saxons**

AD 450  
Link to KS1 famous people from the past - Alfred the Great  
Follows on from to the withdrawal of the Romans in Britain 410 Y4 topic  
\*Know how Britain changed between the end of the Roman occupation and 1066.  
\*Know about how the Anglo-Saxons attempted to bring about law and order into the country.

**Year 6- Summer  
Mayans**

(1000BC - 1697AD)  
Link to prior knowledge of Slavery which followed this era in South America.  
Simultaneous timeline to Ancient Greeks (Y3) and cross over with Ancient Egypt (3100 - 382BC)  
\*Know about the impact that the Mayan civilisation had on the world.  
\*Know how Mayans recognised the days and seasons and used this to create their own calendar.

**\*Distinguish between different sources and evaluate their usefulness.**

**\*Observe small details (pictures, artefacts)**

**\*Use a range of sources to find out about a period.**

**\*Select and record information relevant to the study.**

**\*Begin to use the internet for research.**



**\*Begin to evaluate the usefulness of different sources e.g. text books, internet.**

**\*Use evidence to build up a picture of a past event.**

**\* Choose relevant material to present a picture of one aspect of life in time past.**

**\*Communicate their knowledge and understanding.**

**\*Identify key features and events of time studied.**



**\*Know that during the Anglo-Saxon period, Britain was divided into many kingdoms.**

**\*Know that the way the kingdoms were divided led to the creation of some of our country boundaries today.**

**\*Use a timeline to show when the Anglo-Saxons were in England.**

**\*Use relevant terms and period labels.**

**\*Know and sequence key events of time studied.**

**\*Compare life in early and late times studied.**

**\*Offer some reasons for different versions of events.**

**\*Use evidence to build up a picture of a past event.**

**\*Communicate their knowledge and understanding.**



**\*Know the influence the Gods had on Mayan life.**

**\*Know why they were considered an advanced society in relation to that period in Europe.**

**\*Sequence up to 10 events on a time line.**

**\*Find out about beliefs, behaviour, and characteristics of people.**

**\*Be aware that difference evidence will lead to different conclusions.**

**\*Confidently use the library and internet for research.**

**\*Bring knowledge gathered from several sources together in a fluent account.**

**\*Select and organise information to produce structure work, making appropriate use of dates and terms.**



## **End of KS2 Expectation**

Children 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.