

Herne Junior School

History Curriculum Progression

Our high-quality history curriculum is planned as a 4-year journey across the school and enables our pupils to gain coherent knowledge and understanding of Britain's past and that of the wider world. It inspires our pupils' curiosity to know more about the past. Teaching equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our history curriculum helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, how these changes and developments have helped shape our society, culture and values today and for children to understand how these changes helped to shape the world they live in and their place in our society.

Pupils are taught:

- Changes in Britain from the Stone Age to the Iron Age.
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt.
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Vikings.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- A non-European society that provides contrast with British history – our pupils study the Mayan civilization c. AD 900.
- A local history study focusing on the local village of Buriton.

Herne Junior School

History Curriculum Progression

Historical Knowledge and Understanding	<p>A) 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</p>	Identifying	Children know and recount episodes from stories about the past.	Pupils analysing actions of people in historical settings; focus only on what one person wanted e.g. why Claudius wanted to invade.	Can explain general and impersonal causes, seeing that events happen for reasons other than just human action	Explains an event using simple classification e.g. to do with money or religion.	See causes might be connected in some way; one cause might be linked to another making the event much more likely to happen e.g. why the Armada sailed linking religion and exploration.
	<p>B) 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</p>	Describing		Can see that events have more than one cause and can explain slightly more complex events than in Key Stage 1 e.g. larger scale events or to do with actions of groups of people	Recognizes the need to give several causes to explain some events and moves away from simply listing to trying to give a little detail about each cause.	Can make links between different features of a society to make sense of the world lived in by people in the past.	Explains an event with reference to abstract ideas such as long and short-term causes/results or events building up.
	<p>D) 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</p>	Explaining		Pupils understand some of the key characteristics of the period being studied and can spot anachronisms They are secure in understanding the main differences between today and the period being studied.	Starts to genuinely explain rather than list. May dwell on one cause at the expense of others but it is real attempt to explain not just describe.	Children understand that people in the past had a range of different ways of looking at their world.	Starts to express ideas in terms of relative importance backed up by reasoned argument e.g. <i>The main reason was... Also important... Some people think</i>
		Making links and comparisons		Children show an understanding of the main ideas associated with the society studied e.g. know that the Egyptians mummified bodies. They describe rather than explain.	Pupils know that not everyone in the past lived in the same way. They know that there were different levels of society and do not describe life as if it was the same for everyone.	Children understand that people in the past had a range of different ways of looking at their world.	Children can explain beliefs and attitudes in terms of why people might have had those ideas. Shows real sense of period in an abstract way.

Herne Junior School

History Curriculum Progression

Interpretations of History	<p>E) 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.</p>	<p>Identifying</p> <p>Interpreting</p> <p>Explaining events</p>		<p>Children can identify differences between versions of the same event e.g. the video gives a different view to what we have just read e.g. version of a Greek myth.</p> <p>Children give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation.</p> <p>Children see there are often different interpretations because gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past. E.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.</p>	<p>Children see there are often different interpretations because gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past. E.g. We have no pictures showing what Boudicca really looked like so historians and artists work from written sources and come up with different views.</p> <p>Children realize that history is continuously being rewritten; if we find new evidence we have to rewrite the past.</p> <p>Pupils understand that people create different versions of the past for different audiences which might give a different emphasis e.g. a novel about evacuation would be written with a different purpose and audience in mind, than a textbook on the same subject.</p>	<p>Pupils understand that people create different versions of the past for different audiences which might give a different emphasis e.g. a novel about evacuation would be written with a different purpose and audience in mind than a textbook on the same subject.</p> <p>Children see that some interpretations might be more accurate and reliable than others, by use of their own background knowledge.</p> <p>Understands that all history is to some extent an interpretation and sees why some people might write different versions of the same event. Even when using the same evidence historians can put a different gloss on events.</p>	<p>Children see that some interpretations might be more accurate and reliable than others, by use of their own background knowledge.</p> <p>Understands that all history is to some extent an interpretation and sees why some people might write different versions of the same event. Even when using the same evidence historians can put a different gloss on events.</p> <p>Children are able to create an historical interpretation of their own to present a particular view of the past. It all depends on viewpoint. We can influence how history is presented by our selection e.g. children make a museum display of Victorian Britain to show that this was a Golden Age in which to be living. Another group, using different sources show that it was a much grimmer existence for some.</p>
Historical Enquiry	<p>D) 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</p> <p>E) 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.</p>	<p>Enquiry</p> <p>Using sources</p>	<p>They find answers to some simple questions about the past from books, pictures and stories.</p>	<p>Children extract simple information from sources showing basic comprehension.</p> <p>Children make simple deductions about what text means based on what is included.</p> <p>Children start combining information from more than one source (eg: CD-rom, compared with video, oral evidence)</p> <p>Children start cross referencing information to see if other sources agree, rather than taking everything at face value.</p>	<p>Children combine information from more than one source (eg: CD – rom compared with video, oral evidence)</p> <p>Children start cross referencing information to see if other sources agree, rather than taking everything at face value.</p> <p>Children see that some sources are more useful than others and can explain why.</p> <p>Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Phrases such as “We cannot tell for sure”, “Most evidence suggests”.</p>	<p>Children start to raise questions about what the evidence tells us. They are aware of the need not to rush to conclusions based on flimsy evidence. Phrases such as “We cannot tell for sure”, “Most evidence suggests”.</p> <p>Children start to think of reasons why a source may be unreliable.</p> <p>Can consider the worthiness of a source by reference to what is known about the topic.</p>	<p>Children start to think of reasons why a source may be unreliable.</p> <p>Can consider the worthiness of a source by reference to what is known about the topic.</p> <p>Offers substantial reasons why some sources might be treated cautiously, e.g: propaganda posters during WW2. Shows awareness of the need to think about why the source was produced without prompting.</p>

Herne Junior School History Curriculum Progression

Organisation and	<p>C) Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</p> <p>F) 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.</p>	<p>Using terminology</p> <p>Selecting</p> <p>Organising</p> <p>Communicating/ deploying</p>		<p>Children have a basic understanding of relevant historical terminology.</p> <p>They are beginning to produce structured work, making appropriate use of dates and terms.</p>	<p>They are beginning to produce structured work, making appropriate use of dates and terms.</p> <p>They select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p>They are beginning to produce structured work, making appropriate use of dates and terms.</p> <p>They select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>They select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p>They select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p>They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms.</p>
-----------------------------	---	---	--	--	--	---	---

