



# 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 chronological, 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. How the migration of different societies have influenced change and helped to shape the diverse world we live in today whilst providing us with our fundamental British Values.

Additionally, we aim for children to understand how these changes helped to shape the world they live in and their place in our society today.

### 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. (Victorians, WW1, WW2 & Suffragettes)
- 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 – (From the Victorian era to modern day.)

By the end of Key Stage 2, pupils will have developed a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how knowledge of the past is constructed from a range of sources and can make judgements based on reliability of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.



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### National Curriculum Aims – (Skills)

#### A) Chronology

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.

#### B) Key characteristic Features

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 humankind.

#### C) Knowledge

Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

#### D) Change & Continuity (Cause & Consequence)

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.


#### E) Enquiry

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**.

#### F) Connections

**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**.

### Whole School Progression of History

	Hampshire progression of skills – age related expectations <span style="display: inline-block; width: 10px; height: 10px; background-color: black; vertical-align: middle;"></span> Herne’s outline of progression linked to units covered <span style="display: inline-block; width: 10px; height: 10px; background-color: #c8e6c9; vertical-align: middle;"></span>			
Skills	Year 3	Year 4	Year 5	Year 6
Historical periods & events studied.	Herne Histories – Stone Age, Bronze Age, Iron Age Rocking Romans	Saxons Vs Vikings Portal to the past: World War 2	Ancient Civilizations: Lost Worlds: Ancient Egypt & Ancient Greece Suffragettes	WW1 (WCR ) Revolutions - Victorians
Chronology (A)	<p>Uses and understands phrases such as ‘over three hundred years ago’ ‘prehistory’ and BC/AD (BCE/ CE) Begins to develop an emerging sense of chronology.</p> <p style="color: #8bc34a;">Children develop an emerging sense of chronology can place a few key dates in order, with a specific focus on prehistoric dates, the Roman occupation of Britain and key dates learnt in KS1 (e.g. Great Fire of London &amp; Florence Nightingale).</p>	<p>Children can, with support place an increasing number of key dates in chronological order. Begin to understand historical periods overlap each other and vary in length.</p> <p>Uses more precise Chronological vocabulary.</p> <p style="color: #8bc34a;">Children reinforce their sense of chronology and are aware how dates overlap each other, such as the birth of Jesus and the Roman Empire and the Saxon and Viking eras.</p>	<p>Understand that past civilisations overlap with others in different parts of the world. That their respective durations can vary and begin to identify similarities and differences between their way of life.</p> <p style="color: #8bc34a;">Children will have an overview on different civilizations from around the world and contrast these to the Bronze Age in Britain. They will identify how they overlap each other, recognising how they varied in length and the reasons for this. Whilst also</p>	<p>Can accurately place civilizations/ periods studied, in chronological order and may take account of some overlap in duration and intervals between them.</p> <p style="color: #8bc34a;">Children can confidently place key events and periods in chronological order and have a greater understanding on the duration of time.</p> <p style="color: #8bc34a;">Children will have a greater awareness of how the past 100 years of history helped</p>

	<p>Children can identify that their lives come after these events.</p>	<p>Children will begin to identify the duration of time between events, leading up to WW2 and may begin to recognise their place in history.</p>	<p>identifying the similarities and differences between their way of life.</p> <p>With more confidence, children will be able to place more key events and periods in history in chronological order.</p>	<p>to shape their lives, and those of their ancestors.</p>
<p>Characteristic Features (B, C)</p>	<p>Can describe main features associated with the period/civilization studied, mostly using period specific language.</p> <p>Children will be able to say what life was like, how it changed. Using vocabulary such as Palaeolithic, Mesolithic, Neolithic, Hunter, Gatherer, Farmer, Bronze, Iron, Fort, Flint and tools. Including words related to the Roman Empire expanding into Britain.</p>	<p>Can give simple explanations that not everyone in the past lived in the same way.</p> <p>Consistently uses period specific language in explanations.</p> <p>Children will be able to identify the similarities and differences between lives of Saxons and Vikings, and identify how their life was different from the Roman times. Children will use vocabulary linked to terms, raiders, traders, settlers, explorers and religious vocabulary.</p>	<p>Understand that some past civilizations in different parts of the world have some important similarities.</p> <p>Can identify and make links between significant characteristics of a period/civilization studied and others studied previously.</p> <p>Children will be able to make more accurate and detailed comparisons between the lives of different cultures and explain why differences may emerge. Children will use a greater range of history specific vocabulary, e.g. hierarchy, polytheists, ancient, climate, afterlife, as well as Egyptian &amp; Greek specific vocabulary.</p>	<p>Can contrast and make some significant links between civilizations/ periods studied. Can give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilizations and periods studied. E.g. the rule of law, technology, religion, way of life.</p> <p>Children draw on their knowledge from the previous years to draw connections from other civilizations throughout history, the similarities and differences and how they have helped shape the past 100 years of history in Britain and more locally. Children will start to make</p>



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			Children may also begin to recognise how key events can trigger changes to society, e.g. social structures in Ancient times and women's rights in the 1900s.	connection between pre 1066 to post 1066 life.
Change and Continuity (D)	<p>Can describe some changes in history over time, and identify some things, which stayed the same.</p> <p>Children will begin to identify how life changed for people during prehistoric Britain. E.g. from hunter, gatherers to farmers and the use of tools. How life changed during the Roman times; with a focus on the technologies brought over by them.</p>	<p>Can describe and give some examples of a range of changes at particular points in in history while some things remained the same. Can explain why changes in different places might be connected in some way.</p> <p>Children will be able to draw on prior knowledge explain in greater detail changes from Prehistoric Britain to Roman Britain to Saxon and Viking Britain. With a focus on daily life, Rule of Law, religion and legacies. Children will begin to think about how changes in different places are connected. E.g., changes in climate and population were among reasons for Saxons and Vikings to migrate.</p>	<p>Can give simple explanations with simple examples of why change happened during particular events/ periods. Understands that there are usually a combination of reasons for any change. Understands that changes do not affect everyone in the same way or at the same time.</p> <p>Children will look on the impact the Nile had on the native people and how it changed their way of life, developed a hierarchy amongst its peoples and developed strong religious practises. Children will begin to formulate questions regarding other factors that contribute to change and draw</p>	<p>Understand that changes in different places and periods can be connected and begins to realise that events that impact history are continuous and can cause significant change.</p> <p>Children draw on prior knowledge and make connections on how the past has helped shape the modern world. Children will recognise how key events in history, e.g. industrial revolution; Victorian era and WWI have made a significant impact on the course of history and are continuous, making connections to life today and encouraging the children to understand how these developments and changes helped shape their way of life today.</p>

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			<p>comparisons to other ancient civilizations.</p> <p>Children will also be able to recognise how changes in society lead to changes in women's rights.</p>	
Cause and consequence (D)	<p>Can describe the causes and/or consequences of an important historical event offering more than one example of its results.</p> <p>Children can identify how the development of tools helped to change the way of life for prehistoric people and how the invasion of the Roman Empire helped to change the way of life for native Britons.</p>	<p>Can describe with simple examples different types of causes, seeing that events happen for different reasons not just human action.</p> <p>Children to identify and begin to understand the various reasons the Saxons and Vikings migrated to Britain, with a focus on geographical and climate changes, human interaction and exploration.</p>	<p>Can explain consequences in terms of immediate and longer-term effects and/ or that people were affected differently.</p> <p>Can link causes or explain that one cause might be linked to another making an event much more likely to happen.</p> <p>Children will start to draw conclusions of how actions have effects on the way of life, with a focus on the Nile, how the longer-term effects shaped society and how the development of social constructs in both Egypt and a comparative Ancient Civilization had a lasting legacy.</p> <p>Children may also start to draw connections between one event causing another, e.g. surplus of food leads to more time for other pastimes, including</p>	<p>Can explain the causes and consequences of quite complex events, even though they might still link some in a simple way.</p> <p>Children will draw on prior knowledge and be able to explain in greater detail the causes and consequences of the industrial revolution and changes during the Victorian era, with specific links to how the local area around them has been shaped by those changes. Children may begin to make links on how these changes influenced their own way of life today.</p>



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			technological developments, and/or how WW1 and a change in women's roles lead to the social uprising of the suffragist movement and the lasting legacy this has had.	
Significance (D)	<p>Understands that events, people and developments are considered significant if they resulted in change, (had consequences for people at the time and/ or over time).</p> <p>Children will begin to understand how developments and discoveries are considered important when they cause change for the way of life, e.g. the discovery and invention of metal tools and the discovery of the Ipswich Man and Cheddar Man.</p> <p>Children will also begin to make connections to the lasting legacies from the Roman occupation of Britain.</p>	<p>Can identify significance reveals something about history or contemporary life.</p> <p>Children will begin to make connections on how the past has helped to shape history and modern world, with specific reference on the unification of England under Alfred the Great, the descendants of Saxons and Vikings and the legacies of these peoples.</p> <p>Children will also draw connections from the events of WW2 changed the world we live in, e.g. the role of women</p>	<p>Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.</p> <p>Children will be able to generate their own criteria and own opinions to the level of significance key events and people had in shaping changes in history. E.g. this may include changes in society (life), religion and law in ancient civilizations and/ or the suffragist movement in the 1900s.</p>	<p>Can make judgements about historical significance against criteria.</p> <p>Recognises that historical significance varies over time, and by the interpretations of those ascribing that significance (provenance).</p> <p>Children will be able to make more confident and detailed judgements regarding the significance key events and people have in shaping history. Children will begin to recognise how opinions and views of history change over time due to interpretation, e.g. Charles Dicken's views on Victorian Britain compared to other sources.</p>



<p>Interpretation (E)</p>	<p>Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.</p> <p>Children to begin to be aware that history is dependent on peoples point of view. Give examples on their lives on how opinions can differ. Relate this to the portrayal of the Native Britons to the Romans. Children to become aware of the term bias and begin to be aware that some evidence is more reliable than others are. Children to begin to explain why there might be different versions of events. E.g. roman accounts of the British warriors, the Ipswich man and diversity of Roman Briton, compared to prior beliefs in more recent history.</p>	<p>Can describe how different interpretations arise.</p> <p>Understands that historical understanding is continuously being revised; if we find new evidence we have to rewrite the past.</p> <p>Children can explain with a growing confidence why different interpretations of people and events arise. Children may realise that some evidence is more reliable than others. How the more evidence we can find, the more accurate picture we can paint of the past. E.g. evidence from Bedes and Gildas on the Saxon raids and migration. Saxons accounts of the Vikings, compared to recent discoveries and how accounts of WW2 are revised. E.g. RAF pilots from the Caribbean, vs traditional propaganda posters and accounts.</p>	<p>Understands that different accounts of the past emerge for various reasons – different people might give a different emphasis.</p> <p>Understands that some interpretations are more reliable than others are.</p> <p>Children to become more confident in understanding how different accounts over key events and people throughout history can change over time. E.g. the people that built the pyramids were thought to be slaves; more evidence reveals they were not.</p> <p>Children to have a growing awareness and ability to distinguish between reliable evidence and non- reliable. Children can explain why such evidence is so. E.g. primary evidence compared to secondary – pictures drawn after vs artefacts from the time.</p>	<p>Understands that all history is to some extent a construct (interpretation) and can identify a range of reasons for this.</p> <p>Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance).</p> <p>Using the confidence built over the past few years, children to have a secure understanding on why different interpretations of the past occur and recognise that all history is to some extent a construct, (as we were not alive during the time). Compare to own life events - how people remember things differently.</p> <p>Children may show an understanding that interpretations of history can be questioned, using evidence provided. E.g.</p>
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				<p>Charles Dickens reliability of accounts of the Victorian era, contrasted to written accounts of workhouses etc. and give justifiable answers to why such interpretations are given, political views, dramatic narrative etc.</p>
<p>Historical Enquiry (E)</p>	<p>Can describe in simple terms how sources reveal important information about the past.</p> <p>Recognises that the absence of certain types of sources can make it more difficult to draw conclusions.</p> <p>Children to begin to use artefacts and picture sources to help create a picture of the past, e.g. flint, brass and iron tools, artefacts from Roman Briton. Children will begin to identify why creating a full picture of the past can be difficult as prehistory has not written accounts and we as historians try to make “a good guess”</p>	<p>Can describe and question the origins and purposes of sources using knowledge of periods and civilizations.</p> <p>Ask perceptive questions.</p> <p>Knows how to find, select and utilise suitable information and sources to formulate and investigate hypothesis.</p> <p>With growing awareness and confidence children can begin to select and question artefacts and sources and make decisions based on what they have learnt about the period, e.g. reliability of source; what it tells us about the past; what questions does it raise to help further research. E.g. artefacts from the Saxon and Viking times – making</p>	<p>Can explain with examples why sources might be unreliable.</p> <p>Can construct simple reasoned arguments about aspects of events, periods and civilizations studied.</p> <p>With questioning children will use their confidence at distinguishing between different types of sources and accounts and can explain reliability of certain artefacts and sources using reasonable arguments.</p> <p>Children will begin to debate and give simple, reasoned explanations for opinions on the past, using evidence. E.g. in relation to the Egyptians and Greeks and the suffragists – right to vote.</p>	<p>Can construct reasoned arguments about events, periods or civilizations studied.</p> <p>Can question source reliability with reference to the period or civilization and/or the provenance of the source, considering why different sources may give conflicting information and offering reasons for this.</p> <p>Children will have a secure confidence to question and argue points for and against evidence of a period of history, with specific reference to correlating evidence of the period. They will be able to make connections between evidence and justifying their opinions. Children may be able to explain why</p>



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		distinctions on reliability, what it can tell us vs what we need to find out.		conflicting information on the past has arisen. E.g. different accounts of the Victorian era and industrial revolution.
Connections to local/national/international, cultural/ economic/military, political/religious and social history. (F)	Bronze age connections to local environment – The Heath – Barrows.  Romans – introduction of Christianity to Britain. Large towns, sewage, aqueducts, baths, roads etc. Introduction of democracy.	Much of our cultural identity, structure of land, law, language, and place names etc. stem from Saxon and Viking period.  Evidence of Viking trading and settling across the work known world. Normans – were of Viking descent.  Trip to Butser Ancient farm to look at way of life.  Establishing the country as a Christian county after the Romans left.	Contrast studies Compare Bronze age civilizations to the British Bronze age – were they are the same? Identify similarities and differences. Why? E.g. social structure, religion, daily life etc.  Many modern ideas and institutions, e.g. the construct of democracy, art, philosophy, and architecture stem from the Ancient Greeks. Contrast with Britain.	Explore how the changes of the time have influenced the local and national area. A specific focus will look at the changes to local areas, Buriton, Portsmouth and Petersfield. How technological advancements and social constructs helped to shape the world the children now live in.