

Concepts

Society and Community

Exploration and invasion

Power

Conflict and Disaster

Secondary Concepts

Chronology

Evidence and
Interpretation

Cause and
Consequence

Change and
Continuity

Similarity and
Difference

Historical
Significance

Aims of the History Curriculum:

1. 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
2. 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
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
4. 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
5. 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
6. 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.

Year 3 BJS History Skills Progression

Concept Historical period → ↓	Chronology	Evidence and Interpretation	Cause and consequences	Change and continuity	Similarity and difference	Historical significance
			HISTORICAL ENQUIRY: I can devise historically valid questions about change, cause, similarity, difference and significance.			
Stone Age to Iron Age. The Romans.	I can use dates and key terms related to significant periods and understand the passing of time. I can sequence several events or artefacts on a timeline. Divide a timeline into BC and AD. Describe the actions of people in the past.	I can observe evidence to ask questions about the past and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence. I can suggest more than one suitable source for historical enquiry. I can begin to discuss the reliability of sources.	I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration. Also, in in Britain when the Romans invaded. I can distinguish between different sources – compare different versions of the same event. I can explore and compare representations of the period – first hand accounts, newspaper articles, paintings etc..	With support, I can begin to explain the concept of change over a long period of history.	I can describe similarities and differences between the Stone Age and Iron Age. I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).	I can suggest suitable sources of evidence to find out about significant people/events. I can devise historically valid questions about the significance of people or events. I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).

Year 4 BJS History Skills Progression

Concept → Historical period ↓	Chronology	Evidence and Interpretation	Cause and consequences	Change and continuity	Similarity and difference	Historical significance
			HISTORICAL ENQUIRY: I can devise historically valid questions about change, cause, similarity, difference and significance			
The Anglo Saxons and Vikings	<p>I can place events from a specific time period on a dated time line.</p> <p>I understand that the past can be considered in terms of different time periods.</p> <p>I can describe the main changes of a period of history (to give reasons for changes and events)</p>	<p>I can use sources of evidence to deduce information about the Saxons and Vikings.</p> <p>I can discuss whether the evidence is reliable and explain why.</p>	<p>I can describe causes of invasion in Britain and what the consequences were.</p>	<p>I can identify periods of rapid change in history.</p> <p>I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.</p>	<p>I can compare similarities and differences between Anglo-Saxon and Viking culture.</p>	<p>I can describe the social and cultural significance of a past society.</p>

<p>The Maya Civilisation</p>	<p>I can use dates and terms accurately in describing events and people.</p>	<p>I can explore evidence – primary and secondary sources and begin to evaluate the usefulness of different sources.</p>	<p>I can describe causes of events and their consequences in Ancient Maya.</p>	<p>I can identify periods of rapid change in history.</p> <p>I can explain the concepts of continuity and change over time.</p>	<p>I can compare the similarities and differences between civilisations and cultures.</p>	<p>I can describe the social and cultural significance of a past society.</p> <p>I can describe the characteristic features of the past, including ideas and beliefs.</p>
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Year 5 BJS History Skills Progression

Concept Historical period → ↓	Chronology	Evidence and Interpretation	Cause and consequences	Change and continuity	Similarity and difference	Historical significance
			HISTORICAL ENQUIRY: I can devise historically valid questions about change, cause, similarity, difference and significance			
The Victorians	<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>I can analyse a wide range of evidence in order to justify claims about the past (compare censuses to investigate housing, occupations etc).</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past. For, example the children use a range of sources to evaluate the life of children in factories.</p> <p>The children use first hand evidence- artefacts from Victorian times to find out what life was like.</p> <p>With support, I can refine lines of enquiry as appropriate.</p>	<p>I can describe the social causes of crime and punishment. I can describe the consequences of crimes.</p>	<p>I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological.</p> <p>I can use appropriate historical vocabulary to communicate change and continuity.</p>	<p>I can compare similarities and differences in aspects of society over time.</p> <p>I can compare the main changes in a period of history with the present day. For example, I can compare between school life now and school life in Victorian times.</p>	<p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>

<p>The Ancient Greeks</p>	<p>I can place events, artefacts and historical figures on a timeline using dates.</p> <p>I can use BCE and CE.</p>	<p>I can suggest suitable sources for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.</p>	<p>I can explain the concept of change over time and represent this with evidence.</p>	<p>I can describe the social, ethnic, cultural and religious diversity of the past.</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).</p>
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Year 6 BJS History Skills Progression

Concept Historical period ↓	Chronology	Evidence and Interpretation	Cause and consequences	Change and continuity	Similarity and difference	Historical significance
			HISTORICAL ENQUIRY: I can devise historically valid questions about change, cause, similarity, difference and significance.			
The Ancient Egyptians	<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history.</p> <p>I can make connections, contrasts and trends over time and across different periods.</p>	<p>I can use sources of information to form conclusions about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p>	<p>I can suggest causes and consequences of some of the main events within Ancient Egypt.</p>	<p>I can identify periods of rapid change in history and contrast them with times of relatively little change.</p>	<p>I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.</p>	<p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
Godalming	<p>I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>I can analyse a wide range of evidence in order to justify claims about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past.</p> <p>With support, I can refine lines of enquiry</p>	<p>I can describe the causes and consequences of the railway built in Godalming. How did this effect the town (socially, housing, transport links etc?)</p> <p>Similarly, the</p>	<p>I can identify changes that occurred: social, religious, political, cultural and technological.</p> <p>How did the war affect Godalming?</p> <p>I can use appropriate historical vocabulary</p>	<p>I can compare the main changes in a period of history with the present day. What similarities and differences are there between the historic Godalming and</p>	<p>I can describe the social, ethnic, cultural or religious diversity of past society.</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and</p>

		as appropriate.	building of the A3?	to communicate change and continuity.	the Godalming we know of today?	experiences of men, women and children.
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