




This is how our children's history knowledge builds from Year 3 to Year 6, considering, prior learning (Year 2) and next stage (Year 7).

National Curriculum purpose of study

In order for pupils to become confident historians, they need to have acquired a coherent knowledge of and understanding of Britain's past and that of the wider world. They should know how 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, as well as their own identity and the challenges of their time.

Pupils 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.

At Westdale, our knowledge progression document will inform planning to ensure that learning is built within the lesson sequence, within unit of work, within the year and overtime. We want to inspire our pupils' curiosity to know more about the past and, in turn, move from being a novice to becoming an expert historian.

Pillars of our history curriculum:	Daily Life 	Invasion 	Government 
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Area of Study	Year 3	Year 4	Year 5	Year 6
Autumn Term	Ancient Egyptians	Ancient Greeks	Anglo-Saxons and Vikings	WW2
Spring Term				Diverse Britain
Summer Term	Stone Age to Iron Age	Romans	Ancient Maya Civilisation	

Disciplinary Knowledge	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Chronology	Know how to order events chronologically within closer time boundaries.	Know how to sequence several events or artefacts onto a timeline	Know how to place events, people and changes into correct periods of time on a timeline Know how to date events on a timeline	Know how to use dates and appropriate historical terms (modern ancient, BCE, CE, century, decade) to sequence events and periods of time. Know how to sequence up to 10 events	Know how to place the current study on a timeline in relation to other studies and to confidently sequence up to 10 events	Know the chronology of key events in History including (for Carlton Academy): Medieval England, Tudor England and Slavery to the Civil Rights Movement.
Historical Enquiry	Know how to use a range of sources to answer questions about the past Begin to use evidence to answer questions	Know how to use a range of sources to research events, people and changes Know how to identify and record relevant information Know how to use evidence to answer questions about different periods in time	Know how to combine relevant information from different sources Know how to evaluate information from a range of sources. Identify and give reasons for, results of, events situations and changes within periods studied.	Know the difference between primary and secondary sources Know how to generate own questions leading to own area of enquiry Know how knowledge is constructed from a range of sources and versions of the past may differ	Know how to use evidence collected to build up a picture of life in the time studied Know how to use the knowledge gathered to work out how conclusions were arrived at Know how to evaluate a range of sources to find out about an aspect of the past	Know how to Interpret different events. Know how to analyse different sources. Know how to perform historical analysis and reach a reasoned conclusion.
Cause and Consequence	Know how to make comparisons between the past and present Know differences in the way of life by comparing photographs/ pictures of people or events in the past Know there are reasons for people's actions	Know that our knowledge is constructed from a range of evidence Evaluate similarities and differences between periods of time Know trends and connections over time	Know links between the time period studied and offer reasonable explanations Know how to make comparisons between the periods studied and today's society Know that events are seen as significant because they have resulted in change and had consequences for people over time	Know that aspects of the past have been represented and interpreted in different ways Know the impact that events had on the wider world	Know how to evaluate the impact that events had on the wider world Know how to use evidence to support explanation on the causes and effects	Know the cause and consequence of the events. Know the significance of the events.

Historical Knowledge	Year 3	Year 4	Year 5	Year 6
	<p>Ancient Egyptians:</p> <p>Know what everyday life was like in Ancient Egypt for men, women and children. Know what the Ancient Egyptians believed about the afterlife.</p> <p>Know how the Kingdoms of Egypt changed over time</p> <p>Know why the River Nile was important to the Ancient Egyptians?</p> <p>Know how the Ancient Egyptian empire came to an end.</p> <p>Stone Age to Iron Age:</p> <p>Know about the 3 eras of the Stone Age. Know what everyday life was like for men, women and children (eg hunter gathers and farmers). Know how tools were used and how they changed over time. Know about changes between the Stone Age and Iron Age. Know why the Iron Age ended.</p>	<p>Ancient Greeks:</p> <p>Know how early Greece was established. Know how Ancient Greece was governed Know what everyday life was like for men, women and children, (e.g. the different expectations for boys and girls.) Know how the Ancient Greeks overcame invasions. Know that the Ancient Greek era ended when the Romans conquered Athens in 146 BC Know how the Ancient Greeks have impacted our lives today, e.g. theatre and law Know how and why religion was important to the ancient Greeks</p> <p>Romans:</p> <p>Know that the Romans conquered Athens in 146BC and Britain in 43AD Know why the Romans invaded Britain Know about the success of the Roman Army Know the consequences of Boudica's revolt Know about the Roman way of life for children (eg how education was different for rich and poor) Know how the Romans have impacted our lives today (eg towns and roads)</p>	<p>Anglo-Saxons and Vikings:</p> <p>Know which countries the Anglo Saxons and Vikings came from Know why the Anglo-Saxons decided to invade Britain. Know about King Alfred's Kingdom and Danelaw Know what everyday life was like for men, women and children. Know how the Anglo-Saxon ruled their kingdoms. Know how the Anglo Saxons and Vikings invasions changed the way people lived, traded and socialised Know that Vikings settled in Britain for the farmland- Know how our views have changed about the Vikings due to recent excavations</p> <p>Ancient Maya Civilisation:</p> <p>Know where the Maya lived and their successes. Know about the Maya way of life for men, women and children. Know how the Maya governed their people. Know how the Maya civilisation compares to the Anglo-Saxons.</p>	<p>WW2:</p> <p>Know what life was like in Europe before WW2 Know how Hitler came to power Know how WW2 started Know how WW2 impacted Nottinghamshire and wider Britain. Know how Britain defended itself against Nazi invasion. Know what life was like for men, women and children during WW2 (eg evacuees). Know how WW2 has impacted our lives today and across the world.</p> <p>Diverse Britain:</p> <p>Know how diverse enlisting was during WW2. Know why people migrated to the UK following WW2. Know how migration benefitted the UK (eg workforce/infrastructure) Know the prejudices men, women and children faced as they migrated to the UK. Know the successes of key individuals (Johnny Smythe and Lilian Bader). Know what future Britain may look like.</p>