

## Plan out of history skills focus across the school to ensure coverage and progression

Term	Year 3	Year 4	Year 5	Year 6
Autumn	<p style="text-align: center;"><b>Changes in Britain from the Stone Age...</b></p> <p style="text-align: center;"><u>SKILLS</u></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions about the past.</li> <li>• Find answers to teacher set questions about the past (enquires)</li> <li>• Focus on Primary sources</li> <li>• Use vocabulary: <b>past, present, older, newer, recently, decades, centuries, years, war, peace</b></li> </ul>	<p style="text-align: center;"><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p style="text-align: center;"><u>SKILLS</u></p> <ul style="list-style-type: none"> <li>• Use more than one set of Primary and secondary sources in focused enquires set by the teacher-go with children's interest.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ (<i>Do you think that Vikings were as bad as they are made out? What evidence has been recorded about them?</i>)</li> <li>• Describe the characteristic features of the past (Viking man in)</li> <li>• Describe the religious diversity of past society (<i>Literacy link to Viking Sagas and Gods</i>)</li> </ul>	<p style="text-align: center;"><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p style="text-align: center;"><u>SKILLS</u></p> <ul style="list-style-type: none"> <li>• Use Crime and punishment, or another theme based on children's interest, to give a broad overview of life in Britain from 1066.</li> <li>• Link to continuity and change of the history of the locality of the school (e.g. St. Albans court room/Magna Carta signing)</li> <li>• Own enquires-selecting sources of evidence and giving their reasons for choice. Children set their own questions on a theme to describe continuity and change.</li> <li>• Use key dates and key vocabulary: <b>dates, time period, era, continuity, change, century, decade, legacy</b></li> <li>• British Chronological focus in ordering and dating time periods.</li> </ul>	<p style="text-align: center;"><b>A local history study-WW2</b></p> <p style="text-align: center;"><u>SKILLS</u></p> <ul style="list-style-type: none"> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• During own enquires-select sources giving reasons, analyse sources to justify claims and refine lines of enquiry</li> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Describe characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (<i>Use what the children are interested in as the main focus</i>)</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Use dates and key terms accurately when describing events.</li> <li>• British Chronology Focus and Key Vocab: <b>dates, time period, era, continuity, change, century, decade, legacy</b></li> </ul>

<p><b>Spring</b></p>	<p><b>...to the Iron Age</b></p> <p><u><b>SKILLS</b></u></p> <ul style="list-style-type: none"> <li>• Focus on Primary sources</li> <li>• Introduction of some secondary sources.</li> <li>• Use more than one source of evidence for historical enquires.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p><u><b>SKILLS</b></u></p> <ul style="list-style-type: none"> <li>• Focus on the teaching of British Chronology-time periods in History-Key vocabulary: <b>time period, era, change, chronology.</b></li> <li>• Suggest the causes and consequences of some of the main events and changes in history (<i>Why did the Anglo Saxons come to Britain? Why did the Romans leave? Did all the Romans leave? What happened between the Anglo Saxons and Vikings? What happened in 1066?</i>)</li> <li>• Compare and contrast Romans/Vikings and Anglo Saxons</li> <li>• Place events, artefacts and historical figures from each time period studied so far in school, onto a time line using dates.</li> </ul>		<p><b>A non-European society that provides contrasts with British history- Mayan civilization c. AD 900</b></p> <p><u><b>SKILLS</b></u></p> <ul style="list-style-type: none"> <li>• Compare and contrast time periods (<i>with the ancient Greeks, Romans and Egyptians</i>) Number system/dates/chronology/sport /buildings/temples/death and burial/beliefs/men and women roles. Use enquiry skills to complete this: select sources giving reasons for choice, use sources to form testable hypotheses, refine lines of enquiry.</li> <li>• World Wide chronology focus Understand that no single source of evidence gives the full answer to questions about the past (<i>E.g. What happened to the Maya?</i>)</li> </ul>
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<p><b>Summer</b></p>	<p><b>The Roman Empire and its impact on Britain</b></p> <p><u>SKILLS</u></p> <ul style="list-style-type: none"> <li>British Chronology focus-teach key dates/time period order. Key vocab to introduce: <b>time period, era, change, chronology.</b></li> <li>Use Primary and secondary sources in enquires into the the characteristic features of the past, including beliefs, ideas, attitudes, and experiences of men, women and children (<i>Use what the children are interested in as the main focus</i>)</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ (e.g. Boudicca/Celts vs Romans/St.Alban)</li> <li>Describe the changes that have happened in the locality of the school throughout history.</li> </ul>	<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p> <p><u>SKILLS</u></p> <ul style="list-style-type: none"> <li>Suggest and choose suitable sources of evidence for their own enquires to describe the characteristic features of the past e.g. beliefs, men and women, attitudes and experiences.</li> <li>Use primary and secondary sources</li> <li>Worldwide chronology focus (<i>order Egyptians/Greeks/Romans/Mayans</i>)</li> <li>Compare some of the times studied with other areas of interest around the World (Greeks compared to Romans and start intro to the Egyptians/compare important people in the past e.g. Alexander the Great to Alfred the Great/compare inventions and inventors)</li> </ul>	<p><b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</b></p> <p><u>SKILLS</u></p> <ul style="list-style-type: none"> <li>Use sources of information to deduce information about the past (<i>E.g. Why did people settle near the Nile?</i>)</li> <li>Use sources of information to form a testable hypothesis about the past (<i>E.g. I think that the most important job was the ...because. Evidence shows that...</i>) Complete own enquires, selecting sources.</li> <li>Understand that no single source of evidence will give us the full answer to questions about the past</li> <li>Compare time period (with Ancient Greeks/Romans) this could be on a theme numbers/death and burial/war/experiences of men and women/beliefs-use children’s interest and build on comparisons made in year 4 between Greeks and Romans.</li> <li>Worldwide chronology focus</li> </ul>	
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