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| **Disciplinary knowledge History Curriculum**  Kensington Junior Academy |

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| **Autumn** | | | |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| *Stone age* | *Ancient Egypt* | *Anglo Saxons & Scots and the Vikings* | *Beyond 1066: World War 2* |
| * *Use an increasing wide range of words and phrases relating to the passing of time* * *Use the terms BC and BCE* * *Use different historical sources to make own interpretations about the past.* | * *Use an increasing wide range of words and phrases relating to the passing of time* * *Use the terms BC and BCE* * *Communicate learning in an organised and structured way using appropriate terminology.* | *Place some historical periods in a chronological framework.*  *Use historic terms relating to the period studied.*  *Consider the impact of bias.*  *Present findings and communicate knowledge in different ways based on more than one source.* | *• To show chronologically secure knowledge and understanding of British and local and World History, establishing clear narratives across the periods studied.*  *Ask and answer historically valid questions about change, cause, similarity, difference and significance.*  *Understand how our knowledge of the past is constructed from a range of sources.* |

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| **Spring** | | | |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | *The Romans:* |  | Early Islamic empire |
|  | Use a range of sources to find and communicate information about the past independently.  Begin to understand that people can interpret events in history in different ways. |  | Note connections, contrasts and trends over time, using appropriate historical terms and evidence to support arguments.  Make a confident use of a variety of sources of information.  Construct informed responses that involve thoughtful selection and organisation of relevant historical information. |

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| **Summer** | | | |
| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Ancient Greeks |  | Local history/ Victorians |  |
| Show an understanding of concepts such as civilisation and democracy and their changes throughout time.  Use a range of sources to find and communicate information about the past.  Begin to organise and present ideas in different ways. |  | Make connections between aspects of history and the present day giving reasons for some important historical events.  Compare sources of information about the past. |  |