

School Overview

History Progression Skills (Procedural Knowledge)

Multi-structural; relational; extended abstract

See procedural Knowledge Grid

	<i>Disciplinary Knowledge</i> (propositional knowledge - categories of knowledge - what historians need to be historians)	<i>Curriculum Content</i>	<i>Substantive Concepts</i> (Developing subject knowledge - facts etc)	<i>Project concepts</i>	<i>Enquiry Question</i>	<i>Stem sentence</i>	<i>Summative Assessment</i>	<i>History Skills - see skills progression document (Skills also known as Procedural Knowledge)</i>
<i>Year One</i>	Significance Evidence Similarity and Difference Continuity and Change	* Significant individuals * Historical people within their own locality * Changes within living memory	prejudice culture rights belief tradition discovery	Fairness Equality Change Resilience	Can one person change the world?	In the past people thought women were not as good as men at certain jobs, but now we know they are.	Mary Anning statue analysis - informal assessment (filming of chats, post-it notes of comments added to books)	
<i>Year Two</i>	Significance Evidence Similarity and Difference Continuity and Change	Titanic Great fire of London	Disaster Settlements King Class system (First, second, third) Society Mayor Safety	Change Community Responsibility	Does good come after bad?	Historical events lead to change over time. Then ____. Now ____.	Comparing a modern ship with the Titanic. Comparing London then and now.	

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<p><i>Year Three</i></p>	<p>Significance Evidence Similarity & difference Continuity & change Cause & consequence Interpretations</p>	<p>-Stone Age -Ancient Egypt -Romans</p>	<p>Empire Slavery Emperor Pharaoh Pyramid Ruler Leadership Society Infrastructure Treatment</p>	<p>Empathy Power Equality Freedom</p>	<p>What does it mean to be free?</p>	<p>With power comes freedom.</p>	<p>Comparing the life of an Egyptian Slave and a Roman soldier</p>	
<p><i>Year Four</i></p>	<p>Significance (H1) Evidence (H2) Similarities and Differences (H3)</p>	<p>Anglo Saxons (King Alfred the Great) and comparing the Mayans</p>	<p>Empire, Civilisation, Leadership, Ruler, Invade, Society</p>	<p>Conflict, Power, Wisdom, Belief</p>	<p>Does knowledge give you power?</p>		<p>Compare and contrast between the Anglo Saxons and The Mayans</p>	
<p><i>Year Five idea</i></p>	<p>Evidence (H2) Similarities and Differences (H3) Continuity and Change (H4) Cause and consequence (H5)</p>	<p>History of Astronomy across various civilisations (including Britain); Ancient Greeks and Early Islamic Civilisation</p>	<p>Civilisation Empire Religion Equality/rights Freedom</p>	<p>Belief, Innovation, Knowledge, the Unknown</p>	<p>How can we know the unknown?</p>		<p>Discussing the eight astronomers we have studied, choose two that children think had the greatest impact, compare and then choose the astronomer they think</p>	

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							had the greatest impact.	
<i>Year Six</i>	Significance (H1) Evidence (H2) Similarities and Differences (H3) Cause and consequence (H5) Interpretation (H6)	The Blitz/ World War II	Facts related to: War, Army, Battle, Conflict, Conquest, Invasion, Peace, Enemy, Empire, Rule, Dictator, Authority, Propaganda, Doctrine, Human Rights, Freedom/Liberty, Nationalism, Power, Racism Civilian, Evacuation, Morale	Freedom Resilience Prejudice	Can freedom be achieved through war?		Eye-witness accounts of VE day (from Imperial War Museum)	