



History at Banks Lane Junior School

At Banks Lane Junior School we aim for our students to depart in year 6 with the confidence and curiosity to discover more about the history of Britain and the wider world. Through a carefully planned curriculum it is our aim to develop naturally inquisitive students who develop their own perspectives and judgments on the past, helping them discover where they fit into the complex changes of society over time.

Key Concepts are golden threads that run through our curriculum subjects and support us in revisiting and reviewing previously taught knowledge and content. They support in making connections in learning so that it becomes 'sticky' knowledge. In History these concepts are:

KEY CONCEPTS

Chronology **Invasion** **Civilization** **Cause & Consequence** **Enquiry** **Interpretation**

Substantive knowledge is the factual content for a subject which must be connected into a careful sequence. Substantive knowledge is understood better with repeated encounters in meaningful contexts.

Disciplinary knowledge is the action taken within a particular subject to gain the substantive knowledge through skills, critical thinking and enquiry.

Progression in History skills and disciplinary knowledge.

Progression in Historical skills and knowledge at Banks Lane Junior School

Aims of History National Curriculum

The national curriculum for history aims to ensure that all pupils:

- ☑ 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
- ☑ 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
- ☑ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ☑ 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
- ☑ 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
- ☑ 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.

Where possible, our concepts are aligned with Banks Lane Infant School to ensure continuous development of knowledge. Our teachers understand the importance of referring back to prior learning in the previous key stages and linking key concepts wherever practical.

Reception-Year 2

Key concepts- Historical Enquiry, Cause, Consequence, Change and continuity, Similarity and difference, Historical significance, Historical interpretations.

Topics - Ellen Macarthur, Ernest Shackleton, The Land Before Time, the Gunpowder Plot, London's Burning, What the Dickens! Amelia Earhart, Sir Isaac Newton Marvellous Monarchs into The Wild. Christopher Columbus, Mae Jemison There's No Place Like Home, It's A Bug's Life.

- Identify similarities / differences between ways of life at different times.
- Look closely at similarities, differences, patterns and change
- Develop understanding of growth, decay and changes over time.
- Question why things happen and give explanations.
- Know about similarities and differences between themselves and others, and among families, communities and traditions
- To comment on images of familiar situations in the past.
- Use stories or accounts to distinguish between fact and fiction.
- To look at more than two versions of the same event or story in history and identify differences.
- Use everyday language related to time
- Order and sequence familiar events
- Describe main story settings, events and principle characters.
- Talk about past and present events in their own lives and in lives of family members.
- Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words
- Be curious about people and show interest in stories.
- Answer how and why questions. In response to stories or events.
- Explain own knowledge and understanding, and asks appropriate questions.
- Know that information can be retrieved from books and computers.
- Develop an awareness of the past.
- Use common words and phrases relating to the passing of time.
- Know where all people/events studied fit into a chronological framework.
- Identify similarities/differences between periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions
- Understand some ways we find out about the past
- Choose and use parts of stories and other sources to show understanding (of concepts)
- Identify different ways in which the past is represented.
- Recognise and describe special times or events for family or friends
- Recognise why people did things, why events happened and what happened as a result.
- Make simple observations about different types of people, events, beliefs within a society.
- Talk about who was important e.g. in a simple historical account.
- To start to compare two versions of a past event. To explain that there are different types of sources that can be used to help represent the past.
- To look at simple artefacts and pictures to ask questions about the past.



There are several key historical concepts that transition from reception and year two into the junior school setting and follow learners on their journey through to year six. Historical enquiry, cause, consequence and interpretation continue to be developed and used as a core skillset, in addition to this we have added the concepts of civilization, invasion and chronology to develop deeper rooted understanding within the subject.

Lower Key Stage 2—Year 3

Topics: Stone Age to Iron Age, Ancient Egypt (ancient civilisations), and Ancient Greece.

- I can put some artefacts in chronological order and use dates and timelines **to understand where Ancient Egypt fits in with periods of history studied so far and compare to other ancient civilisations.**
- I can understand significant aspects of the history **by learning about the Ancient Greek Empire and where it fits chronologically with our other History topics in Year 3.**
- I can make a few connections and contrasts (change, cause, similarity, difference, and significance) **by comparing hieroglyphics with our English alphabet and writing.**
- I can use historical sources of information and key terms **to create my own mythical narrative based on a myth (linked to our work on myths in English)**
- I can present recalled or selected historical information in a variety of ways using specialist terms **by learning about how early man survived in the Stone Age.**
- I can compare and contrast **by learning about democracy in Ancient Greece and comparing this with democracy in the UK today (linked to our learning in PSHE and British Values)**
- I can explore similarities and differences **by comparing Ancient Greek and modern Olympics (linked to our learning in P.E.).**
- I can give a few reasons for the main events and changes of a time **by learning about what happened in the Bronze Age and how copper mining was crucial to the people of this time.**
- I can make a few connections and contrasts (change, cause, similarity, difference, and significance) **by learning how and why hillforts developed as popular places to live in the Iron Age.**
- I can make a few connections and contrasts (change, cause, similarity, difference, and significance) **by comparing life in Ancient Egypt with modern life.**
- I can describe how the past can be represented or interpreted in a few different ways by exploring sources and evidence **about the discovery of the tomb of Tutankhamun.**
- I can understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist **by exploring why some of our knowledge about Iron Age Druids could be unreliable.**
- I can describe how the past can be represented or interpreted in different ways giving some reasons for this **by learning about the different theories for the building of Stonehenge.**
- I can compare different representations of sources **when learning about Ancient Greek gods and goddesses and** ask historically valid questions.
- I can understand how our knowledge of the Ancient Greek life is constructed from a range of sources **for example Greek vases** (linked to our learning in Art).
- I can use one or more sources of information to help me answer (in sentences) questions **about the powers of Egyptian gods.**
- I can answer and sometimes devise my own historically valid questions **by learning about Skara Brae and understanding its significance in knowing more about the Stone Age.**

Key Vocabulary

democracy, politics, compare, contrast, myths, sources. archaeological, tools, evidence, artefacts, bias, opinions, prehistoric, chronological. evidence, artefacts, civilisation, ancient, BC, AD, contrasts.



Lower Key Stage 2—Year 4

Topics: Roman Empire and Britain, and the Anglo-Saxons and Scots

- I can examine and ask questions about artefacts and begin to put these in chronological order, making links between our previous **History topic (Ancient Greece) and the Romans.**
- I can use some dates to explain British and European history **by learning why, where and how the invasions of Britain took place after the Roman withdrawal.**
- I can make a few connections and contrasts (change, cause, similarity, difference and significance) **by learning about how the Anglo-Saxons were converted to Christianity in Britain.**
- I can understand what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped, comparing these to the beliefs of other civilisations we have learnt about in History.
- I can describe and explain the expansion of the **Roman Empire** using maps and timelines.
- I can see **where the Anglo-Saxons settled and what they named the places they settled in.**
- I can understand different people's perspectives to **the Roman invasion of Britain by learning about Boudicca's resistance (links to Iron Age Britain).**
- I can use one or more sources of information to help me ask and answer questions about the past **by examining Anglo-Saxon artefacts and deducing what they can teach us about Anglo-Saxon culture.**
- I can use artefacts to explore similarities and differences, and ask historically-valid questions **about Roman and Celt soldiers.**
- I can understand **how Britain was influenced by the Roman occupation** by examining artefacts and constructing a written response about the 'Romanisation' of Britain.
- I can present recalled or selected information in a variety of ways using specialist terms **by learning about Anglo-Saxon settlements and village life.**

Key Vocabulary

invasion, conquest, empire, expansion, conquer, occupy, resistance, opposition, rebellion, emperor, civilisation. invade, settle, influence, artefact, analyse, conclude, beliefs, culture, religion, evidence.



Year 5

Topics: Viking and Anglo-Saxon struggle for Britain, the Mayan civilisation, and local History (the Industrial Revolution)

- I can place events, people and changes of British and European history on a timeline **and know who the Vikings were and when and why they raided and invaded Britain.**
- I can use a timeline and chronology skills whilst **learning when and where the Maya existed, in relation to other periods in History we have studied (link to Year 4 Geography topic: Rainforests).**
- I can describe how land use has changed over time in our local area.
- I can understand how some societies were very different and make comparisons **by learning about the Maya writing system and comparing it to our writing system, Viking runes and Ancient Egyptian hieroglyphics.**
- I can describe types of settlement, land use and economic activity in my local area.
- I can see the relationship between different periods and make comparisons **by learning about the Maya gods and religious beliefs, and how these fitted into their society.**
- I can understand how some societies are very different due to changes or challenges at the time **by learning about the later Viking raids, King Ethelred II and the introduction of Danegeld.**
- I can see the relationship between different periods and the legacy **by learning about the Anglo-Saxon legal system and similarities to the modern legal system in Britain.**
- I understand the complexity of people's lives in the past **by using artefacts to infer information about Vikings' lives.**
- I understand how our knowledge of the past is constructed from a range of sources **by learning about the roles of archaeologists, and explorers, and how they use artefacts and remains to make conclusions about the Maya.**
- I can use key historical knowledge in structured written responses **and can carefully select relevant historical information, considering different viewpoints by writing a diary of the Lindisfarne raids and a newspaper report on the Battle of Hastings.**
- I can describe what cause and consequence the industrial revolution had on my local area.
- I can devise my own historically valid questions about similarities, difference and significance **by learning about some Anglo-Saxon kings and how they fought against the Vikings.**
- I can thoughtfully analyse relevant historical information and communicate this in a written response **by exploring this enquiry question: why did around 90% of Mayans disappear from their major cities in around 900AD?**

Key Vocabulary

industrial revolution, manufacture, cotton mill, agriculture, business, textiles, sources, workforce, social hierarchy, apprentice, community. raid, invade, kingdom, justice, legal system, runes, Danegeld.



Year 6

Topics: World War two

- I can place events of British and world history on a timeline and tell the story of happenings within a time period **by learning about the key events leading to the outbreak of World War II and during the course of the war.**
- I can consider why the Battle of Britain was a turning point in history **and carefully select and organise relevant historical information from a range of sources.**
- I can carefully select relevant historical information, considering different viewpoints, and I can use key historical terms in written descriptions of the main features of past periods **by learning about the evacuation of children in World War II.**
- I can understand the complexity of people's lives in the past due to changes or challenges at the time **by learning about rationing during World War II and how people adapted to deal with reduced product availability.**

Key vocabulary

Democracy, politics, political systems, compare, contrast, evidence, sources. Propaganda, impact, evaluate, significant, invade, occupy, surrender, anti-Semitism.