

**Our children are receptive, inquisitive learners who, through our Gospel values, have a unique sense of the world**

**The History Curriculum K&S at St Teresa’s Catholic Academy – Upper Key Stage 2**

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| NC Objective:    Pupils should continue: |  |  | | | |
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|  | **Year 5**  Ancient Greece  Achievement of the earliest Civilization Local history | | **Year 6**  *A non-European society that provides contrast with British history*  *An theme or aspect in British that extends pupils chronological knowledge beyond 1066*  *Local history* | |
|  | Skills | Knowledge | Skills | Knowledge |

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| Chronological  Understanding | Place current study on time line in relation to other studies.    Know and sequence key events of the time studied    Use relevant chronological terms.    Relate current studies to previous studies.    Make comparisons between different times in history. | Understand chronology and begin to link this other historical events.    To know the key events and when they occurred.    To know the correct chronological terms.    To make links between different periods.    To know different periods in history and understand  similarities and differences. | Place current study on time line in relation to other studies during the same periods of time.    Use and explain relevant dates and terms across significant periods of history.    Sequence events on a time line with accuracy, explaining links between different events. | Understand chronology and explicitly link this to other historical events and know the  relevant dates and terms,    To know how to construct a timeline. |
| Range and depth of historical knowledge | Study different aspects of life of different people.    Examine causes and results of great events and the impact on people.    Compare life in early and late times studied.    Compare an aspect of life with the same aspect in another period. | To understand that different people had a different way of life.    Understand what impact events had.    Understand how events impacted people.    To understand how to make comparisons.    To understand different periods of history in order to make comparisons. | Study beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.    Compare beliefs and behaviour with another period studied.    Write explanations of a past event in terms of cause and effect using evidence to support and illustrate their explanation.    Compare and contrast ancient civilisations. | To know beliefs, behaviours and characteristics of people in this area of history and other periods.    To understand that not everyone shares the same views and feelings.    To understand how to make relevant comparisons.    To know past events and the impact that this had.    To know about ancient civilizations. |
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| Interpretations of history | Compare accounts of events from different sources, fact or fiction.    Offer some reasons for different versions of events. | To know how to compare different accounts of events.    To know why there may be different versions of events. | Link sources and work out how conclusions were arrived at.    Check the accuracy of interpretations – fact or fiction and opinion, offering explanations.    Explain why different evidence will lead to different conclusions. | To know how to make links between sources.    To know why checking the accuracy of interpretations is needed.    To understand that different evidence will lead to different conclusions. |
| Historical enquiry | Begin to identify primary and secondary sources.    Use evidence to build up a picture of life in the unit studied.    Select relevant sections of information. | To know what a primary and secondary source is.    To understand the evidence available.    To know how to select relevant information. | Select relevant primary and secondary sources.    Use a range of sources to find out about an aspect of time past and explain their rationale for selecting these resources.    Explain why some information is not useful or relevant. | To know different primary and secondary sources.    To know how to select from a range of sources to find out about one aspect of time.    To understand the reasons why some information may not be true. |