

History Curriculum Knowledge and Progression Map 2023-2024			
Class	Autumn <i>(Full Schemes) Keystage History</i>	Spring <i>(Full Schemes) Keystage History</i>	Summer <i>(Full Schemes) Keystage History</i>
Hazel	<a href="#">Teaching Ancient Greece at KS2 - Years 3,4,5 &amp; 6 History   Keystage history</a>	<a href="#">Teaching Life In Tudor Times At KS2 - Lessons and Resources   Keystage History</a>	<a href="#">Local History</a> <a href="#">Slavery linked to Liverpool</a>
Breadth of Study	<ul style="list-style-type: none"> <li>Ancient Greece.</li> </ul>	<ul style="list-style-type: none"> <li>A study of a theme in British history.</li> </ul>	<ul style="list-style-type: none"> <li>A local history study.</li> <li>A study of a theme in British history.</li> </ul>
Threshold Concepts	Investigate and Interpret the past Understand chronology Communicate historically Build an overview of world history	Investigate and Interpret the past Understand chronology Communicate historically Build an overview of world history	Investigate and Interpret the past Understand chronology Communicate historically Build an overview of world history
Milestones	<ul style="list-style-type: none"> <li>Year 4</li> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul>	<ul style="list-style-type: none"> <li>Year 4</li> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul>	<ul style="list-style-type: none"> <li>Year 4</li> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul>

	<ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> </ul> </li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> </ul> </li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> </ul> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate</li> </ul>
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