

| History Curriculum Knowledge and Progression Map 2023-2024 | | | |
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| Chestnut | Teaching Viking Britain at KS2 - Lessons and Resources - Year 5 & 6 History Keystage History | Teaching Early Islam and Baghdad Lesson Plan KS2 - Year 5 & 6 Keystage History Early Islamic civilisation | Teaching Crime and Punishment at KS2 - Years 3,4,5,6 Keystage History |
| Breath of Study | <ul style="list-style-type: none"> The Viking and Anglo Saxon struggle for the Kingdom of England. | <ul style="list-style-type: none"> A non- European society that contrasts with British history - Early Islamic Civilization | <ul style="list-style-type: none"> A study of a theme in British history. |
| Threshold Concepts | <p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p> | <p>Investigate and Interpret the past</p> <p>Understand chronology</p> <p>Communicate historically</p> <p>Build an overview of world history</p> | <p>Investigate and Interpret the past</p> <p>Communicate historically</p> <p>Build an overview of world history</p> |
| Milestones | <ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. | <ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. | <ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the |

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| | <ul style="list-style-type: none"> • Refine lines of enquiry as appropriate • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use dates and terms accurately in describing events. <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • era • continuity • century • legacy. • time period • chronology • change • decade | <ul style="list-style-type: none"> • Refine lines of enquiry as appropriate • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Use dates and terms accurately in describing events. <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • era • continuity • century • legacy. • time period • chronology • change • decade | <p>social context of evidence studied.</p> <ul style="list-style-type: none"> • Refine lines of enquiry as appropriate • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Use dates and terms accurately in describing events. <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • era • continuity • century • legacy. • time period • chronology • change • decade |
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