

**History Curriculum Knowledge and Progression Map 2023-2024**

<b>Sycamore</b>	<a href="#">Teaching World War 2 (WW2) at KS2 - Outstanding Lessons   Keystage history</a>	<a href="#">Teaching Benin at KS2 - including Learning Activities and Lessons - Year 5 &amp; 6   Keystage history</a>	<a href="#">Black and British - Teaching Black British History at KS2   Keystage History</a>
<b>Breath of Study</b>	<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 non- European society that contrasts with British history chosen from: Benin.</li> </ul>	<ul style="list-style-type: none"> <li>• A study of a theme in British history.</li> </ul>
<b>Threshold Concepts</b>	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
<b>Milestones</b>	<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>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the</li> </ul>	<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>• Use sources of information to form testable hypotheses about the past.</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> </ul>	<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>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Refine lines of enquiry as appropriate</li> </ul>

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