Essential Characteristics of a historian

* be engaged and inspired to discover more about the past within a collaborative and supportive learning environment.
* develop the ability to use methods of enquiry, analysis, interpretation and problem-solving.
* understand how to make connections and describe contrasts.
* draw upon the concepts of continuity and change; cause, effect and their consequences; similarity, difference and significance.
* gain a historical perspective by applying their developing- knowledge within a range of contexts.
* communicate their own historical thoughts and ideas, using historical terms, in a clear and comprehensive way.

Breadth of Study: Key Stage 2

* Changes in Britain from the Stone Age to Iron Age.
* The Roman Empire and its impact on Britain.
* Britain’s settlement by Anglo Saxons and Scots.
* The Vikings and Anglo Saxon struggle for the Kingdom of England.
* A local history study.
* A study of a theme in British history.
* The achievements of early civilisations and an in-depth study of one of the following: Ancient Sumner; Indus Valley; Ancient Egypt; The Shang Dynasty
* Ancient Greece
* A non-European society that contrasts with British History chosen from: Early Islamic Civilisation, Mayan Civilisation, Benin.

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| **Strand** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Constructing the past | Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on:   * achievements, * housing, * society, * food, * entertainment, * beliefs   Building a coherent knowledge of Teesside’s industrial history by focusing on:   * achievements * society * impact   And by drawing comparisons to KS1 topics such as Stephenson and Victorian Seaside Holidays | Building a coherent knowledge of British history from the Iron Age to Roman Britain and Vikings? by comparison on:   * achievements, * housing, * society, * food, * entertainment, * beliefs   Building a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations   * achievements, * housing, * society, * food, * entertainment, * beliefs | Building a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain? by comparison on:   * achievements, * housing, * society, * food, * entertainment, * beliefs   Identifying the impact of the Ancient Greeks’ on the western world and their chronological place in the context of world history | Building an understanding of post-1066 Britain through the Victorians/Tudors? and their impact on today’s world by comparison of:   * achievements, * housing, * society, * education * entertainment,   Comparing Viking Britain with the Maya civilisation through:   * achievements, * housing, * society, * food, * entertainment, * beliefs   and understanding the reasoning for similarities/differences between each civilisation |
| Sequencing the past/Chronology | Placing Stone, Bronze and Iron Ages into wider chronological contexts – make references to Ancient Egypt and pyramids/achievements  Developing an understanding of concurrence of civilisations around the world during these times  Placing previously learnt periods into context and identifying their impact – Stephenson’s railways leading to the growth of Teesside; railways linked to Victorian seaside holidays; holidays linked to local economy and growth of settlements | Placing Stone, Bronze and Iron Ages into wider contexts  Placing early civilisations into chronological context – in-depth Egyptians  Placing Ancient Romans and Roman Britain into the wider context of historical chronology  Deeper understanding of concurrent civilisations around the world and their impact on later civilisations | Placing Stone, Bronze and Iron Ages into wider contexts  Placing early civilisations into context – in-depth Egyptians  Placing Ancient Romans and Roman Britain into wider context  Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology  Placing the Ancient Greeks into the wider context of historical chronology  Continued development of concurrent civilisations around the world and their impact on later civilisations | Placing Stone, Bronze and Iron Ages into wider contexts  Placing early civilisations into context – in-depth Egyptians  Placing Ancient Romans and Roman Britain into wider context  Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology  Placing the Ancient Greeks into the wider context of historical chronology  Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons  Placing Victorian Britain into chronological context and it’s legacy and impact today  Continued development of concurrent civilisations around the world and their impact on later civilisations |
| Continuity and change | Identifying the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:   * housing, * society, * food, * entertainment, * beliefs   Identifying the continuity and changes to the local area through Ironstone Mining:   * population * jobs * local significance | Identifying the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:   * housing, * society, * food, * entertainment, * beliefs   Identifying the similarities and differences between the Ancient Egyptians and Roman Britain through:   * housing, * society, * food, * entertainment, * beliefs | Identifying the continuity and change throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:   * housing, * society, * food, * entertainment, * beliefs   Identifying the continuities and changes of Greek achievements and inventions from then to now through:   * democracy * society, * entertainment, * beliefs | Identifying the continuity and change from Victorian/Tudor Britain to the modern day through comparison of:   * housing, * society, * education * entertainment   Comparing similarities and differences between the Ancient Maya and Viking Britain through comparison of:   * housing, * society, * food, * entertainment, * beliefs |
| Cause and effect | Identifying the major causes of advancement from Stone to Bronze to Iron and how these impacted globally, nationally and locally  Identifying what caused the shift in hunter-gathering to farming – communicating the reasons for it and the impact on life  Identifying the causes and effects of industrialisation of Teesside – explaining the local, national and international impacts | Identifying the reasons for the invasion of Britain by the Romans and the impact that it had on Britain – identifying the effects on following civilisations and today  Identifying the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations) | Identifying the causes and effects of Anglo-Saxon and Viking invasion on Britain – changes in housing, religion, language etc.  Identifying the effects and influence of Greek achievements on the Western world – democracy, philosophy, medicine, language etc.  Identifying that one event can have multiple effects – invasions of Britain by AS and V | Identifying why Victorian/Tudor inventors created so many inventions that are still around today  Identifying the effect of Victorian/Tudor inventions on today’s world as either positive or negative  Identifying the cause and effect of Spanish explorers on the Maya – positive or negative? |
| Significance and interpretation | Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain  Identifying why our interpretations of these time periods is difficult due to limited primary sources or written evidence | Use Boudicca & Cartimandua primary sources to understand that that is one viewpoint and cannot be verified  Identify why Boudicca is such a significant individual for both British and Roman British history  Identify why interpretation of these sources is critical to our understanding of the past | Using Battle of Thermopylae primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints  Identify why interpretations can change in light of new evidence – change in meaning of the word ‘barbarian’ | Identifying the significance of Victorian/Tudor achievements and their impact on today  Understanding why others might choose alternative achievements  Interpreting the achievements of the Victorians/Tudors as a turning point in British history in the context of then and now – who felt more of their impact, us or them?  Interpret the achievements of the Maya compared to the Vikings and make a judgement on their significance – which achievements were more impressive? |
| Carrying out an historical enquiry | Did Ironstone Mining improve our area?  Small independent enquiry using pre-selected primary and secondary sources  Begin to make independent decisions and use evidence to justify | How much did the Romans really impact Britain?  Independent enquiry using a range of primary and secondary sources  Make independent decisions and using evidence to justify | Were the Ancient Greeks all that important for us now?  Independent enquiry on the impact of the Greeks on western civilisation  Independent selection of sources to provide evidence  Making independent decisions using a range of evidence to justify | Independently identifying important achievements from the Victorians/Tudors –  Critical thinking, reasoning, research and debate  Independent selection of sources, arguments and evidence to justify opinion  Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate |
| Using sources as evidence | Identifying primary and secondary sources – artefacts, books, internet etc.  Identifying why sources are limited for the Stone, Bronze and Iron ages | Questioning the validity of sources and contradictions – Boudicca, Catimandua, Tacitus and Cassius Dio  Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence | Using sources to interpret viewpoints, including bias  Identify why viewpoints differ and why bias might skew these viewpoints  Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings | Conducting an enquiry about the greatest impact of the Victorians/Tudors on today – using sources as evidence in a debate  Identify the effectiveness of sources as evidence  Use sources of evidence as the basis for an opinion  Begin to make references to evidence as justification |
| Vocabulary and communication | Using phrases and words to describe the passing of time -  e.g. ‘past’ ‘before’ ‘now’ ‘then’ ‘present’ ‘period’ ‘decade’ ‘century’  ‘Long ago’ ‘before I was born’ ‘changes to now’ ‘stayed the same’  Using words and phrases to describe events and people from the past – e.g. ‘hunter-gatherer’ ‘impact’ ‘significant’ ‘continuity’ ‘change’ ‘warrior’ ‘prehistoric’ ‘artefact’ ‘BC/AD’ | Using phrases and words to describe the passing of time -  e.g. ‘duration’ ‘period’ ‘era’ ‘concurrent’  ‘during this time’ ‘previously’ ‘compared to’  Using words and phrases to describe events and people from the past – e.g. ‘empire’ ‘emperor’ ‘migration’ ‘conquest’ ‘cause’ ‘effect’ ‘peasant’ ‘rebellion’ ‘reliable’ | Using phrases and words to describe the passing of time and context of civilisations -  e.g. ‘duration’ ‘period’ ‘era’ ‘concurrent’ ‘chronology’ ‘context’  ‘the duration of…’ ‘continuing on from…’  Using words and phrases to describe events and people from the past – e.g. ‘farmer-warrior’ ‘democracy’ ‘Christianity’ ‘myth’ ‘legend’ ‘global’ ‘invader’ ‘interpretation’ ‘viewpoint’ ‘bias’ | Using phrases and words to describe the passing of time and context of civilisations -  e.g. ‘duration’ ‘period’ ‘era’ ‘concurrent’ ‘chronology’ ‘context’  ‘the duration of…’ ‘the narrative of history’  Using words and phrases to describe events and people from the past – e.g. ‘significance’ ‘discovery’ ‘invention’ ‘prosperity’ ‘causation’ ‘diversity’ ‘progression’ |