



*Elmley Dray
School*

History Progressive Pathway

Our History curriculum will provide high quality, enriching and engaging opportunities to learn about the past. Children will gain a curiosity towards their local and wider area. This will be fed by a sound understanding of all of the key historical skills and be underpinned by a coherent knowledge of British and world history. Our History Curriculum is to develop students' understanding of how the past is important as it influences our spiritual, moral, social and cultural ideology and generally how it has shaped the world. Through a range of project based work, students will be able to work through structured exploration and interpretation of the past, so that they can become reflective and responsible members of a world community.

Key stage 2 students will develop their knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study as well as address questions about change, cause, similarity and difference, and significance. Developing their knowledge of the past through a range of research methods, students will be able to create dynamic projects on the following areas of study.

- a local history study (Isle of Sheppey and Kent)
- a study of an aspect or theme in British history (**Henry VIII (28 June 1491 - 28 January 1547)**)
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- a non-European society that contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Vocabulary	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation
<p>Experience and discuss the following terms: empire, parliament, monarchy, primary, secondary, sources, change, continuity, cause, consequence, similarity, difference, significance, reliability</p> <p>Understand, define and investigate the following terms in greater depth: empire, parliament, monarchy, primary, secondary, sources, change, continuity, cause, consequence, similarity, difference, significance, reliability</p>	<p>Use a variety of sources to research the past (archive materials, internet, database, pictures, artwork, photographs, music, artefacts, historic buildings, museums).</p> <p>Discuss the reliability of sources.</p> <p>Understand that there are different versions of the same event.</p> <p>Explain that people represent events in a way that persuades others.</p> <p>Ask questions to find answers about the past.</p> <p>Explain the reliability of a variety of sources and use this to choose the most useful sources,</p> <p>Understand the terms primary and secondary sources.</p> <p>Explain that there are often various answers to the same historical questions.</p>	<p>Recall key dates from periods studied and place them on a timeline.</p> <p>Describe the main changes in a period of history.</p> <p>Use a timeline to order significant events and dates.</p> <p>Explain that a timeline can be divided into BC/AD.</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events happened concurrently</p>	<p>Use evidence to describe the lifestyles in different periods.</p> <p>Use evidence to describe what was important to people in the past and make comparisons.</p> <p>Use evidence to describe differences between communities.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how events studied affect and influence modern life.</p> <p>Choose reliable sources of information to learn about the past and explain their usefulness.</p> <p>Give reasons why changes may have occurred using evidence and explain their significance.</p> <p>Describe similarities and differences between people, events and artefacts studied and use this to assess the importance</p>

	Understand and explain why there are different versions of the same event. Investigate your own lines of enquiry by posing your own questions.		and impact of these similarities/differences. Investigate how historical issues have affected modern life. Make links between past societies (religion, accommodation, society, technology etc.)
--	--	--	--

Spiritual, Moral ,Social, Cultural and British Values Curriculum	History supports the spiritual, moral, social, cultural and British Values Curriculum through learning from the past to influence our future.
English	Question and Answer Sessions Self and Peer Assessment Recording Project progress Completing Research from a range of sources
Mathematics	Time and Dates
Information Technology	Using powerpoint and word to develop presentations and reports. Using internet search engines to support online research projects
Emotional Intelligence and Wellbeing	Understanding a range of words to support the emotions linked to geographic descriptions, and understanding the impact of our environment on our wellbeing
Speech, Language and Communication	Presenting and discussing areas of geography study to others
Occupational Therapy	Gross and fine motor skills Sensory Awareness for Visits to local historical sites of interest
Learning Outside the Classroom	Deal Castle and Hever Castle Visit (Henry VIII) Isle of Sheppey visits (Local History) and Dover Castle (Kent History)