

**EVERY
CHILD**

Belonging
Nurture
Safety



**EVERY
CHANCE**

Opportunities
Inclusive
Adapt

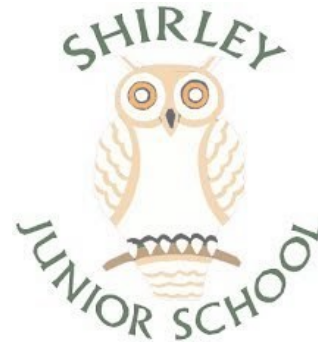


**EVERY
DAY**

Understanding
Consistent
Ambitious



History at Shirley Junior School



KINDNESS.
RESPECT.
INTEGRITY.

VISION



A Shirley Junior historian will deepen their fascination about the past. They will have a coherent understanding of significant events and their role in shaping the world we see today. Their understanding of key events will be broadened to take in their wider locality including the British Isles. Deeper, critical thinking will allow our children to question the past and reconstruct it by using and evaluating a wide range of sources. By the end of their time at our school, our pupils will be prepared to begin their next steps into forming their own judgements and arguments in Key Stage 3.

In **Lower KS2**, children will explore the concept of **social structure** and begin to understand the impact that this had on the life experiences of different people. They will be able to recognise that **technology** develops over time and that this development has enabled society to advance.

In **Upper KS2**, children will deepen their understanding of the links between **social structure** and quality of life before identifying how this has impacted social attitudes, prejudice and human rights throughout history. They will be able to understand how **technological developments** have impacted daily life throughout history and how they have been key in influencing the outcome of key historic events.

BEING A HISTORIAN

Question

- What do I want to know?
- What do I already know?
- Where does my question sit historically in time?

Analyse

- Select appropriate sources
- Use skills to interpret sources
- What information do they give me?

Compare

- Compare sources
- Together, what picture do they paint of the past?
- Summarise and sequence my evidence

Conclude

- What is the answer to my question?
- Communicate findings

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Disciplinary knowledge progression

Skills	R	1	2	3	4	5	6
Using sources	Develop knowledge and understanding of the world through concrete objects.	I can use a source to find out information about the past.	I can use a range of sources to find out about the past.	I can use a range of sources to draw historical conclusions.	I can use a range of primary and secondary sources to draw historical conclusions.	I can compare different sources and point out their similarities and differences.	I can comment on the bias and reliability of sources.
Difference	I can spot simple similarities and differences.	I can begin to make comparisons between life in the past and now.	I can begin to make comparisons between different groups in a historical period.	I can compare different groups from a historical period.	I can compare different societies from a historical period.	I can begin to identify key similarities and differences between aspects of history.	I can identify key similarities and differences between aspects of history.
Time (Chronology)	I can use simple time language to understand the past.	I can begin to use time language to order events.	I can order events within a historical period.	I can sequence a few events on a time line using the terms BC, AD.	I can sequence events and aspects of a historical period on a timeline.	I can place events across multiple periods on a time line.	I can use accurate scaling to represent events and aspects of history on a time line.
Cause and consequence	I can explore how my actions have consequences.	I understand that actions have consequences.	I can say why events in the past might have happened.	I can describe the consequences of events in the past.	I can describe the reasons for events happening in the past.	I can describe a reasons for and results of people's actions and events.	I can pick out and explain key reasons for and consequences of people's actions and events.
Skills vocabulary	<i>A long time ago Now Change Different The same</i>	<i>Past Present Compare Event Source Before After Time line</i>	<i>Period Source Cause Time line Compare Past Present</i>	<i>Hierarchy Ancient Source BC AD Chronology Consequence</i>	<i>Pre-history Archaeology Era Primary Source Secondary Source Century</i>	<i>Decade Primary source Secondary source Impact Cause Consequence</i>	<i>Bias Scaling Reliability Conclusion</i>

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Shirley Historians deepen their substantive understanding of History through the exploration of two key concepts; **social structure** and **technology**. Children deepen their knowledge of the past and how it has shaped the modern world through an exploration of how different groups of people experienced life and the causes and consequences of technological development.

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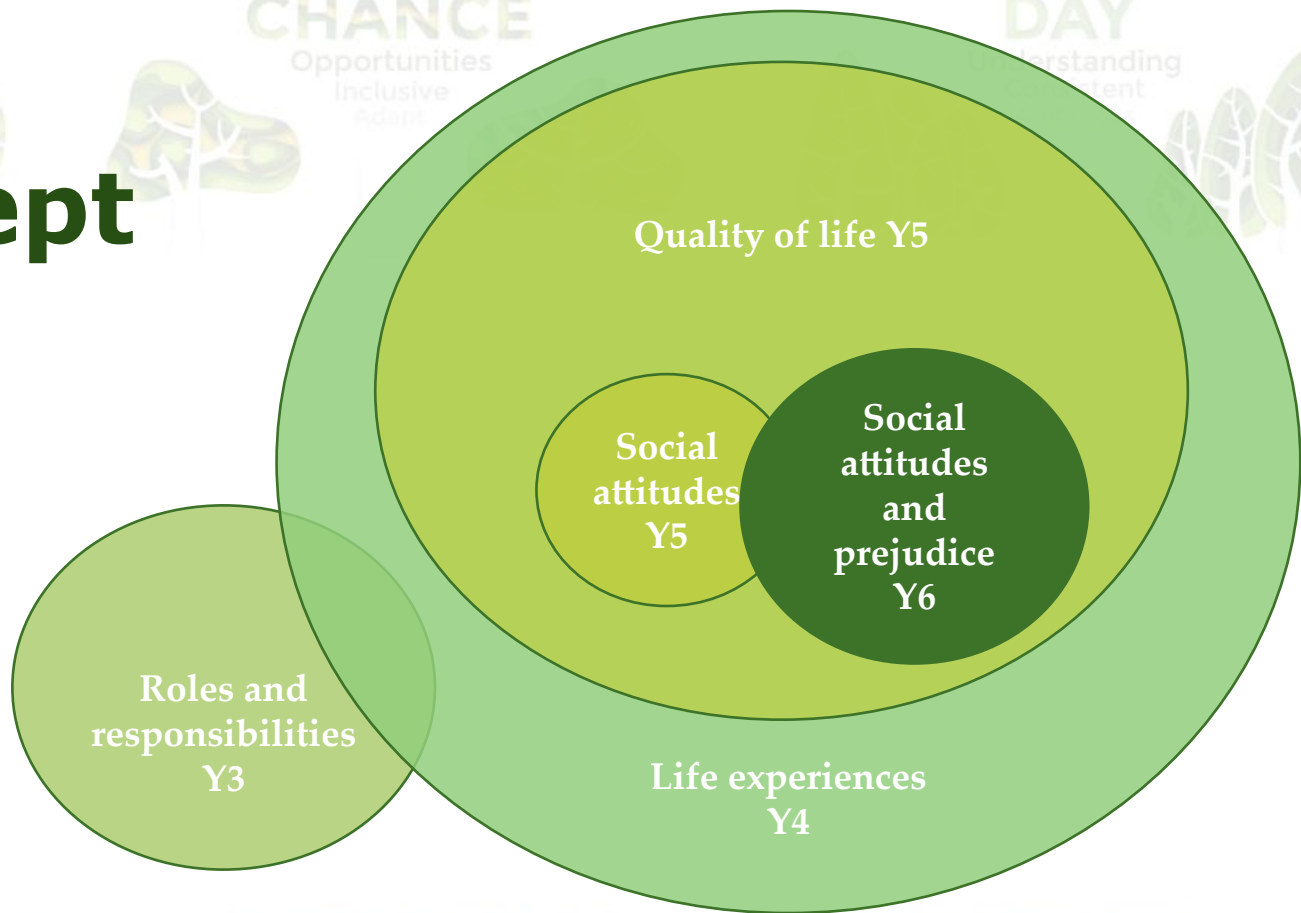
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EVERY
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Understanding
Respect

Key Concept

Social Structure



KINDNESS

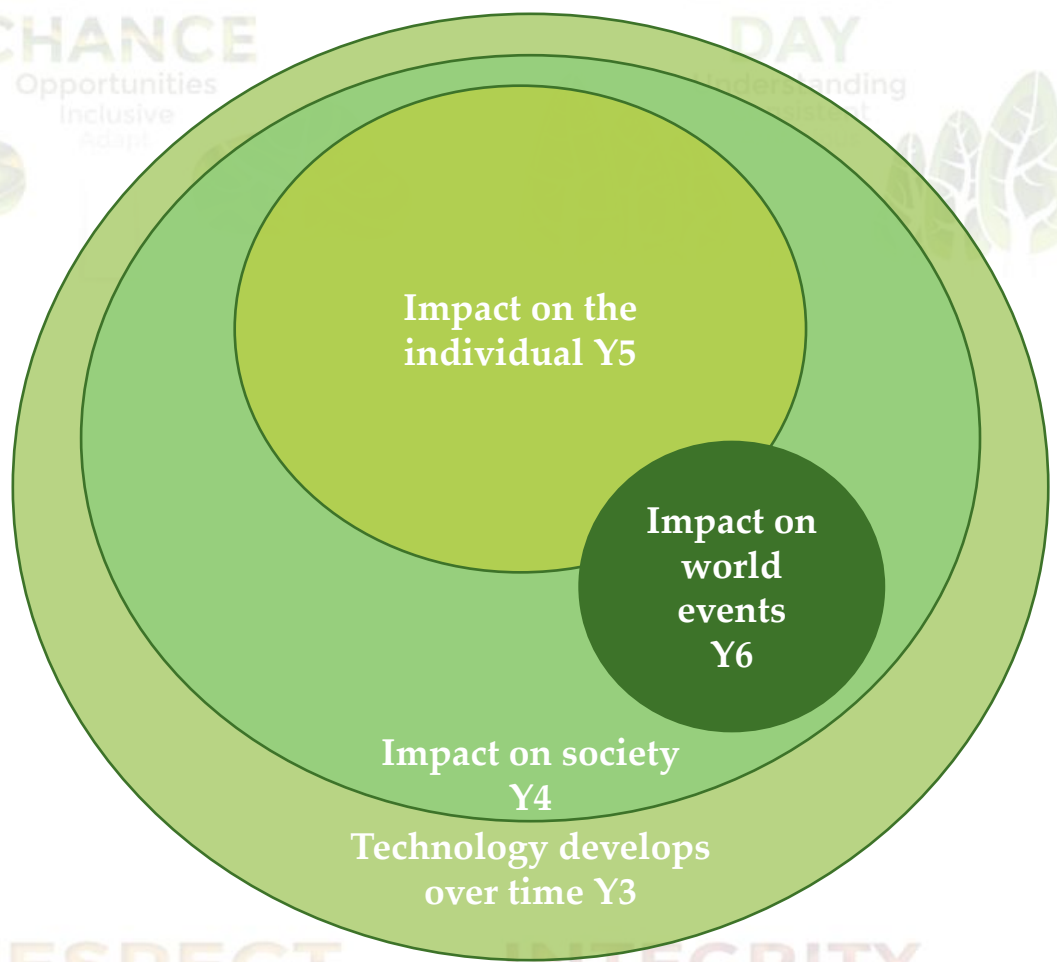
RESPECT

INTEGRITY



Key Concept

Technology



Social Structure

Knowledge progression

Shirley Historians deepen their substantive understanding of History through the exploration of two key concepts; **social structure** and **technology**. Children deepen their knowledge of the past and how it has shaped the modern world through an exploration of how different groups of people experienced life and the causes and consequences of technological development.

	Year 3	Year 4	Year 5	Year 6
Social structure	<p><i>Walk Like An Egyptian</i></p> <ul style="list-style-type: none"> - Roles and responsibilities <p>I understand that people's roles and responsibilities influenced their social standing</p>	<p><i>Roman Invasion</i></p> <ul style="list-style-type: none"> - Life experiences <p>I recognise that social structure can influence life experiences</p>	<p><i>A Kingdom United?</i></p> <ul style="list-style-type: none"> - Quality of life <p>I can identify how social structure impacted the quality of people's lives</p> <p><i>All The Fun At The Fair</i> (phase focus)</p> <ul style="list-style-type: none"> - Quality of life and social attitudes <p>I can begin to makes links between social structure, human rights and prejudice</p>	<p><i>Equal Rights</i> (phase focus)</p> <ul style="list-style-type: none"> - Social attitudes and prejudice in society <p>I can make links between social structure, human rights and prejudice.</p>

KINDNESS

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Technology

Knowledge progression

Shirley Historians deepen their substantive understanding of History through the exploration of two key concepts; **social structure** and **technology**. Children deepen their knowledge of the past and how it has shaped the modern world through an exploration of how different groups of people experienced life and the causes and consequences of technological development.

	Year 3	Year 4	Year 5	Year 6
Technology	<p><i>Southampton Through Time</i> - Technology develops I understand that technological developments have changed my city throughout history</p> <p><i>Let it Shine</i> (phase focus) - Technology develops I can recognise how a piece of technology can develop over time</p>	<p><i>Better Than Stone</i> - Impact on society I can identify how technological developments helped advance society</p> <p><i>Roman Invasion</i> - Impact on society I can identify why technological developments helped advance society</p>	<p><i>A Kingdom United?</i> - Impact on the individual I can identify how technology impacted daily life</p> <p><i>All The Fun At The Fair</i> (phase focus) - Impact on the individual I can identify why engineering developments impacted life experiences</p>	<p><i>Secret Spitfires</i> - Impact on world events I can identify how and why technology influenced the outcome of a key historic event</p>

KINDNESS

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Overview

History Unit

History
knowledge link
(in phase)

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Y 3		Southampton Through Time <i>Technology - local study, technology develops</i>	Let it Shine <i>Technology - technology develops</i>	Walk Like an Egyptian <i>Social structure - roles and responsibilities</i>		
Y 4	Better than Stone <i>Technology - impact on society</i>	Ticket to Ride - <i>Societal changes over time - applied chronology</i>	Roman Invasion <i>Technology - impact on society</i> <i>Social structure - Life experiences</i>		Eruptions and Disruptions <i>Applied chronology and Pompeii focus</i>	
Y 5		A Kingdom United? <i>Social structure - quality of life</i> <i>Technology - impact on the individual</i>	There is no Planet B! <i>Applied cause and consequence of the industrial revolution</i>			All the Fun at the Fair! <i>Social structure - quality of life and social attitudes</i> <i>Technology - impact on the individual</i>
Y 6	Secret Spitfires <i>Technology - impact on events</i>	A Fair Winter for All <i>Applied change and continuity of trade</i>			Equal Rights <i>Social structure - social attitudes and prejudice in society</i>	