



Filey Junior School

Widening Horizons and Reaching Our Potential.
Respecting the World and Each Other.
A Happy, Healthy and Positive Learning Community

Curriculum Pillars - Skills

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Historical Enquiry & Interpretation	Chronological Understanding	Organisation & Communication

Themes - Knowledge

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Power, monarchy and government	Invasion, settlement and migration	Civilisation and society
Trade and economic development	Beliefs and religion	Achievements and follies of mankind

Pillar Progression

Historical Enquiry & Interpretation

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ● Ask historically valid questions and explore everyday life in periods studied. ● Use a range of sources to construct knowledge of the past. ● Begin to understand that evidence can be interpreted in different ways. 	<ul style="list-style-type: none"> ● Extract relevant information from sources to answer enquiry questions. ● Recognise primary and secondary sources. ● Make deductions from documentary as well as physical evidence. 	<ul style="list-style-type: none"> ● Plan historical enquiries and suggest appropriate evidence sources. ● Identify bias and perspective within sources. ● Interpret evidence using more than one source. 	<ul style="list-style-type: none"> ● Create hypotheses and ask complex historical questions. ● Evaluate interpretations and challenge existing views using evidence. ● Consider reliability, audience, purpose and accuracy of sources.

Chronological Understanding

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ● Sequence events on a timeline using prior KS1 learning. ● Understand that history is divided into periods (ancient, middle ages, modern). ● Place studied periods on a timeline using appropriate dates and vocabulary. 	<ul style="list-style-type: none"> ● Use dates to work out intervals between periods and duration of events. ● Use BC/AD and century terminology. ● Develop an increasingly secure chronological knowledge of studied periods. 	<ul style="list-style-type: none"> ● Understand how dating by centuries works. ● Relate current study to previously studied periods. ● Compare and make connections across time periods. 	<ul style="list-style-type: none"> ● Develop a chronologically secure overview of British, local and world history. ● Place periods, context and events accurately on timelines. ● Analyse connections and contrasts across periods studied.

Organisation and Communication

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Communicate understanding through discussion, drama, art and writing.• Construct answers using evidence to support ideas.• Create simple reconstructions of past events using available evidence.	<ul style="list-style-type: none">• Construct answers that are supported with evidence.• Present knowledge through a range of formats (discussion, writing, creative forms).• Describe past events recognising similarities and differences with today.	<ul style="list-style-type: none">• Create structured responses to answer historical enquiries.• Use historical vocabulary and relevant information from sources.• Show evidence of continuity and change in explanations.	<ul style="list-style-type: none">• Communicate findings in diverse forms (debates, writing, digital formats).• Construct organised explanations using cause and effect.• Use evidence to justify and illustrate historical claims.

Theme Progression

Year 3	Year 4	Year 5	Year 6
<p>Power, monarchy and government</p> <ul style="list-style-type: none"> • Understand that Britain developed from groups and kingdoms ruled by monarchs. • Know that a single ruler eventually governed England. • Recognise that societies had hierarchies (e.g. nobles and peasants). 	<p>Power, monarchy and government</p> <ul style="list-style-type: none"> • Understand how kingdoms developed into larger political units. • Know how empires expanded and were controlled. • Understand that empires could collapse for different reasons. 	<p>Power, monarchy and government</p> <ul style="list-style-type: none"> • Understand that monarchs could exercise absolute power. • Know that democracy and parliament developed in Britain. • Recognise that empires expanded for different reasons. 	<p>Power, monarchy and government</p> <ul style="list-style-type: none"> • Understand long-term changes in political systems. • Know reasons for the decline of empires. • Recognise how power structures changed over time.
<p>Invasion, settlement and migration</p> <ul style="list-style-type: none"> • Know that there were different reasons for invading Britain. • Understand that early settlers influenced existing populations. • Know that settlement could create tensions. 	<p>Invasion, settlement and migration</p> <ul style="list-style-type: none"> • Know that migration occurred for varied reasons. • Understand the impact of settlers on existing communities. • Know that settlements changed over time. 	<p>Invasion, settlement and migration</p> <ul style="list-style-type: none"> • Understand complex reasons for migration. • Know that migrants came from different parts of the world. • Recognise diverse migrant experiences. 	<p>Invasion, settlement and migration</p> <ul style="list-style-type: none"> • Understand global patterns of migration over time. • Know that migration shaped modern Britain. • Recognise the complexity of migrant experiences.

<p>Civilisation and society</p> <ul style="list-style-type: none"> • Understand that invaders and settlers influenced culture. • Know that societies were organised into groups with roles. • Recognise that education existed in some past societies. 	<p>Civilisation and society</p> <ul style="list-style-type: none"> • Understand how society was organised differently across cultures. • Know that education varied across societies. • Recognise cultural differences between civilisations. 	<p>Civilisation and society</p> <ul style="list-style-type: none"> • Understand changing organisation of British society. • Compare education across cultures and periods. • Recognise changing roles of men and women. 	<p>Civilisation and society</p> <ul style="list-style-type: none"> • Compare early and later civilisations. • Understand long-term societal change. • Recognise diversity within and across societies.
<p>Trade and economic development</p> <ul style="list-style-type: none"> • Know that prehistoric communities traded goods locally and across regions. • Understand that early trade involved exchanging goods. • Know that trade routes existed in Roman and early medieval Britain. 	<p>Trade and economic development</p> <ul style="list-style-type: none"> • Understand that Roman invasion increased British trade. • Know that trade routes connected different regions. • Understand that traders were often wealthy members of society. 	<p>Trade and economic development</p> <ul style="list-style-type: none"> • Know that trade routes expanded globally. • Understand exploration led to new trade goods. • Recognise that transport developments changed trade. 	<p>Trade and economic development</p> <ul style="list-style-type: none"> • Understand development of global trade systems. • Know that expanding trade increased goods availability. • Recognise long-term economic interconnectedness.
<p>Beliefs and religion</p> <ul style="list-style-type: none"> • Know that different cultures held different beliefs. • Understand that paganism existed in early Britain. • Know that Christianity was introduced and 	<p>Beliefs and religion</p> <ul style="list-style-type: none"> • Understand how Christianity spread across Britain. • Compare beliefs across cultures studied. • Recognise that beliefs influenced societies. 	<p>Beliefs and religion</p> <ul style="list-style-type: none"> • Understand the changing nature of religion in Britain. • Know that societies expressed beliefs in different ways. • Recognise belief impact 	<p>Beliefs and religion</p> <ul style="list-style-type: none"> • Compare belief systems across time and place. • Understand religion's long-term impact on society. • Recognise diversity of

spread.		on social structures.	belief experiences.
<p>Achievements and follies of mankind</p> <ul style="list-style-type: none"> • Identify Roman achievements that influence life today. • Know that Anglo-Saxon and Viking contributions shaped Britain. • Recognise that ancient civilisations contributed to technology and culture. 	<p>Achievements and follies of mankind</p> <ul style="list-style-type: none"> • Recognise the lasting impact of early civilisations. • Understand that past societies were innovative. • Know that conflict affected communities and daily life. 	<p>Achievements and follies of mankind</p> <ul style="list-style-type: none"> • Know that technological advances enabled city growth. • Recognise continued innovation across societies. • Understand some social impacts of conflict and war. 	<p>Achievements and follies of mankind</p> <ul style="list-style-type: none"> • Understand sophistication of past technologies and ideas. • Recognise long-term consequences of conflict. • Evaluate human achievements and their impact today.



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Vocabulary Pillar Progression

Chronological Understanding

Y3	Y4	Y5	Y6
time order, sequence, divided, timeline, specific, BC, AD, PreHistory, before, during, after, present, modern, ancient	period, era, century, decade, chronological, non-chronological, middle ages, mediaeval, connection	Intervals, dark ages, millennium, simultaneously, legacy, contrast,	Pre classic, post classic, circa, trend, duration, narratives,

Historical Enquiry & Communication

Y3	Y4	Y5	Y6
sources, importance, change, historian, questions, similarities, differences, past, present, future, day, week, year, evaluate,	infer, evidence, chronolog, reliability, legacy, significance, primary sources, secondary sources, analyse, effects, impact,	impression, summarise, conclusion, suggest, millennium, cause, consequences, continuity, concurrently, implications, cultural,	bias, propaganda, motive, continuity, trends, political, technological, ambiguous, omits,

sources, artefacts, written sources, identify, archaeologist, emperor, religion, invasion, conquest, effects, invention	purpose, social, religious, colony, continuity, sacrifice, civilisation, resistance, achievements, consequences	culture, migration, exploration, debate, connections, bias	
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Organisation & Communication

Y3	Y4	Y5	Y6
Selection, information, contents, purpose	response , relevant, present,	Inform, appropriate, summarise,	Construct, justify, alternatives, compromise, negotiate, narrate

Pre Roman, Roman Britain

Y3	Y4	Y5	Y6
Rome, empire, soldier, sewer, Romans, emperor, tribe, invasion, defeat, Temple, Colosseum	Citizen, rebellion, equipped, worship, Romanisation, legend, Colosseum	Boudicca, conquest, revolt, provinces, Gaul, annex, fleet, tactics, defences, kingdom, expansion,	Legion, Celts, centurion, Senate, Election

Anglo- Saxons, Scots, Vikings

Y3	Y4	Y5	Y6
Christian, Pagan, Germanic, tribes, monastery, St Aiden, disease, pillories, stocks, trial by ordeal, wergild, monk, Scandinavia,	Jorvik, treaty, Danelaw, Scandinavia, danish/dane, heathen, longship, monk, monastery, Lindisfarne, invade, raid, thane, pottage, palisade, thatched, wattle and daub	Kingdoms, legacy, missionary, monastery, paganism, conversion, ordeals, Cartimandua, atrocity, heptarchy, invade, missionary, monastery, Paganism, legacy, ordeal, wergild, pillaged, Scandinavia, conquer, exile	technological advancement, regression, paganism, convert, paganism, bias, archaeology, reliability, prehistory, nomad, homosapiens, Neolithic, impact, polytheistic

UK, City, York			
Y3	Y4	Y5	Y6

<p>Religion & Culture</p> <ul style="list-style-type: none">• Give some examples of various cultural elements, such as the clothing, rituals, symbols, and customs that were followed,• Examine various aspects of a particular religion that was practised during the time periods studied.	<p>Religion & Culture</p> <ul style="list-style-type: none">• Begin to make connections/ comparisons between different features of religions/culture.• Identify how they are expressed in different ways, discovering more about celebrations, worship, pilgrimages and rituals and how these affect everyday life.	<p>Religion & Culture</p> <ul style="list-style-type: none">• Explain and give examples of different religious practices and cultures.• Exploring views of others and expectations of belief during the time periods studied.	<p>Religion & Culture</p> <ul style="list-style-type: none">• Consider how religion and culture lead to particular actions and concerns• Explain how religious beliefs contribute to cultural identity/class etc.
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