

History at Almond Hill Junior School 2025-2026



Subject leader: Miss Porter

Subject Intent Statement

By the end of KS2 children at Almond Hill will...

- understand the **impact of the past** on the world we live in - including our own impact on the wider world.
- form critical opinions on significant events and aspects of History through **self-led enquiry**.
- have accumulated a substantial array of **subject specific vocabulary** and apply this language competently.
- have secure **chronological understanding** of historical events - local, British and worldwide.

Implementation

Children at Almond Hill will achieve the criteria mentioned above through class teacher taught lessons on two specific topics for each year group. History will be taught both discretely for historical knowledge, and also in combination with other foundation subjects through a topic based learning approach.

During every topic, every child will take part in a historical enquiry. These enquiries will progress as the children move further up the school as mentioned in the progression of skills. Children will investigate artefacts as well as primary and secondary sources of information.

Where possible, children will also complete some cross-curricular writing as part of their History learning, and it would be expected that more cross-curricular writing is seen in the upper school. We use a range of teaching techniques and activities that may not result in a written outcome, which could include role play or illustrations. History lessons are made to be as engaging as possible by using other styles of learning which may include design and technology, art and drama which ensure that all children, including disadvantaged pupils and pupils with SEND, can access and enjoy the learning. Other provision for children with SEND may include adapted tasks, adapted resources or other additional support tailored to the child's specific needs. The online quizzing removes any reading barrier for SEN children due to immersive reader.

Curriculum Developments

- Giving more opportunities for children to meet ARE expectations
- Give more opportunities for children to show they are working at GDS
- Expectation to have chronology timeline on display and referred to
- Increase diversity in historical topics
- Using online quizzing to aid assessments at the end of a unit with a focus on helping teachers see differentiation between ARE and GDS
-

Topics/Units Across the Key Stage

	Autumn	Spring	Summer
3	The Stone Age to The Iron Age	The Ancient Egyptians	
4	The Ancient Greeks	The Romans	
5		Anglo Saxons The Vikings	
6	World War II	Benin (West Africa)	

Progression of skills

Whole School Skills				
	Year 3	Year 4	Year 5	Year 6
Historical and chronological knowledge	<p>WTS:</p> <ol style="list-style-type: none"> 1. Can name some historical events 2. Can sequence two historical events (first and last) <p>ARE:</p> <ol style="list-style-type: none"> 1. Can name many historical events in England and globally 2. Can sequence some historical events (first, second, third etc.) and apply key terminology 	<p>WTS:</p> <ol style="list-style-type: none"> 1. Can name many historical events in England and globally 2. Can sequence many historical events (first, second, third etc.) and apply key terminology <p>ARE:</p> <ol style="list-style-type: none"> 1. Can describe many historical events in England and globally 2. Can sequence many historical events confidently and apply 	<p>WTS:</p> <ol style="list-style-type: none"> 1. Can name and sequence a variety of events in England and globally and apply dates <p>ARE:</p> <ol style="list-style-type: none"> 1. Can name, sequence and discuss a variety of events in England and globally and apply dates and key terminology <p>GDS:</p> <ol style="list-style-type: none"> 1. Can explain how they know events are in a particular order, using 	<p>WTS:</p> <ol style="list-style-type: none"> 1. Can name, sequence and discuss a variety of events in England and globally and apply dates and key terminology <p>ARE:</p> <ol style="list-style-type: none"> 1. Can explain how they know events are in a particular order, using dates, key terminology and other facts <p>GDS:</p> <ol style="list-style-type: none"> 1. Displays a detailed awareness of a many events and time periods and can

	<p>GDS:</p> <ol style="list-style-type: none"> 1. Can describe many historical events in England and globally 2. Can sequence many historical events confidently and apply key terminology 	<p>dates and key terminology</p> <p>GDS:</p> <ol style="list-style-type: none"> 1. Can describe in detail historical events in England and globally 2. Can explain why they know events happened in the order they did 	<p>dates, key terminology and other facts</p>	<p>apply dates, key terminology and list other facts</p>
Historical concepts	<p>WTS:</p> <ol style="list-style-type: none"> 1. Identify one or two of similarities and differences in the topics they have studied 2. Identify why some events happened 3. Begin to use age appropriate key terminology <p>ARE:</p> <ol style="list-style-type: none"> 1. Describe two or three similarities and differences in the topics they have studied 2. Describe why events happened and the impact they had 3. Uses age appropriate key terminology <p>GDS:</p> <ol style="list-style-type: none"> 1. Explain many similarities and differences in the topics they have studied 2. Explain the importance of significant events in the topic and the impact they had 3. Uses age appropriate terminology confidently 	<p>WTS:</p> <ol style="list-style-type: none"> 1. Describe two or three similarities and differences in the topics they have studied 2. Describe why events happened and the impact they had 3. Provide a reason why two accounts of the same event might differ 4. Begin to use age appropriate key terminology <p>ARE:</p> <ol style="list-style-type: none"> 1. Explain many similarities and differences in the topics they have studied 2. Explain the importance of significant events in the topic and the impact they had 3. Provide a reason why two accounts of the same event might differ and how this might affect our historical understanding as a result 4. Uses age appropriate key terminology <p>GDS:</p> <ol style="list-style-type: none"> 1. Explain and describe in detail similarities and differences across historical time periods 2. Provide an argument as to which event is the most significant 3. Explain different historical events from different viewpoints 4. Uses age appropriate terminology confidently 	<p>WTS:</p> <ol style="list-style-type: none"> 1. Provide a reason why a change in a period of time was significant 2. Describe a significant event in a topic and provide a reason why it is significant 3. Identify a couple of different interpretations of events or people 4. Begin to use age appropriate key terminology <p>ARE:</p> <ol style="list-style-type: none"> 1. Provide several reasons why a change in a period of time was significant 2. Explain why an event was significant to a period of time and the impact it had 3. Identify a couple of different interpretations of events or people and provide an argument to which one is the most valid 4. Uses age appropriate key terminology <p>GDS:</p> <ol style="list-style-type: none"> 1. Provide several reasons why a change in a period of time was significant and the impact this has had on periods after 2. Explain why an event, person or society was significant to that period of time and/or others 3. Provide a coherent argument as to which interpretation or a person, event or society is the most valid using historical evidence 4. Uses age appropriate terminology confidently 	<p>WTS:</p> <ol style="list-style-type: none"> 1. Provide several reasons why a change in a period of time had a significant impact 2. Explain why an event was significant to a period of time 3. Identify a couple of different interpretations of events or people and provide an argument to which one is the most valid 4. Begin to use age appropriate key terminology <p>ARE:</p> <ol style="list-style-type: none"> 1. Provide several reasons why a change in a period of time had a significant impact and compare changes across periods of time with support 2. Explain why an event, person or society was significant to that period of time and others 3. Provide a coherent argument as to which interpretation or a person, event or society is the most valid using historical evidence 4. Uses age appropriate key terminology <p>GDS:</p> <ol style="list-style-type: none"> 1. Independently compare changes in different periods of time and discuss which ones were more significant than others 2. Compare the significance of events, people of societies across topics 3. Provide a for and against argument as to which interpretation or a person, event or society is the most valid using historical evidence 4. Uses age appropriate terminology confidently

<p>Historical enquiry</p>	<p>WTS: 1. Ask a valid question about a source 2. Can give a reason why a source helps historians learn. 3. Can state one thing the source shows</p> <p>ARE: 1. Ask several valid historical questions about a source 2. Can explain why sources help historians to learn 3. Can state several things the source shows</p> <p>GDS: 1. Asks valid historical questions about a source and discuss which questions are the most significant 2. Can suggest which source out of two provides historians with the most useful information. 3. Can state several things the source shows and explain this</p>	<p>WTS: 1. Ask valid historical questions 2. Can provide multiple reasons why sources are important 3. Can state several things the source shows</p> <p>ARE: 1. Asks valid historical questions about a source and explain which questions are the most significant 2. Can comment on the reliability of sources and suggest which source out of two is the most reliable 3. Can state several things the source shows and explain this</p> <p>GDS: 1. Asks valid historical questions which a specific purpose and can explain the significance of questions 2. Can provide a strong argument as to which historical source is the most reliable using terminology to support them. 3. Can suggest why two sources of a similar event may show different things</p>	<p>WTS: 1. Can ask and answer valid questions about a primary and secondary source 2. Can accept or reject a source as a reliable piece of information with a reason</p> <p>ARE: 1. Can ask and answer valid questions about a primary and secondary source and suggest which source provides the best answer to that question 2. Begins to form an argument as to why a source should be accepted or rejected</p> <p>GDS: 1. Can reach a valid and substantiated conclusion about a range of primary and secondary sources during an enquiry 2. Can provide a solid argument as to why a source should be accepted or rejected as providing valid historical information</p>	<p>WTS: 1. Can ask and answer valid questions about a primary and secondary source and suggest which source provides the best answer to that question 2. Forms an argument as to why a source should be accepted or rejected</p> <p>ARE: 1. Can reach a valid and substantiated conclusion about a range of primary and secondary sources during an enquiry 2. Can provide a solid argument as to why a source should be accepted or rejected as providing valid historical information</p> <p>GDS: 1. Create their own historically valid enquiry questions and provide primary and secondary sources that would be suitable in that enquiry 2. Can provide a strong evaluation of a range of sources in different forms and their suitability in a specific enquiry</p>
----------------------------------	---	---	---	---