

HIGH VIEW PRIMARY							
CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<b>My Home and Family</b>	<b>Important People</b>	<b>Important People</b>	<b>The Stone Age to Iron Age and Mayans</b>	<b>The Romans and Ancient Egypt</b>	<b>Anglo Saxons and WW2</b>	<b>Vikings and Ancient Greece</b>
<b>KEY CONCEPTS AND VOCABULARY</b>	<p>Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</p> <p><b>FS 1 -Old, new, story, photograph, yesterday, this morning, remember</b></p> <p><b>FS 2- Memory, passing of time, present, past, remembrance, now, then, birthdays, past tense, last, last year, at the weekend.</b></p>	<p><u>Chronology</u> past, present, now, today, tomorrow, yesterday, last week, before I was born, a long time ago, when I was younger, years, evidence, events, sources.</p> <p>Use specific vocabulary linked to periods studied: <b>world, important person, change, diary, king or queen, significant individual, important person, before, Parliament, during, after, improve, next, since, anniversary.</b></p>	<p><u>Develop vocabulary:</u> Old, new, young, younger, old, older, year, change, a little while ago, a very long time ago, past, present, now, then, before I was born, a long time ago, when I was younger, years, evidence, events, sources.</p> <p>Use specific vocabulary linked to periods studied: <b>local, national, international, representation of the past, historical events, anniversary, globally, later, living memory, time scales, early, battle, impact, achievements.</b></p>	<p><u>Continue to develop vocabulary:</u> <b>Decade, century, period, before Christ, after, before, during, artefact, evidence, documents, sources, internet, database, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites, rich, poor, changes, differences, reasoning, compare, contrast</b></p> <p>Use specific vocabulary linked to periods studied: <b>International, significant individual, civilisation, AD, BC, contribution, cause, chronological, archaeologist, hunter gatherer, Paleolithic, stone age, bronze age, Mesolithic, Neolithic, defeat, bronze age, Skara brae, Aztecs, Mayans, hill forts, iron age, stone circle, change, similar, druids, benefit, barrows, artefacts, difference, geologist, palaeontologists</b></p>	<p>Continue to develop vocabulary: Decade, century, period, before Christ, after, before, during, artefact, evidence. Documents, sources, internet, database, pictures, photographs, music, artefacts, historic buildings, rich, poor, changes, differences, reasoning, compare, contrast</p> <p>Use specific vocabulary linked to periods studied: <b>Invasion, influence, significance, culture, civilisation, Caesar, rebellion, centurion, tomb, Pharaoh, legacy, interpret, Empire, Europe</b></p>	<p>Use specific vocabulary linked to periods studied and begin to use historical terminology to describe and explain historical events and periods.</p> <p>Timeline, BC (Before Christ), AD (Anno Domini), past present, centuries, during, before, period of time,</p> <p>Documents, sources, internet, database, pictures, photographs, music, artefacts, historic buildings, rich, poor, changes, differences, reasoning, compare, contrast, causes, consequences.</p> <p>Commemoration, peasantry, kingdom, propaganda, societies</p>	<p>Answer historical questions by describing, explaining and evaluating using specific historical terminology.</p> <p>Timeline, BC (Before Christ), AD (Anno Domini), past present, centuries, during, before, period of time, social, religious, political, technological, cultural</p> <p>Documents, sources, internet, database, pictures, photographs, music, artefacts, historic buildings, rich, poor, changes, differences, reasoning, compare, contrast, causes, consequences, useful, irrelevant <b>Primary source, secondary source</b></p> <p><b>Vikings, Viking raids, democracy, Danes, Acropolis, Greek influence.</b></p>
<b>CHRONOLOGICAL UNDERSTANDING</b>	<p>Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Show awareness of the distinction between present and past in their own and other people's lives.</p> <p>Sequence events in their own lives</p> <p>Match objects to people of different ages Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Use everyday terms about the passing of time.</p>	<p>Describe memories of key events in their life</p> <p>Use information to describe the past.</p> <p>Use information about the past to describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history.</p> <p>Use a time line to place events</p>	<p>Use a time line to place events. - Understand that a time line can be divided into BC (Before Christ and AD Anno Domini).</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Divide recent history into the present, using 21st Century, and the past using 19th and 20th Centuries.</p> <p>Name the date of one significant event from the past that has been studied and place it in approximately the right place on a time line.</p> <p><b>Stone Age to Iron Age - Stone Age Man tools, communication,</b></p>	<p>Know and sequence key events of time studied.</p> <p>Name the date of several significant events from the past that have been studied and place them approximately in the right place on a time line.</p> <p>Use terms related to the period and begin to date events</p> <p>Understand and use BC / AD</p> <p><b>Roman Empire impact on Britain, Roman invasion – Caesar, Boudica,</b></p> <p><b>Ancient Egypt? - Tutankhamun, Cleopatra?</b></p>	<p>Relate current studies to previous studies.</p> <p>Make comparisons between different times in the past</p> <p>Place current study on timeline in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Know and sequence up to 10 events on a timeline. (of periods studied)</p> <p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p><b>Place names – kingdoms (legacy still in use in present day)</b></p> <p><b>WW2 – study of Britain post 1066</b></p>	<p>Place current study on time line in relation to other studies</p> <p>Use a time line to place events, periods and cultural movements (linked to art, music and architecture) from around the world.</p> <p>Knowledge of any significant event from the past and place it in the right place on a time line (of periods studied) and its effects.</p> <p>Use words such as social, religious, political, technological and cultural to describe changes.</p> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world? (Links to present day)</b></p>
<b>HISTORICAL ENQUIRY</b>	<p>Encourage children to talk about their own home and community life, and to find out about other children's experiences.</p> <p>Encourage children to be able to distinguish between past/present and future events in their own lives.</p>	<p>Begin to find answers to simple questions about the past from historical sources.</p> <p><b>books</b></p> <p><b>Artefacts</b></p> <p><b>Internet</b></p>	<p>Answer questions about the past by making simple observations from historical sources.</p> <p>Ask...Why did _____ act the way... What event started _____ to want to make a change? Why is it important that we remember these events/lives today?</p> <p><b>Internet</b></p> <p><b>Artefacts</b></p>	<p>With help, use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>-Ask, "What was it like for a... (child, tribal leader, king, poor person, etc) during..."</p> <p>Begin to suggest sources of evidence to help answer questions.</p> <p><b>Actual answers to the questions above thinking about the period of time or specific person being covered.</b></p>	<p>Begin to select and combine information from different sources.</p> <p>Begin to use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>-Ask, "What was it like for a... (Celt, Roman, Legionary, Pharaoh, farmer etc) Why did the Romans invade Britain? Why did Boudicca revolt? Suggest reliable sources of evidence to help answer questions.</p>	<p>Begin to identify primary and secondary sources</p> <p>Use documents, printed sources (eg. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>-Ask and answer questions such as "What was it like for a... (an evacuee, soldier, civilian...)"</p> <p>Choose reliable sources of evidence to help answer questions, realising that there is often not a single answer to historical questions.</p> <p><b>World War two – Hitler, Churchill</b></p>	<p>Recognise primary and secondary sources</p> <p>Using their knowledge and understanding, children ask historical questions and evaluate historical sources.</p> <p>Identify sources that are useful to answer specific enquiries and evaluate the success of their strategies.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p>
<b>HISTORICAL KNOWLEDGE AND UNDERSTANDING</b>	<p>Children to remember and talk about significant events in their own experience.</p>	<p>Find out some facts about people long ago.</p> <p>Find some facts about events that happened long ago.</p>	<p>Use information to describe the past.</p> <p>Use information about the past to describe the differences between then and now.</p> <p>Look at evidence to give and explain</p>	<p>Find out about everyday lives of people in period(s) studied</p> <p>Compare with our life today</p> <p>Identify and understand reasons for and results of peoples actions</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p>	<p>Show knowledge and understanding of aspects of history.</p> <p>Describe the characteristic features of past societies and periods.</p>	<p>Look at different versions of the same event in history and identify differences in the accounts.</p> <p>-Know that people both now and in the past represent events or ideas in a way</p>

	Children enjoy and talk about when they have joined in with family customs and routines. Children talk about past and present events in their own lives and in the lives of family members.	Say why people may have acted as they did.  Recognise the difference between past and present in their own and others' lives  <b>Guy Fawkes, Neil Armstrong</b>	reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history.  <b>Mary Seacole, Florence Nightingale, Marie Curie, Rosa Parke.</b>  <b>Remembrance</b>	Use evidence to describe the past. Use evidence to find out about changes and give reasons why changes may have occurred. Describe similarities and differences between some people, events and objects – emphasize changes between different periods of prehistory (Stone Age-Bronze Age-iron Age)	Describe how some of the things from the past affect life today. Describe similarities and differences between some people, events and objects, within the studied period of history and its influence on modern life. Begin to recognize the causes and consequences of the main events and changes. Offer a reasonable explanation for some events.	Identify changes within and across periods. Compare an aspect of life with the same aspect in another time period Describe some of the main events, people and changes. Give some of the causes and consequences of the main events and changes.	that persuades others.
<b>HISTORICAL INTERPRETATION</b>	Give time for children to initiate discussions from shared experiences and have conversations with each other. Share stories that reflect the diversity of children's experiences. Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.	Identify different ways in which the past is represented; look at books and listen to stories.  Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?	Identify different ways in which the past is represented; listen to stories and eye-witness accounts, look at pictures, photographs, artefacts, historic buildings, use the internet. Compare two versions of a past event Discuss reliability of photographs / accounts . stories	Looked at two versions of the same event in history and identify differences in the accounts. Identify and give reasons why there may be different accounts of history.	Identify and give reasons for different ways in which the past is represented. Look at different representations of the period – museum, cartoons etc Look at the evidence available and begin to evaluate the usefulness of different sources	Choose reliable sources of factual evidence to describe the past. Give own reasons why changes may have occurred, backed up by evidence from research. Show on a time line, the changes that have been identified. Describe similarities and differences between some people, events and objects and describe how some of the things from the past affect life today.	Know and understand that it is important to know that some evidence from the past (and present) is propaganda, opinion or misinformation, and that this affects interpretations of history. Give clear reasons why there may be different accounts of history. Consider ways of checking the accuracy of interpretations Be aware that different evidence will lead to different conclusions Propaganda vs trusted sources