

		HIGH VIEW PRIMARY						
CURRICULUM AREA	FS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
	My Home and Family	Important People	Important People	The Stone Age to Iron Age and Ancient Maya	The Romans and Ancient Egypt	Anglo Saxons and WW2	Vikings and Ancient Greece	
KEY CONCEPTS AND VOCABULARY	FS 1 -Old, new, story, photograph, yesterday, this morning, remember FS 2- Memory, passing of time, present, past, remembrance, now, then, birthdays, past tense, last, last year, at the weekend.	Past, present, now, today, tomorrow, yesterday, last week, before I was born, a long time ago, when I was younger, years, old, new, important person / time, now, then. calendar	Change, a little while ago, a very long time ago, before, a long time ago, when I was younger, years, events, living memory, achievements.	Decade, century, period, before Christ (BC), during, artefact, sources, artefacts, historic buildings, rich, poor, compare, contrast, significant individual, civilisation, chronological, archaeologist, palaeontologists, contribution.	Invasion, settlement, influence, primary source, secondary source, Anno Domini (AD), empire, conquest, diversity, explorer, rebellion,	20 th Century, 19 th Century, commemoration, comparison, living memory, interpretation, agriculture,	Reliability, democracy, bias, objective, subjective, legacy	
Era specific vocabulary		Neil Armstrong: astronaut, space race, Guy Fawkes: King / Queen, Parliament, treason, plotters, monarchy, King James, Protestants, Catholics	Rosa Parks: Civil rights, equality, race, separate, segregate, boycott Florence Nightingale: lady of the lamp, Queen Victoria, Crimean war, nurse, wounded. Great Fire of London: Samuel Pepys, Pudding Lane, architecture, crowding Marie Curie: scientist, radioactivity, x-ray, Nobel Prize, chemistry	Stone Age to Iron Age: hunter gatherer, Palaeolithic, stone age, bronze age, Mesolithic, Neolithic, Skara brae, druids Ancient Maya: Ancient Maya, Aztecs, Mayans, Spanish conquistadors, Mesoamerica, farm, King, Nobles, Priests, slaves, labourers, Gods, sacrifices	Romans: Caesar, centurion, empire, aqueduct, bath house, mosaic, legion, peninsula, Gods and Goddesses Ancient Egypt: Pharaoh, tomb, Howard Carter, pyramids, mummy, mummification, hieroglyphics	Anglo-Saxons and Scots: Sutton Hoo, runes, Mercia, East Anglia, lyre, Offa's Dyke, Bayeux Tapestry, Seven Kingdoms, peasantry World War 2: Blitz, evacuee, Holocaust, axis, Nazi, rationing, concentration camps, invasion, allies, kinder transport	Vikings: Long ship, Danelaw, pagans, Danes, longhouse, longhorn, merchant, tribe, runes. Ancient Greece: Acropolis, democracy, government, empire, citizen, Parthenon, gymnasium	
CHRONOLOGICAL UNDERSTANDING	Begin to describe a sequence of events, real or fictional, using words such as 'first, then...'	Show some awareness of the distinction between present and past in their own and other people's lives. Sequence artefacts from distinctly different periods of time. Sequence basic events in their own lives. Use everyday terms about the passing of time.	Use information about the past to describe the differences between then and now. Use basic key information to describe the past (e.g. simple dates). Describe memories of key events in their life. Use a time line to place events using language to describe basic chronological order.	Understand that a time line can be divided into BC (Before Christ and AD Anno Domini). Use dates and terms related to the study unit and passing of time. Use a time line to place key events / dates studied in approximately the right place.	Use terms related to the period and begin to date events including use of BC / AD. Begin to use centuries to describe the past. 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.	Relate current studies to previous studies. Make comparisons between different times in the past. Use relevant dates and terms. Know and sequence up to 10 events on a timeline. (of periods studied)	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. Use a time line to place events, periods and cultural movements (linked to art, music and architecture) from around the world.	
Assessment of Chronological Understanding	EXS	Early Learning Goals: Understand the past through settings, characters and events encountered in books read in class and storytelling.	Can sequence basic personal events on a timeline.	Can place events of self and family (parents, grandparents) showing an awareness of chronological order (grandparents being born before parents).	Can label a timeline with BC, 0 and AD. Can place key events of period studied on a timeline.	Can use BC and AD to organise key events. Can add to a timeline knowing whether a period of history came before or after one studied previously.	Can organise given periods accurately on a timeline. Can add a period of history studied and say how close / far away it was to the present day.	Can create a timeline and decide on own intervals when placing events.
	GDS		Why do we remember these dates in particular?	How do you think things will change in the future?	Why is there no human history before the Stone Age?	Did the civilisations know about each other? How do you know?	Which dates are the most significant for their history?	Do you think the civilisations that followed the Ancient Egyptians knew about them and their legacy and in what way?
HISTORICAL KNOWLEDGE AND UNDERSTANDING	Compare and contrast characters from stories including figures from the past.	Find out some facts about people long ago. Find some facts about events that happened long ago. Say why people may have acted as they did.	Use information to describe the past. Use information about the past to describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did.	Uses evidence to find out about change during a time period. Describes similarities and differences between people, events and objects.	Shows knowledge and understanding by describing features of past societies and periods. Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life,	Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. Gives some causes and consequences of the main events, situations and changes in the periods studied.	Discuss the impact and causes of historical change in Britain. Identifying and contrasting changes and trends between different periods. Gives own reasons why changes may have occurred, backed up with evidence.	

			Recognise the difference between past and present in their own and others' lives.	Recount the main events from a significant event in history.		beliefs and attitudes may have occurred during a time period. Describes how some of the past events/people affect life today.	Can discuss the impact and causes of historical change in Britain.	Describes similarities and differences between some people, events and objects studied. Describes how some changes affect life today.
Assessment of Knowledge and Understanding	EXS	Early Learning Goals: Understand the past through settings, characters and events encountered in books read in class and storytelling.	Can remember and give key facts about areas studied (Guy Fawkes and Neil Armstrong). Can sort differences between own present and the past of others.	Can give the main events of an important period studied.	Can identify the settlements, rules and culture of a period studied.	Can identify the invasion, settlements, rules and culture of a period studied. To say how it changed Britain.	Can identify the invasion, settlements, rules and culture of a period studied. Can say what the legacy of a period studied way.	Can identify the invasion, settlements, rules and legacy of a period studied. To compare the legacy with life today.
	GDS		Can say why we still talk about the areas covered today.	RP: Why do you think she acted as she did? FN: Why GFoL: What changes were made due to the Great Fire of London? MC: What difference did Marie Curie make to the world?	SA – IA: How did their civilisations improve with the changes they made? AM: How were the Mayans more sophisticated to a prior civilisation?	R: How did the Romans impact the future? AE: How do the Ancient Egyptian rituals compare to other civilisations' rituals?	AS&S: What is the significance of the Anglo-Saxon legacy? WW2 had some positive effects on the world. Do you agree? What were they? Explain?	V: Who had the most impact on Britain the Vikings or the Anglo-Saxons? AG: Was the democracy fair?
HISTORICAL INTERPRETATION		Comment on images of familiar situations in the past.	Begin to identify and recount some details from the past from sources (such as pictures, stories).	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 adults talking about the past – how reliable are their memories?	Look at and compare two versions of the same event in history and identify differences in the accounts.	Give reasons why there may be different accounts in history. Recognise primary and secondary sources.	Look at different versions of the same event and identify how the accounts differ. Give clear reasons why there may be different accounts of history.	Understand that the past has been represented in different ways. Understand that some pieces of evidence are propaganda, opinion and misinformation and how this can affect interpretations of history.
Assessment of Interpretation	EXS	Early Learning Goals: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	To match some basic sources to a past event studied.	To be able to say what a document tells us about a past event. To begin to say how some stories can change depending on who is telling them.	Can give three ways that two sources about the same event are different.	Can sort sources into primary and secondary.	To recognise which sources are most reliable when studying a period of history.	To explain why there aren't always primary sources of evidence for an event studied.
	GDS		Why have you linked the sources to this event? What tells you it is?		Why do you think it is important to have more than one source? Can you use your knowledge of differences found to help?	Primary sources are more important than secondary sources. True or false? Justify your response.	Why do we still use sources which may be biased? How do these help us understand the past?	How do we know that our accounts of history are accurate if there aren't any primary sources?
HISTORICAL ENQUIRY		Begin to make sense of their own life-story and family's history.	Find answers to simple questions about the past from sources of information.	Answer questions about the past by making simple observations from historical sources. Asks and answers simple questions such as: 'what was it like for...?'	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. Ask questions such as, "How did people...?" 'What did people do for....?'" Begin to suggest sources of evidence to help answer questions.	Begin to select and combine information from different sources. Begin to use a range of sources to collect evidence about the past. Ask questions such as 'what was it like for.....during....?'	Confidently use a range of sources to collect evidence about the past. Choose reliable sources of evidence to help answer questions. Realise that there is often not a single answer to historical questions.	Using their knowledge and understanding, children ask historical questions and evaluate historical sources and their reliability (secondary and primary). Identify sources that are useful to answer specific enquiries and evaluate the success of their strategies. Bring knowledge gathered from several sources together in a fluent account.
Assessment of Enquiry	EXS	Early Learning Goals: Talk about the lives of the people around them and their roles in society.	Can answer basic retrieval questions about a history topic covered (who, what, when).	Can answer retrieval questions about a history topic covered and begin to link to a historical source. Begin to generate own questions (why, how, what) about an era or event studied.	Create own questions they would like to find out about an era or event studied.	Can give explanations to a question that is asked using evidence to support.	Can use evidence to support or oppose questions and statements about eras / events studied.	Can discuss the importance of generating questions when studying eras or events.

	GDS		Which questions help us find out the most about an event / era we have studied?	Are there any questions you can ask that are more important than others?	Why might the questions you ask be good questions?	Can you answer a question that you have asked?	Is providing evidence important when conducting an enquiry in history?	What would our understanding of eras and events be like without asking questions?
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