

**Ghyllgrove Primary School - History Curriculum**

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Periods/areas taught	<p>Changes within living Memory: Basildon &amp; Toys</p> <p>Events Beyond Living memory - First Flight</p>	<p>Events beyond living memory that are significant nationally or globally (Great Fire of London)</p> <p>Lives of Significant Individuals - compare aspect of life in different periods Gerlad Durrell</p> <p>Changes within Living memory - Our House</p>	<p>Stone Age to Iron Age</p> <p>An in-depth study of Ancient Egypt,</p>	<p>The Roman Empire and its Impact on Britain</p> <p>Local History Study- Basildon</p> <p>World War 2 - Battle of Britain</p>	<p>Anglo Saxons and Vikings</p> <p>Ancient Greece a study of Greek life and achievements and their influence on the western world</p>	<p>A study of a theme In British History Changes in Leisure and Entertainment in the 20<sup>th</sup> Century</p> <p>A non-European society that provides contrasts with British history Mayan civilization c. AD</p>

<b>Historical Knowledge and concept- Chronology</b>	<p>Use common words to describe the passing of time e.g. before, yesterday, after, a long time ago</p> <p>Sequence events or objects in chronological order</p>	<p>Extend their chronological vocabulary using words and phrases like recently, century, when my parents were children, decade</p> <p>Put people, events and objects on a simple timeline</p>	<p>Know that the past can be divided into periods and sequence these on a timeline</p> <p>Use dates when discussing time</p>	<p>Order key events within a period on a timeline</p> <p>Understand more complex vocabulary e.g. BC, AD, 20<sup>th</sup> century</p>	<p>Know and sequence events and changes within a period</p> <p>Develop a sense of duration by comparing periods</p>	<p>Create timelines demonstrating an understanding of period, change and significant events</p> <p>Demonstrate a sense of period</p>
<b>Historical skills - enquiry</b>	<p>Ask and answer questions about the past using simple sources of information</p>	<p>Use a source and ask why, what, how, where, who to find answers</p> <p>Start to discuss the effectiveness of sources</p>	<p>Combine a range of sources to find out about a period</p> <p>Ask questions of sources</p> <p>Select and record information to answer questions</p>	<p>Use a range of evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of an aspect of life in a period</p> <p>Infer from sources</p>	<p>Distinguish between primary and secondary sources</p> <p>Use evidence to build up a picture of life in a time studied</p> <p>Develop an understanding of the reliability of sources</p>	<p>Bring knowledge gathered from various sources together in a fluent account</p> <p>Use a range of sources to explore an aspect of time past, identify omissions and seek to fill these gaps</p>
<b>Historical skills - interpretation</b>	<p>Identify different ways in which the past is represented</p>	<p>Compare pictures and photographs of people or events in the past</p>	<p>Compare different versions or the same event/ story</p>	<p>Give reasons why different versions of the past may exist</p>	<p>Consider the reliability of interpretations and evaluate their usefulness</p> <p>Link sources and consider how conclusions were arrived at</p>	<p>Reach a balanced conclusion based on an evaluation of different interpretations</p> <p>Consider ways of checking the accuracy of interpretations</p>

<b>Historical concepts - Continuity and change</b>	Identify some changes between then and now  Know some things that stay the same	Describe some historical changes	Make links between main events, situations and changes within and across periods	Give some reasons with evidence of why changes occurred	Identify and explain change and continuity within and across periods	Analyse change for type, extent and speed and use more precise vocabulary e.g. slow, gentle, progress
<b>Historical concepts - Cause and consequence</b>	Recognise why people did things and why events happened	Understand what a consequence is and give examples	Identify the consequences of events, situations and changes	Give reasons for the cause and consequences of events, situations and changes	Draw contrasts and spot trends when exploring cause and consequence	Analyse the reasons for, and the results of, historical events, situations and changes
<b>Historical concepts - Similarity and difference</b>	Identify similarities and differences between then and now	Make some simple observations about similarities and differences within a period e.g. rich and poor	Compare different ways of life within a period	Give reasons for similarities and differences within a period	Understand and explain people's diverse experiences within a period	Draw contrasts and spot trends across periods when exploring similarities and differences
<b>Historical concepts - Significance</b>	Know why someone or something was important	Understand the term 'significant' and give some examples	Identify significant people and events within a period	Understand what makes something significant e.g. affecting lots of people, leading to other events	Understand how significance can develop over a longer period of time	Compare the significance of events, people and developments in their context with their significance in the present day