



Our Curriculum

What we will teach children to do over the course of the year in History			
	Chronological understanding	Knowledge and interpretation	Historical enquiry
<p>We would expect almost all children to achieve these things in</p> <p>Year 1</p>	<p>put up to three objects in chronological order (recent history)</p> <ul style="list-style-type: none"> • use words and phrases like: old, new and a long time ago • talk about things that happened when they were little • recognise that a story that is read to them may have happened a long time ago • know that some objects belong to the past • retell a familiar story set in the past • explain how they have changed since they were born 	<ul style="list-style-type: none"> • appreciate that some famous people have helped our lives be better today • recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago • understand that we have a queen who rules us and that Britain has had a king or queen for many years • begin to identify the main differences between old and new objects • identify objects from the past, such as a vinyl record 	<ul style="list-style-type: none"> • ask and answer questions about old and new objects • spot old and new things in a picture • answer questions using artefact/ photograph provided • give a plausible explanation about what an object was used for in the past
<p>We would expect almost all children to achieve these things in</p> <p>Year 2</p>	<p>use words and phrases like: <i>before I was born, when I was younger</i></p> <ul style="list-style-type: none"> • use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning • use the words past and present correctly • use a range of appropriate words and phrases to describe the past • sequence a set of events in chronological order and give reasons for their order 	<p>recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later</p> <ul style="list-style-type: none"> • explain how their local area was different in the past • recount some interesting facts from an historical event, such as where the fire of London started • give examples of things that are different in their life from that of their grandparents when they were young 	<p>find out something about the past by talking to an older person</p> <ul style="list-style-type: none"> • answer questions by using a specific source, such as an information book • research the life of a famous Briton from the past using different resources to help them • research about a famous event that happens in Britain and why it has been happening for some time • research the life of someone who used to live in their area using the Internet and



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		<ul style="list-style-type: none"> • explain why Britain has a special history by naming some famous events and some famous people • explain what is meant by a parliament 	other sources to find out about them
<p>We would expect almost all children to achieve these things in</p> <p>Year 3</p>	<p>describe events and periods using the words: BC, AD and decade</p> <ul style="list-style-type: none"> • describe events from the past using dates when things happened • describe events and periods using the words: ancient and century • use a timeline within a specific time in history to set out the order things may have happened • use their mathematical knowledge to work out how long ago events would have happened 	<ul style="list-style-type: none"> • Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do • begin to picture what life would have been like for the early settlers • recognise that Britain has been invaded by several different groups over time • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat • suggest why certain events happened as they did in history • suggest why certain people acted as they did in history 	<ul style="list-style-type: none"> • Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past • use various sources of evidence to answer questions • use various sources to piece together information about a period in history • research a specific event from the past • use their 'information finding' skills in writing to help them write about historical information • through research identify similarities and differences between given periods in history
<p>We would expect almost all children to achieve these things in</p> <p>Year 4</p>	<p>plot recent history on a timeline using centuries</p> <ul style="list-style-type: none"> • place periods of history on a timeline showing periods of time • use their mathematical skills to round up time differences into centuries and decades 	<ul style="list-style-type: none"> • explain how events from the past has helped shape our lives • Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours • Do they recognise that the lives of 	<ul style="list-style-type: none"> • research two versions of an event and say how they differ • research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings • give more than one reason to support an historical argument • communicate knowledge and understanding orally and in writing and offer points of view based upon what they



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		<p>wealthy people were very different from those of poor people</p> <ul style="list-style-type: none"> • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past 	<p>have found out</p>
<p>We would expect almost all children to achieve these things in</p> <p>Year 5</p>	<p>use dates and historical language in their work</p> <ul style="list-style-type: none"> • draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. • use their mathematical skills to work exact time scales and differences as need be 	<ul style="list-style-type: none"> • describe historical events from the different period/s they are studying/have studied • make comparisons between historical periods; explaining things that have changed and things which have stayed the same • explain the role that Britain has had in spreading Christian values across the world • begin to appreciate that how we make decisions has been through a Parliament for some time • Do they appreciate that significant events in history has helped shape the country we have today • Do they have a good understanding as to how crime and punishment has changes over the years 	<ul style="list-style-type: none"> • test out a hypothesis in order to answer a question • Do they appreciate how historical artefacts has helped us understand more about British lives in the present and past
We would			



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<p>expect almost all children to achieve these things in</p> <p>Year 6</p>	<p>say where a period of history fits on a timeline</p> <ul style="list-style-type: none">• place a specific event on a timeline by decade• place features of historical events and people from past societies and periods in a chronological framework	<ul style="list-style-type: none">• summarise the main events from a specific period in history, explaining the order in which key events happened• summarise how Britain has had a major influence on world history• summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently• describe features of historical events and people from past societies and periods they have studied• recognise and describe differences and similarities/ changes and continuity between different periods of history	<ul style="list-style-type: none">• look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint• identify and explain their understanding of propaganda• describe a key event from Britain's past using a range of evidence from different sources
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