



Yorke Mead Primary School

History Curriculum



Key stage 1 National curriculum statements;

- ♣ Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- ♣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- ♣ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- ♣ significant historical events, people and places in their own locality.

Year 1		
National curriculum statement		
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		
Key Theme : Ourselves		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
Children talk about past and present events in their own lives and in the lives of family members. (Understanding the world)	<ul style="list-style-type: none">• I can use words and phrases like: old, new and a long time ago.	<ul style="list-style-type: none">• I can write sentences using words and phrases like; old, new and a long time ago.
They know that other children do not always enjoy the same things, and are sensitive to this. (Understanding the world)	<ul style="list-style-type: none">• I can recognise that some objects belonged to the past.	<ul style="list-style-type: none">• I can explain how I know an object came from the past.
	<ul style="list-style-type: none">• I can explain how I have changed since I was born.• I can spot old and new things in a picture.	<ul style="list-style-type: none">• I can compare aspects from different stages of my life.



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Year 1 National curriculum statement The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Key Theme : Florence Nightingale and Mary Seacole.		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
They know about similarities and differences between themselves and others, and among families, communities and traditions. (Understanding the world)	<ul style="list-style-type: none"> I can explain how some people have helped us to have better lives. 	<ul style="list-style-type: none"> I can explain and give examples of how people have helped us.
	<ul style="list-style-type: none"> I can ask and answer questions about old and new objects. 	<ul style="list-style-type: none"> I can explain how I know an object is from the past.

Year 1 National Curriculum statement Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Key Theme : Toys from the past.		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
They know about similarities and differences between themselves and others, and among families, communities and traditions. (Understanding the world)	<ul style="list-style-type: none"> I can explain what an object from the past might have been used for. 	<ul style="list-style-type: none"> I can compare objects from the past with similar objects from now.
They talk about features of their own immediate environment and how environments might vary from one another. (Understanding the world)	<ul style="list-style-type: none"> I can ask and answer questions about old and new objects. 	
	<ul style="list-style-type: none"> I can spot old and new things in a picture. 	<ul style="list-style-type: none"> I can give explanations as to why things are old and new.



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Year 2 National curriculum statements -Changes within living memory. -Events beyond living memory that are significant nationally or globally. Key Theme : The Great Fire of London and gunpowder plot.		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<ul style="list-style-type: none">I can use words and phrases like; old, new and a long time ago.	<ul style="list-style-type: none">I can use words and phrases like: before, after, past, present, then and now.	<ul style="list-style-type: none">I can use words and phrases like; before, after, past, present, then and now in sentences.
<ul style="list-style-type: none">I can explain how some people have helped us to have better lives.	<ul style="list-style-type: none">I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.	<ul style="list-style-type: none">I can compare the lives of 2 people who lived in Britain in the past.

Year 2 National Curriculum - The lives of significant individuals in the past who have contributed to national and international achievements. Key Theme : Neil Armstrong/ Christopher Columbus / Nelson Mandela		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<ul style="list-style-type: none">I can explain how some people have helped us to have better lives.	<ul style="list-style-type: none">I can research the life of a famous person from the past using different sources of evidence.	<ul style="list-style-type: none">I can present my findings in any particular way.
<ul style="list-style-type: none">I can ask and answer questions.	<ul style="list-style-type: none">I can answer questions using books and the internet.	<ul style="list-style-type: none">I can teach my findings to a friend.



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Year 2 National Curriculum -Changes within living memory. Key Theme : changes in living memory		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<ul style="list-style-type: none"> I can explain how I have changed since I was born. 	<ul style="list-style-type: none"> I can give examples of things that were different when my grandparents were children. 	<ul style="list-style-type: none"> I can think about things which are similar now.
<ul style="list-style-type: none"> I can ask good questions. 	<ul style="list-style-type: none"> I can find out things about the past by talking to an older person. 	<ul style="list-style-type: none"> I can think about own experiences and how they might have effected someone's life.

Key stage 2 National Curriculum statements;

♣ **changes in Britain from the Stone Age to the Iron Age** Examples (non-statutory) This could include: ♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture.

♣ **The Roman Empire and its impact on Britain** Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, for example, Boudica, 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity History.

♣ **Britain's settlement by Anglo-Saxons and Scots** Examples (non-statutory) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire, Scots invasions from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion – Canterbury, Iona and Lindisfarne.

♣ **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** Examples (non-statutory) This could include: Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066.



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♣ **A local history study** Examples (non-statutory) a depth study linked to one of the British areas of study listed above. A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

♣ **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** Examples (non-statutory) ♣ The changing power of monarchs using case studies such as John, Anne and Victoria. Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century. The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. A significant turning point in British history, for example, the first railways or the Battle of Britain

♣ **The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China**

♣ **Ancient Greece – a study of Greek life and achievements and their influence on the western world**

♣ **A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.**

Year 3 National Curriculum The Roman Empire and its impact on Britain Key Theme : The Romans		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
I can use words and phrases like; before, after, past, present, then and now.	I can describe events from the past using dates when things happened.	I can present my findings in a different way.
I can understand a timeline and gather information.	I can use a timeline within a specific period of history to set out the order that things may have happened.	
	I can explain some of the times when Britain has been invaded.	I can explain and give detailed examples of when Britain has been invaded.



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Year 3- Changes in Britain from the Stone Age to the Iron Age Key Theme : Stone Age to iron age		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<ul style="list-style-type: none">• How to find specific research using different sources.	<ul style="list-style-type: none">• I can use research skills to find answers to specific historical questions.	<ul style="list-style-type: none">• I can present findings in different ways.
<ul style="list-style-type: none">• How to find specific research using different sources.	<ul style="list-style-type: none">• I can research in order to find similarities and differences between two or more periods of history.	<ul style="list-style-type: none">• I can explain my findings to others.

Year 4 National curriculum- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Key Theme: Victorians – timeline, round to decades, difference between wealthy and poor, life of children, 2 different versions of an event.		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<ul style="list-style-type: none">• I can use a timeline within a specific period of history to set out the order that things may have happened.	<ul style="list-style-type: none">• I can plot events on a timeline using centuries.	<ul style="list-style-type: none">• I can explain some events on a timeline.
<ul style="list-style-type: none">• I can use my mathematical knowledge to work out how long ago events happened.	<ul style="list-style-type: none">• I can use my mathematical skills to round up time differences into centuries and decades.	
	<ul style="list-style-type: none">• I can explain how the lives of wealthy people were different from the lives of poorer people.	<ul style="list-style-type: none">• I can compare the lives of different individuals.
<ul style="list-style-type: none">• I can research in order to find similarities and differences between two or more periods of history.	<ul style="list-style-type: none">• I can explain how historic items and artefacts can be used to help build up a picture of life in the past.	<ul style="list-style-type: none">• I can compare different historic items and artifacts.
	<ul style="list-style-type: none">• I can explain how an event from the past has shaped our life today.	<ul style="list-style-type: none">• I can think about what life would be like without this event occurring.



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<ul style="list-style-type: none">I can research in order to find similarities and differences between two or more periods of history.	<ul style="list-style-type: none">I can research two versions of an event and explain how they differ.	<ul style="list-style-type: none">I can evaluate each event.
	I can research what it was like for children in a given period of history and present my findings to an audience.	

Year 4 National curriculum- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt Key Theme: Egyptians – historic artefacts, how Egyptians helped us, 2 different versions of an event?		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<ul style="list-style-type: none">I can use a timeline within a specific period of history to set out the order that things may have happened.	<ul style="list-style-type: none">I can plot events on a timeline using centuries.	<ul style="list-style-type: none">I can add different events to my timeline.
	<ul style="list-style-type: none">I can explain how the lives of wealthy people were different from the lives of poorer people.	<ul style="list-style-type: none">I can begin to think about the impact on society today.
<ul style="list-style-type: none">I can research in order to find similarities and differences between two or more periods of history.	<ul style="list-style-type: none">I can explain how historic items and artefacts can be used to help build up a picture of life in the past.	<ul style="list-style-type: none">I can compare different historic items and artefacts.
	<ul style="list-style-type: none">I can explain how an event from the past has shaped our life today.	<ul style="list-style-type: none">I can analyse an event from the past.



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Year 5 National curriculum- A study of a significant event Key Theme : WW1		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<ul style="list-style-type: none">I can plot events on a timeline using centuries.	<ul style="list-style-type: none">I can draw a timeline showing different historical periods.	
	<ul style="list-style-type: none">I can explain how our lives have changed over time.	<ul style="list-style-type: none">I can explain in detail and make links and comparisons to issues today.
<ul style="list-style-type: none">I can talk about an event from the past.	<ul style="list-style-type: none">I have knowledge and understanding of an event in the past.	<ul style="list-style-type: none">I can evaluate and assess the reason, impact and significance of events.
	<ul style="list-style-type: none">I can identify and explain propaganda.	<ul style="list-style-type: none">I can demonstrate understanding by giving examples of propaganda used today.

Year 5 National curriculum- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Key Theme : Vikings and Saxons		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<ul style="list-style-type: none">Understand the use of a timeline and what information we can gather from it.	<ul style="list-style-type: none">Use chronological knowledge and understanding to relate events, people and changes to an increasingly complex chronological framework.	
	<ul style="list-style-type: none">Begin to identify trends and compare and contrast across periods.	<ul style="list-style-type: none">Explain trends and compare and contrast in detail 2 different periods of time.



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<ul style="list-style-type: none"> I can talk about a historical event. 	<ul style="list-style-type: none"> I can compare two or more historical periods; explaining things which changed and things which stayed the same. 	<ul style="list-style-type: none"> Confidently compare and contrast 2 historical periods.
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Year 5 National curriculum -Ancient Greece – a study of Greek life and achievements and their influence on the western world Key Theme : Ancient Greece		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<ul style="list-style-type: none"> Ensure they know where the UK and Greece in on a map. 	<ul style="list-style-type: none"> I can test out a hypothesis in order to answer questions. 	<ul style="list-style-type: none"> I can evaluate my findings.
<ul style="list-style-type: none"> Need to have a basic knowledge of justice system. 	<ul style="list-style-type: none"> I can explain how Parliament affects decision making in England. 	<ul style="list-style-type: none"> I can compare and explain my findings from the justice system then and now.
<ul style="list-style-type: none"> I can understand and read a timeline. 	<ul style="list-style-type: none"> I can draw a timeline with different historical periods showing key historical events or lives of significant people. 	

Year 6 National curriculum- A non-European society that provides contrasts with British history –; Mayan civilization c. AD 900 Key Theme : Mayans		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<ul style="list-style-type: none"> I can research specific questions. 	<ul style="list-style-type: none"> I can research and show where the Mayan’s lived and label their major cities 	
<ul style="list-style-type: none"> I can draw and understand a timeline. 	<ul style="list-style-type: none"> I can research facts about the Maya civilisation to create a timeline of their history. 	



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	<ul style="list-style-type: none"> To discover what the Ancient Maya believe in. 	<ul style="list-style-type: none"> Begin to think about any similarities/ differences to our way of life now.
	<ul style="list-style-type: none"> I can describe features of different ways of life from periods I have studied. 	<ul style="list-style-type: none"> I can present my findings.

Year 6 National Curriculum- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Key Theme : Kings and Queens of Britain		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<ul style="list-style-type: none"> To understand and use a timeline. 	<ul style="list-style-type: none"> Timeline ordering of kings and queens. 	
<ul style="list-style-type: none"> To learn about the life of a significant individual. 	<ul style="list-style-type: none"> I can compare the lives of significant individuals. 	<ul style="list-style-type: none"> I can explain how these people affected our lives now.
<ul style="list-style-type: none"> I can describe a key event. 	<ul style="list-style-type: none"> I can describe a key event from Britain's past using a range of evidence from different sources. 	<ul style="list-style-type: none"> I can present my findings.

Year 6 National Curriculum- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Key Theme : The Tudors		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<ul style="list-style-type: none"> I can describe a key event. 	<ul style="list-style-type: none"> I can describe a key event from Britain's past using a range of evidence from different sources. 	<ul style="list-style-type: none"> I can evaluate the event.
<ul style="list-style-type: none"> I can describe a key event in history. 	<ul style="list-style-type: none"> I can identify and explain differences, similarities and changes between different periods of history. 	



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