

Marriott Primary School

History Curriculum

-	Chronological Understanding	Knowledge & Understanding of Events, People & Changes in the Past	Historical Interpretation & Enquiry	Organisation & Communication	Key Knowledge and Vocabulary
FS	To develop and understanding of growth, decay and changes over time	<p>To know some of the things that make them unique and to talk about some of the similarities and difference in relation to friends or family</p> <p>To show interest in the lives of people who are familiar to them</p> <p>To remember and talk about significant events in their own experiences</p> <p>To show interest in different occupations and ways of life</p> <p>To recognise and describe special times or events for family or friends</p>	<p>Look closely at similarities and differences, patterns and change.</p> <p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p> <p>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p>		To begin to use subject specific vocabulary.
Year 1	<p>To begin to place a few events, people and objects in the correct time order.</p> <p>To begin to recognise the difference between ways of life in the past and present.</p>	<p>To begin to use stories to talk about things that have happened in the past.</p> <p>To begin to use the right historical words to explain the passing of time.</p> <p>To begin to understand how significant events and the achievements of famous people have influenced our lives.</p>	<p>To begin to understand some ways in which we find out about the past, especially our own locality.</p> <p>To begin to find answers to simple questions about the past by using stories and other sources.</p>	To begin to share ideas about the past with others using drawings and writing.	To know 2 pieces of knowledge/concepts and 2 words at the end of each unit.

Year 2	<p>To place events, people and objects in the correct time order.</p> <p>To identify the differences between ways of life in the past and present.</p>	<p>To recount parts of a story to talk about things that have happened in the past.</p> <p>To use the right historical words to explain the passing of time.</p> <p>To understand how the achievements of famous people and significant events from the past have influenced our lives.</p>	<p>To understand ways in which we can find out about the past, especially in our own locality.</p> <p>To find answers to simple questions about the past using stories and other sources.</p> <p>To begin to ask questions to find out things from the past</p>	<p>To begin to share ideas about the past with others using drawings, story telling and writing.</p>	<p>To know 4 pieces of knowledge/concepts 4 words at the end of each unit.</p>
Year 3	<p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>To use a timeline to place historical events in chronological order.</p> <p>To describe dates of importance and order significant events from the period studied.</p>	<p>To use evidence to describe the culture and leisure activities from the past.</p> <p>To use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>To use evidence to describe buildings and their uses by people from the past.</p> <p>To compare people and places to life in Britain today.</p>	<p>To explore the idea that there are different accounts of history.</p> <p>To look at two versions of the same event in history and identify similarities and differences.</p> <p>I can use: documents, information books, pictures or photographs, documents and diaries, DVDs or videos, the internet, artefacts, novels and visits to sites and places of interest as evidence about the past.</p> <p>To ask questions and use given sources to find answers about the past.</p>	<p>To communicate ideas about the past using different genres of writing, drawing and story-telling.</p> <p>To plan and present a group project or research about the studied period as a whole class with guidance.</p>	<p>To know 6 pieces of knowledge/concepts 6 words at the end of each unit.</p>
Year 4	<p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and can tell you about the duration of a century.</p> <p>To order significant events and dates on a timeline.</p>	<p>To use given evidence to describe what was important to people from the past.</p> <p>To use given evidence to show how the lives of rich and poor people from the past differed.</p> <p>To describe similarities and differences between people,</p>	<p>To look at several versions of the same event in history and identify similarities and differences.</p> <p>To know that people in the past may represent events or ideas in a way that persuades others.</p> <p>To use: documents, information books, pictures or photographs, documents and diaries, DVDs or</p>	<p>To communicate ideas about the past using different genres of writing, drawing, role-play and story-telling.</p> <p>To plan and present a group project or research about the studied period as a whole class.</p>	<p>To know 8 pieces of knowledge/concepts 8 words at the end of each unit.</p>

	<p>To describe the main changes in a period in history.</p>	<p>events and artefacts previously studied and those in y4.</p> <p>To describe how some of the things studied from the past affect/influence life today using given examples.</p>	<p>videos, the internet, artefacts, novels and visits to sites and places of interest as evidence about the past.</p> <p>To ask historically valid questions (e.g about contrast, cause and effect, reliability) and use given sources to find answers about the past.</p> <p>To begin to conduct research to answer given questions with support.</p>		
Year 5	<p>To understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and understand the concept of an era.</p> <p>To order significant events, movements and dates on a timeline and understand what is also happening around the world at the same time.</p> <p>To identify and compare changes within and across different periods studied in KS2.</p> <p>To describe the main changes in a period in history.</p>	<p>To begin to choose reliable sources of information to find out about the past.</p> <p>To give five reasons why changes may have occurred, backed up by some evidence.</p> <p>To describe similarities and differences between some people, events and artefacts studied in KS2.</p> <p>To describe how historical events studied affect/influence life today, giving an explanation.</p> <p>To make links between some of the features of past societies (e.g religion, houses, society, technology) studied in KS2.</p>	<p>To look at several versions of the same event in history and identify similarities and differences and reasons for these differences.</p> <p>To understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>To know that people in the past have a point of view and that this can affect interpretation.</p> <p>To evaluate evidence to choose the most reliable forms and to provide a simple justification.</p> <p>To use: documents, information books, novels and playscripts pictures or photographs,</p>	<p>To communicate ideas about the past using different genres of writing, drawing, drama, storytelling and using ICT.</p> <p>To plan and present a self-directed project or research about the studied period with guidance.</p>	<p>To know 10 pieces of knowledge/concepts 10 words at the end of each unit.</p>

			<p>documents and diaries, DVDs or videos, the internet, artefacts, novels and visits to sites and places of interest as evidence about the past.</p> <p>To choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>To investigate an own line of enquiry by posing historically valid questions to answer and use given sources as well finding your own information</p>		
Year 6	<p>To display knowledge of chronology such as AD/BC centuries and eras.</p> <p>To order significant events, movements and dates on a timeline.</p> <p>To identify and compare changes within and across different periods (FS, KS1 and KS2)</p> <p>To understand how some historical events occurred concurrently in different locations</p>	<p>To choose reliable sources of information to find out about the past, justifying why these have been chosen.</p> <p>To give reasons why changes may have occurred, backed up by reliable evidence and using clear explanations.</p> <p>To describe similarities and differences between some people, events and artefacts studied over the course of KS1 and KS2.</p> <p>To describe in detail how some of the things studied from the past affect/influence life today.</p>	<p>To evaluate evidence to choose the most reliable forms, justifying why.</p> <p>To understand that some evidence from the past is propaganda, opinion or misinformation, and that affects interpretations of history.</p> <p>To give reasons why there may be different accounts of history.</p> <p>To give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p> <p>To use information books, pictures or photographs, documents and diaries, DVDs or videos, the</p>	<p>To communicate ideas from the past using different genres of writing, drawing, diagrams, data handling, role play, storytelling and using ICT.</p> <p>To plan and present a self-directed project or research about the studied period independently.</p>	<p>To know 12 pieces of knowledge/concepts 12 words at the end of each unit.</p>

		<p>To make links between some of the features of past societies(e.g. religion, houses, society, technology) studied over the course of KS1 and KS2.</p>	<p>internet, artefacts, museum displays to collect evidence about the past.</p> <p>To choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>To investigate a line of enquiry by posing perceptive questions to answer and find reliable sources to support.</p>		
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