

# Birley Spa Primary Academy - History Curriculum

## History Progression of skills

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology		<b>National Curriculum.</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>An awareness of the past using common words and phrases using the passing of time.</li> <li>Know where the people and events they study fit within a chronological framework.</li> <li>Use a wide vocabulary of everyday historical terms.</li> </ul>			<b>National Curriculum.</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>Develop chronologically secure knowledge and understanding of British, local and world history.</li> <li>Develop the appropriate use of historical terms.</li> </ul>			
	Identifying time periods	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history <i>For instance, explore their family tree.</i></li> <li>Comment on familiar situations in the past. <i>E.g, discuss significant events in their lives.</i></li> <li>Identify events from the past</li> <li>Knows when their birthday is coming up (not the date).</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events in their own lives. <i>For instance, Talk about their life events to a partner, sequence events and write a recount</i></li> <li>Recognise the difference between past and present.</li> </ul>	<ul style="list-style-type: none"> <li>Describe memories of key events from their own lives. <i>E.g. Talk about their life events to a partner</i></li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a timeline. <i>For instance, Show the class a timeline with familiar events and indicate where the Stone Age era was in comparison.</i></li> </ul>	<ul style="list-style-type: none"> <li>Place events from the time studied on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Relate current studies to previous studies of the same time period.</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on timeline in relation to other studies.</li> </ul>
	Sequencing	<ul style="list-style-type: none"> <li>F2 – Sequence the day using visual timetable.</li> <li>Sequence pictorial representations of experiences <i>e.g. a trip they've experienced</i></li> </ul>	<ul style="list-style-type: none"> <li>Sequence objects or pictures from distinctly different periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events, photos and objects from periods of time closer together. <i>For instance, look at a range of photos of the local area</i></li> </ul>	<ul style="list-style-type: none"> <li>Sequence events, artefacts and pictures. <i>E.g. look at a range of photos showing objects found during Palaeolithic time and compare to today's objects.</i></li> </ul>	<ul style="list-style-type: none"> <li>Sequence time periods, events and artefacts drawing on previous studies, <i>e.g. identify the time passed between the stone age and Viking invasion</i></li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of the time studied.</li> <li>Make comparisons between different times in history.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence up to ten events on a timeline.</li> </ul>
	Language of time	<ul style="list-style-type: none"> <li>F1 - Start to use “today, tomorrow, yesterday” in the correct context.</li> </ul>	<ul style="list-style-type: none"> <li>Use “last week, month, year”.</li> </ul>	<ul style="list-style-type: none"> <li>Correctly refer to a measure of time when explaining an event, <i>e.g. last year/when I was 5/ hundreds of years ago</i></li> </ul>	<ul style="list-style-type: none"> <li>Use dates related to the passing of time. <i>For instance, Show the class how prehistory is split up into 3 eras.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use BC/AD, pre- post- to show relationship between time periods/events.</li> </ul>	<ul style="list-style-type: none"> <li>Use language to capture time periods, <i>e.g. empire, dynasty, civilisation</i></li> </ul>	<ul style="list-style-type: none"> <li>Use relevant dates and terms.</li> <li><i>Use language specific to time periods, e.g. Holocaust, Blitz</i></li> </ul>

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Range and depth of Knowledge		National Curriculum. Pupils should be taught to:			National Curriculum. Pupils should be taught to:			
	Compare and Contrast	<ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <i>Eg, use memory books/photos to discuss events and learning of the year.</i></li> </ul>	<ul style="list-style-type: none"> <li>Describe the differences and similarities between objects from the past and present.</li> </ul>	<ul style="list-style-type: none"> <li>Identify differences and similarities between ways of life at different times. <i>For instance, look at a range of photos of the local area over time. Discuss differences.</i></li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Compare life in the past to our lives today. <i>Eg, show photos of artefacts and research the different clothing, objects and food used by Stone Age people compared to what we use today.</i></li> </ul>	<ul style="list-style-type: none"> <li>Look for links and effects of actions/events.</li> </ul>	<ul style="list-style-type: none"> <li>Compare life in the early and late periods of the time studied.</li> <li>Compare one aspect of life with the same aspect in another period.</li> </ul>	<ul style="list-style-type: none"> <li>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. <i>For instance, research Hitler's beliefs and plans. Compare these to your own beliefs and those of the English leaders at the time. Aut 1 – Lesson 5</i></li> <li>Compare beliefs and behaviour with another period studied.</li> <li><i>For instance, read passages from Anne Frank's diary. Look at online footage and tour her house virtually. Write a diary linked to findings. Aut 1 – Lesson 6</i></li> <li>Know key dates, characters and events of time studied. <i>For instance, share facts and information related to key events during WW2 and order these events through a blog. Aut 1 – Lesson 1.</i></li> </ul>
	Use sources	<ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society. <i>Eg, identify similarities and differences between jobs.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about the past (books, computer programmes, visitors, museums)</li> </ul>		<ul style="list-style-type: none"> <li>Follow a line of enquiry about the everyday lives of people in the time period studied. <i>Eg, research foods and clothing of Stone Age people.</i></li> </ul> <p>Year 3</p>	<ul style="list-style-type: none"> <li>Use evidence to represent, reconstruct or act out life in the time studied. <i>Eg, drama techniques, scale models, etc.</i></li> </ul> <p>Year 4</p>	<ul style="list-style-type: none"> <li>Study different aspects of life of different people – differences between men and women, adults and children of the time.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	Cause and Effect			<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what the results were.</li> <li>Begin to apply empathy and understanding to events of the past.</li> </ul>	<ul style="list-style-type: none"> <li>Understand why people may have wanted actions, events or changes to happen.</li> <li>Identify possible reasons for people's actions and the subsequent results of these actions.</li> <li><i>Eg, give children the question of 'Why did Stone Age people create cave art?'</i></li> </ul>	<ul style="list-style-type: none"> <li>Offer an explanation for some events, e.g. Lindisfarne.</li> </ul>	<ul style="list-style-type: none"> <li>Examine causes and results of events and the impact these had on people.</li> </ul>	<ul style="list-style-type: none"> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> </ul>

Interpretations of	National Curriculum. Pupils should be taught to:			National Curriculum.			
	<ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling. <i>For instance, talk about characters from</i></li> </ul>	<ul style="list-style-type: none"> <li>Look at books, videos, photographs, pictures and artefacts to find out about the past. <i>For instance, look at a range of photos, video clips and first person recounts</i></li> </ul>	<ul style="list-style-type: none"> <li>Compare two versions of a historical event.</li> <li>Compare pictures or photos of events and people from the past. <i>For instance, look at a range of photos, video clips and</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify different interpretations of the past and explain why these may differ.</li> <li><i>For instance, look at cave paintings and as a class come up with ideas of what the paintings</i></li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available. <i>For instance, children to use videos, texts and discussions to describe an Anglo Saxon settlement. Aut 1 – Lesson 3</i></li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources (fact or fiction). <i>For instance, look at the dangers within a coal mine. Read through articles related to the Oaks Colliery disaster. See personal</i></li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at.</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. <i>For instance, read passages from Anne Frank's</i></li> </ul>

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	<i>stories including fictional figures from the past.</i>	<i>about how houses have changed over time. Children to sequence images and discuss differences. Aut 1 – Lesson 7</i> <ul style="list-style-type: none"> <li>Visitors and family members.</li> </ul>	<i>first person recounts about how houses have changed over time. Children to sequence images and discuss differences. Aut 1 – Lesson 7</i> <ul style="list-style-type: none"> <li>Discuss the reliability of stories or photos from the past. <i>For instance, look at a range of photos, video clips and first person recounts about how houses have changed over time. Children to sequence images and discuss differences. Aut 1 – Lesson 7</i></li> </ul>	<i>meant. Were people opinion's different? Aut 1 – Lesson 4</i> <ul style="list-style-type: none"> <li><a href="#">Distinguish between different sources</a> of information and evaluate the effectiveness of each source.</li> <li>Study representations of the period as a whole; cartoons, films, museum etc.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Begin to evaluate the usefulness of different sources.</li> <li>Use text books and existing historical knowledge. <i>For instance, children to use videos, texts and discussions to describe an Anglo Saxon settlement. Aut 1 – Lesson 3</i></li> </ul>	<i>recounts, official findings and newspaper reports. Write a newspaper report. . Aut 1 – Lesson 5</i> <ul style="list-style-type: none"> <li>Offer some reasons for different versions of events. <i>For instance, look at the dangers within a coal mine. Read through articles related to the Oaks Colliery disaster. How did this affect the community? Write a newspaper report. .Aut 1 – Lesson 5</i></li> </ul>	<i>diary. Look at online footage and tour her house virtually. Read other accounts from the time and compare to what Anne was saying. Aut 1 – Lesson 6</i> <ul style="list-style-type: none"> <li>Be aware that different evidence will lead to different conclusions.</li> <li>Confident use of the library etc. for research. <i>For instance, research Hitler's beliefs and plans. Compare these to your own beliefs and those of the English leaders at the time. Aut 1 – Lesson 5</i></li> </ul>
	<b>National Curriculum.</b> Pupils should be taught to: Ask and answer questions		<b>National Curriculum.</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and</li> <li>significance.</li> </ul>				
Historical Enquiry	<ul style="list-style-type: none"> <li>Ask questions about the past. <i>For instance, talk about celebrations within their own family.</i></li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about the past. <i>For instance, look at a range of photos, video clips and first person recounts about how houses have changed over time. Children to sequence images and discuss differences. Aut 1 – Lesson 7</i></li> <li>Investigate objects and pictures from the past. <i>For instance, look at a range of photos, video clips and first person recounts about how houses have changed over time. Children to sequence images and discuss differences. Aut 1 – Lesson 7</i></li> <li>Sorting objects and pictures into 'then' and 'now'. <i>For instance, look at a range of photos, video clips and first person recounts about how houses have changed over time. Children to sequence images and discuss differences. Aut 1 – Lesson 7</i></li> </ul>	<ul style="list-style-type: none"> <li>Find answers to questions about the past using age-appropriate sources (articles, objects, photos, stories). <i>For instance, look at a range of photos, video clips and first person recounts about how houses have changed over time. Children to sequence images and discuss differences. Aut 1 – Lesson 7</i></li> <li>Use and create simple timelines. <i>For instance, look at a range of photos, video clips and first person recounts about how houses have changed over time. Children to sequence images and discuss differences. Aut 1 – Lesson</i></li> <li>Discuss the effectiveness of different sources.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about the period. <i>For instance, children to research the questions 'Why did stone age people create cave art?'. Aut 1 – Lesson 5</i></li> <li>Observe small details through pictures and objects. <i>For instance, show photos and research the different clothing, objects and food used by Stone Age people compared to what we use today. Aut 1 – Lesson 2 and 3</i></li> <li>Select and record information that is relevant to a study or learning focus. <i>For instance, children to research the questions 'Why did stone age people create cave art?'. Aut 1 – Lesson 5</i></li> <li>Begin to use the internet and library independently for research. <i>For instance, children to research the questions 'Why did stone age people create cave art?'. Aut 1 – Lesson 5</i></li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event.</li> <li>Choose relevant material to present a picture of one aspect of life in the time studied. <i>For instance, children to use videos, texts and discussions to describe an Anglo Saxon settlement. Aut 1 – Lesson 3</i></li> <li>Ask a variety of questions. <i>For instance, children to use videos, texts and discussions to describe an Anglo Saxon settlement. Aut 1 – Lesson 3</i></li> <li>Use the library and e-learning for research, <i>For instance, children to use videos, texts and discussions to describe an Anglo Saxon settlement. Aut 1 – Lesson 3</i></li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources.</li> <li>Use evidence to build up a picture of life in time studied.</li> <li>Select relevant sections of information.</li> <li>Confident use of library, e-learning, research. <i>For instance, research what coal was used for at the start of Victorian period. Compare to what it is used for today. Aut 1 – Lesson 2</i></li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources.</li> <li>Use a range of sources to find out about an aspect of time past. <i>For instance, look at recounts and footage of the blitz. Read newspaper articles, first person accounts and stories from the blitz. Write a first person narrative based on your findings. Aut 1 – Lesson 2</i></li> <li>Suggest omissions and the means of finding out.</li> <li>Bring knowledge gathering from several sources together in a fluent account. <i>For instance, look at recounts and footage of the blitz. Read newspaper articles, first person accounts and stories from the blitz. Write a first person narrative based on your findings. Aut 1 – Lesson 2</i></li> </ul>

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Organisation and communication Enquiry	<b>National Curriculum.</b> Pupils should be taught to: Choose and use parts of stories and other sources to showthat they know and understand key features of events.			<b>National Curriculum.</b> Pupils should be taught to: <ul style="list-style-type: none"><li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li></ul>			
	<ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Sort events or objects into groups.</li><li>Use timelines to orderevents or objects. <i>For instance, look at a range of photos, video clips and first person recounts about how houses have changed over time. Children to sequence images and discuss differences.</i></li><li>Tell stories about the past. <i>For instance, Talk about their life events to a partner, sequence events and write a sentence</i></li><li>Talk, write and draw about things from the past.</li></ul>	<ul style="list-style-type: none"><li>Describe objects, peopleor events in history.</li><li>Use timelines to order events or objects or placesignificant people. <i>For instance, look at a range of photos, video clips and first person recounts about how houses have changed over time. Children to sequence images and discuss differences.</i></li><li>Communicate ideas about people, objects or events from the past in speaking,writing, drawing, role-play, storytelling and using ICT. <i>For instance, look at a range of photos, video clips and first person recounts about how houses have changed over time. Children to sequence images and discuss differences.</i></li></ul>	<ul style="list-style-type: none"><li>Communicate ideas about the past using different genres of writing, drawing,diagrams, data-handling, drama role-play, storytelling and using ICT. <i>For instance, children to write a diary entry as a stone age child living in today’s modern world.</i></li></ul>	<ul style="list-style-type: none"><li>Communicate ideas about the past using different genres of writing, drawing,diagrams, data-handling, drama role-play, storytelling and using ICT.</li><li><i>For instance, children to hot seat what life was like as an Anglo Saxon?</i></li></ul>	<ul style="list-style-type: none"><li>Communicate ideas about the past using different genres of writing, drawing,diagrams, data-handling, drama role-play, storytelling and using ICT. <i>For instance, look at the dangers within a coal mine. Read through articles related to the Oasks Colliery disaster. See personal recounts, official findings and newspaper reports. Write a newspaper report. .</i></li><li>Plan and present a self-directed project or research about the studied period.</li></ul>	<ul style="list-style-type: none"><li>Communicate ideas about the past using different genres of writing, drawing,diagrams, data-handling, drama role-play, storytelling and using ICT. <i>For instance, share facts and information related to key events during WW2 and order these events through a blog.</i></li><li>Plan and present a self-directed project or research about the studied period.</li></ul>

Technical Vocabulary and Language Development Each year group builds on the previous one – pupils to use all language accumulatively	Old, new, past, then, when, now, today, yesterday, in..., on... First, next, after that, then, finally in..., on... First, next, after that, then, finally	Old, new, past, then, when, now, today, yesterday, in..., on... First, next, after that, then, finally They are the same because... They are different because...They are alike because... It is...(description)	Last of all  I agree/disagree because... I think...because... They are similar because... They...because...	First... because... Then...therefore... Eventually...because...  An argument for... is... because... An argument against...is...because... ...and...are both... ...and...are alike in that... ...is...while...is... It reminds me of... As a result of...	Firstly.....however/ although/ meanwhile...  I understand...but would argue... ...and...have the following points in common... It appears to be...because... It reminds me of...because... Because I know that...I know that...	Following this/that... In the beginning...  Perhaps some people would argue that... In some ways...and... are alike in that... However, they also differ in some ways, for example... The reason(s) for...were... Due to... As a result of... Perhaps the reason is....	Whilst x was... y was... Initially, the...were... however...  On the one hand...but... The similarities/ differences seem more significant than the similarities/ differences because... In comparison to...it is... Due to...x had... Owing to....x had... This has altered... Evidently... Based on the evidence, I can conclude... Having pondered...
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Area of Study						
	Autumn		Spring		Summer	
EYFS	<p><b><u>Being Me</u></b></p> <p><u>FS1</u></p> <ul style="list-style-type: none"><li>• Talk about photos of family members and events in their own life story</li></ul> <p><u>FS2</u></p> <ul style="list-style-type: none"><li>• Talk about members of immediate family in more detail</li><li>• Discuss similarities and differences between people and their family</li><li>• Discuss different occupations of family members</li><li>• Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)</li><li>• Sequence family members explaining who they are and the key differences between what they can/cannot do</li></ul>	<p><b><u>Let’s Celebrate</u></b></p> <p><u>FS1</u></p> <ul style="list-style-type: none"><li>• Talk about celebrations within their own families – focus on birthdays and Christmas ‘Can you remember..?’</li><li>• Explore unknown objects and artefacts</li></ul> <p><u>FS2</u></p> <ul style="list-style-type: none"><li>• Talk about past and upcoming events with their immediate family</li></ul>	<p><b><u>Once upon a time...</u></b></p> <p><u>FS1</u></p> <ul style="list-style-type: none"><li>• Make links between their own families and other families, including families in stories</li></ul> <p><u>FS2</u></p> <ul style="list-style-type: none"><li>• Identify emergency situations and know who to call</li><li>• Know the meaning of past and present</li></ul>	<p><b><u>Imagine if...</u></b></p> <p><u>FS1</u></p> <ul style="list-style-type: none"><li>• Understand that some things happened a long time ago – both in real life and in stories</li></ul> <p><u>FS2</u></p> <ul style="list-style-type: none"><li>• Compare past and present features of similar places – castles</li><li>• Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences</li><li>• Share some similarities and differences between characters, figures or objects</li></ul>	<p><b><u>How do things grow?</u></b></p> <p><u>FS1</u></p> <ul style="list-style-type: none"><li>• Compare and contrast characters from stories including fictional figures from the past</li></ul> <p><u>FS2</u></p> <ul style="list-style-type: none"><li>• Identify similarities and differences between jobs</li></ul>	<p><b><u>We are explorers!</u></b></p> <p><u>FS1</u></p> <ul style="list-style-type: none"><li>• Use the vocabulary of yesterday, today and tomorrow</li></ul> <p><u>FS2</u></p> <ul style="list-style-type: none"><li>• Compare past and present features of familiar places – seaside and local area</li><li>• Name a famous astronaut – Neil Armstrong</li><li>• Compare and contrast characters from stories, sharing similarities and differences</li></ul>
Year 1/2 Cycle A	<p><b><u>Toys from the past</u></b></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"><li>• Sequence objects or pictures from distinctively different periods of time</li><li>• Sequence events, photos and objects from periods of time closer together</li><li>• Describe memories of key events from their own lives</li></ul> <p><u>Range and depth of knowledge</u></p> <ul style="list-style-type: none"><li>• Recognise the difference between past and present</li><li>• Use a range of sources to find out about the past (books, computer programmes, visitors, museums)</li><li>• Describe the differences and similarities between objects from the past and present</li><li>• Identify differences and similarities between ways of life at different times</li><li>• Use a range of sources to find out about the past</li></ul> <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"><li>• Stories about the past from visitors and family members</li><li>• Compare pictures or photos of events and people from the past</li><li>• Discuss the reliability of stories or photos from the past.</li></ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"><li>• Ask and answer questions about the past</li><li>• Investigate objects and pictures from the past</li><li>• Investigate objects and pictures from the past</li><li>• Sort objects and pictures into ‘then’ and ‘now’</li><li>• Find answers to questions about the past using age-appropriate resources (articles, objects, photos, stories)</li><li>• Use and create a simple timeline</li><li>• Discuss the effectiveness of different sources</li></ul>		<p><b><u>Famous people from the past – Neil Armstrong</u></b></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"><li>• Sequence events, photos and objects from periods of time closer together</li></ul> <p><u>Range and depth of knowledge</u></p> <ul style="list-style-type: none"><li>• Use a range of sources to find out about the past (books, computer programmes, visitors, museums)</li><li>• Recognise why people did things, why events happened and what the results were</li><li>• Begin to develop empathy and understanding</li></ul> <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"><li>• Compare pictures or photos of events and people from the past</li><li>• Discuss the reliability of stories or photos from the past.</li></ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"><li>• Ask and answer questions about the past</li><li>• Investigate objects and pictures from the past</li><li>• Find answers to questions about the past using age-appropriate resources (articles, objects, photos, stories)</li><li>• Use and create a simple timeline</li><li>• Discuss the effectiveness of different sources</li></ul>		<p><b><u>The Great Fire of London</u></b></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"><li>• Sequence events, photos and objects from periods of time closer together</li></ul> <p><u>Range and depth of knowledge</u></p> <ul style="list-style-type: none"><li>• Use a range of sources to find out about the past (books, computer programmes, visitors, museums)</li><li>• Recognise why people did things, why events happened and what the results were</li><li>• Begin to develop empathy and understanding</li></ul> <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"><li>• Look at books, videos, photographs, pictures and artefacts to find out about the past</li><li>• Compare pictures or photos of events and people from the past</li><li>• Discuss the reliability of stories or photos from the past.</li></ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"><li>• Ask and answer questions about the past</li><li>• Investigate objects and pictures from the past</li><li>• Find answers to questions about the past using age-appropriate resources (articles, objects, photos, stories)</li><li>• Discuss the effectiveness of different sources</li></ul>	



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<p><b>Year 3/4</b> <b>2024-2025</b></p>	<p><b><u>Was the Anglo-Saxon period really a dark age?</u></b></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>Place events from the time studied on a timeline.</li> <li>Use terms related to the time and begin to date events.</li> <li>Understand terms related to the time e.g. BC/AD, pre- post-</li> </ul> <p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> <li>Use evidence to reconstruct and act out life in the time studied.</li> <li>Identify key features and events.</li> </ul> <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> <li>Look at the evidence available.</li> <li>Use text books and existing historical knowledge.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Ask a variety of questions.</li> </ul> <p>Use the library and e-learning for research,</p>	<p>Not taught</p>	<p><b><u>Would the Vikings do anything for money?</u></b></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>Place events from the time studied on a timeline.</li> <li>Use terms related to the time and begin to date events.</li> <li>Understand terms related to the time e.g. BC/AD, pre- post-</li> </ul> <p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> <li>Use evidence to reconstruct and act out life in the time studied.</li> <li>Identify key features and events.</li> <li>Look for links and effects of actions/events</li> </ul> <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> <li>Look at the evidence available.</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use text books and existing historical knowledge.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Choose relevant material to present a picture of one aspect of life in the time studied.</li> <li>Ask a variety of questions.</li> <li>Use the library and e-learning for research</li> <li></li> </ul>	<p>Not taught</p>	<p><b><u>How has crime and punishment changed over time?</u></b></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>Place events from the time studied on a timeline.</li> <li>Use terms related to the time and begin to date events.</li> <li>Understand terms related to the time e.g. BC/AD, pre- post-</li> </ul> <p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> <li>Use evidence to reconstruct and act out life in the time studied.</li> <li>Identify key features and events</li> <li>Look for links and effects of actions/events</li> <li>Offer a reasonable explanation for some events</li> </ul> <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> <li>Look at the evidence available.</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Use text books and existing historical knowledge.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life in the time studied.</li> <li>Ask a variety of questions.</li> </ul> <p>Use the library and e-learning for research</p>	<p>Not taught</p>
<p><b>Year 3 and 4</b> <b>2025-2026</b></p>	<p><b><u>What was new about the Stone Age?</u></b></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>Place the time studied on a timeline.</li> <li>Use dates related to the passing of time.</li> <li>Sequence events, artefacts and pictures.</li> </ul> <p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> <li>Find out about the everyday lives of people in the time period studied.</li> <li>How stone age people hunted for their food and what they ate.</li> <li>Compare life in the past to our lives today.</li> <li>Describe what a typical day would have been like for a stone age man, woman or child.</li> </ul> <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> <li>Distinguish between different sources of information and evaluate the effectiveness of each source.</li> <li>What people learnt from stone aged paintings?</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Use a range of sources to find out about the period.</li> </ul>	<p>Not taught</p>	<p><b><u>What did the Greeks do for us?</u></b></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>Place the time studied on a timeline.</li> <li>Use dates related to the passing of time.</li> <li>Sequence events, artefacts and pictures.</li> </ul> <p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> <li>Find out about the everyday lives of people in the time period studied.</li> <li>Ancient Greek life</li> <li>Identify possible reasons for people's actions and the subsequent results of these actions.</li> <li>Know that the Greek Gods were an important part of Greek culture.</li> <li>Struggle between the Athenians and the Spartans.</li> <li>Know that the Greeks were responsible for the birth of the Olympics.</li> </ul> <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> <li>Distinguish between different sources of information and evaluate the effectiveness of each source.</li> </ul>	<p>Not taught</p>	<p><b><u>Which was more impressive – The Bronze Age or The Iron Age?</u></b></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>Place the time studied on a timeline.</li> <li>Use dates related to the passing of time.</li> <li>Sequence events, artefacts and pictures.</li> </ul> <p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> <li>Find out about the everyday lives of people in the time period studied.</li> <li>Compare life in the past to life today</li> <li>Identify possible reasons for people's actions and the subsequent results of these actions.</li> <li>Understand why people may have wanted actions, events or changes to happen</li> </ul> <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> <li>Identify different interpretations of the past and explain why these may differ</li> <li>Distinguish between different sources of information and evaluate the effectiveness of each source.</li> </ul>	<p></p>

## Birley Spa Primary Academy - History Curriculum

	<ul style="list-style-type: none"> <li>Observe small details through pictures and objects.</li> <li>Select and record information that is relevant to a study or learning focus.</li> <li>Begin to use the internet and library independently for research.</li> </ul>		<ul style="list-style-type: none"> <li>Study representations of the period as a whole; cartoons, films, museum etc.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Use a range of sources to find out about the period.</li> <li>Observe small details through pictures and objects.</li> <li>Select and record information that is relevant to a study or learning focus.</li> </ul> <p>Begin to use the internet and library independently for research.</p>		<ul style="list-style-type: none"> <li>Study representations of the period as a whole; cartoons, films, museum etc.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Use a range of sources to find out about the period.</li> <li>Observe small details through pictures and objects.</li> <li>Select and record information that is relevant to a study or learning focus.</li> <li>Begin to use the internet and library independently for research.</li> </ul>	
<b>Year 5</b>	<p><b><u>What happened when the Romans came to Britain?</u></b></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>Know and sequence key events of the time studied.</li> <li>Use relevant terms and labels for periods of time.</li> <li>Relate current studies to previous studies of the same time period.</li> <li>Make comparisons between different times in history.</li> </ul> <p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> <li>Study different aspects of life of different people – differences between men and women, adults and children of the time.</li> <li>Examine causes and results of events and the impact these had on people.</li> <li>Compare life in the early and late periods of the time studied.</li> <li>Compare one aspect of life with the same aspect in another period.</li> </ul> <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> <li>Compare accounts of events from different sources (fact or fiction).</li> <li>Offer some reasons for different versions of events.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources.</li> <li>Use evidence to build up a picture of life in time studied.</li> <li>Select relevant sections of information.</li> <li>Confident use of library, e-learning, research.</li> </ul>	Not taught	<p><b><u>Why should we preserve our locality?</u></b></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>Relate current studies to previous studies of the same time period.</li> <li>Make comparisons between different times in history.</li> </ul> <p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> <li>Study different aspects of life of different people – differences between men and women, adults and children of the time.</li> <li>Examine causes and results of events and the impact these had on people.</li> <li>Compare one aspect of life with the same aspect in another period.</li> </ul> <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> <li>Compare accounts of events from different sources (fact or fiction).</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources.</li> <li>Select relevant sections of information.</li> <li>Confident use of library, e-learning, research.</li> </ul>	Not taught	<p><b><u>What makes people go on a journey?</u></b></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>Make comparisons between different times in history.</li> </ul> <p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> <li>Study different aspects of life of different people – differences between men and women, adults and children of the time.</li> <li>Examine causes and results of events and the impact these had on people.</li> <li>Compare one aspect of life with the same aspect in another period.</li> </ul> <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> <li>Compare accounts of events from different sources (fact or fiction).</li> <li>Offer some reasons for different versions of events.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources.</li> <li>Use evidence to build up a picture of life in time studied.</li> <li>Select relevant sections of information.</li> <li>Confident use of library, e-learning, research.</li> </ul>	Not taught
<b>Year 6 and IR</b>	<p><b><u>Did WWI or WWII have the biggest impact on our locality?</u></b></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>Place current study on timeline in relation to other studies</li> <li>Use relevant dates and terms</li> </ul>	Not taught	<p><b><u>How much did the ancient Egyptians achieve?</u></b></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>Sequence up to ten events on a timeline.</li> <li>Place current study on timeline in relation to other studies.</li> </ul>	Not taught	<p><b><u>Why should we remember the Maya?</u></b></p> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>Place current study on timeline in relation to other studies</li> <li>Use relevant dates and terms</li> <li>Sequence up to ten events on a timeline</li> </ul>	Not taught

## Birley Spa Primary Academy - History Curriculum

	<p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> <li>Know key dates, characters and events of time studied</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> </ul> <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> <li>Confident use of the library etc. for research.</li> <li>Link sources and work out how conclusions were arrived at.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Recognise primary and secondary sources.</li> <li>Use a range of sources to find out about an aspect of time past</li> </ul>		<p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> <li>Know key dates, characters and events of time studied.</li> <li>Compare beliefs and behaviour with another period studied</li> </ul> <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at.</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>Be aware that different evidence will lead to different conclusions.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Recognise primary and secondary sources.</li> <li>Use a range of sources to find out about an aspect of time past.</li> <li>Suggest omissions and the means of finding out.</li> <li>Bring knowledge gathering from several sources together in a fluent account.</li> </ul>		<p><u>Range and Depth of Knowledge</u></p> <ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>Know key dates, characters and events of time studied</li> </ul> <p><u>Interpretations of History</u></p> <ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at.</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>Be aware that different evidence will lead to different conclusions.</li> <li>Confident use of the library etc. for research</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Recognise primary and secondary sources.</li> <li>Use a range of sources to find out about an aspect of time past.</li> <li>Bring knowledge gathering from several sources together in a fluent account.</li> </ul>	
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## Birley Spa Primary Academy - History Curriculum

Y1 End Of Year Expectations:	Y2 End Of Year Expectations:	Y3 End Of Year Expectations:
<ul style="list-style-type: none"> <li>I explain how I have changed since I was born.</li> <li>I ask and answer questions about old and new object, using phrases like: old, new and a long time ago.</li> <li>I spot old and new things in a picture.</li> <li>I use words and phrases like: before, after, past, present, then and now.</li> <li>I give examples of things that were different when my grandparents were children.</li> <li>I talk about someone famous who was born or lived near our town.</li> <li>I know why there is a monument to a famous person or event in the town centre.</li> </ul>	<ul style="list-style-type: none"> <li>I explain how some people have helped us to have better lives.</li> <li>I 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 in their life.</li> <li>I research the life of a famous person from the past using different sources of evidence.</li> <li>I answer questions using books and the internet.</li> <li>I find out things about the past by talking to an older person.</li> <li>I give examples of things that were different when my grandparents were children.</li> <li>I explain what an object from the past might have been used for.</li> </ul>	<ul style="list-style-type: none"> <li>I explain how stone age people hunted for their food and what they ate.</li> <li>I understand some of the differences between the stone, bronze and iron ages.</li> <li>I know what people learnt from stone aged paintings.</li> <li>I describe what a typical day would have been like for a stone age man, woman or child.</li> <li>I know about the struggle between the Athenians and the Spartans.</li> <li>I explain about some of the things that the Greeks gave the world.</li> <li>I know that the Greeks were responsible for the birth of the Olympics.</li> <li>I know that the Greek Gods were an important part of Greek culture.</li> </ul>

Y4 End Of Year Expectations:	Y5 End Of Year Expectations:	Y6 End Of Year Expectations:
<ul style="list-style-type: none"> <li>I explain where the Anglo-Saxons came from.</li> <li>I know at least two famous Anglo-Saxons</li> <li>I use a time line to show when the Anglo-Saxons were in England</li> <li>I know the link between Anglo-Saxons and Christianity.</li> <li>I know that many Anglo-Saxons were farmers.</li> <li>I know that the Anglo-Saxons gave us many of the words that we use today.</li> <li>I summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</li> <li>I know that Britain was invaded on more than one occasion.</li> <li>I know that the Anglo-Saxons and Vikings were often in conflict.</li> <li>I place on a timeline when the Vikings raids started.</li> <li>I explain why the Vikings often overpowered the Anglo-Saxons.</li> <li>I show on a map where the Vikings came from and where they invaded our country.</li> <li>I describe how crime and punishment has changed over a period of time.</li> <li>I summarise how Britain has had a major influence on the world.</li> <li>I explain how the lives of wealthy people were different from the lives of poorer people.</li> </ul>	<ul style="list-style-type: none"> <li>I talk about at least three things that the Romans did for our country.</li> <li>I explain why the Romans needed to build forts in this country.</li> <li>I understand that Rome was a very important place and many decisions were made there.</li> <li>I know about the lives of at least two famous Romans.</li> <li>I describe events from the past using dates when things happened.</li> <li>I explain how an event or events from the past has shaped our life today.</li> <li>I draw a timeline with different historical periods showing key historical events or lives of significant people</li> <li>I use research skills to find answers to specific historical questions about our locality.</li> <li>I research what it was like for children in a given period of history and present my findings to an audience.</li> <li>I appreciate how our locality today has been shaped by what happened in the past.</li> <li>I explain how historic items and artefacts can be used to help build up a picture of life in the past.</li> <li>I talk about the impact that one of these periods of history had on the world.</li> </ul>	<ul style="list-style-type: none"> <li>I research in order to find similarities and differences between two or more periods of history.</li> <li>I place features of historical events and people from the past societies and periods in a chronological framework.</li> <li>I summarise the main events from a period of history, explaining the order of events and what happened.</li> <li>I am aware that many of the early civilizations gave much to the world.</li> <li>I understand British, local and world history</li> <li>I devise historically valid questions about change, cause and significance</li> <li>I identify and explain the main achievements for the Ancient Egyptians</li> <li>I compare the achievements with those of other societies</li> <li>I discuss the society and way of life of the Ancient Egyptians including Pharaohs, Scribes, Priests and Farmers</li> <li>I understand a range of features of Maya society – religion, food, etc. and categorise into appropriate themes</li> <li>I provide evidence to support a balanced argument, making reference to other societies</li> </ul>