



THRUPP PRIMARY SCHOOL HISTORY CURRICULUM - YEAR A 2023-2024

AUTUMN TERM

KESTRELS (YR/Y1)	HAWKS (Y1/Y2)	BUZZARDS (Y3/Y4)	EAGLES (Y4/Y5)	OWLS (Y6)
How do people help us to have better lives?	What makes Gloucestershire special?	What were some of the Ancient Greeks' greatest achievements?	Were the Vikings raiders or settlers?	How has Black history shaped our society today?
National Curriculum Links: Pupils should be taught about: Lives of significant people who have contributed to national and international achievements; changes within living memory.	National Curriculum Links: Pupils should be taught about: Significant historical events; people and places in their own locality; the lives of significant individuals in the past who have contributed to national and international achievements.	National Curriculum Links: Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world	National Curriculum Links: Pupils should be taught about: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	National Curriculum Links: Pupils should be taught about: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
<u>Key Skills:</u> <u>EYFS</u> Talk about the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>Year 1</u>	<u>Key Skills:</u> <u>Year 1</u> I can explain how I have changed since I was born (sequence events in my life) I can explain how some people have helped us to have helped us to have better lives.	<u>Key Skills:</u> <u>Year 3</u> I can describe events from Ancient Greece using dates when things happened. I can use a timeline within Ancient Greece to set out the order things may have happened.	<u>Key Skills:</u> <u>Year 4</u> I can plot events on a timeline using centuries I can use my mathematical skills to round up time differences into centuries and decades.	<u>Key Skills:</u> <u>Year 6</u> I can summarise how Britain played a major role in the slave trade. I can explain how Bristol has changed over time. I can compare beliefs and behaviour towards the black

I can explain how I have changed since I was born (sequence events in my life) I can recognise the difference between past and present in their own and others' lives. I can compare adults talking about the past – how reliable are their memories? I can explain how some people have helped us to have helped us to have better lives.	I can compare adults talking about the past – how reliable are their memories? I can recognise the difference between past and present in their own and others' lives. <u>Year 2</u> I can describe memories of key events in our lives. I can give examples of things that were different when my grandparents were children. I can find out things about the past by talking to an older person and evaluate the reliability of this. I can discuss the reliability of photos, accounts and stories. Recognise why people did things, why events happened and what happened as a result.	I can begin to use the library or internet for research about Ancient Greece. <u>Year 4</u> I can plot events on a timeline using centuries. I can explain how an event from Ancient Greece has shaped out lives today. I can explain how historical items and artefacts can be used to help build up a picture of life in Ancient Greece. I can use the library or internet for research about Ancient Greece.	I can explain how an event from Viking times has shaped our life today I can understand more complex terms eg: AD/BC I can recall and organise historical information from the Viking era. <u>Year 5</u> I can draw a timeline with different historical periods showing key historical events or lives of significant people. I can compare life in Viking times with another historical period; explaining things which have stayed the same. I can recall and organise historical information from Viking times	community over different time periods. I can confidently use the library and internet for research about black history.
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SPRING TERM

KESTRELS (YR/Y1)	HAWKS (Y1/Y2)	BUZZARDS (Y3/Y4)	EAGLES (Y4/Y5)	OWLS (Y6)
What do we know about space travel?	What was the Great Fire of London?	What can historians learn from volcanic eruptions and earthquakes in the past? -Pompeii	What was happening in the UK when Thrupp School was built? - Victorian Stroud	How has crime & punishment changed from the Romans to now?
National Curriculum Links: Pupils should be taught about: Events beyond living memory that are significant nationally or globally; the lives of significant individuals in the past who have contributed to national and international achievements.	National Curriculum Links: Pupils should be taught about: Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]; the lives of significant individuals in the past who have contributed to national and international achievements	National Curriculum Links: Pupils should be taught about: Addressing and sometimes devising historically valid questions about change, cause, similarity and difference, and significance; constructing informed responses that involve thoughtful selection and organisation of relevant historical information.	National Curriculum Links: Pupils should be taught about: A local history study; a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	National Curriculum Links: Pupils should be taught about: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
<u>Key Skills:</u> <u>EYFS</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>Year 1</u>	<u>Key Skills:</u> <u>Year 1</u> I can use words and phrases like: old, new and a long time ago. I can recall facts about a significant individual from the past. I can recognise that some objects belonged to the past and sort artefacts from distinctly different periods of time. I can	<u>Key Skills:</u> <u>Year 3</u> I can use research skills to find answers to specific history questions. I can research in order to find similarities and differences between two or more period of history. I can begin to use the library and internet for research. <u>Year 4</u>	<u>Key Skills:</u> <u>Year 4</u> I can explain how the lives of wealthy people were different from the lives of poorer people in Victorian Stroud. I can research two versions of an event from Victorian England and explain how they differ. I can date sequence dates in time order	<u>Key Skills:</u> <u>Year 6</u> I can describe how crime and punishment has changed over a period of time. I can identify and explain differences, similarities and changes in crime and punishment through different periods of time. I can place features and key people from past societies and

I can use words and phrases like: old, new and a long time ago. I can recall facts about a significant individual from the past. Ask and answer basic questions about the past. I can recall basic facts about a significant event.	recall basic facts about a significant event. <u>Year 2</u> I can use words and phrases like: before, after, past, present, then and now. I can identify differences between ways of life at different times. I can research the life of a famous person from the past using different sources of evidence. I can recall facts about a significant event using different sources. I can sequence 4 or 5 artefacts/photographs in chronological order.	I can explain how the lives of wealthy people were different from the lives of poorer people in the time period studied. I can research two versions of an event from the time period and explain how they differ. I can use the library or internet for research.	I can use evidence to build up pictures of Victorian England. <u>Year 5</u> I can explain how Parliament affects decision making over time. I can describe how crime and punishment has changed over a period of time(Victorians to current day) I can use relevant period labels I can make comparisons between different times in the past (Victorian times to current day) I can begin to identify primary and secondary sources I can explain how our locality has changed over time.	periods in a chronological framework.
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SUMMER TERM

KESTRELS (YR/Y1)	HAWKS (Y1/Y2)	BUZZARDS (Y3/Y4)	EAGLES (Y4/Y5)	OWLS (Y6)
What was it like to live in a castle?	What makes a monarch?	What impact did the Romans have on Gloucestershire?	What was inside the House of Wisdom? - Ancient Islamic Civilisation	What lessons were learnt from the sinking of the Titanic?
National Curriculum Links: Pupils should be taught about: Significant places in the local area; ask and answer questions; identify similarities and differences between ways of life in different periods.	National Curriculum Links: Pupils should be taught about: Changes within living memory; the lives of significant individuals in the past who have contributed to national and international achievements.	National Curriculum Links: Pupils should be taught about: The Roman Empire and its impact on Britain; A local history study.	National Curriculum Links: Pupils should be taught about: A non-European society that provides contrasts with British history early Islamic civilization, including a study of Baghdad c. AD 900;	National Curriculum Links: Pupils should be taught about: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; a significant turning point
<u>Key Skills:</u> <u>EYFS</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>Year 1</u> I can spot old and new objects. I can recognise that some objects belonged to the past and	<u>Key Skills:</u> <u>Year 1</u> I can spot old and new objects. I can explain what an object from the past might have been used for. I can find answers to simple questions about the past from sources of information. e.g. artefacts. Ask and answer basic questions about the past. <u>Year 2</u> I can answer questions using books and the internet.	<u>Key Skills:</u> <u>Year 3</u> I can explain some of the times when Britain has been invaded. I can describe events from Roman times using dates of when things happened. I can use a timeline within the Roman period to set out the order that things may have happened. <u>Year 4</u> I can plot events on a timeline using centuries. I can research what it was like for children in the Roman period	<u>Key Skills:</u> <u>Year 4</u> I can research what it was like for children in the time period studied and present my findings to an audience I can use text books and historical knowledge I can use the library and Internet for research <u>Year 5</u> I can test out a hypothesis in order to answer questions. I can offer some reasons for different versions of an event	<u>Key Skills:</u> <u>Year 6</u> I can describe the sinking of the Titanic using a range of evidence from different sources. I can summarise the main events leading up to and after the sinking of the Titanic, explaining the order of events and what happened. I can place features and people from the Titanic in a chronological framework. I can explain how the lives of wealthy people were different from the lives of poorer people on board the Titanic.

sort artefacts from distinctly different periods of time. I can explain what an object from the past might have been used for. I can find answers to simple questions about the past from sources of information. e.g. artefacts. Ask and answer basic questions about the past.	Recognise why people did things, why events happened and what happened as a result. I can compare the reliability of 2 versions of a past event. 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 by sequencing photographs from different periods of their life. I can research the life of a famous person from the past using different sources of evidence.	and present my findings to an audience. I can explain how historic items and artefacts can be used to help build up a picture of life in Roman times. I can explain how the lives of wealthy people were different from the lives of poorer people in Roman times.	I can use the library and Internet for research with increasing confidence	
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