



THRUPP PRIMARY SCHOOL HISTORY CURRICULUM - YEAR B 2024-2025

AUTUMN TERM

KESTRELS (YR/Y1)	HAWKS (Y1/Y2)	BUZZARDS (Y3/Y4)	EAGLES (Y4/Y5)	OWLS (Y6)
How have houses and homes changed?	How have toys changed over time?	What were some of the important changes in Britain from the Stone Age to the Iron Age?	How has Gloucester changed over time?	What caused World War 1 & what was its significance on the world?
National Curriculum Links: Pupils should be taught about: Ways of life in different periods of time; awareness of the past using common words and phrases relating to the passing of time.	National Curriculum Links: Pupils should be taught about: Developing an awareness of the past, using common words and phrases relating to the passing of time; changes within living memory.	National Curriculum Links: Pupils should be taught about: Changes in Britain from the Stone Age to the Iron Age	National Curriculum Links: Pupils should be taught about: A local history study e.g. a study over time tracing how several aspects of national history are reflected in the locality	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	<u>Key Skills:</u> <u>Year 1:</u> I can use words and phrases like: old, new and a long time ago. I can recognise that some objects belonged to the past and sort artefacts from distinctly different periods of time.	<u>Key Skills:</u> <u>Year 3</u> I can describe events from the Stone Age using dates when things happen. I can use a timeline within the Stone Age to set out the order things may have happened.	<u>Key Skills:</u> <u>Year 4</u> I can plot events from the Stone Age, Saxons and Romans on a timeline using centuries. I can explain how historical items can be used to help build up a picture of life in the past.	<u>Key Skills:</u> <u>Year 6</u> I can summarise the main events from WW1, explaining order of events and what happened. I can summarise Britain's influence on WW1 and the wider world.

encountered in books read in class and storytelling. <u>Year 1:</u> I can use words and phrases like: old, new and a long time ago. I can recognise that some objects belonged to the past and sort artefacts from distinctly different periods of time.	<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 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 sequence 4 or 5 artefacts/photographs in chronological order.	I can research to find similarities and differences between the Stone Age and now. I can begin to use the library or internet for research about the Stone Age. <u>Year 4</u> I can plot events from the Stone Age on a timeline using centuries. I can explain how historical items can be used to help build up a picture of life in the Stone Age. I can research what it was like for children in the Stone Age and present my findings to an audience. I can understand more complex terms eg: AD/BC.	I can research what it was like for children living in the Stone Age, Saxons and Roman times. I can present my findings about the Stone Age, Saxons and Romans to an audience. I can understand more complex terms eg: AD/BC. <u>Year 5</u> I can draw a timeline with important events from the Stone Age, Saxons and Romans and lives of significant people eg Boudica. I can compare the Stone Age, Saxons and Romans time period with one other. I can test out a hypothesis in order to answer questions.	I can identify and explain propaganda and how it was used in WW1. I can use evidence from a range of different sources, (primary & secondary), to describe key moments of WW1
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SPRING TERM

KESTRELS (YR/Y1)	HAWKS (Y1/Y2)	BUZZARDS (Y3/Y4)	EAGLES (Y4/Y5)	OWLS (Y6)
How has transport changed?	What makes someone a 'superhero'?	What was life like for Anglo-Saxons in Britain?	How did the Maya people build a civilisation in the rainforest?	What was the Elizabethan era & why was it known as Golden?
National Curriculum Links: Pupils should be taught about: Significant events: First aeroplane flight.	National Curriculum Links: Pupils should be taught about: Events beyond living memory that are significant nationally or globally; significant people in 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: Britain's settlement by Anglo-Saxons and Scots	National Curriculum Links: Pupils should be taught about: A non-European society that provides contrasts with British history –Mayan civilization 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: changing power of monarchs
<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.	<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. 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>Key Skills:</u> <u>Year 3</u> I can describe events from the Saxon time using dates when things happened. I can use a timeline within the Saxon 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 use research skills to find answers to specific historical questions.	<u>Key Skills:</u> <u>Year 4</u> I can sequence dates in time order. I can understand more complex terms e.g. AD/BC I can explain how an event from the Mayan period has shaped our life today. I can use evidence to build up pictures of the Mayan past. I can explain how historic items and artefacts can be used to	<u>Key Skills:</u> <u>Year 6</u> I can place features of historical events and people from Elizabethan England in a chronological framework. I can summarise the main events in Elizabethan England, explaining the order of events and what happened. I can summarise how Elizabethan England has had a major influence on the world.

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. I can recall basic facts about a significant event.	I can recall basic facts about a significant event. <u>Year 2</u> I can describe memories of key events in our lives. 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 discuss the reliability of photos, accounts and stories. I can research the life of a famous person from the past using different sources of evidence. Recognise why people did things, why events happened and what happened as a result. I can recall facts about a significant event using different sources.	<u>Year 4</u> I can sequence dates in time order. I can understand more complex terms e.g.AD/BC I can explain how an event from Saxon times has shaped our life today. I can use evidence to build up pictures of the past. I can explain how historic items and artefacts can be used to help build up a picture of life in Saxon times.	help build up a picture of life in Mayan times. <u>Year 5</u> I can draw a time line showing key historical events or lives of significant people from the Mayan times. I can use relevant labels from the Mayan period. I can make comparisons between the Mayan period and other time periods. I can begin to identify primary and secondary sources.	I can present what I have learnt about Elizabethan England to an audience.
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SUMMER TERM

KESTRELS (YR/Y1)	HAWKS (Y1/Y2)	BUZZARDS (Y3/Y4)	EAGLES (Y4/Y5)	OWLS (Y6)
How is my life different to when my grandparents were children?	How have seaside holidays changed over time?	What were the greatest achievements of the Indus Valley Civilisation?	What were the greatest achievements of the Shang Dynasty?	What have the Romans/Anglo-Saxons/Vikings left us?
National Curriculum Links: Pupils should be taught about: Changes within living memory; significant people.	National Curriculum Links: Pupils should be taught about: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events and places in their own locality.	National Curriculum Links: Pupils should be taught about: 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: The Indus Valley	National Curriculum Links: Pupils should be taught about: 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: The Shang Dynasty of Ancient China	National Curriculum Links: Pupils should be taught about: The Roman Empire and its impact on Britain; the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: legacy
<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> I can explain how I have changed since I was born (sequence events in my life)	<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. <u>Year 2</u>	<u>Key Skills:</u> <u>Year 3</u> I can describe events from the IVC using dates when things happened. I can use a timeline of IVC to set out the order that things may have happened. I can research to find similarities and differences between IVC and now. <u>Year 4</u>	<u>Key Skills:</u> <u>Year 4</u> I can research what it was like for children in Ancient China and present my findings to an audience I can use text books and historical knowledge from the studied Shang Dynasty. I can use the library and Internet for research for information about the Shang Dynasty. <u>Year 5</u>	<u>Key Skills:</u> <u>Year 6</u> I can place features of historical events and people from the Roman, Saxon and Viking in a chronological framework. I can identify and explain differences, similarities, and changes between the Roman, Saxon and Viking time periods and today. I can summarise how Britain may have learnt from other countries and civilisations.

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 give examples of things that were different when my grandparents were children. I can answer questions using books and the internet. 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 plot events on a timeline using centuries. I can explain how an event from IVC past has shaped our life today. I can explain how historic items and artefacts can be used to help build up a picture of IVC. I can use the library or internet to research information about IVC. I can use textbooks and historical knowledge.	I can test out an hypothesis in order to answer questions. I can offer some reasons for different versions of an event that happened Ancient China. I can use the library and Internet for research on the Shang Dynasty with increasing confidence	I can describe some of the legacies that the Romans, Anglo Saxons and Vikings left in Britain. I can describe a key event from Britain's past using a range of evidence from different sources.
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