

# Highfield Community Primary School

## History Curriculum

### Year 1

<b>National Curriculum</b>	<b>Teaching Activity</b>	<b>Outcomes</b>
<p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"><li>• To develop an awareness of the past, using common words and phrases relating to the passing of time.</li><li>• To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li><li>• To use a wide vocabulary of everyday historical terms.</li></ul>	<p><b>Hooray – Let’s go on holiday.</b></p> <p><b>Year 1 – Buildings.</b></p>	<ul style="list-style-type: none"><li>• Beware of the past using common words and phrases relating to time.</li><li>• Identify similarities and differences between periods.</li><li>• Use wide vocabulary of everyday historical terms (Before, after, a long time ago, past)</li></ul>
<p><b><u>Knowledge and understanding of changes within living memory and in the past</u></b></p> <ul style="list-style-type: none"><li>• To know about changes within living memory.</li><li>• Where appropriate, these should be used to reveal aspects of change in national life.</li></ul>	<p><b>Hooray – Let’s go on holiday.</b></p> <ul style="list-style-type: none"><li>• Holidays past and present.</li><li>• Holidays in our own past.</li><li>• Similarities and differences between holidays past and present.</li></ul> <p><b>Year 1 – Buildings.</b></p> <ul style="list-style-type: none"><li>• How buildings were made and used in the past.</li></ul>	<ul style="list-style-type: none"><li>• Fit people and events into chronological framework.</li><li>• Ask and answer questions.</li><li>• Beware of the past using common words and phrases relating to time.</li><li>• Identify similarities and differences between periods.</li><li>• Use wide vocabulary of everyday historical terms (Before, after, a long time ago, past)</li><li>• Understand some ways we find out about the past.</li></ul>

## Year 2

National Curriculum	Teaching Activity	Outcomes.
<p style="text-align: center;"><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>• To use a wide vocabulary of everyday historical terms.</li> </ul>	<p style="text-align: center;"><b>The Magic Toy Maker.</b></p> <ul style="list-style-type: none"> <li>• Toys and games from the past.</li> <li>• How we can learn about the past in different ways.</li> <li>• How toys have changed in living memory</li> </ul>	<ul style="list-style-type: none"> <li>• Beware of the past using common words and phrases relating to time.</li> <li>• Identify similarities and differences between periods.</li> <li>• Use wide vocabulary of everyday historical terms (Before, after, a long time ago, past)</li> <li>• Understand some of the ways in which we can find out about the past.</li> <li>• Identify different ways in which the past is represented.</li> </ul>
<p style="text-align: center;"><b>Knowledge and understanding of events in the past</b></p> <ul style="list-style-type: none"> <li>• To know about 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.</li> </ul>	<p style="text-align: center;"><b>From A to B</b></p> <ul style="list-style-type: none"> <li>• Transport in the past. ( First aeroplane flight/first railway)</li> <li>• Timeline to show when different transport was invented.</li> </ul>	<ul style="list-style-type: none"> <li>• Fit people/events into chronological framework.</li> <li>• Ask and answer questions.</li> </ul>
<p style="text-align: center;"><b>Local History Study</b></p> <ul style="list-style-type: none"> <li>• To know about significant historical events, people and places in their own locality.</li> </ul>	<p style="text-align: center;"><b>Our World.</b></p> <ul style="list-style-type: none"> <li>• Local area study.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify similarities and differences between periods.</li> <li>• Use wide vocabulary of everyday historical terms (Before, after, a long time ago, past)</li> <li>• Understand some of the ways in which we can find out about the past.</li> <li>• Ask and answer questions.</li> </ul>

<b>National Curriculum</b>	<b>Teaching Activity</b>	<b>Outcomes</b>
<p><b>Knowledge and understanding of people in the past</b></p> <ul style="list-style-type: none"> <li>To know about 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</li> </ul>	<p><b>People of the past.</b></p> <ul style="list-style-type: none"> <li>Different decisions that rulers have had to make in the past. (Queen Elizabeth II)</li> <li>Life of a famous explorer.</li> <li>Achievements of important scientists and inventors.(Alexander Graham Bell) (Edward Jenner, Florence Nightingale)</li> </ul>	<ul style="list-style-type: none"> <li>Fit people/events into chronological framework.</li> <li>Ask and answer questions.</li> <li>Choose and use from stories and other sources to show understanding.</li> </ul>
<p><b>Historical interpretation and enquiry</b></p> <ul style="list-style-type: none"> <li>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<p><b>People of the past.</b></p> <ul style="list-style-type: none"> <li>Different decisions that rulers have had to make in the past. (Queen Elizabeth II)</li> <li>Life of a famous explorer.</li> <li>Achievements of important scientists and inventors.(Alexander Graham Bell) (Edward Jenner, Florence Nightingale)</li> </ul>	<ul style="list-style-type: none"> <li>Fit people/events into chronological framework.</li> <li>Ask and answer questions.</li> <li>Choose and use from stories and other sources to show understanding.</li> </ul>

## Year 3

<b>National Curriculum</b>	<b>Teaching Activities</b>	<b>Outcomes</b>
<p style="text-align: center;"><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• To note connections, contrasts and trends over time.</li> <li>• To develop the appropriate use of historical terms.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Scavengers and settlers.</b></li> <li>• <b>The Romans and their impact on Britain and a local study of Chester</b></li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history.</li> <li>• Develop appropriate use of historical terms.</li> </ul>
<p style="text-align: center;"><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <ul style="list-style-type: none"> <li>• A study of changes in Britain from the Stone Age to the Iron Age</li> </ul>	<p style="text-align: center;"><b>Scavengers and settlers.</b></p> <ul style="list-style-type: none"> <li>• Where our ancestors settled and how they lived.</li> <li>• What we can learn by investigating a Stone Age village.</li> <li>• What was life like during the bronze Age and Iron Ages.</li> <li>• Bronze age religion, technology and travel Iron Age hill forts, tribal kingdoms farming, art and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history.</li> <li>• Develop appropriate use of historical terms.</li> <li>• Understand how knowledge of the past is constructed from a range of sources.</li> </ul>



National Curriculum	Teaching Activities	Outcomes
<p><b>The Roman Empire and its impact on Britain</b></p> <p><b>Local History Study <i>combined with</i> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p>	<p><b>The Romans and their impact on Britain and a local study of Chester</b></p> <ul style="list-style-type: none"> <li>• Julius Caesar's attempted invasion in 55-54BC.</li> <li>• Roman Empire AD 42 and the power of its army</li> <li>• Successful invasion by Claudius and conquest</li> <li>• British resistance/Boudica</li> <li>• "Romanisation" of Britain and the impact of their technology, culture and beliefs including early Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history.</li> <li>• Develop appropriate use of historical terms.</li> <li>• Understand how knowledge of the past is constructed from a range of sources.</li> <li>• Regularly address and sometimes devise historically valid questions.</li> <li>• Understand that different versions of the past may exist, giving some reasons for this.</li> </ul>
<p><b>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.</b></p>	<p><b>They made a difference – Significant people.</b></p> <ul style="list-style-type: none"> <li>• The Tudors - A significant turning point in British history.</li> <li>• England's break from Rome and the creation of the Church of England</li> </ul> <p>from</p>	<ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history.</li> <li>• Develop appropriate use of historical terms.</li> <li>• Understand how knowledge of the past is constructed from a range of sources.</li> <li>• Regularly address and sometimes devise historically valid questions.</li> <li>• Understand that different versions of the past may exist, giving some reasons for this</li> </ul>

## Year 4

National Curriculum	Teaching Activities	Outcomes
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>To note connections, contrasts and trends over time.</li> <li>To develop the appropriate use of historical terms.</li> </ul>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p>	<ul style="list-style-type: none"> <li>Continue to develop chronologically secure knowledge of history.</li> <li>Develop appropriate use of historical terms.</li> </ul>
<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <ul style="list-style-type: none"> <li>An in-depth study of how British society was affected by Anglo-Saxons and Scots settlements.</li> <li>To know about characteristic features of this period including the ideas, beliefs, attitudes and experiences of men, women and children in the past.</li> <li>To know about the social, cultural, religious and ethnic diversity within the period.</li> </ul>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>□ Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>□ Anglo-Saxon art and culture</li> <li>□ Christian conversion</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop chronologically secure knowledge of history.</li> <li>Develop appropriate use of historical terms.</li> <li>Understand how knowledge of the past is constructed from a range of sources.</li> <li>Regularly address and sometimes devise historically valid questions.</li> <li>Understand that different versions of the past may exist, giving some reasons for this.</li> </ul>

<b>National Curriculum</b>	<b>Teaching Activities</b>	<b>Outcomes</b>
<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England.</b></p> <ul style="list-style-type: none"> <li>To know about characteristic features of this period including the ideas, beliefs, attitudes and experiences of men, women and children in the past.</li> <li>To know about the social, cultural, religious and ethnic diversity within the period.</li> <li>To identify and describe reasons for, and results of events and changes.</li> <li>To describe and make links between the main events, situations and changes within and across the different periods and societies studied.</li> </ul>	<p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England.</b></p> <ul style="list-style-type: none"> <li>Viking raids and invasion and resistance by Alfred the Great and Athelstan, first king of England</li> <li>Further Viking invasions and Danegeld</li> <li>Anglo-Saxon laws and justice</li> <li>Edward the Confessor and his death in 1066</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop chronologically secure knowledge of history.</li> <li>Develop appropriate use of historical terms.</li> <li>Understand how knowledge of the past is constructed from a range of sources.</li> <li>Regularly address and sometimes devise historically valid questions.</li> <li>Understand that different versions of the past may exist, giving some reasons for this.</li> <li>Experience and explore a wide range of secondary sources to investigate the Viking and Anglo-Saxon struggle for the Kingdom of England.</li> </ul>
<p><b>The achievements of an early civilization (Ancient Egypt)</b></p> <ul style="list-style-type: none"> <li>To know about characteristic features of this period including the ideas, beliefs, attitudes and experiences of men, women and children in the past.</li> <li>To know about the social, cultural, religious and ethnic diversity of the period.</li> <li>To identify and describe reasons for, and results of, historical events and changes in Ancient Egypt.</li> </ul>	<p><b>Temples, Tombs and Treasure</b></p> <ul style="list-style-type: none"> <li>A study of the achievements of the Ancient Egyptians.</li> <li>Daily life, rulers, religion, beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop chronologically secure knowledge of history.</li> <li>Develop appropriate use of historical terms.</li> <li>Understand how knowledge of the past is constructed from a range of sources.</li> <li>Regularly address and sometimes devise historically valid questions.</li> <li>Understand that different versions of the past may exist, giving some reasons for this.</li> <li>Experience and explore a wide range of secondary sources to investigate the Ancient Egyptians.</li> </ul>



## Year 5

National Curriculum	Teaching Activities	Outcomes
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• To note connections, contrasts and trends over time. To develop the appropriate use of historical terms.</li> </ul>	<p><b>The Great, the Bold, the Brave.</b></p>	<ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history.</li> <li>• Develop appropriate use of historical terms.</li> </ul>
<p><b>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.</b></p> <p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p>	<p><b>The Great, the Bold, the Brave.</b></p> <ul style="list-style-type: none"> <li>• A study of Greek life and achievements and their influence on the western world.</li> <li>• Greek city states of Athens and Sparta.</li> <li>• Life in Athens, Rome and Sparta.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history.</li> <li>• Develop appropriate use of historical terms.</li> <li>• Understand how knowledge of the past is constructed from a range of sources.</li> <li>• Regularly address and sometimes devise historically valid questions.</li> <li>• Understand that different versions of the past may exist, giving some reasons for this.</li> <li>• Experience and explore a wide range of secondary sources to investigate the Mayan Civilization</li> </ul>



National Curriculum	Teaching Activities	Outcomes
<p><b>Historical interpretation and enquiry</b></p> <ul style="list-style-type: none"> <li>• To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• To understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<p><b>The Great, the Bold, the Brave.</b></p> <ul style="list-style-type: none"> <li>• The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day</li> </ul>	<ul style="list-style-type: none"> <li>• Use different types of evidence to draw conclusions about the past in relation to topics and themes studied, understanding how evidence can be interpreted in different ways.</li> <li>• Develop appropriate use of historical terms.</li> <li>• Understand how knowledge of the past is constructed from a range of sources.</li> <li>• Regularly address and sometimes devise historically valid questions.</li> <li>• Understand that different versions of the past may exist, giving some reasons for this.</li> </ul>

## Year 6

<b>National Curriculum</b>	<b>Teaching Activities</b>	<b>Outcomes</b>
<p style="text-align: center;"><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• To note connections, contrasts and trends over time.</li> <li>• To develop the appropriate use of historical terms..</li> </ul>	<p style="text-align: center;"><b>The achievements of an early civilization (Mayan Civilization)</b></p>	<ul style="list-style-type: none"> <li>• Use timelines to place events, people and changes in chronological order in relation to themes or topics studied.</li> <li>• Use a wide historical vocabulary.</li> <li>• Use different types of evidence to draw conclusions about the past in relation to topics and themes studied, understanding how evidence can be interpreted in different ways.</li> <li>• Regularly address and sometimes devise historically valid questions.</li> <li>• Understand that different versions of the past may exist, giving some reasons for this.</li> </ul>
<p style="text-align: center;"><b>The achievements of an early civilization (Mayan Civilization AD 900)</b></p> <p style="text-align: center;">A non-European society that provides contrasts with British history.</p>	<p style="text-align: center;"><b>The achievements of an early civilization (Mayan Civilization)</b></p> <ul style="list-style-type: none"> <li>• Mayan culture and way of life.</li> <li>• To know about characteristic features of this period. Their beliefs, attitudes and experiences of men, women and children in the past.</li> <li>• To know about the social, cultural, religious and ethnic diversity.</li> <li>• To identify and describe reasons for historical events, situations, and changes</li> <li>• To describe and contrast to aspects British history</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history.</li> <li>• Develop appropriate use of historical terms.</li> <li>• Understand how knowledge of the past is constructed from a range of sources.</li> <li>• Regularly address and sometimes devise historically valid questions.</li> <li>• Understand that different versions of the past may exist, giving some reasons for this.</li> <li>• Experience and explore a wide range of secondary sources to investigate the Mayan Civilization</li> </ul>

<b>National Curriculum</b>	<b>Teaching Activities</b>	<b>Outcomes</b>
<p><b>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.</b></p>	<p><b>Champions for Change</b></p> <ul style="list-style-type: none"> <li>• UK leaders through history.</li> <li>• What can we learn about recent history by studying the life of a famous leader?</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history.</li> <li>• Develop appropriate use of historical terms.</li> </ul>
<p><b>Historical interpretation and enquiry</b></p> <ul style="list-style-type: none"> <li>• To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• To understand how our knowledge of the past is constructed from a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how our knowledge of the past is constructed from a range of sources including ICT-based sources [for example, documents, printed sources, internet, databases, pictures, photographs, music, artefacts, historic buildings and visits to museums, galleries and sites]</li> <li>• To recognise that the past is represented and interpreted in different ways, and to give reasons for this.</li> <li>• To communicate their knowledge and understanding in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how knowledge of the past is constructed from a range of sources.</li> <li>• Regularly address and sometimes devise historically valid questions.</li> <li>• Understand that different versions of the past may exist, giving some reasons for this.</li> <li>• Experience and explore a wide range of secondary sources to investigate British leaders.</li> </ul>
<p><b>Local History Study.</b></p> <ul style="list-style-type: none"> <li>• To know about significant historical events, people and places in their own locality.</li> </ul>	<p><b>Local study of Chester and its Roman influence.</b></p> <ul style="list-style-type: none"> <li>• A study over time tracing how several aspects of national history are reflected significantly in the Chester.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions about the past in relation to the topics and themes studied.</li> <li>• Use different types of evidence to draw conclusions about the past.</li> <li>• Understanding how evidence can be interpreted in different ways.</li> <li>• Communicate their knowledge and understanding in a variety of ways.</li> </ul>