

NEWHAM BRIDGE PRIMARY SCHOOL
FOUNDATION SUBJECTS
CURRICULUM AND ASSESSMENT
DOCUMENT



HISTORY



Y1 History Curriculum

Vocabulary

Use common words and phrases relating to the passing of time.
old, new, past, long time ago, now, years, timeline, same, different

Skills

- Identify similarities and differences between ways of life at different times
- Recognise and discuss key events and what happened as a result
- Make simple observations about different types of people, events and beliefs within society
- Talk about who was important in a simple historical recount
- Ask and answer questions about the past
- Identify different ways the past can be represented
- Create a class timeline

Knowledge and Understanding

- Develop an awareness of the past
- Place people and events studied on a chronological timeline
- Outline changes within living memory including how they have changed since they were born
- Know and understand about historical events, people and places within their own locality



Y1 History A.R.E

A Y1 historian can....

- place events I have been learning about on a timeline
- use words and phrases such as old, new, past, long time ago, now, years and timeline
- recognise some objects belonged to the past
- talk about the lives of people/events from the past
- explain how I have changed since I was born
- identify similarities and differences between life now and life in the past
- spot old and new things in a picture and explain what they would have been used for
- ask questions to find out more about the past
- explain how some people have helped us to have better lives



Y2 History Curriculum

Vocabulary

Time order, chronological, similarities, differences, events, beliefs, present, past, research

Skills

- Ask questions to further understanding of the lives of relatives
- Conduct research to find out about a famous person from the past and how they have influenced life today
- Discuss an important historical event and the impact this event has had upon us today
- Identify different ways in which the past can be represented
- Be able to compare and contrast items from present days and the past
- Be able to place key historical events upon a timeline

Knowledge and Understanding

- Know when significant key events occurred and be able to place them on a timeline in relation to each other
- Know that the local area has changed over time
- Know that the country has changed over time
- Understand that certain people from the past have contributed to the way we live today



Y2 History A.R.E

A Y2 historian can....

- place events they have been learning about on a timeline
- conduct research to find out about a famous historical person
- conduct research to find out about a key event in the past
- give examples of how the area has changed over time
- discuss how items from the past and present are similar and different
- answer questions using books and the internet
- find out about events from the past by talking to a relative/ older person
- give a recount of events from a famous person's life and discuss why they were significant



Y3 History Curriculum

Vocabulary	civilisation, ancient, kingdom, empire, chronological, BC, AD, timeline, significant, age, century
Skills	<ul style="list-style-type: none">• Describe events from the past• Identify similarities and differences between ways of life at different times• Use mathematical knowledge to work out how long ago events happened• Research information relating to one age/period/ invasion in depth• Ask questions to gain clarity and understanding relating to historical people/events studied
Knowledge and Understanding	<ul style="list-style-type: none">• Know where famous historical individuals fit into a chronological framework• Know that Britain has changed over time and study one age/period/invasion in depth• Understand that our knowledge of the past is gained from a range of sources• Know that changes to the wider world have had an impact upon Britain• Know that a decade is 10 years and a century 100 years



Y3 History A.R.E

A Y3 historian can....

- place events chronologically on a BC/AD timeline
- describe studied events from the past including key dates
- recall key people and their impact from a period studied in depth
- use historical terms when talking about chronology (e.g. years, decades, century, AD, BC)
- make comparisons between modern and ancient times
- conduct own research to find key information
- select the best source to find an answer
- give an example of a way Britain has changed over time



Y4 History Curriculum

Vocabulary	Civilisation, ancient, Kingdom, empire, invasion, settlement, century, decade
Skills	<ul style="list-style-type: none">• Answer and devise own historically valid questions to further understanding• Use mathematical skills to round up time differences into centuries and decades• Place key historical events upon a chronological BC/AD timeline• Investigate different versions of events from the past and discuss why different versions exist• Make links between main events, situations and changes within and across different periods• Give reasons for historical events, results, changes and situations
Knowledge and Understanding	<ul style="list-style-type: none">• Know that our life today has been influenced from past events• Find out about historically significant people and the impact they have had• Understand our historical knowledge comes from a range of sources• Know how life was very different for children during key historical periods



Y4 History A.R.E

A Y4 historian can....

- accurately plot key events they have studied on an AD/BC timeline
- make links and discuss similarities and differences between periods of time studied
- recount and discuss information about key historical people they have researched
- choose a range of sources to research and study aspects of the past
- research two versions of an event and discuss how they differ
- discuss what life was like for children in a given period of history
- explain how an event from the past has influenced our life today
- make links between two different periods in history



Y5 History Curriculum

Vocabulary	civilisation, ancient, Kingdom, empire, invasion, settlement, century, decade, society, diversity, Parliament,
Skills	<ul style="list-style-type: none">• Place key historical events upon a chronological BC/AD timeline• Answer and devise own historically valid questions to further understanding• Notice and comment upon connections, trends and contrasts over time• Select and organise relevant historical information in order to create their own structured accounts• Identify significant people/events and discuss their impact over time• Compare the differences between Crown and Parliament• Identify and give reasons for historical events, results, changes and situations
Knowledge and Understanding	<ul style="list-style-type: none">• Know about changes that have occurred in an aspect of social history e.g. crime & punishment• Understand our historical knowledge comes from a range of sources and discuss their reliability• Know that our life today has been influenced from past events• Understand that there are social, cultural and ethnic differences in Britain and the wider world



Y5 History A.R.E

A Y5 historian can....

- use a timeline as a prompt to discuss key aspects with the time periods studied
- make links and discuss similarities and differences between periods of time studied
- recount and discuss information about key historical people they have researched and their impact
- describe connections and identify contrasts when talking about different time periods
- explain the different ways that the past can be represented and how this affects interpretation
- explain how Parliament affects decision making in England
- recount ways in which the wider world has influenced modern Britain



Y6 History Curriculum

Vocabulary

civilisation, ancient, Kingdom, empire, invasion, settlement, century, decade, society, diversity, Parliament, influence, propaganda

Skills

- Place key historical events upon a chronological BC/ AD timeline and use them as points for discussion
- Notice and comment upon connections, trends and contrasts over time
- Answer and devise own historically valid questions to further understanding
- Investigate and compare different versions of the past
- Explore propaganda and how it was used and discuss why it is not objective
- Compare the differences between Crown and Parliament
- Describe social, cultural and ethnic diversity in Britain and the wider world including influencing factors

Knowledge and Understanding

- Understand our historical knowledge comes from a range of sources and discuss their reliability (including explicit links to propaganda)
- Understand that there are social, cultural and ethnic differences in Britain and the wider world
- Know that our life today has been influenced from past events and how this impacts upon decisions we make for the future: "What does history tell us?"



Y6 History A.R.E

A Y6 historian can....

- talk confidently about different periods of time studies, providing an accurate chronology
- make links and discuss similarities and differences between periods of time studied
- show an understanding of propaganda and discuss how it was used and why it was not objective
- investigate and compare different versions of the past and offer explanations for actions
- describe why certain individuals are seen to be more significant than others
- compare the differences between Crown and Parliament
- discuss how Britain has had a major influence upon the world and how it has also learnt from other countries