



Malvern Primary School– History Curriculum

Aspect	Year One:	Year Two:	Year Three:	Year Four:	Year Five:	Year Six:
Similarities and differences	<p>Describe differences between their toys and the toys of previous generations in their family. (Sum 1)</p> <p>To look at similarities and differences between transport over the last 100 year period. (Sp1) Specifically looking at trains (Sum1)</p>	<p>Compare and contrast tools used for exploration now and in the past. How have these changed and why? (A2)</p>	<p>Compare their own life to life in prehistory, recognising similarities and differences. How are Stone Age dwellings similar or different to modern day? (A1)</p> <p>How does Ancient Greek life compare to today? (Su2)</p>	<p>Compare the way in which crimes were punished in Ancient Rome to the Ancient Greeks. (Sp2)</p> <p>Compare the military in Ancient Rome to Ancient Greeks (Sp2)</p> <p>Comparison of how crime was punished by Anglo-Saxons to Romans. (Su1)</p>	<p>Compare how crime is punished in Britain now compared to during Tudor Britain (Sp1)</p> <p>Compare life for rich and poor, weaponry and how battles were fought between Tudor times and Anglo-Saxons studied in Y4 (Sp1)</p>	<p>What was it like to go to school during WW2? How does it compare to modern day school? (A1)</p> <p>Compare Mayan civilisation to Ancient Egyptians and Ancient Greeks (culture, rulership, trade, worship and daily life). (A2)</p> <p>Compare how crime was punished by Mayans to Ancient Egyptians (A2)</p>
History Specific Vocabulary	<p>Dinosaur Roar</p> <p>Millions of years ago, now, then, past, present, fossil (source), Mary Anning, paleontologist, significant, discovery</p> <p>Chasing Space</p> <p>now, then, decades, centuries years ago, change, chronological, timeline, significant, Neil Armstrong, Buzz Aldrin</p> <p>Memory Makers</p> <p>generations, change, similar, different, development, living memory, past, George Stephenson, Stephenson’s Rocket, local area, chronological</p>	<p>Shipmate , Navigate!</p> <p>explorer, voyage, change, past, Leif Ericson, Ferdinand Magellan, James Cook, timeline, chronological order, Neil Armstrong, year, decade, century</p> <p>Fire Fire!</p> <p>historical primary source, secondary source, eyewitness, Samuel Pepys, Great Fire of London, population, change, timeline,</p>	<p>Ages Ago</p> <p>Chronological, period, hunter-gatherer, invader, settler, civilisation, primary / secondary source, settlement,</p> <p>Places I’ll Remember</p> <p>Continuity and chance, diversity, freedom, justice, significance, settlement, slavery, trade route, law, chronology</p> <p>Ancient Greek Legacy</p> <p>AD/BC, chronological order, period, god/goddess, ancient, conflict, law, significance, primary/secondary source, ruler, power</p>	<p>Why Rome Wasn’t Built in a Day</p> <p>Ancient, civilisation, enemy, evidence, traitor, ruler, Romanisation, primary/secondary source, rebellion, nation, revolt, resistance, chronology, period, emperor</p> <p>Invasion</p> <p>Chronology, sequence, period, settler, invasion, conflict, cause and consequence, enemy, tribal kingdom, settlement, primary/secondary source,</p>	<p>Walk Like an Egyptian</p> <p>Ancient, civilisation, continuity and chance, empire, law, trade, slave, similarity and difference, ruler, power, AC/BC, chronology, sequence</p> <p>Terrible Tudors</p> <p>Century, duration, military, parliament, democracy, execution, law, legacy, monarchy, treason, rights, political party</p>	<p>We’ll Meet Again</p> <p>Cause and consequence, chronology, enemy, execution, prime minister, primary/secondary source, power, political party, war, era, military</p> <p>Mayan Mysteries</p> <p>AD/BC, chronology, duration, archaeologist, ancient, migration, settlement, legacy</p>
Significant individuals	<p>Learn about the life of Mary Anning explaining why she is a significant individual (A2)</p> <p>Neil Armstrong & Buzz Aldrin (Sp1)</p> <p>Study significant individuals local to Liverpool—George Stephenson (Sum 1)</p>	<p>Use the stories of explorers to compare aspects of life in different times including: Leif Ericson, Captain James Cook, Ferdinand Magellan, Neil Armstrong (A2)</p> <p>Samuel Pepys (Sp2)</p>	<p>Who is William Roscoe? What is his significance with the Slave Trade in Liverpool? (Sp1)</p> <p>How did the Ancient Greek Gods change the world? (Su2)</p>	<p>Explain how Emperor Claudius’ invasion impacted on Britain and Roman expansion in Europe. (Su1)</p> <p>Explain how Boudicca’s rebellion impacted on the Roman occupiers of Britain. (Su1)</p> <p>Explain why Alfred the Great got that title.</p> <p>Impact of Edward the Confes-</p>	<p>Analyse the impact that Henry VIII and his children had on religion and marriage over time. Understand the impact that it still has today. (Sp1)</p> <p>Explore the importance of King Tutankhamun to Ancient Egyptian society along with how he became pharaoh (A1)</p>	<p>Explore who Winston Churchill and Neville Chamberlain were, identifying their significance with WW2. (A1)</p> <p>Who was Adolf Hitler? (A1)</p> <p>Is there a link to Christopher Columbus and the Mayan civilisation rise and decline? (A2)</p>



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Chronology	<p>Sort pictures of toys into old and new (Sum1)</p> <p>Ordering types of train onto a timeline. Knowledge of how travel methods have changed and allowed new discoveries (Sp1, Sum1)</p>	<p>Order the voyages of explorers in chronological order including dates starting to consider scale. (A2)</p> <p>Timeline of the events of The Great Fire of London (Sp2)</p>	<p>Identify where in history stone age, bronze age and iron age fit into a timeline of history (A1)</p> <p>Identify where Ancient Greece fits on a timeline of history. Where is it in comparison to the Stone Age and Iron Age? (Su2)</p> <p>Produce a timeline to show the evolution of the Olympic games (Su2)</p>	<p>On a timeline, identify : Roman Britain. Where does it fit compared to other times studied? (Sp2)</p> <p>Identify key dates and events which had a significant impact on Roman Britain. From memory, order these events in chronological order giving detail about each key event. (Sp2)</p>	<p>Identify where Ancient Egyptians and the Tudors fit into an overall timeline of history in relation to previously taught historical periods. (A1 and Sp1)</p> <p>Use a range of sources to create a timeline of events in Tudor times from Battle of Bosworth until the death of Elizabeth I (Sp1)</p> <p>Use portraits to create a family tree of the Tudor dynasty. (Sp1)</p>	<p>Where did WW2 fit on a timeline of history? (A1)</p> <p>Order key events of the Battle of Britain on a timeline (A1)</p> <p>Identify and order major events of WW2 on a timeline. (A1)</p> <p>Order significant Mayan events on a timeline of history (A2)</p>
Continuity and change	<p>How have women’s rights changed (A2)</p> <p>Which types of transport have changed which have remained the same but adapted as time has progressed (Sp1 & Sum2)</p>	<p>Can I compare and contrast how exploration changed between the times of Ericson and Armstrong? (A2)</p> <p>How has exploration changed between then and now? (A2)</p> <p>What was London like at the time of the Great Fire of London compared to now? (Sp2)</p> <p>Impact and change on building materials as a result of the fire (Sp2)</p>	<p>How have dwellings changed and has it impacted on the way dwellings look today?</p> <p>How did technology change from Stone Age to Iron Age? (A1)</p> <p>What is the legacy of the Slave Trade? (Sp1)</p> <p>How have the Olympic Games changed over time? (Su2)</p>	<p>Explain the Roman withdrawal from Britain (AD 410) and the fall of the western Roman Empire (Sp2)</p> <p>How did life in Britain change under Roman Rule? (Sp2)</p> <p>What impact did the Anglo Saxons have on religion, art and culture in Britain? (Su1)</p>	<p>How did the change in religion affect the lives of Mary and Elizabeth? How does it impact today? (Sp1)</p> <p>How did the power of the crown change during the Tudor times? (Sp1)</p> <p>How has Egypt changed since the Ancient Egyptian era? (A1)</p> <p>How has the use of land in Egypt changed over time (agriculture)? Impact of Aswan Dam (A1)</p>	<p>Explain the causes of WW2 and how this impacted Britain.</p> <p>How did evacuation begin and what was its impact on Britain?</p> <p>What was the Blitz, how did it impact on Britain ? (A1)</p>



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<p>Rainhill Trials, Geogre Stephenson and Stephenson's Rocket (Sum1)</p>		<p>What impact did the Slave Trade have on Liverpool? (Sp1)</p> <p>What impact did the Slave Trade have on counties surrounding (Lancashire and Yorkshire) (Sp1)</p>		<p>When I Grow Up</p> <p>Use a range of sources to analyse the impact of the railways on our local area. Study the rise in population and how this has affected the local landscape.</p>	<p>Through analysis of primary and secondary sources, explore how World War 2 (particularly the Blitz) affected Liverpool, identifying the future impact it had on the city. (A1)</p>
<p>To describe how Mary Anning became a passionate palaeontologist—including how her location impacted on her discoveries & how her gender prevented her from being recognised for her achievements (A2)</p> <p>How have changes to the way we can travel impacted on discoveries (Sp1)</p> <p>How did Stephenson's Rocket and the Rainhill Trials impact the way we travel today?</p>	<p>What might have caused changes in exploration and what was the effect? (A2)</p> <p>What was the cause of the Great Fire of London what happened to the city and population as a result? (Sp2)</p>	<p>What is the legacy of the Slave Trade on Liverpool? (Sp1)</p> <p>What was the impact of the introduction of coin currency? (Su2)</p>	<p>Explain all the factors leading to Boudicca's rebellion and the consequences of her actions. (Sp2)</p> <p>What was the impact of life in Britain when Romans ruled? (Sp2)</p> <p>What did the Anglo-Saxons and Vikings leave behind? (Su1)</p>	<p>Why did Henry VIII want to produce a male heir to the throne? (Sp1)</p> <p>Why were Egyptians so influenced by the gods? Why did they believe in mummification? (A1)</p>	<p>Describe both the positive and negative impact of evacuation on Britain. (A1)</p> <p>How did the Blitz and D-Day significantly impact lives? (A1)</p> <p>Describe the impact the Mayans had on modern-day Mexico in regards to culture. What was its legacy? (A2)</p>
<p>How has transport changed over time? (Sp1 & Sum1)</p> <p>How have toys changed over time? (Sum1)</p> <p>Who was Mary Anning? Why was she significant? (A2)</p> <p>How has our local history impacted on life today? (Sum1)</p>	<p>What is a historical source? What should I trust? What sources might not be trustworthy and why? (Sp2)</p> <p>How have past explorations changed how current explorations happen? (A2)</p> <p>How have past events influenced our lives today? (A2 & Sp2)</p>	<p>What is Skara Brae? How was it discovered? (A1)</p> <p>How was crime punished in the Stone Age and Ancient Greek time? (A1 and Su2)</p>	<p>Why did the Romans invade Britain? (Sp2)</p> <p>Who were the Anglo-Saxons and why did they invade Britain? (Su1)</p> <p>Why did the Vikings invade Britain and where did they come from? (Su1)</p>	<p>How/why did the Tudor era come to an end? (Sp1)</p> <p>Did the reign of the Tudor monarchy have an affect on British society today? (Sp1)</p> <p>Why were the ancient Egyptians fascinated by mummification? (A1)</p> <p>How did the Ancient Egyptians influence modern day Egypt? (A1)</p>	<p>What was the legacy of World War 2? (A1)</p> <p>What was Operation Overlord? Why was it important to WW2? (A1)</p> <p>How has Mexico changed since the Mayan civilisation? (A2)</p>



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Recording	<p>Fact file on Mary Anning (A2)</p> <p>Fact file on Neil Armstrong & Buzz Aldrin (Sp1)</p> <p>Timeline of changes to train travel (Sum1)</p>	<p>Write biographical extracts about Explorers. (A2)</p> <p>Timeline of the event of Great Fire of London (Sp2)</p>	<p>Give a written account of the changes in Stone Age compared to Iron Age. (A1)</p> <p>Act out a scene of Stone Age life and record on Seesaw. (A1)</p> <p>Exhibition of learning about the ancient Greeks, children demonstrating what they have learnt. (Su2)</p> <p>Timeline of Ancient Greeks. (Su2)</p>	<p>Produce a non-chronological report about the Romans. (Sp2)</p> <p>Performance to demonstrate learning of Boudicca. (Su1)</p> <p>Presentation about Vikings / Anglo-Saxons. (Su1)</p> <p>Participate in an 'Anglo-Saxon' day. (Su1)</p>	<p>Use a range of primary and secondary sources to describe and explain the process of mummification. (A1)</p> <p>Use a range of primary and secondary sources to explain and understand the reasons behind the execution of Anne Boleyn (Sp1)</p> <p>Exhibition of learning about Henry VIII and Tudors, exploring impact on our lives. (Sp1)</p>	<p>Use a range of primary and secondary sources to explore the significance of Operation Overlord and why it was so important to World War 2. Present findings to posed questions drawing on relevant information. (A1)</p> <p>Write a non-chronological report about the key aspects of WW2 (A1)</p>
Historical enquiry	<p>Use pictures of transport and toys to answer questions on change. (Sp1 & Sum1)</p>	<p>Use the diary entry of Samuel Pepys as a historical source. Discuss its reliability (Sp2)</p>	<p>Look at artefacts from the Stone and Iron Age. What can they tell us? Are they reliable? (A1)</p> <p>Explore sources of evidence to identify why and how the Olympic games were introduced. (Su2)</p>	<p>Using a range of primary and secondary sources, to explore life under Roman empire. What is the validity of these sources? (Sp2)</p>	<p>Were the Tudor portraits a true reflection of the kings and queens? Explain the reasons why the monarchs may have been portrayed differently. (Sp1)</p> <p>Explore a range of Ancient Egyptian artefacts, explaining what they are, what they show and how they are related. (A1)</p>	<p>Use primary and secondary sources to explore the impact of Operation Overlord along with its significance (A1)</p> <p>Use first hand accounts to develop an understanding of evacuation. (A1)</p>



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Vocabulary specific to learning expedition	<p><u>Dinosaur Roar</u> tyrannosaurus rex, stegosaurus, triceratops, velociraptor, pterodactyl</p> <p><u>Memory Makers</u> Family, grandparents, parents, siblings, elderly, train, steam, electric</p>		<p><u>Ages Ago—</u> Hunter gatherer Archaeologist-chronological Paleolithic / Mesolithic/Neolithic/Stone Age/Bronze Age/Iron Age Settlement Evidence, Prehistory, tribe, Neanderthal, homo sapiens roundhouse, druid, smelting, hill fort</p> <p><u>Ancient Greek Legacy—</u> empire, invasion, battle, Oracle, column, mythology, philosopher, Olympics, marathon, Acropolis, democracy, Parthenon, aristocrat, hoplite, artefact, Sparta</p>	<p><u>Invasion—</u> Anglo-Saxon, Jutes, Angles, Picts, Pagan, Monastery, convert, fertile land, Viking, invade, settle, raid, Danelaw, Danegeld</p> <p><u>Why Rome wasn't built in a day -</u> Roman Empire, Emperor, civilisation, peasantry, Celts, BC / BCE, AD, gladiator, amphitheatre, mosaic, invasion, rebellion,</p>	<p><u>Walk like an Egyptian—</u> Scarab, papyrus, amulet, canopic jar, sarcophagus, tomb, afterlife, hieroglyphics, mummification, sphinx, Egyptologist, ankh, pyramid, rosetta stone</p> <p><u>Terrible Tudors?-</u> Monarch, chronological, AD, BC, aristocracy, military, centuries, monk, nobility, parliament</p>	<p><u>We'll meet again: sandbags and sirens—</u> Blitzkrieg, concentration camp, gestapo, Luftwaffe, Nazi, Normandy, persecute, prisoner, ration, retaliate, military, parliament, primary/secondary source, ruler, political party</p> <p><u>Mayan Mysteries—</u> artefact, chronological, emigration, migration, significance, continuity and change, nation, settlement, similarity and difference</p>