

Malvern Primary School– History Curriculum



Aspect	Nursery	Reception	Year One:	Year Two:	Year Three:	Year Four:	Year Five:	Year Six:
Similarities and differences	<p>I can recognise that I grow taller on my birthday.</p> <p>I can recognise I grow older on my birthday.</p>	<p>I can understand and explain how I have grown and changed since a baby.</p> <p>I can explore similarities and differences from the past and now by playing with toys from the previous generation and reading stories such as Peppa and Dogger.</p>	<p>I can describe differences between my toys and the toys of previous generations in my family.</p> <p>I can compare old and new toys and order them chronologically.</p> <p>(Sum 1)</p> <p>I can look at similarities and differences between transport over the last 100 year period. (Sp1)</p> <p>Specifically looking at trains (Sum1)</p>	<p>I can compare and contrast tools used for exploration now and in the past. I can discuss how these changed and why. (A2)</p>	<p>Compare my own life to life in prehistory, recognising similarities and differences. I can discuss how Stone Age dwellings are similar or different to modern day dwellings.</p> <p>Explore why Iron age hillforts were built the way they were, discussing how it helped them resist defeat. (A1)</p> <p>Explore family life in Ancient Greece (food, fashion, job, entertainment) and compare it to life today.</p> <p>Compare an contrast trade in Ancient Greece with trade in Stone Age.</p> <p>Compare an contrast democracy in Ancient Greece to democracy in modern Britain.</p> <p>Explore how Olympic games have changed, comparing to modern day Olympics.</p> <p>Compare and contrast states of Athens and Sparta, including views about who should rule and why. (Su2)</p>	<p>I can compare the way in which crimes were punished in Ancient Rome to the Ancient Greeks. (Sp2)</p> <p>I can compare the military in Ancient Rome to Ancient Greeks. (Sp2)</p> <p>I can compare how crime was punished by Anglo-Saxons to Romans. (Su1)</p>	<p>I can compare how crime is punished in Britain now compared to during Tudor. (Sp1)</p> <p>I can compare life for rich and poor, weaponry and how battles were fought between Tudor times and Anglo-Saxons studied in Y4 (Sp1)</p>	<p>I can understand what it was like to go to school during WW2. I can compare it to modern day school (A1)</p> <p>I can compare Mayan civilisation to Ancient Egyptians and Ancient Greeks (culture, rulership, trade, worship and daily life). (A2)</p> <p>I can compare how crime was punished by Mayans to Ancient Egyptians (A2)</p>
History Specific Vocabulary	<p>Grow, tall, change, first, then, now, birthday, older, celebrate, change, younger.</p>	<p>Grow, tall, change, first, then, now, birthday, older, celebrate, change, younger, baby, child and adult.</p> <p>Old, past, toys, change, different.</p>	<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, significance, timeline, significant, Neil Armstrong, Buzz Aldrin</p> <p>Memory Makers</p> <p>Genartime, change</p>	<p>Shipmate, Navigator!</p> <p>Explorer, change, voyage, 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</p>	<p>Why Rome Wasn't Built in a Day</p> <p>Ancient, civilisation, enemy, evidence, traitor, ruler, period Romanisation, primary/secondary source, rebellion, nation, revolt, resistance, chronology, emperor</p> <p>Invasion</p> <p>Chronology, sequence, period, settler, invasion, conflict, cause and consequence, enemy, tribal kingdom, settlement,</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>



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Chronology	<p>I can understand that a daily timetable represents the passing of time.</p> <p>I can understand that I get older on my birthday.</p> <p>I can follow 'first' / 'then' instructions.</p>	<p>I can independently complete a daily timetable.</p> <p>I can articulate pictures that show me 'now' and pictures that show me in 'the past'.</p> <p>I can confidently use words to represent the passing of time: first, then, next after that, now, lastly.</p> <p>I can confidently draw story maps.</p>	<p>I can understand what living memory is, reflecting on my own memories.</p> <p>I can identify who and what can help us learn about changes within living memory.</p> <p>I can sort pictures of toys into old and new. (Sum1)</p> <p>I can order types of train onto a timeline. I can understand how travel methods have changed and allowed new discoveries. (Sp1, Sum1)</p>	<p>I can order the voyages of explorers in chronological order including dates starting to consider scale. (A2)</p> <p>I can sequence the events of The Great Fire of London. (Sp2)</p>	<p>I can identify where in history stone age, bronze age and iron age fit into a timeline of history. (A1)</p> <p>I can identify where Ancient Greece fits on a timeline of history. I can compare where it is in comparison to the Stone Age and Iron Age. (Su2)</p> <p>I can produce a timeline to show the evolution of the Olympic games. (Su2)</p> <p>I can understand what Slave Trade was and when it began. (Sp1)</p>	<p>On a timeline, I can identify: Roman Britain and where it fits in compared to other times studied. (Sp2)</p> <p>Key dates and events which had a significant impact on Roman Britain.</p> <p>I can order these events in chronological order from memory giving detail about each key event. (Sp2)</p>	<p>I can identify where and when the first civilisations appear. (A1)</p> <p>I can 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>I can 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>I can use portraits to create a family tree of the Tudor dynasty. (Sp1)</p>	<p>I can see where WW2 fits on a timeline of history compared to other periods studied. (A1)</p> <p>I can order key events of the Battle of Britain on a timeline. (A1)</p> <p>I can identify and order major events of WW2 on a timeline. (A1)</p> <p>I can order significant Mayan events on a timeline of history. (A2)</p>
Continuity and change	<p>I can listen to stories to understand the concept of change such as Elmer and The Hungry Caterpillar.</p>	<p>I can listen to stories to show how some things have changed and some things have stayed the same over the years such as: Peppor and Dogger.</p>	<p>I can understand how women's rights have changed.</p> <p>I can explain how Rosa Parks changed the world. (A2)</p> <p>I can identify which types of transport have changed and which have remained the same but adapted as time has progressed.</p> <p>I can explore how Neil Armstrong travelled to the moon, understanding its significance for humanity. (Sp1 & Sum2)</p>	<p>Compare and contrast how exploration changed between the times of Ericson and Armstrong. (A2)</p> <p>Compare what London was like at the time of the Great Fire of London to now.</p> <p>Explain the legacy of the GFOL including how architecture progressed. I can investigate fires which cause destruction today. (Sp2)</p> <p>I can understand the impact and change on building materials as a result of the fire. (Sp2)</p>	<p>Compare how dwellings have changed and the impact this has on the way dwellings look today. (A1)</p> <p>Compare how technology, jobs and farming changed from Stone Age to Iron Age.</p> <p>I can explain how the development of iron progressed invasion techniques.</p> <p>Recall the legacy of Stone Age Britain.</p> <p>I can explain how trade evolved from Stone Age to the ancient Greeks. (A1)</p> <p>I can understand the legacy of the Slave Trade. (Sp1)</p> <p>I can discuss how 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>I can explain how life in Britain changed under Roman Rule. (Sp2)</p> <p>Identify the impact the Anglo Saxons and the Scots had on religion, art and culture in Britain. (Su1)</p>	<p>I can identify how the change in religion affected the lives of Mary and Elizabeth. I can the impact it has today. (Sp1)</p> <p>I can identify how the power of the crown changed during the Tudor times. (Sp1)</p> <p>I can identify how Egypt has changed since the Ancient Egyptian era. (A1)</p> <p>I can identify how the use of land in Egypt changed over time (agriculture) and the impact of Aswan Dam. (A1)</p>	<p>I can explain the causes of WW2 and the impact this had on Britain.</p> <p>I can explain how evacuation began and the impact it had on Britain.</p> <p>I can explain what the Blitz was and the impact it had on Britain. (A1)</p>

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Recording	I can use a daily timetable to show the passing of time	I can create a daily timetable to show the passing of time Sort old and new items into two groups I can draw a story map in chronological order	Record how train design has progressed over time and discuss how this led to more exploration. (Sum1)	Write biographical extracts about Explorers. (A2) Sequence the events of the Great Fire of London. (Sp2)	Give a written account of the changes in Stone Age compared to Iron Age. (A1) Act out a scene of Stone Age life and record on Seesaw. (A1) Exhibition of learning about the ancient Greeks, children demonstrating what they have learnt. (Su2) Timeline including Ancient Greeks. Written account describing the difference between Athens and Sparta, considering how geography impacted on trade. (Su2)	Produce a non-chronological report about the Romans. (Sp2) Performance to demonstrate learning of Boudicca. (Su1) Presentation about Vikings / Anglo-Saxons/ Scots (Su1) Participate in an 'Anglo-Saxon' day. (Su1)	Use a range of primary and secondary sources to describe and explain the process of mummification. (A1) Use a range of primary and secondary sources to explain and understand the reasons behind the execution of Anne Boleyn. (Sp1) Exhibition of learning about Henry VIII and Tudors, exploring impact on our lives. (Sp1)	Use a range of primary and secondary sources to explore how the Battle of Britain impacted humanity. (A1)
Historical enquiry	I understand that I get older on my birthday	Explore old and new toys	Use pictures of transport and toys to answer questions on change. (Sp1 & Sum1) Identify when dinosaurs lived and determine if they are extinct. I can explain how we know about dinosaurs. (A2) Explain what a fossil is, where they are found and what we call someone who studies them. Recall how we travel to space and when space exploration began. I can understand the significance of space exploration.	Use the diary entry of Samuel Pepys as a historical source. Discuss its reliability. (Sp2)	What can artefacts from the Stone and Iron Age tell us? Are they reliable? (A1) Explore sources of evidence to identify why and how the Olympic games were introduced. (Su2) Investigate how slave traders valued human life, if they shown compassion and what they were willing to sacrifice. Label ancient Greek towns on a map and the Ancient Greek empire as it was under Alexander the Great and learn how trade links developed. Investigate why some historians consider Trojan war a myth.	Using a range of primary and secondary sources, to explore life under Roman empire. What is the validity of these sources? (Sp2)	Were the Tudor portraits a true reflection of the kings and queens? Explain the reasons why the monarchs may have been portrayed differently. (Sp1) Explore a range of Ancient Egyptian artefacts, explaining what they are, what they show and how they are related. (A1)	Explore how the Battle of Britain impacted humanity. (A1) Use first hand accounts to develop an understanding of evacuation. Was it a positive experience for all? (A1)
Significant individuals	I can recognise that people have important roles in society: Postal worker, police	I can talk about the important roles people hold in society: nurse, fire fighter, police and	I can learn about the life of Mary Anning explaining why she is a significant individual.	I can use the stories of explorers to compare aspects of life in different times including: Leif	Understand who William Roscoe is and understand his significance with the Slave Trade in Liverpool.	I can explain how Emperor Claudius' invasion impacted on Britain and Roman expansion in	I can analyse the impact that Henry VIII and his children had on religion and marriage over	I can explore who Winston Churchill and Neville Chamberlain were, identifying their significance



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Local history			I can talk about the Rainhill trials. I can discuss how the Rainhill Trials, George Stephenson and Stephenson's Rocket impacted on Liverpool. (Sum1)		Discuss the impact the Slave Trade had on Liverpool. I can understand how the location of Liverpool influenced its significance in the slave trade. (Sp1) I can discuss what impact the Slave Trade had on counties surrounding (Lancashire and Yorkshire). (Sp1)		When I Grow Up I can use a range of sources to analyse the impact of the railways on our local area. I can study the rise in population and how this has affected the local landscape.	I can explore how World War 2 (particularly the Blitz) affected Liverpool using a through analysis of primary and secondary sources. I can identify the future impact it had on the city. (A1)
Causes and consequence	I can recognise that people have important roles in society and how they help me and others. Postal work, refuse collector, police	I can talk about the important roles people held in society and how they help me and others. Nurse, firefighter, police and farmers	I can 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) I can identify how changes to the way we travel impacted on discoveries. (Sp1) I can discuss how Stephenson's Rocket and the Rainhill Trials impacts the way we travel today. (Sum1)	I can discuss what might have caused changes in exploration and the effect. (A2) I can identify the cause of the Great Fire of London and discuss what happened to the city and population as a result. (Sp2)	I can identify the legacy of the Slave Trade on Liverpool. (Sp1) I can discuss the impact of the introduction of coin currency. (Su2) I can investigate trojan war and its impact on ancient Greece (1250BC) I can understand the impact which the introduction of coin currency 600BC had on ancient Greece. I can investigate significant events which impacted upon ancient Greece.	I can explain all the factors leading to Boudicca's rebellion and the consequences of her actions. (Sp2) I can discuss the impact of life in Britain when Romans ruled. (Sp2) I can identify what the Anglo-Saxons, Scots and Vikings left behind. (Su1)	I can explain why Henry VIII wanted to produce a male heir to the throne. (Sp1) I can explain why the Egyptians were so influenced by the gods. I can explain why they believed in mummification? (A1)	I can describe both the positive and negative impact of evacuation on Britain. (A1) I can explain how the Blitz and Battle of Britain significantly impacted lives? (A1) I can describe the impact the Mayans had on modern-day Mexico in regards to culture. I can explain its legacy. (A2)



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Vocabulary specific to learning expedition	<p><u>It's good to be me.</u> <u>Jack and the Beanstalk</u></p> <p>Grow, tall, change, first, then, now, birthday, older, celebrate, change, younger.</p>	<p><u>It's Good to be Me</u> <u>The Extra Ordinary Gardiner</u></p> <p>Grow, tall, change, first, then, now, birthday, older, celebrate, change, younger, baby, child and adult.</p> <p><u>The Three Little Pigs</u> Old, past, toys, change, different.</p>	<p><u>Dinosaur Roar</u></p> <p>tyrannosaurus rex, stegosaurus, triceratops, velociraptor, pterodactyl</p> <p><u>Memory Makers</u></p> <p>Family, grandparents, parents, siblings, elderly, train, steam, electric</p>		<p><u>Ages Ago—</u></p> <p>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></p> <p>empire, invasion, battle, Oracle, column, mythology, philosopher, Olympics, marathon, Acropolis, democracy, Parthenon, aristocrat, hoplite, artefact, Sparta</p>	<p><u>Invasion—</u></p> <p>Anglo-Saxon, Scots, 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></p> <p>Roman Empire, Emperor, civilisation, peasantry, Celts, BC / BCE, AD, gladiator, amphitheatre, mosaic, invasion, rebellion,</p>	<p><u>Walk like an Egyptian—</u></p> <p>Scarab, papyrus, amulet, canopic jar, sarcophagus, tomb, afterlife, hieroglyphics, mummification, sphinx, Egyptologist, ankh, pyramid, rosetta stone</p> <p><u>Terrible Tudors?-</u></p> <p>Monarch, chronological, AD, BC, aristocracy, military, centuries, monk, nobility, parliament</p>	<p><u>We'll meet again: sandbags and sirens—</u></p> <p>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></p> <p>artefact, chronological, emigration, migration, significance, continuity and change, nation, settlement, similarity and difference</p>
Historical questions	<p>I can understand that a daily timetable represents the passing of time</p> <p>I can understand that I get older on my birthday</p> <p>I can follow first / then instructions</p> <p>I can listen to stories to understand the concept of time</p>	<p>I can answer questions about the passing of time in my daily routine</p> <p>I can confidently use words to represent the passing of time first, then, next, after that, now, lastly</p> <p>I can answer how and why questions about the passing of time</p>	<p>I can discuss how transport has changed over time. (Sp1 & Sum1)</p> <p>I can discuss how toys have changed over time? (Sum1)</p> <p>I can identify who Mary Anning was and discuss why was she significant. (A2)</p> <p>I can discuss how our local history has impacted on life today. (Sum1)</p>	<p>I can discuss what a historical source is. I can discuss which sources I should trust and which sources might not be trustworthy and why. (Sp2)</p> <p>I can explain how past explorations have changed how current explorations happen. (A2)</p> <p>I can identify how past events have influenced our lives today. (A2 & Sp2)</p>	<p>I can describe what Skara Brae is. I can explain how was it discovered. (A1)</p> <p>How was crime punished in the Stone Age and Ancient Greek time? (A1 and Su2)</p>	<p>I can identify why the Romans invaded Britain. (Sp2)</p> <p>I can identify who the Anglo-Saxons and Scots were and why they invaded Britain. (Su1)</p> <p>I can identify why the Vikings invaded Britain and where they came from. (Su1)</p>	<p>I can explain how and why the Tudor era come to an end. (Sp1)</p> <p>I can identify whether the reign of the Tudor monarchy had an affect on British society today. (Sp1)</p> <p>I can explain why the ancient Egyptians were fascinated by mummification. (A1)</p> <p>I can describe how the Ancient Egyptians influenced modern day Egypt. (A1)</p>	<p>I can describe the legacy of World War 2? (A1)</p> <p>I can describe how Mexico has changed since the Mayan civilisation. (A2)</p>