

History Curriculum Plan Y1 - Y6

Year 1

Changes within living memory

Children can describe an aspect of everyday life within or beyond living memory.

Significant individuals

Child can begin to understand the term significant and explain why a significant individual is important.

(Mary Anning, Neil Armstrong, Samuel Wilderspin)



Historical enquiry

Children can use a range of historical artefacts to find out about the past.

Significant events

Children can identify some key features of a significant historical event beyond living memory.

Children can order information on a timeline.

Children can describe a significant historical event in British History- Great Fire of London. Queen's Coronation



Learning about places in our own locality

Children can describe important events in the school's history.



Children can create stories, pictures, role play and writing about historical events, people and periods.

Year 2

Changes within living memory

Children can describe how an aspect of life has changed over time.

Children can describe the everyday lives of people in a period within or beyond living memory.

Significant events

Children can explain why an event from the past is significant.

Children can sequence significant information in chronological order.

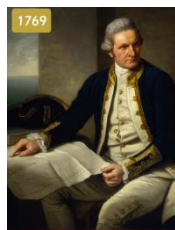
Historical enquiry

Children can examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.

Significant individuals

Children can describe what it was like to live in a different period.

Children can use historical models to make judgements about significance and describe the impact of a significant historical individual. (Captain James Cook, Grace Darling, Henry VIII, Elizabeth I, Queen Victoria, Christopher Columbus, Rosa Parks)



1769
Captain James Cook discovers New Zealand.



Year 3

Significant individuals

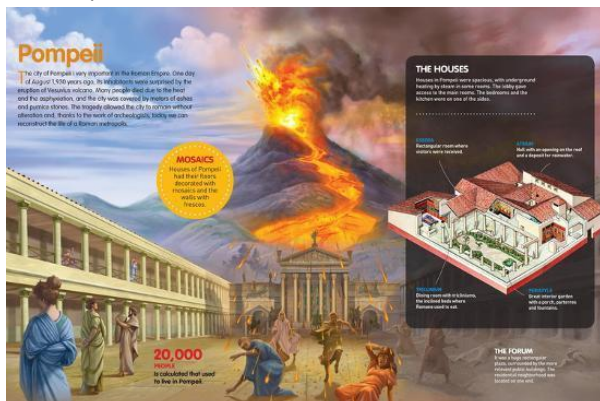
Children can describe how a significant event or person in British history changed or influenced how people live today.

Historical enquiry

Children can make deductions and draw conclusions about the reliability of a historical source or artefact.

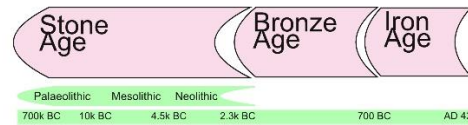
Children can describe the roles of tribal communities and explain how this influenced everyday life.

Children are able to explain the cause and effect of a significant historical event.



Significant events

Children can describe the everyday lives of people from past historical periods.



Children can describe the achievements and influence of ancient Greeks on the wider world.

Children can explain the cause and effect of a significant historical event (Battle of Marathon)



Learning about places in our own locality

Children can describe the changes to Swindon from 1800's to present day.



Year 4

Historical enquiry

Children can describe the significance and impact of power struggles on Britain.

Children can explain how the design, decoration and materials used to make an artefact can provide evidence of wealth, power and status of the object's owners.

Children can construct a profile of a significant leader using a range of historical sources.

Children can use more complex historical terms to explain and present historical information.

Learning about places in our own locality

Children can explain the changes to our school and local area.



Significant events

Children can describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.



Children can describe a series of significant events, linked by a common theme, that show changes over time in Britain- 1066.



Children are able to explain the cause, consequence and impact of invasion and settlement in Britain.

Children can describe the significance and impact of power struggles on Britain.

Year 5

Significant individuals

Children can create an in-depth study of the characteristics and importance of a past or ancient civilisation or society.

Historical enquiry

Children can use a range of historical sources or artefacts to build a picture of a historical event or person.

Children can explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.

Children can articulate and organise important information and detailed historical accounts using topic related vocabulary.

Significant events

Children can create an in-depth study of an aspect of British history beyond 1066- Tudors.



Learning about places in our own locality

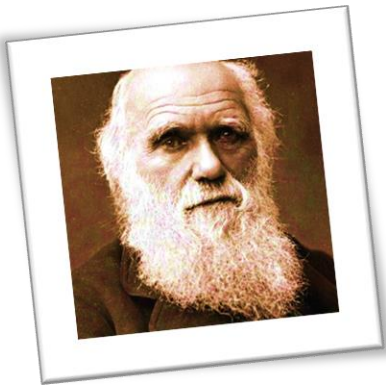
Children can explain the significance of Isambard Kingdom Brunel in Swindon.



Year 6

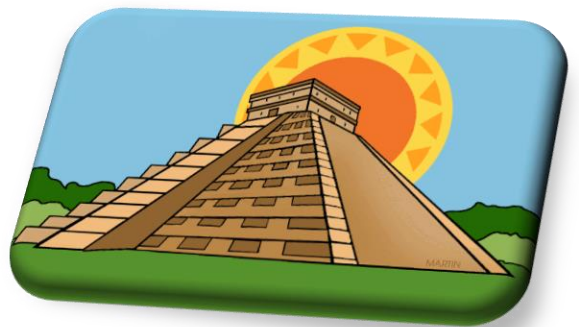
Significant individuals

Children can debate the significance of a historical person, event, discovery or invention in British history- Darwin.



Significant events

Children can create an in-depth study of the importance and characteristics of the Mayan Civilisation focussed around art, culture, people, politics and hierarchy.



Historical enquiry

Children can evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.

Children ask perceptive questions to evaluate an artefact or historical source.

Children can think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.

Children can use abstract terms to express historical ideas and information.

Learning about places in our own locality

Children can research and identify changes to the local area using a range of sources.

