



Greasley Beauvale Primary School History Curriculum



	Knowledge	Skills	Vocabulary
Nursery	Within Living Memory <ul style="list-style-type: none"> Talk about the lives of people around them and their roles in society. Begin to make sense of their own life-story and family's history 	<ul style="list-style-type: none"> To understand how they have changed. 	Yesterday - On the day before today Change - Something that is different to the way it used to be.
EYFS	Beyond Living Memory <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand through the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> To comment on images from familiar situations in the past Compare and contrast characters from stories including figures from the past Begin to make sense of their own life story and family history To understand that life existed before them 	Long ago - In a time before we can remember
Year 1	Within living memory <ul style="list-style-type: none"> Shopping Significant historical events, people and places in their own locality. <ul style="list-style-type: none"> How has Nottingham changed over time? Robin Hood Nottingham Castle Goose Fair 	<ul style="list-style-type: none"> Sort artefacts into 'then' and 'now', asking and answering questions to demonstrate their thinking Sequence events and artefacts into chronological order and create a timeline using common words relating to the passing of time Begin to analyse stories about the past and discuss the difference between fact and fiction Begin to use a range of sources of information, making appropriate observations about what they have noticed about the past through a range of different representations eg photos/stories etc 	Local – around where we live. Church – a building used for public Christian worship. Past - the past represents actions that happened earlier. Present – The present represents actions happening now. Decade – a period of 10 years. Oral history - When someone who was there tells us about the past. This could be in person or by recording.
Year 2	Events beyond living memory that are significant nationally or globally.	<ul style="list-style-type: none"> Sequence events, photographs and artefacts into chronological order within closer time 	Traitor – A person who is disloyal to his or her country.



Greasley Beauvale Primary School

History Curriculum



	<ul style="list-style-type: none"> • Gunpowder plot • Plague • Great Fire of London <p>To know 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.</p> <ul style="list-style-type: none"> • Mary Seacole, Florence Nightingale, Edith Cavell 	<p>boundaries and create a timeline using dates and the passing of time vocabulary</p> <ul style="list-style-type: none"> • Use common words related to time to map the period studied onto a timeline • Analyse photographs or pictures of people or events in the past and identify differences in the ways of life and discuss the effectiveness of these sources • Handle a range of sources of information, asking and answering questions to demonstrate their thinking and understand some of the different ways the past can be represented 	<p>Treason – the crime of betraying your country. King – a man who is the most important member of the royal family. Revolt – to rise up and fight against the government or other authority. Diversity – diversity is embracing difference and treated everyone fairly.</p>
<h2>Year 3</h2>	<p><u>Stone Age to Iron Age</u></p> <ul style="list-style-type: none"> • To know and understand the changes in Britain from the Stone Age to the Iron Age. • Know how Britain changed between the beginning of the stone age and the iron age. • Know the main differences between the stone, bronze and iron ages. • Know what is meant by 'hunter-gatherers'. 	<ul style="list-style-type: none"> • Use dates and vocabulary related to the passing of time to map the time studied into a timeline that reflects some of the people, events and changes from the period studied. • Analyse a historical source to find out about events, people or places. • Use factual knowledge to compare different time periods describing similarities and differences between them. • Outline some of the reasons for and results of people's actions 	<p><u>Stone Age</u> Prehistory – The period of time before history was invented. Hunter-gatherer – the idea of collecting and finding food Nomad – either an individual or group of people who have no permanent home and move around. BC – abbreviation for before Christ using in the Christian calendar when referring to a year before Christ was born. AD – abbreviation for Anno Domini (in the year of the Lord) used to show that a year is after in which Christ is thought to have been born. Bronze Age – a prehistoric period that followed the Stone Age and preceded the Iron Age when weapons and tools were made of bronze rather than stone. Stone Age – A prehistoric period when weapons and tools were made of stone or organic materials such as bone, wood or horn. Iron Age - A prehistoric period that followed the Bronze Age, when weapons and tools came to be made of iron. Settler - A person who moves with a group of others to live in a new country or area. Agriculture - The practice of growing crops or raising animals.</p>



Greasley Beauvale Primary School History Curriculum



	<p><u>Ancient Greeks</u> A Study of Greek life and their achievements and their influence on the western world</p> <ul style="list-style-type: none"> To understand and know what the Greeks have given to the modern world eg medicine, democracy, theatre, Olympics, maths How have these impacted the western world then but also our present (continuity and change) 		<p>Invention - The creation of something that has never been made before. Metal working - The process of shaping and reshaping metals to create useful objects.</p> <p><u>Ancient Greeks</u> Democracy - A form of government where the people have a say in how the country is run by voting. Aristocracy - Someone who is wealthy and/or has lots of power. Myths and legends - A set of stories that often describe how things were created or of heroic deeds. Slave - A person who is forced to work for and obey another and is considered to be their property. Citizen - A person within the population who has certain rights and responsibilities. They would have more rights than a slave. Gods and Goddesses - They are ultimate supreme beings who are worshipped by people. Ancient civilization- The first settled and stable communities that became the basis for later states, nations, and empires.</p>
<h3>Year 4</h3>	<ul style="list-style-type: none"> The Roman Empire and it's impact on Britain. Know how Britain changed from the iron age to the end of the Roman occupation. Know how the Roman occupation of Britain helped to advance British society. Know how there was resistance to the Roman occupation and know about Boudica. Know about at least one famous Roman emperor. To know how Roman Britain changed modern life. <p>-The achievements of the earliest civilizations. -An overview of when and where the first civilisations appeared. An in-depth study of the following: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty <i>(Need to complete overview of all 4 and then in-depth study if one)</i></p>	<ul style="list-style-type: none"> Map events, dates, people and changes into the correct period on a timeline Analyse different sources of information to find out about events, people and changes and understand how aspects of the past can be represented and interpreted in different ways Use factual knowledge to explain the key features of people's lives or key features of events Summarise the main reasons for and results of historical events, situations and changes and reflect on (and make links between) the reasons for and results of the main changes and event. 	<p><u>Roman Empire</u> Empire - A group of nations or people who are ruled over by an Emperor, this usually extends beyond a single kingdom. Emperor – The male ruler of an empire. He will control everything within that empire. Republic - A form of government in which the people elect, or choose, their leaders. Century – a period of 100 years. Conquest – a country or territory which has been taken by military force. Invasion – invading a country or region with an armed force. Settler – a person who moves with a group of others to live in a new country or area.</p>



Greasley Beauvale Primary School History Curriculum



			<p style="text-align: center;"><u>Ancient Civilizations</u></p> <p>Discovery (Tutankhamun) – the action or process of finding something new.</p> <p>Peasant (Shang) – a class of people who had little money or possessions.</p> <p>Sacrifice (Shang) – to offer or give something up to please a God or Goddess.</p> <p>Dynasty (Sumer) – the continuation of powerful leaders within the same family over a period of time.</p>
Year 5	<p>WW2- To know how the war impacted the lives of people in Eastwood</p> <ul style="list-style-type: none"> • Know about a period of history that has strong connections to their locality and understand the issues associated with the period. • Know how the lives of wealthy people were different from the lives of poorer people during this time. <p>Britain's settlement by Anglo-Saxons and Scots (teach first)</p> <ul style="list-style-type: none"> • Know how Britain changed between the end of the Roman occupation and 1066. • Know about how the Anglo-Saxons attempted to bring about law and order into the country. • Know that during the Anglo-Saxon period Britain was divided into many kingdoms. • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today. • Use a timeline to show when the Anglo-Saxons were in England. <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (teach second)</p> <ul style="list-style-type: none"> • Know where the Vikings originated from and show this on a map. • Know that the Vikings and Anglo-Saxons were often in conflict. 	<ul style="list-style-type: none"> • Map the current area of study into the correct period on a timeline and make comparisons between different times. • Analyse information from primary and secondary sources to find out about an aspect of the past and evaluate the usefulness of these sources. • Use more than one source of information to generalise about an aspect of the past. • Use factual knowledge to describe different aspects of people's lives, making connections between them. • Summarise the reasons for and results of historical events, situations, and changes. 	<p style="text-align: center;"><u>Britain's Settlement by Anglo-Saxons and Scots</u></p> <p>Christianity (The religion brought to Britain by Augustine around 597AD) - The religion based on the person and teachings of Jesus Christ and its beliefs and practices.</p> <p>Monastery - A building or buildings occupied by a community of monks living under religious vows.</p> <p>Migration - The permanent change of residence by an individual or group.</p> <p>Agriculture – the practice of growing crops or raising animals.</p> <p style="text-align: center;"><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</u></p> <p>Invasion – invading a country or region with an armed- force.</p>



Greasley Beauvale Primary School History Curriculum



Year 6	<ul style="list-style-type: none"> • Know why the Vikings frequently won battles with the Anglo-Saxons. <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066-</p> <p>Crime and punishment</p> <ul style="list-style-type: none"> • Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history. • Know how to place historical events and people from the past societies and periods in a chronological framework. • know how Britain has had a major influence on the world. <p>Early Islamic civilizations- including a study of Baghdad.</p> <ul style="list-style-type: none"> • Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or Benin. • Know why they were considered an advanced society in relation to that period in Europe. • To identify evidence of this early civilization and presence today. • To know how it shaped modern life. 	<ul style="list-style-type: none"> • Map the current area of study on timeline in relation to other studies • Analyse a range of primary and secondary sources to find out about an aspect of the past • Use factual knowledge to describe past societies, periods and events, making connections between them • Summarise the beliefs, behaviour and characteristics of people, recognising difference in views and feelings • Appreciate that aspects of the past have been represented and interpreted in different ways, and give the reasons for this • Evaluate the usefulness of primary and secondary sources and consider how conclusions were arrived at 	<p style="text-align: center;"><u>Beyond 1066- Crime and Punishment</u></p> <p>Court – a body of people presided over by a judge, judges or magistrate.</p> <p>Parliament – an assembly of representatives that make laws.</p> <p>Torture – the action or practise of inflicting serve pain or suffering on someone as a punishment or in order to force them to do or say something.</p> <p>Heresy – an opinion or practice which goes against generally accepted beliefs.</p> <p>Monarchy – a system of government on which one person reigns, usually a King or Queen.</p> <p>Execution – the carrying out of a sentence of death on a condemned person.</p> <p style="text-align: center;"><u>Early Islamic civilizations – including a study of Baghdad.</u></p> <p>Crusades – a vigorous campaign for political, social or religious change.</p> <p>Islam – the religion of Muslims.</p>
---------------	--	--	--