

# Moss Side Primary School History Curriculum Map



YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>SKILLS</b></p> <p>I can use words and phrases like: old, new and a long time ago.</p> <p>I can recognise that some objects belong to the past.</p> <p>I can explain how I have changed since I was born.</p> <p>I can explain how some people have helped us to have better lives.</p> <p>I can ask and answer questions about old and new objects.</p> <p>I can spot old and new things in a picture.</p> <p>I can explain what an object from the past might have been used for.</p>	<p><b>SKILLS</b></p> <p>I can use words and phrases like: before, after, past, present, then and now.</p> <p>I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.</p> <p>I can give examples of similarities &amp; differences between past and present.</p> <p>I can answer questions using books and the internet.</p> <p>I can research the life of a famous person from the past using different sources of evidence.</p>	<p><b>SKILLS</b></p> <p>I can describe events from the past using dates when things happened.</p> <p>I can use a timeline within a specific period of history to set out the order that things may have happened.</p> <p>I can use my mathematical knowledge to work out how long ago events happened.</p> <p>I can explain some of the times when Britain has been invaded.</p> <p>I can use research skills to find answers to specific historical questions.</p> <p>I can research in order to find similarities and differences between two or more periods of history.</p>	<p><b>SKILLS</b></p> <p>I can plot events on a timeline using centuries.</p> <p>I can use my mathematical skills to round up time differences into centuries and decades.</p> <p>I can explain how the lives of wealthy people were different from the lives of poorer people.</p> <p>I can explain how historic items and artefacts can be used to build up a picture of life in the past.</p> <p>I can explain how an event from the past has shaped our life today.</p> <p>I can research two versions of an event and explain how they differ.</p> <p>I can research what it was like for children in a given period of history and present my findings to an audience.</p>	<p><b>SKILLS</b></p> <p>I can draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>I can compare two or more historical periods; explaining things which changed and things which stayed the same.</p> <p>I can explain how our locality has changed over time.</p> <p>I can test out a hypothesis in order to answer questions.</p> <p>I can summarise how Britain has had a major influence in the World.</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p>	<p><b>SKILLS</b></p> <p>I can place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>I can summarise the main events from a period of history, explaining the order of events and what happened.</p> <p>I can summarise how Britain may have learnt from countries and civilizations (historically and more recently).</p> <p>I can identify and explain differences, similarities and changes between different periods of history.</p> <p>I can describe the features of historical events and a way of life from periods I have studied; presenting to an audience.</p>
<p><b>CONTENT</b></p> <p>Changes within living memory.</p> <p>Lives of significant individuals in the past (some should be used to compare aspects of life in different periods).</p> <p>Possible topic could include:</p> <ul style="list-style-type: none"> <li>- castles</li> <li>- space</li> <li>- toys</li> <li>- explorers</li> <li>- home &amp; school</li> </ul>	<p><b>CONTENT</b></p> <p>Events beyond living memory.</p> <p>Significant historical events, people and places (locally, nationally &amp; globally)</p> <p>Possible topics could include:</p> <ul style="list-style-type: none"> <li>- Guy Fawkes - remembrance</li> <li>- transport</li> <li>- holidays</li> <li>- houses/homes</li> </ul>	<p><b>CONTENT</b></p> <p>Stone Age to Iron Age</p> <p>Romans</p>	<p><b>CONTENT</b></p> <p>Vikings</p> <p>Egyptians</p>	<p><b>CONTENT</b></p> <p>Ancient greece</p> <p>Local history study</p>	<p><b>CONTENT</b></p> <p>Anglo Saxons/Scots</p> <p>Mayans</p>
<p><b>Common themes to be included in each study unit: clothes, housing, children, food, rich/poor</b>  <b>A whole Key Stage 2 topic will be used at least once every four years to address British history beyond 1066.</b></p>					