



Marsh Green Primary School History Curriculum - Years 1 and 2

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 1	<p style="text-align: center;">What makes me marvellous?</p> <p>Changes within living memory Local History: Wigan through the ages When grandparents were young - clothes, toys, music, school, royal family</p> <ul style="list-style-type: none"> • Recognise and explain what an object from the past might have been used for • Use words like 'old and new' • Ask and answers questions about old and new things in a picture • Give an example of things that are different from when my grandparents were children • Explain how I have changed since I was born • Find out things about the past by talking to an older person 	<p style="text-align: center;">Why were Blackbeard and Neil Armstrong brave people?</p> <p>Compare two people (international):</p> <ul style="list-style-type: none"> • Explain how people have helped us to have better lives • Research the life of a famous person from the past • Use words like: old, new and a long time ago 	
Year 2	<p style="text-align: center;">What makes a poppy special?</p> <p>Remembrance Day</p> <ul style="list-style-type: none"> • Find out things about the past by talking to an older person • Answer questions using books, internet and primary sources <p style="text-align: center;">Why is Beatrix Potter famous?</p> <p>Compare two people (national): Beatrix Potter(A) and Samuel Pepys(S)</p> <ul style="list-style-type: none"> • Research the life of a famous person from the past using different sources of evidence • Recount the life of someone famous from Britain who lived in the past • Explain what they did earlier and later in life 		<p style="text-align: center;">What started in Pudding Lane?</p> <p>The Great Fire of London</p> <ul style="list-style-type: none"> • Use words like old, new, past, present, then and now • Research an event from the past using different sources of evidence • Answer questions using books, internet and primary sources <p style="text-align: center;">Why is Samuel Pepys famous?</p> <p>Compare two people (national): Beatrix Potter(A) and Samuel Pepys(S)</p> <ul style="list-style-type: none"> • Research the life of a famous person from the past using different sources of evidence • Recount the life of someone famous



Marsh Green Primary School History Curriculum - Years 3 and 4

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 3		<p>How did people survive the Stone Age? Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • Explain how historical items can build up a picture of life in the past • Work out how long ago events happened • Find similarities and differences between two periods of history • Research what life was like as a child and present my findings 	<p>Were the Romans really rotten? The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • Explain how historical artefacts can build up a picture of life in the past • Describe events from the past, using dates when things happened • Explain how an event for the past has shaped our lives today • Explain some of the times when Britain has been invaded • Research two versions of an event and present my findings
Year 4		<p>Why did George Orwell write the Road to Wigan Pier? Local History Study - Effect of the Industrial Revolution on Wigan (Link-Geography)</p> <ul style="list-style-type: none"> • Use a timeline to set out the order in which things may have happened • Explain how the lives of wealthy people were different from the lives of poorer people • Explain how our locality has changed over time • Research what life was like as a child and present my findings 	<p>Why did the Egyptians build the pyramids? The achievements of the earliest civilisations + Ancient Egypt</p> <ul style="list-style-type: none"> • Plot events on a timeline, including centuries • Round up time differences into centuries and decades • Use research skills to find answers to historical questions • Explain how the lives of wealthy people were different from the lives of poorer people



Marsh Green Primary School History Curriculum - Years 5 and 6

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 5			<p>Why were the Saxons smashing and the Vikings vicious?</p> <p>Britain's settlement by Anglo-Saxons and Scots / The Viking and Anglo-Saxon struggle for England</p> <ul style="list-style-type: none"> • Place features of historical events in a chronological framework • Describe how crime and punishment has changed • Describe a key event from Britain's past • Compare two historical periods • Explain similarities, differences and changes in historical periods <p>Summarise how Britain has learnt from other countries and civilisations</p>
Year 6	<p>Why did the world go to war?</p> <p>A significant turning point in British History - the Battle of Britain</p> <ul style="list-style-type: none"> • Describe a key event from Britain's past • Draw a timeline showing key historical events • Summarise the main events from a period of history, explaining the order and what happened • Identify and explain propaganda • Summarise how Britain has had a major influence on the world 	<p>What have the Greeks done for us?</p> <p>A study of Greek life and achievements and their influence on the western World</p> <ul style="list-style-type: none"> • Place features of historical periods in a chronological framework • Draw a timeline showing the lives of significant people • Understand how our knowledge of the past is from a range of sources • Describe the features of historical events, presenting to an audience • Summarise how Britain has learnt from other countries and civilisations • Explain how Parliament affects decision making in England 	<p>Who were the Mayans?</p> <p>A non-European society contrasting with British History</p> <ul style="list-style-type: none"> • Draw a timeline showing key historical events • Place features of people from past societies in a chronological framework • Summarise the main events from a period of history, explaining the order and what happened • Describe the way of life from an historical period, presenting to an audience • Summarise how Britain has learnt from other countries and civilisations