



There are key historical threads which link throughout the curriculum. These are:

1. Significance
2. Equality (Rich vs Poor)
3. What life was like for a person of that time
4. Impact (cause and effect)

Hillcross Primary History Curriculum
EYFS

Reception								
		Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2: Whole School Topic	
Past and Present (History linked)	Progression of Skills EYFS Statutory Framework Birth To five matters Development Matters	<ul style="list-style-type: none"> o Who am I? Discuss them and their likes/ dislikes- compare to peers. <ul style="list-style-type: none"> o Discuss families Sequencing their life- discuss past and present Organise events using basic chronology, <ul style="list-style-type: none"> o Routines, transitions in school, at home 	<p>Past and Present Talk about the lives of the people around them and their roles in society;</p> <ul style="list-style-type: none"> o Occupations - Library visit, Local PSCOs, Armed forces, in school/ parents. families • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends (Range 5) <ul style="list-style-type: none"> o festivals/ celebrations 	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Comment on events of familiar situations/ objects in the past. Show images of familiar situations in the past, such as homes and stories <ul style="list-style-type: none"> o linked to traditional tales- homes then and now o Role in society- then and now 	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now. <ul style="list-style-type: none"> o <i>Linked to transport, buildings- Materials</i> Share stories about people from the past who have an influence on the present (Range 5) 	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now- link to roles in society and where we live Talks about past and present events in their own Positive Relationships/ lives (Range 6) <ul style="list-style-type: none"> o <i>Begin to discuss past v future</i> 	<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	
	Historical events/ Knowledge			<p>Remembrance Day - symbol of the poppy.</p>		<p>Mothering Sunday - Mother/ Grandmother- past and present</p>		<p>School / Education - linked to Graduation event- looking back at before school/ EYFS</p>
	Vocabulary		<p>Now, Next, Then,</p>	<p>Now, Next, Then, First, After that, finally</p>	<p>Now, Next, Then, First, After that Before, after, A long time ago</p>	<p>Now, Next, Then, First, After that Before, after, A long time ago, Past</p>	<p>Now, Next, Then, First, After that Before, after, A long time ago, Past, Present & Future</p>	<p>Now, Next, Then, First, After that Before, after, A long time ago, Past, Present & Future</p>
	Outcome (To be completed across topic)			<p>Bridge map - visual representation for analogies- relating factor 'who's job is....' (adult directed- discussion- observations)</p>		<p>Multi Flow map- Visual representation of cause and effect - influence of people from the past (adult directed- discussion- Observations)</p>		<p>Time line - introduce concept and placing themselves and family on this. Use of vocabulary (adult directed- discussion- observations)</p>
	Progression of tools and materials (CP Provision)		<p>Flow map - sequence of transitions/ events/ the day (observations). Family picture/ self-portrait/ Talk about their families & themselves</p>	<p>Story maps, Flow maps to sequence in a range of ways- stories, events. Photos - of Families & roles within school, people at home and link to Remembrance Day</p>	<p>Photos- Homes- old and new Double Bubble map - Compare and contrast objects/ characters, roles in society</p>	<p>Photos- and objects- old and new vehicles Tree map - sorting vehicles in a range of ways</p>	<p>Range of Thinking maps across challenges to encourage children to record thinking. Green hat thinking- the future</p>	<p>Then/ Now/ The Future- drawing of themselves Double Bubble- Thema s a baby and now-</p>




Hillcross Primary History Curriculum

KS1

	Year 1			Year 2		
Topic	Autumn 1: A change over time	Spring 1: A Step in Time	Spring 2: Very Victorian Values	Autumn 2: Hearts and Lanterns	Spring 2: Disaster Strikes	Summer 2: Whole School Topic
NC knowledge and understanding	British history - changes within living memory	British history - significant historical places in their own locality.	British History - events- the Factory Act (1874 Amended from 1833) beyond living memory that are significant nationally or globally	Wider world History - the lives of significant individuals in the past who have contributed to national and international achievements.	British History - events- the Great Fire of London (1666) beyond living memory that are significant nationally or globally.	Wider world History - the lives of significant individuals in the past who have contributed to national and international achievements.
Historical contexts	<ul style="list-style-type: none"> social short term timescale 	<ul style="list-style-type: none"> local/ regional social short term timescale (100 years) 	<ul style="list-style-type: none"> national social political long term timescale 	<ul style="list-style-type: none"> international social military short term timescale 	<ul style="list-style-type: none"> local/ regional context social short time scale 	<ul style="list-style-type: none"> international political cultural long term timescale
Historical concepts <ul style="list-style-type: none"> Continuity & change cause & consequence similarity, difference Significance Use these concepts to: make connections, draw contrasts, analyse trends, frame historically	<ul style="list-style-type: none"> Similarity and difference Be aware of the past, using common words and phrases Identify similarities and differences Understand some ways we find out about the past Fit people into a chronological framework	<ul style="list-style-type: none"> Cause and consequence Be aware of the past, using common words and phrases Understand some ways we find out about the past Ask and answer questions Fit events into a chronological framework	<ul style="list-style-type: none"> Continuity and change Make connections Be aware of the past, using common words and phrases Identify similarities and differences Understand some ways we find out about the past Fit people into a chronological framework Ask and answer questions	<ul style="list-style-type: none"> Cause and consequence Similarity and difference Be aware of the past, using common words and phrases relating to time Fit people/events into a chronological framework Choose and use from stories or other sources to show understanding Identify similarities and differences	<ul style="list-style-type: none"> Cause and consequence Drawing contrasts Significance Fit events into a chronological framework Use wide vocabulary of everyday historical terms Identify different ways in which the past is represented	<ul style="list-style-type: none"> Similarity and difference Drawing contrasts Make connections Fit people into a chronological framework Identify similarities and differences
Interpretations of history 	To use a range of sources (pictures, books) to compare their lives to their grandparents.	To understand how we gather information from artifacts	To ask questions using who, what, when and why.	To ask and answer questions related to stories or other sources from the past.	To use sources from the past (objects, artifacts, videos) to gather information to answer given questions. To interrogate differences between given sources.	To ask and answer questions using sources from the past.



<p>Chronological knowledge and understanding</p> 	<p>To understand changes in living memory.</p> <p>Talk about past and present events in their own lives and lives of their family members.</p>	<p>Identify changes to Morden over time.</p>	<p>To make comparisons between now and the Victorian period (1837-1901). (link to thinking maps)</p> <p>To plot when they were born, 100 years ago when they looked at Morden and when the Victorian time period began onto a timeline.</p>	<p>To plot when Florence Nightingale was born and relate this to the Victorian period and when they were born.</p> <p>To map out significant events in the Crimean War.</p>	<p>To plot when the Great Fire of London started and compare this to Crimean War, the Victorian period started, Morden 100 years ago and themselves on a timeline.</p>	
<p>Significant events, places and people</p>	<p>To learn about themselves and their grandparents as significant individuals.</p>	<p>To learn about significant places in Morden (Merton Abbey Mills/Morden Hall Park, Deen City Farm, Tube).</p>	<p>To understand the Factory Act and its impact on children's lives during the Victorian period.</p>	<p>To learn about the significance of Mary Seacole and Florence Nightingale.</p>	<p>To learn about the significant event of The Great Fire of London. To learn about the significance of Samuel Pepys.</p>	<p>To learn about Nelson Mandela and Mary Wollstonecraft and the connection between the two significant individuals.</p>
<p>Articles,</p>	<p>Article 28: Access to education Article 1: definition of a child</p>	<p>Article 6: Life survival and development Article 26: Social and economic help</p>	<p>Article 32: Protection from harmful work</p>	<p>Article 6: Life survival and development Article 24: Health Water, food and environment</p>	<p>Article 9: Keeping families together. Article 6: Life survival and development</p>	<p>Article 8: Identity</p>
<p>Historical terms- to be taught within the lesson and explained Conceptual vocabulary in bold and underlined.</p>	<p>Then, now, after, before, a long time ago, past, difference, changes,</p>	<p>who, what, when, why, similar, different, compare, change <u>significance</u></p>	<p><u>period, equality, peasant factory, The Factory Act, impact, significance</u></p>	<p>Past, present, change, source, primary source, secondary source, compare, artifact, similarities, differences and between, impact</p>	<p>Past, present, war, peace, change, source, primary source, secondary source, France, Russia, compare, similarities, differences, between, civil war, Monarchy, Pudding Lane, fire bakery.</p>	<p>Past, present, peace, change, source, feminist, equality, connection, impact, significance.</p>



Hillcross Primary History Curriculum

LKS2

	Year 3			Year 4		
Topic	Autumn 2: Rotten Romans	Spring 1: Settle Down	Summer 1: Dig Deep!	Autumn 1: Walk like an Egyptian	Spring 1: Battle Stations	Summer 1: Playing Cat and Mouse
NC knowledge and understanding	British History - the Roman Empire and its impact on Britain	British History - Britain's settlement by Anglo-Saxons focusing on invasions, settlements and kingdoms: place names and village life.	British History - changes in Britain from the Stone Age to the Iron Age	Wider world History - an in-depth study of the achievements of the earliest civilizations	British History - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	British History - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Historical contexts	<ul style="list-style-type: none"> national cultural political social long term timescale (400 years) 	<ul style="list-style-type: none"> national cultural social long term timescale 	<ul style="list-style-type: none"> national cultural religious social long term timescale 	<ul style="list-style-type: none"> international cultural social religious long term timescale 	<ul style="list-style-type: none"> national military Political (democracy) long term timescale (300 years) 	<ul style="list-style-type: none"> national political economic social history short term timescale.
Historical concepts <ul style="list-style-type: none"> ➤ Continuity & change ➤ cause & consequence ➤ similarity, difference ➤ Significance Use these concepts to: make connections, draw contrasts, analyse trends, frame historically	<ul style="list-style-type: none"> Continuity and change Significance Continue to develop a chronologically secure knowledge of history Develop appropriate use of historical terms	<ul style="list-style-type: none"> Make connections Frame historically valid questions Continue to develop a chronologically secure knowledge of history Develop appropriate use of historical terms Understand that different versions of the past may exist, giving some reasons for this (differing reason as to why the Anglo Saxons came to Britain)	<ul style="list-style-type: none"> Continuity and change Make connections Drawing contrasts Continue to develop a chronologically secure knowledge of history Develop appropriate use of historical terms Note connections and contrasts Establish clear narratives within and across periods studied (produce a piece of a text)	<ul style="list-style-type: none"> Frame historically valid questions Continue to develop a chronologically secure knowledge of history Develop appropriate use of historical terms. Establish clear narratives within and across periods studied (produce a piece of a text) Understand how knowledge from the past is constructed from a range of sources	<ul style="list-style-type: none"> Continuity and change Make connections Continue to develop a chronologically secure knowledge of history Develop appropriate use of historical terms Note connections within other periods of time (Anglo Saxons and Normans) Contrast informed responses by selecting and organising relevant historical information	<ul style="list-style-type: none"> Cause and consequence Significance Frame historically valid questions Make connections (links to Victorians) Continue to develop a chronologically secure knowledge of history Develop appropriate use of historical terms Understand how knowledge of the past is constructed by a range of sources
Interpretations of history. 	To use 2 or more different sources or media to piece together information about a chosen period.	To interrogate and evaluate differences between given sources. Investigate the impact of Anglo Saxons in Britain.	To recognise the role of archeologists. To draw parallels and bring together sources to be able to infer what life may have been like to build up their own interpretation of a period. To compare changes in Britain from the Stone age to the Iron age.	To investigate primary and secondary sources and explain the differences between these two types. To use Howard Carter's diary entry to gather information about what he found. To understand who the Egyptians were, how they live, what their biggest achievements, what they believed in, why are they still significant?	To interrogate and evaluate, drawing parallels and bringing together sources to be able to infer what life may have been like. To understand how the Vikings raided and invaded.	To understand that primary sources hold a greater significance than secondary sources. (Propaganda) To understand what the Suffragette movement was. To explain the significant turning point that the Suffragettes had on British History then and how it has impacted life today. To understand what Parliament was like during the Suffragette movement.



Chronological knowledge and understanding	To continue to plot where these significant people/ events/ places occurred on a timeline. To order the events of history with the given dates and to use both AD and BC on a timeline.			To continue to plot where these significant people/ events/ places occurred on a timeline. To order the events of history with the given dates and to use both AD and BC on a timeline.		
Significant events, places and people	To learn about the significance of the Roman Empire in Britain.	To learn about the significance of Anglo-Saxon art and culture.	To learn about Stonehenge and its importance to society during that period.	To learn about the significance of the Pyramids and Tombs.	To learn about the significance of Edward the Confessor and 1066. To learn about the significance of the Battle of Hastings.	To learn about the significance of the Suffragette movement.
Articles,	Article 8: Identity Article 24: Health, water, food and environment.					
Historical terms- to be taught within the lesson and explained Conceptual vocabulary in bold and underlined.	Past, present, decade, century, <u>AD and BC</u> , <u>cause and effect</u> , <u>empire</u> , <u>conquest</u> , <u>resistance</u> , <u>Romanisation</u> , <u>invasion</u> , <u>enemy</u> , <u>alliance</u> , <u>civilisation</u> , <u>rules/law</u> , <u>democracy</u> and <u>amphitheater</u> (link to Year 5)	Past, present, decade, century,, AC and BC, <u>empire</u> , <u>cause and effect</u> , <u>conquest</u> , <u>lifestyle</u> , <u>art</u> , <u>culture</u> , <u>compare and contrast</u> , <u>settle</u> , <u>settlement</u> , <u>invade</u> , <u>empire</u> , <u>Kingdoms</u>	Past, present, decade, century, AC and BC, <u>cause and effect</u> , <u>conquest</u> , <u>lifestyle</u> , <u>culture</u> , <u>compare and contrast</u> , <u>hunter gatherers</u> , <u>tribal</u> , <u>Stonehenge</u> , <u>monument</u> , <u>forts</u> , <u>weapons</u> , <u>Neolithic</u> , <u>Mesolithic</u> and <u>paleolithic</u> , <u>archeology</u> , <u>religion</u> , <u>Summer and Winter solstice</u> .	Past, present, decade, century, AC and BC, <u>empire</u> , <u>cause and effect</u> , <u>archeology</u> , <u>civilisation</u> , <u>tomb</u> , <u>mummification</u> , <u>afterlife</u> , <u>Howard Carter</u> , <u>pharaohs</u> , <u>hieroglyphic</u> , <u>pyramid</u> , <u>reed</u> , <u>ruler</u> , <u>dynasty</u> , <u>mummy</u> , <u>burial</u> , <u>preserved</u> , <u>ancient</u> , <u>canopic jars</u>	Past, present, decade, century, AC and BC, <u>empire</u> , <u>cause and effect</u> , <u>civilisation</u> , <u>invaders</u> , <u>settlers</u> , <u>long boats</u> , <u>enemy</u> , <u>raiders</u> , <u>democracy</u> and <u>discipline</u> .	Past, present, decade, century, <u>legacy</u> , <u>suffragette</u> , <u>suffragists</u> , <u>democracy</u> , <u>vote</u> , <u>parliament</u> , <u>individual liberty</u> , <u>equality</u> , <u>rights</u> , <u>demonstrations</u> , <u>riots</u> , <u>rules and laws</u> , <u>strike</u> , <u>political</u> , <u>prime minister</u> .



Hillcross Primary History Curriculum

UKS2

	Year 5			Year 6		
Topic	Autumn 2: Third Rock from the Sun.	Spring 1: It's all Greek to me	Summer 1: Marvellous Mayans	Autumn 1: Everybody wants to rule the World	Spring 1: War of the Worlds	Summer: 1 Game, Set and Match
NC knowledge and understanding	British History- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Focussing on a significant turning point in British History.	Wider world History- a study of Greek life and achievements and their influence on the western world	Wider world History- an in-depth study of a non-European society that provides contrasts with British history Linking the Ancient civilisation of the Maya to the modern-day Maya. How are their lives the same? How are their lives different? Talk about the impact of Tourism. Talk about geographical similarities and differences between then and now.	British History- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 focussing on crime and punishment changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.	British History- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	British History- a local history study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
Historical contexts	<ul style="list-style-type: none"> national political social short term timescale 	<ul style="list-style-type: none"> international cultural political long term timescale 	<ul style="list-style-type: none"> international cultural religious Social long term timescale (then and now) 	<ul style="list-style-type: none"> national political religious social long term timescale 	<ul style="list-style-type: none"> national international political social short term timescale (40 years) 	<ul style="list-style-type: none"> local economic social history short term timescale
Historical concepts	<ul style="list-style-type: none"> Continuity and change Cause and consequence Significance <p>Continue to develop a chronologically secure knowledge of history</p> <p>Devise historically valid questions</p> <p>Develop appropriate use of historical terms</p> <p>Construct informed responses by selecting and organising relevant historical information</p>	<ul style="list-style-type: none"> Significance Make connections to other time periods <p>Continue to develop a chronologically secure knowledge of history</p> <p>Develop appropriate use of historical terms</p> <p>Note connections between other time periods</p> <p>Establish clear narratives within and across periods studied (produce a piece of a text)</p> <p>Understand that different versions of the past may exist, giving some reasons for this</p>	<ul style="list-style-type: none"> Significance Make connections Drawing contrasts Continuity and change Similarity, difference <p>Continue to develop a chronologically secure knowledge of history</p> <p>Develop appropriate use of historical terms</p> <p>Note connections and contrasts</p> <p>Construct informed responses by selecting and organising relevant historical information</p>	<ul style="list-style-type: none"> Continuity and change Similarity, difference Make connections Drawing contrasts Analyse trends <p>Continue to develop a chronologically secure knowledge of history</p> <p>Develop appropriate use of historical terms</p> <p>Note connections and contrasts and trends over time</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses by selecting and organising relevant historical information</p>	<ul style="list-style-type: none"> Cause and consequence Frame historically valid questions <p>Continue to develop a chronologically secure knowledge of history</p> <p>Develop appropriate use of historical terms</p> <p>Devise historically valid questions</p> <p>Understand that different versions of the past may exist, giving reasons for this (propaganda)</p> <p>Establish clear narratives within and across periods studied (produce a piece of a text)</p>	<ul style="list-style-type: none"> Continuity and change Similarity, difference and significance Frame historically valid questions <p>Continue to develop a chronologically secure knowledge of history</p> <p>Develop appropriate use of historical terms</p> <p>Note connections and contrasts and trends over time (the tournament and the environment as a whole)</p> <p>Devise historically valid questions</p> <p>Use historical terms and concepts in increasingly sophisticated ways (In preparation for KS3)</p> <p>Understand how different types of sources are used rigorously to make</p>

Use these concepts to: make connections, draw contrasts, analyse trends, frame historically

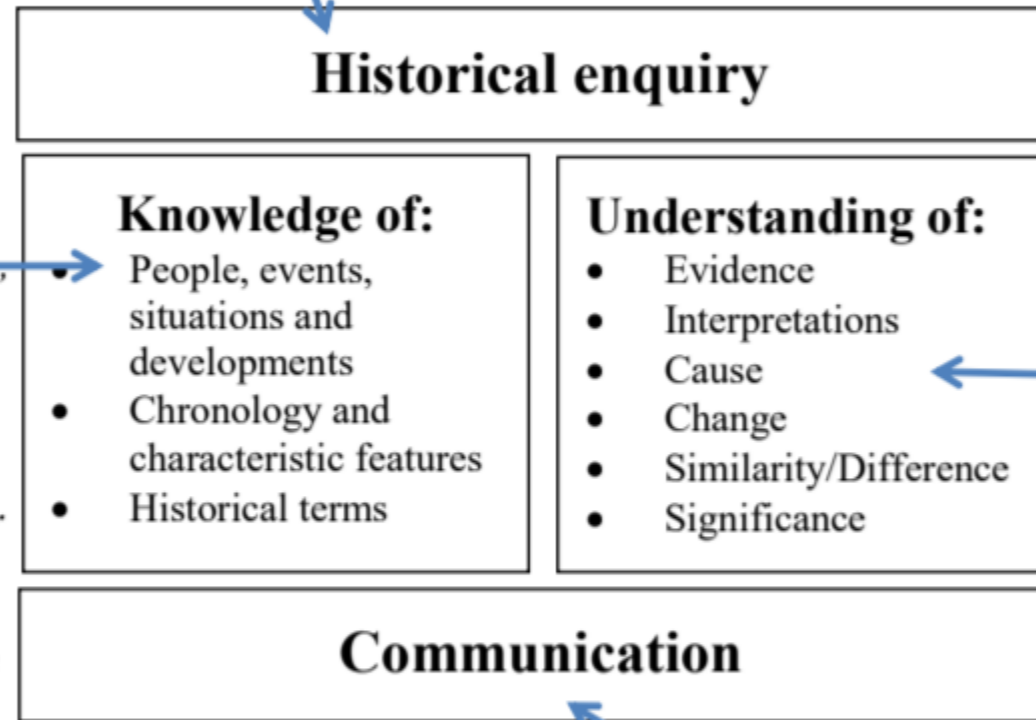


						historical claims (In preparation for KS3)
<p>Interpretations of history.</p> 	<p>To use a wide range of sources to devise their own historically valid questions.</p> <p>To understand how the British Space Program influenced space travel.</p>	<p>To investigate and understand two different versions of a similar event and compare and contrast these.</p> <p>To understand what Greek life was like.</p> <p>To understand the legacy of Greek culture in the western world.</p>	<p>To begin to understand source bias.</p> <p>To comment on the reliability of sources and how it may impact the validity of a source.</p> <p>To understand how the Mayan civilization has changed over time.</p>	<p>To be able to gather information from a wide range of sources.</p> <p>To be able to explain the roles of crime and punishment.</p> <p>To use a wide range of sources to devise their own historically valid questions.</p>	<p>To select which sources are most relevant with varying opinions.</p> <p>To understand how World War 1 began.</p> <p>To understand how trench warfare changed how future wars were fought.</p> <p>To understand the link between World War 1 and World War 2.</p> <p>To understand how World War 2 impacted everyday life.</p>	<p>To consider different ways to check and evaluate the reliability of different sources which may be biased.</p> <p>To carry out a local history study. (based on Wimbledon tennis)</p> <p>To know connections, contrasts and trends over time.</p> <p>To understand how the Wimbledon Tennis Championship has had an impact on the local area. (Links with Geography.)</p>
Chronological knowledge and understanding	<p>To continue to plot where these significant people/ events/ places occurred on a timeline.</p> <p>To order the events of history with the given dates and to use both AD and BC on a timeline.</p>			<p>To continue to plot where these significant people/ events/ places occurred on a timeline.</p> <p>To order the events of history with the given dates and to use both AD and BC on a timeline.</p>		
Significant events, places and people	To learn about the significance of Helen Sharman and Tim Peak	To learn about the significance of Plato. (Linked to Hillcross house)	To learn about the significance of the Maya civilisation and how it has changed over time.	To learn about the significance of crime and punishment throughout the ages.	To learn about the significance of The Treaty of Versailles.	To learn about the significance of Spencer Gore, Maud Watson, Suzanne Lenglen and Fred Perry.
Outcome.				Crime scene and courtroom scenario based on case studies in different periods of time across history (same crime different punishments?)	Create diary entries/fact file/case study, web links to show the experiences of a family in Morden during the war.	Create a museum about the history of Wimbledon Tennis Championships.
<p>Historical terms- to be taught within the lesson and explained</p> <p>Conceptual vocabulary in bold and underlined.</p>	Past, present, decade, century, legacy, cause and effect, compare and contrast, <u>exploration</u> , astronaut, cosmonaut, interstellar, international space station, interplanetary, satellite	Past, present, decade, century, <u>empire</u> , <u>amphitheater</u> , <u>legacy</u> , civilisation, ancient, Acropolis, Olympics, Plato, philosophy, government, democracy, sculpture, language, architecture, western world, influence	Past, present, decade, century, idols, archaeologists, hieroglyphs, Chechen Itza, sacrifice, reincarnation, after life, tombs, Mayan, excavate, jade, pyramid.	Past, present, decade, century, kings, queens, <u>monarchy</u> , control, coronation, <u>parliament</u> , religion, nation, nobility, court, ruler, politics, <u>democracy</u> , rule of the law.	Past, present, decade, century, <u>war</u> , <u>peace</u> , assassination, Franz Ferdinand, trench, conflict, resolution, ration, evacuation, Holocaust, prime minister.	Past, present, decade, century, contrast, changes, chronology, shilling,



*Always engage pupils in a valid historical enquiry or puzzling key question through which the learning grows over the sequence of lessons. **Sometimes** your objectives will relate to pupils devising their own enquiry questions and ways of tackling them.*

*Always include objectives for building **knowledge of all the aspects shown here.** This “Now knowledge” will relate to the particular period and issue being studied while reinforcing knowledge from earlier work as appropriate to strengthen “hereafter knowledge”. (See page 2 above)*



*Within any sequence of lessons, **always** include objectives for developing pupils’ **understanding of** (usually) **one or two of the listed elements.** Your selection and precise focus for this will be reflected in the key question. (See “historical enquiry”).*

*Always require pupils to organise and communicate their findings at the end of the sequence so their learning gains coherence. **Sometimes** your objectives will relate to helping pupils to communicate clearly. They should use their understanding of the history to help them decide how to organise and present their ideas most effectively.*