

History Curriculum Map

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	See Nursery Curriculum Map - Understanding the World					
Reception	See Reception Curriculum Map - Understanding the World					
Year 1	Historical Figures Bessie Coleman		Amazing Inventions Toys - Then and Now		Historical Britain St. Peter's Church, Streatham	
Year 2	Historical Figures comparing Mary Seacole and Edith Cavell		Amazing Inventions Transport - Then and Now		Historical Britain The Great Fire of London	
Year 3	Historical Figures Septimius Severus and the Romans		Amazing Civilisations Changes in Britain from Stone Age to Iron Age		Historical Britain Anglo Saxons and Scots	
Year 4	Historical Figures Claudia Jones		Amazing Civilisations Ancient Greece		Historical Britain Viking and Anglo-Saxon struggle	
Year 5	Historical Figures Abolitionists		Amazing Civilisations Benin		Historical Britain World War 2	
Year 6	Historical Figures Nelson Mandela		Amazing Civilisations Ancient Egypt		Historical Britain Windrush	

Progression of skills in History

EYFS:	Key Stage 1:	Key Stage 2:
<p>Past and Present ELG</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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>Development Matters Statements in Bold</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally - 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 - significant historical events, people and places in their own locality. 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age • The Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • A local history study • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • The achievements of the earliest civilizations • Ancient Greece • A non-European society that provides contrasts with British history

Statutory
Framework
Objectives

Year	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill: <u>Chronology</u>	<p>Begin to make sense of their own life story and family history.</p> <p>Sequence two objects now/then (Photographs black and white/colour or eggs/chicks).</p> <p>Sequence clothes for seasons.</p> <p>Gain an understanding about the passing of time (e.g. within the school day).</p>	<p>Develop an understanding that things were different in the past and know things happened before they were born.</p> <p>Sequence two objects/pictures now/then (baby/now).</p> <p>Fit three people / events on a blank timeline (human or animal life cycle or 3 pictures of themselves growing).</p>	<p>Sequence events, artefacts or pictures in chronological order (e.g. from different time periods) within their life.</p>	<p>Sequence a collection of artefacts, pictures and events from a period in history studied.</p>	<p>Use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Use dates related to the passing of time.</p> <p>Show a developing understanding of chronology realising that the past can be divided into different time periods.</p>	<p>Place events from a period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand and use more complex terms e.g. BC/AD.</p> <p>Remember key historical facts and some dates from a period studied.</p>	<p>Place current study on timeline in relation to other studies.</p> <p>Know and sequence key events of time studied.</p> <p>Relate current studies to previous studies and make comparisons between different times in history.</p> <p>Independently place historical events or change on a timeline, to outline different information remembering key facts from a period of history studied.</p>	<p>Place current study on timeline in relation to other studies.</p> <p>Use relevant dates and terms.</p>
Skill: <u>Range & Depth of Historical Knowledge</u>	<p>Begin to make sense of their own life story and family history.</p> <p>Remember and talk about significant events in their own life e.g. birthday.</p> <p>Make sense of their own life story and family's history through photographs, stories and role play.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Begin to make sense of their own life story and family history</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations from the past.</p> <p>Know that the</p>	<p>Begin to describe similarities and differences in artefacts and pictures – how and why things were done in the past (e.g. spot old and new things in a picture).</p> <p>Use a range of sources to find out characteristic features of the past.</p> <p>Sequence the story of a significant historical figure and appreciate that some famous people have helped our lives be better</p>	<p>Find out about people and events in other times through artefacts.</p> <p>Describe with increasing confidence, similarities and differences identified between historical artefacts and pictures.</p> <p>Develop empathy and understanding to historical people/events through drama (hot seating, speaking and listening).</p>	<p>Find out about everyday lives of people in time studies and compare with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Understand why people may have had to do something.</p> <p>Study the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II).</p>	<p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events in a time period.</p> <p>Develop a broad understanding of ancient civilisations.</p> <p>Recognise that the lives of wealthy people were very different to those of poor people.</p> <p>Appreciate how items found belonging to people help us to build up an accurate picture of how people used to live at different</p>	<p>Examine causes and results of great events and the impact on people.</p> <p>Study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt).</p> <p>Make comparisons between two historical periods; explaining things that have changed and things which have stayed the same.</p> <p>Describe how a significant individual or movement has influenced the UK or wider world.</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Know key dates, characters and events of time studied.</p> <p>Compare and contrast ancient civilisations.</p> <p>Summarise what Britain has learnt from other countries and civilisations through time gone by and more recently.</p>

		<p>events of the past have impacted celebrations and events today.</p>	<p>today.</p> <p>Describe in simple terms the importance of a local place or landmark.</p> <p>Compare and explain how they have changed since they were born (e.g. consider clothes, toys, foods, size, and abilities).</p> <p>Sort artefacts into 'then' and 'now'.</p> <p>Describe changes in the local area during their own lifetime and that of their parents and grandparents.</p>	<p>Recount the life of someone famous from Britain who lived in the past.</p> <p>Research and sequence the life of a famous person from the past using different resources to help them.</p> <p>Explore cause and effect by looking at a significant individual's actions and what happened as a result.</p> <p>Use stories of famous historical figures to compare aspects of life in different times.</p> <p>Describe how people, places and events have changed over time.</p>	<p>Know that Britain has been invaded by several different groups over time.</p> <p>Describe some of the main changes in Britain, resulting from an event (e.g. an invasion of war).</p>	<p>times.</p> <p>Explain how events from the past have helped shape our lives today.</p> <p>Compare two time periods of history.</p> <p>Explain how significant historical figures contributed to national and international achievements in a variety of eras.</p> <p>Explain the impact of a significant historical figure on life in Britain.</p>	<p>Link events from periods studied to changes or developments in contemporary society, both in Britain and the wider world.</p>	<p>Recognise and describe differences and similarities, changes and continuity between different periods in history.</p> <p>Identify and explain their understanding of propaganda.</p> <p>Describe a key event from Britain's past using a range of evidence from different sources.</p> <p>Describe how their own lives have been influenced by a significant individual or movement.</p> <p>Describe the negative or positive impact of a period of history on contemporary society.</p>
<p>Skill: <u>Historical Enquiry & Interpretation</u></p>	<p>Ask questions about their own immediate community and environment to extend knowledge.</p> <p>To begin to understand 'how' and 'why' questions.</p> <p>Use artefacts in their play and begin to understand that some are old and some are new e.g. cameras.</p>	<p>Discuss stories and significance of their names.</p> <p>Begin to identify ways in which the past is represented through artefacts, photographs and stories.</p> <p>Comment on images of familiar situations from the past.</p> <p>Compare and contrast characters</p>	<p>Ask and answer questions about old and new objects.</p> <p>Answer questions using an artefact/photograph provided, including an event beyond living memory.</p> <p>Offer a plausible explanation about what an object was used for in the past.</p>	<p>Demonstrate knowledge and understanding of events beyond living memory through simple recording, using texts and drawings.</p> <p>Use a source – why, what, who, how, where to ask questions and find answers.</p> <p>Discuss the effectiveness of</p>	<p>Identify and give reasons for different ways in which the past is represented.</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Use a range of sources to find out about a period, including using the library and e-learning for research to answer</p>	<p>Look at evidence available and begin to evaluate the usefulness of different sources.</p> <p>Ask a variety of questions.</p> <p>Ask and answer complex questions through independent research.</p>	<p>Use evidence to build up a picture of life in time studied.</p> <p>Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur.</p> <p>Use a range of historical sources to</p>	<p>Recognise primary and secondary sources using a range of sources to find out about an aspect of time past.</p> <p>Summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Make connections, draw contrasts and</p>

		<p>from stories, including figures from the past.</p> <p>Answer 'how' and 'why' questions.</p> <p>Ask simple questions about artefacts.</p> <p>Know that events of the past have impacted celebrations and events today e.g. Christmas.</p>		<p>different historical sources.</p>	<p>questions.</p> <p>Research similarities and differences between given periods in history.</p>		<p>find out about significant events.</p>	<p>identify trends in two or more periods of history to improve historical perspective.</p> <p>Independently investigate complex historical research questions.</p>
<p>Skill: <u>Communication & Vocabulary</u></p>	<p>Begin to understand and use past tense plurals correctly and vocabulary that relates to the passing of time e.g. yesterday.</p>	<p>Use simple language that relates to the passing of time (today, yesterday, last week etc).</p>	<p>Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now' to describe the passing of time in their historical learning.</p>	<p>Communicate understanding through class display or museum, annotated photographs, ICT.</p> <p>Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now' to describe the passing of time in their historical learning.</p>	<p>Communicate knowledge and understanding about historical events and famous people in a variety of ways – labelled diagrams, recounts, stories, diaries, pictures, discussions, annotations and drama.</p> <p>Use appropriate historical vocabulary to describe key features of a time period.</p>	<p>Begin to use abstract terms (e.g. empire, civilization, parliament, and peasantry).</p>	<p>Use relevant terms and time vocabulary to match dates to people and events.</p> <p>Record and communicate knowledge in different forms</p> <p>Produce well-structured narratives, descriptions and explanations.</p>	<p>Select, organise, summarise and present relevant information from a wide range of sources, in the most effective way for a given purpose.</p>