



History CURRICULUM MAP

History Coverage

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
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- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and

long-term timescales

Key stage 1

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.

Pupils should be taught about:

- 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]**
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]**
- significant historical events, people and places in their own locality.**

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All about me	Terrific Tales	Amazing Animals	Come Outside	Ticket to Ride	Fun at the Seaside
	Families and where children have been in the past. Past birthday celebrations. Long ago - how times have changed looking at old and new objects and people.	Children’s experiences of Christmas in the past. How Christmas used to be celebrated in the past. Remembrance day.	Listening to stories and putting events into chronological order. Dinosaurs.	What parks looked like in the past.	How people travelled in the past. The history of space travel.	To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. To learn about and understand what a palaeontologist is. Introduce Mary Anning as the first female to find a fossil.
<u>Chronological Understanding</u> Birthdays, Days, months, seasons. - Understanding of changes in their own lifetime - personal timeline. - Uses everyday language related to time. (M – ELG) - Talk about things they did at the weekend, yesterday, this morning... - Visual timetable - Orders and sequences familiar events (M – ELG).		<u>Range and Depth of Historical Knowledge</u> - Understand key features of event e.g. Remembrance Day - Learn about the lives of significant family members - Children to talk about past and present events in their own lives and in the lives of family members. (UW -ELG)	<u>Interpretations of History</u> - Recount an event, verbally and written. - Use past, present & future forms accurately when talking about events that have happened or are to happen in the future (Spk ELG).	<u>Historical Enquiry</u> Looks closely at similarities, differences, patterns and change. (UW – 40-60) - Talk about changes. (UW – ELG) - History mystery objects. - They answer ‘how’ and ‘why’ questions about their experiences and in response to stories and events. (CL – ELG) - Know that information can be retrieved from books and computers. (L – ELG) - Ch know the difference between past & present events in their own lives & some reasons why peoples lives were different in the past	<u>Organisation and Communication</u> Children represent their own ideas, thoughts and feelings through: - design technology - art - music - dance - role play stories (EAD – ELG)	

				(UW P&C Exceeding).					
<u>Year 1</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
		Guy Fawkes and the Gunpowder plot		Castles		Toys past and present			
<u>Chronological Understanding</u> - Sequence events in their life - Sequence photographs from different time periods in their life - Describe key memories - Identify objects old and new - Describe differences between old and new objects/artefacts - Begin sequencing photographs of key events studied		<u>Range and Depth of Historical Knowledge</u> - Recognise the difference between past and present in their own and others' lives - Talk about and recall facts about the lives of significant people e.g Neil Armstrong - Identify and discuss key events linked to the significant people studied - Know and recount episodes from stories about the past		<u>Interpretations of History</u> Use stories to encourage children to distinguish between fact and fiction		<u>Historical Enquiry</u> - Begin to sort artefacts 'old' and 'new' - Find answers to simple questions about the past from sources of information e.g. artefacts		<u>Organisation and Communication</u> Communicate their knowledge through: - Discussion - Drawing pictures - Drama/Role Play - Music - Models - Writing - ICT	
<u>Year 2</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
		Great Fire of London		Florence Nightingale		What were seaside holidays like in the past?			
<u>Chronological Understanding</u> Sequence photographs of key events studied		<u>Range and Depth of Historical Knowledge</u> Talk about and recall key information about significant		<u>Interpretations of History</u> Compare two versions of a past event		<u>Historical Enquiry</u> Use a source – observe or handle sources to answer questions about the past on		<u>Organisation and Communication</u> Communicate their knowledge through:	

- Sequence key facts of an event studied - Describe significant memories linked to national life (i.e family weddings/royal weddings)	people from the past - Recognise why people did things, why events happened and what happened as a result - Identify differences between ways of life at different times	Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories (i.e 1st,2nd and 3rd class accounts from the Titanic)	the basis of simple observations	- Discussion - Drawing pictures - Drama/Role Play - Music - Models - Writing - ICT - Dance
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Key stage 2

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.

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.

Pupils should be taught about:

- 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 – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

<u>Year 3</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Prehistoric Britain		Invaders and settlers Romans (Local Study)		Ancient Egypt
<u>Chronological Understanding</u> • Place the time studied on a time line • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts	<u>Range and Depth of Historical Knowledge</u> • Find out about everyday lives of people in time studied • Compare with our life today • Identify reasons for and results of people's actions • Understand why people may have wanted to do something		<u>Interpretations of History</u> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museum, cartoons etc.	<u>Historical Enquiry</u> • Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research	<u>Organisation and Communication</u> Communicate their knowledge through: • Discussion • Drawing pictures • Drama/Role Play • Models • Music • Writing • ICT • Dance	

<u>Year 4</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Anglo-saxons, Picts and Scots		Tudors		The Mayans
Chronological Understanding - Place events from the period studied on time line - Use terms related to the period and begin to date events - Understand more complex terms E.g. BC/AD		Range and Depth of Historical Knowledge - Use evidence to reconstruct life in time studied - Introduce the idea of empathy through a study of people's behaviour and characteristics and beliefs - Identify key features and events of time studied - Look for links and effects in time studied - Offer a reasonable explanation for some events	Interpretations of History - Look at the evidence available - Begin to evaluate the usefulness of different sources - Use text books and historical Knowledge	Historical Enquiry - Use evidence to build up a picture of a past event - Choose relevant sources to present a picture of one aspect of life in time past - Ask a variety of questions - Use the library and internet for research		Organisation and Communication - Recall, select and organise historical information. - Communicate and present their knowledge and understanding - Discussion/debates - Drawing pictures - Dram/role play - Models - Music - Writing - ICT - Dancing
<u>Year 5</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Vikings vs Anglo-Saxons		Local History Study		Who were the ancient Greeks?
Chronological Understanding - Know and sequence key events of time studied - Use relevant terms and period labels - Make comparisons between different times in the past		Range and Depth of Historical Knowledge - Study different aspects of different people - differences between men and women - Recognise the beliefs, behaviour and characteristics through a critical lens	Interpretations of History - Compare accounts of events from different sources – fact or fiction - Offer some reasons for different versions of events and how reliable they are	Historical Enquiry - Begin to identify primary and secondary sources - Use evidence to build up a picture of a past event - Select relevant sections of information from sources		Organisation and Communication - Recall, select and organise historical information in greater detail - Communicate their knowledge and understanding in greater detail - Discussion/debates - Drawing pictures

	- Examine causes and results of great events and the impact on people - Compare life in early and late 'times' studied - Compare an aspect of life with the same aspect in another period		Use the library and internet for research with increasing confidence	- Dram/role play - Models - Music - Writing (See progression through text types and genres) - ICT - Dancing			
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		World War 1		Crime and Punishment.		Shang Dynasty	
Chronological Understanding - Place current study on time line in relation to other studies - Use relevant dates and terms - Sequence up to 10 events on a time line		Range and Depth of Historical Knowledge - Understand beliefs, behaviour, characteristics and motives of people, recognising that not everyone shares the same views, feelings and values of empathy. - Compare beliefs and behaviour with another time studied - Communicate and provide an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation - Know key dates, characters and events of time studied		Interpretations of History - Link sources and work out how conclusions were arrived at - Consider ways of checking the accuracy of interpretations – fact or fiction and opinion - Be aware that different evidence will lead to different conclusions - Confidently use the library and internet for research		Historical Enquiry - Compare and evaluate primary and secondary sources through a critical lens - Use a range of sources to find out about an aspect of time past - Suggest omissions and the means of finding out - Collate knowledge from several sources in a fluent account	Organisation and Communication Drawing pictures - Drama/role play - Writing (See progression through text types and genres) - Recall, select and organise historical information in greater detail. - Communicate their knowledge and understanding in greater detail. - To self-select and organise information to produce structured work, making appropriate use of dates and terms. - ICT - Debates

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