

Curriculum Map - History



EYFS

Statutory requirements Understanding the World. Past and Present.

Children at the expected level of development will:

- 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 story telling.

Non-Statutory Guidance Development Matters 2021 and Birth to Five Matters 2021 offer guidance regarding learning pathways in the curriculum we offer through the EYFS Understanding the World (Statutory Framework for the early years foundation stage)

Guiding children to make sense of their physical world and their community. Frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. Listening to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of culturally, socially, technologically and ecologically diverse world. Extend familiarity with words that support understanding across domains. Enrich and widen children's vocabulary.

At WHPS to link with KS1:

- Identify similarities and differences and make connections between past and present.
- Focus on change and continuity.
- Develop understanding of chronology – changes in own lives using simple language that relates to the passing of time
- Encourage the asking of questions about different stimuli.
- Know that we learn about the past in different ways:
 - o Range of personal experiences
 - o Oral history
 - o Artefacts
 - o Images of familiar situations
 - o Stories, songs and poems

Key Stage 1

Statutory requirements

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.

| <i>Disciplinary Knowledge</i> | <u>Chronological Understanding.</u> | <u>Historical Enquiry.</u> | <u>Historical Interpretation</u> | <u>Organisation and Communication.</u> | <u>Understanding of events, people and changes.</u> |
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| Year 1 | <p>I can place people, events and objects in chronological order.</p> <p>I can sequence events and recount changes within my life.</p> <p>I can use common words and phrases relating to the passing of time. (Here, now, then, yesterday, last week, last year, a long time ago.)</p> | <p>I can find answers to simple questions about the past from simple sources of information. (People, photographs)</p> <p>I can ask and answer simple questions about the past.</p> <p>I can describe simple similarities and differences between artefacts and sort them into 'then and 'now'.</p> | <p>I understand that my ideas about an event may be different from someone else.</p> <p>I can describe changes within living memory and aspects of change in national life.</p> | <p>I can talk, draw or write about aspects of the past.</p> | <p>I know about people who have made a difference where I live and far away.</p> |
| Year 2 | <p>I can show an awareness of the past, using common words and phrases relating to the passing of time. (decade, century, past, present, artefact, evidence, information.)</p> <p>I can describe where the people and events studied fit within a chronological framework and identify</p> | <p>I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events.</p> <p>I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> | <p>I can identify some similarities and differences between ways of life in different periods.</p> | <p>I can describe events beyond living memory that are significant nationally or globally.</p> <p>I can describe significant historical events, people and places locally.</p> | <p>I know about people who have made a difference where I live and far away.</p> |

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| | <p>similarities and differences between ways of life in different periods.</p> <p>I can sequence events and recount changes from before my life.</p> | | | | |
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Key Stage 2

Statutory requirements

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.

| <i>Disciplinary Knowledge</i> | <u>Chronological Understanding.</u> | <u>Historical Enquiry.</u> | <u>Historical Interpretation</u> | <u>Organisation and Communication.</u> | <u>Understanding of events, people and changes.</u> |
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| Year 3 | <p>I can use an increasing range of common words and phrases relating to the passing of time. (millennia, BC, AD, ancient, prehistoric, Neolithic)</p> <p>I understand that some events happened beyond living memory.</p> | <p>I understand that our knowledge of the past is constructed from a range of sources.</p> | <p>I can describe historically significant places.</p> <p>I can notice connections, contrasts and trends over time. (Farming now and Neolithic hunter-gathers/early farmers)</p> | <p>I can ask questions about the past.</p> | <p>I know about changes in Britain from the Stone Age to the Iron Age.</p> |
| Year 4 | <p>I can place some historical periods in a chronological framework.</p> | <p>I understand that our knowledge of the past is constructed from a range of sources. (Artefacts, maps, clothing, newspapers.)</p> | <p>I can understand that sources can contradict each other.</p> <p>I can notice connections, contrasts and trends over time.</p> | <p>I can explain what I have learned in an organised and structured way, using appropriate terminology.</p> | <p>I know about the Roman Empire and its impact on Britain.</p> <p>I know about the achievements of early</p> |

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| | <p>I can use historic terms related to the period of study. (Ancient civilization, archaeology, chronology, emperor, empire, global, international, invasion, oral history, slave)</p> | <p>I can use sources of information in ways that go beyond simple observations to answer questions about the past.</p> | | | <p>civilizations – the Ancient Egyptians.</p> |
| <p>Year 5</p> | <p>I can use dates to order and place events in a chronological framework, making links between periods.</p> <p>I can use historic terms related to the period of study. (Colony, conquest, democracy, diversity, exploration, global, parliament, settler.)</p> | <p>I can compare sources of information available for the study of different times in the past.</p> <p>I understand that our knowledge of the past is constructed from a range of sources. (Tools, Everyday objects, jewelry, diaries, letters)</p> | <p>I can understand that the type of information available depends on the period of time studied.</p> <p>I can notice connections, contrasts and trends over time. (Greek democracy, Olympic games, Scotland, Christian conversion, Anglo-Saxon art, place names)</p> | <p>I can present findings and communicate knowledge and understanding in different ways.</p> <p>I can provide an account of a historical event based on more than one source.</p> <p>I can use evidence to support arguments.</p> | <p>I can give some reasons for some important historical events.</p> <p>I understand Britain’s settlement by the Anglo-Saxons and Scots.</p> <p>I understand the Anglo-Saxon and Viking struggle for England to the time of Edward the Confessor.</p> <p>I understand a significant aspect of British history beyond 1066 – Shackleton.</p> |
| <p>Year 6</p> | <p>I can use historic terms related to the period of study. (Diversity, continuity, execution, heresy, interpretation, invention, monarchy, torture, traitor, treason.)</p> | <p>I understand that our knowledge of the past is constructed from a range of sources. Question the validity of sources.</p> | <p>I can evaluate the usefulness of a variety of sources.</p> <p>I understand bias in sources of evidence.</p> | <p>I understand the difference between primary and secondary sources of evidence.</p> <p>I can answer and devise historically valid questions about change, cause,</p> | <p>I understand a significant aspect of British history beyond 1066 – The Battle of Britain.</p> <p>I understand a non-European civilization</p> |

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| | I can note connections, contrasts and trends over time and show some use of historical terms. | | | similarity and difference, and significance. I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. | that contrasts with British History. |
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