



History Curriculum Map

EYFS When they leave the Early Years, we expect children to be able to:

- Show interest in the lives of people who are familiar to them.
- Remember and talk about significant events in their own experiences.
- Recognise and describe special times or events for family or friends.
- Show interest in different occupations and ways of life.
- Know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.
- Develop an understanding of growth, decay and changes over time.
- Look closely at similarities, differences, patterns and change.
- Talk about past and present events in their own lives and in the lives of family members.
- Know about similarities and differences between themselves and others, and among families, communities and traditions.

	Autumn	Spring	Summer
Year 1	<p><u>Toys: How did we used to play?</u></p> <ul style="list-style-type: none"> • Use common words and phrases related to the passing of time. • Ask and answer relevant and basic questions about the past. • Talk, draw, or write about aspects of the past. 	<p><u>Transport: How has travel changed over time?</u></p> <ul style="list-style-type: none"> • Use common words and phrases related to the passing of time. • Ask and answer relevant and basic questions about the past. 	<p><u>Seaside: What were holidays like in the past?</u></p> <ul style="list-style-type: none"> • Use common words and phrases related to the passing of time. • Ask and answer relevant and basic questions about the past.

	<ul style="list-style-type: none"> Place known events and objects in chronological order. Sequence events and recount changes within living memory. Describe some simple similarities and differences between artefacts. Sort artefacts from then and now. 	<ul style="list-style-type: none"> Talk, draw, or write about aspects of the past. Understand key features of events. Find answers to simple questions about the past from simple sources of information. Relate their own account of an event and understand that others may give a different version. Identify similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> Talk, draw, or write about aspects of the past. Understand key features of events. Identify similarities and differences between ways of life in different periods.
<p>Year 2</p>	<p><u>Local Heroes: George Stephenson and Grace Darling</u></p> <ul style="list-style-type: none"> Show awareness of the past using common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. Speak about how they have found out about the past. Record what they have learned by drawing and writing. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Describe events beyond living memory that are significant nationally or globally. Discuss the lives of significant individuals in the past who have contributed to nation and international achievements and use some to 	<p><u>Great Explorers: Christopher Columbus and Neil Armstrong</u></p> <ul style="list-style-type: none"> Show awareness of the past using common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. Speak about how they have found out about the past. Record what they have learned by drawing and writing. Describe where the people and events studied fit in with the chronological framework and identify similarities and differences between ways of life in different periods. Discuss the lives of significant individuals in the past who have contributed to nation and international achievements and use some to compare aspects of life in different periods. 	<p><u>Kind and Caring: Mary Seacole and Florence Nightingale</u></p> <ul style="list-style-type: none"> Show awareness of the past using common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. Speak about how they have found out about the past. Record what they have learned by drawing and writing. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. Describe Changes within living memory and aspects and change in national life. Describe significant historical events, people, and places in their own locality. Discuss the lives of significant individuals in the past who have contributed to nation and international achievements

	compare aspects of life in different periods.		and use some to compare aspects of life in different periods.
Year 3	<p><u>Stone Age to Bronze Age</u></p> <ul style="list-style-type: none"> • Use an increasing range of common words and phrases related to the passing of time. • Describe memories of key events in their life using historical vocabulary. • Describe some simple similarities and differences between artefacts. (Y1) • Speak about how they have found out about the past. (Y2) • Record what they have learned by drawing and writing. (Y2) • Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Y2) 	<p><u>Bronze Age to Iron Age</u></p> <ul style="list-style-type: none"> • Use an increasing range of common words and phrases related to the passing of time. • Ask and answer relevant and basic questions about the past. • Describe some simple similarities and differences between artefacts. (Y1) • Speak about how they have found out about the past. (Y2) • Record what they have learned by drawing and writing. (Y2) • Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Y2) • Describe changes in Britain from the Stone Age to Iron Age. (Y6) 	<p><u>The Romans</u></p> <ul style="list-style-type: none"> • Use an increasing range of common words and phrases related to the passing of time. • Ask and answer relevant and basic questions about the past. • Speak about how they have found out about the past. (Y2) • Record what they have learned by drawing and writing. (Y2) • Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Y2) • Place some historical periods in a chronological framework. (Y4) • Use historical terms related to a period of study. (Y4) • Use a variety of resources to find out about aspects of life in the past. (Y4) • Describe the Roman Empire and its impact on Britain. (Y6)
Year 4	<p><u>The Anglo-Saxons</u></p> <ul style="list-style-type: none"> • Place some historical periods in a chronological framework. • Use historical terms related to a period of study. • Use a variety of resources to find out about aspects of life in the past. 	<p><u>The Vikings</u></p> <ul style="list-style-type: none"> • Place some historical periods in a chronological framework. • Use historical terms related to a period of study. • Use a variety of resources to find out about aspects of life in the past. 	<p><u>The Battle of Hastings</u></p> <ul style="list-style-type: none"> • Place some historical periods in a chronological framework. • Use historical terms related to a period of study. • Use a variety of resources to find out about aspects of life in the past.

	<ul style="list-style-type: none"> • Use sources of information in ways that go beyond simple observations to answer questions about the past. • Communicate their learning in an organised and structured way using appropriate terminology. • Describe Britain's settlement by Anglo Saxons and Scots (Y6) 	<ul style="list-style-type: none"> • Understand that sources can contradict each other. • Communicate their learning in an organised and structured way using appropriate terminology. • Describe the Viking and Anglo Saxon Struggle for the kingdom of England to the time of Edward the Confessor. (Y6) 	<ul style="list-style-type: none"> • Use sources of information in ways that go beyond simple observations to answer questions about the past. • Communicate their learning in an organised and structured way using appropriate terminology.
<p>Year 5</p>	<p><u>Understanding our Local History: Coalmining</u></p> <ul style="list-style-type: none"> • Use dates to order and place events on a timeline. • Compare sources of information available for the study of different times of the past. • Make comparisons between aspects of periods of history the present day. • Understand that the type of information available depends on the period studied. • Evaluate the usefulness of a variety of sources. • Present findings and communicate knowledge and understanding in different ways. • Give some reasons for some important historical events. 	<p><u>Focus: Ancient Greeks</u></p> <ul style="list-style-type: none"> • Use dates to order and place events on a timeline. • Compare sources of information available for the study of different times of the past • Make comparisons between aspects of periods of history the present day. • Understand that the type of information available depends on the period studied. • Evaluate the usefulness of a variety of sources. • Present findings and communicate knowledge and understanding in different ways. • Provide an account of a historical event based on more than one source. • Give some reasons for some important historical events. • Describe a study of an ancient Greek life and achievements and their influence on the western world. (Y6) 	<p><u>Romans: Who was Boudicca?</u></p> <ul style="list-style-type: none"> • Use dates to order and place events on a timeline. • Compare sources of information available for the study of different times of the past • Make comparisons between aspects of periods of history the present day. • Understand that the type of information available depends on the period studied. • Evaluate the usefulness of a variety of sources. • Present findings and communicate knowledge and understanding in different ways. • Provide an account of a historical event based on more than one source. • Give some reasons for some important historical events.
<p>Year 6</p>	<p><u>Understanding our Local History: Shipbuilding</u></p>	<p><u>Ancient Egyptians</u></p> <ul style="list-style-type: none"> • Make comparisons between aspects of periods of history to the present day. (Y5) 	<p><u>Vikings: The Raid of Lindisfarne</u></p>

<ul style="list-style-type: none"> • Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. • Make confident use of a variety of sources for independent research. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Describe a local history study. • Note connections contrast and trends over time and show developing appropriate use of historical terms • Describe a study of an aspect or theme in British history that extends their chronological knowledge beyond 1066. • Use evidence to support arguments. 	<ul style="list-style-type: none"> • Understand that the type of information available depends on the period studied. (Y5) • Evaluate the usefulness of a variety of sources. (Y5) • Present findings and communicate knowledge and understanding in different ways. (Y5) • Give some reasons for some important historical events. (Y5) • Describe the achievements of the earliest civilisation in Ancient Egypt. 	<ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Describe a chronology secure knowledge and understanding of British local and world history, establishing clear narrative within and across the periods they study. • Note connections contrast and trends over time and show developing appropriate use of historical terms. • Understand how our knowledge of the past is constructed from a range of sources. • Describe a local history study. • Compare sources of information available for the study of different times of the past. (Y5)
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