



## 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.

Year 1	Autumn	Spring	Summer
	<p><b><u>Toys: How did we used to play?</u></b></p> <ul style="list-style-type: none"> <li>• Use common words and phrases related to the passing of time.</li> <li>• Ask and answer relevant and basic questions about the past.</li> <li>• Talk, draw, or write about aspects of the past.</li> <li>• Place known events and objects in chronological order.</li> <li>• Sequence events and recount changes within living memory.</li> <li>• Describe some simple similarities and differences between artefacts.</li> <li>• Sort artefacts from then and now.</li> </ul>	<p><b><u>Transport: How has travel changed over time?</u></b></p> <ul style="list-style-type: none"> <li>• Use common words and phrases related to the passing of time.</li> <li>• Ask and answer relevant and basic questions about the past.</li> <li>• Talk, draw, or write about aspects of the past.</li> <li>• Understand key features of events.</li> <li>• Find answers to simple questions about the past from simple sources of information.</li> <li>• Relate their own account of an event and understand that others may give a different version.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> </ul>	<p><b><u>Seaside: What were holidays like in the past?</u></b></p> <ul style="list-style-type: none"> <li>• Use common words and phrases related to the passing of time.</li> <li>• Ask and answer relevant and basic questions about the past.</li> <li>• Talk, draw, or write about aspects of the past.</li> <li>• Understand key features of events.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> </ul> <p><b>Field Work: Coastal Walk</b></p>

Year 2	Autumn	Spring	Summer
	<p><b><u>Local Heroes: George Stephenson and Grace Darling</u></b></p> <ul style="list-style-type: none"> <li>• Show awareness of the past using common words and phrases relating to the passing of time.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Speak about how they have found out about the past.</li> <li>• Record what they have learned by drawing and writing.</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• Describe events beyond living memory that are significant nationally or globally.</li> <li>• 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.</li> </ul> <p><b>Field Work:</b> Grace Darling Museum</p>	<p><b><u>Great Explorers: Captain James Cook and Neil Armstrong</u></b></p> <ul style="list-style-type: none"> <li>• Show awareness of the past using common words and phrases relating to the passing of time.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Speak about how they have found out about the past.</li> <li>• Record what they have learned by drawing and writing.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p><b><u>Kind and Caring: Mary Seacole and Florence Nightingale</u></b></p> <ul style="list-style-type: none"> <li>• Show awareness of the past using common words and phrases relating to the passing of time.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Speak about how they have found out about the past.</li> <li>• Record what they have learned by drawing and writing.</li> <li>• Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Describe Changes within living memory and aspects and change in national life.</li> <li>• Describe significant historical events, people, and places in their own locality.</li> <li>• 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.</li> </ul>

Year 3	Autumn	Spring	Summer
	<p><u>Stone Age to Bronze Age</u></p> <ul style="list-style-type: none"> <li>• Use an increasing range of common words and phrases related to the passing of time.</li> <li>• Describe memories of key events in their life using historical vocabulary.</li> <li>• Describe some simple similarities and differences between artefacts. (Y1)</li> <li>• Speak about how they have found out about the past. (Y2)</li> <li>• Record what they have learned by drawing and writing. (Y2)</li> <li>• 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)</li> </ul>	<p><u>Bronze Age to Iron Age</u></p> <ul style="list-style-type: none"> <li>• Use an increasing range of common words and phrases related to the passing of time.</li> <li>• Ask and answer relevant and basic questions about the past.</li> <li>• Describe some simple similarities and differences between artefacts. (Y1)</li> <li>• Speak about how they have found out about the past. (Y2)</li> <li>• Record what they have learned by drawing and writing. (Y2)</li> <li>• 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)</li> <li>• Describe changes in Britain from the Stone Age to Iron Age. (Y6)</li> </ul>	<p><u>The Romans</u></p> <ul style="list-style-type: none"> <li>• Use an increasing range of common words and phrases related to the passing of time.</li> <li>• Ask and answer relevant and basic questions about the past.</li> <li>• Speak about how they have found out about the past. (Y2)</li> <li>• Record what they have learned by drawing and writing. (Y2)</li> <li>• 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)</li> <li>• Place some historical periods in a chronological framework. (Y4)</li> <li>• Use historical terms related to a period of study. (Y4)</li> <li>• Use a variety of resources to find out about aspects of life in the past. (Y4)</li> <li>• Describe the Roman Empire and its impact on Britain. (Y6)</li> </ul> <p><b>Field Work:</b> Segedunum</p>

Year 4	Autumn	Spring	Summer
	<p><u>The Anglo-Saxons</u></p> <ul style="list-style-type: none"> <li>Place some historical periods in a chronological framework.</li> <li>Use historical terms related to a period of study.</li> <li>Use a variety of resources to find out about aspects of life in the past.</li> <li>Use sources of information in ways that go beyond simple observations to answer questions about the past.</li> <li>Communicate their learning in an organised and structured way using appropriate terminology.</li> <li>Describe Britain's settlement by Anglo Saxons and Scots (Y6)</li> </ul>	<p><u>The Vikings</u></p> <ul style="list-style-type: none"> <li>Place some historical periods in a chronological framework.</li> <li>Use historical terms related to a period of study.</li> <li>Use a variety of resources to find out about aspects of life in the past.</li> <li>Understand that sources can contradict each other.</li> <li>Communicate their learning in an organised and structured way using appropriate terminology.</li> <li>Describe the Viking and Anglo-Saxon Struggle for the kingdom of England to the time of Edward the Confessor. (Y6)</li> </ul> <p><b>Field Work:</b> Holy Island</p>	<p><u>The Battle of Hastings</u></p> <ul style="list-style-type: none"> <li>Place some historical periods in a chronological framework.</li> <li>Use historical terms related to a period of study.</li> <li>Use a variety of resources to find out about aspects of life in the past.</li> <li>Use sources of information in ways that go beyond simple observations to answer questions about the past.</li> <li>Communicate their learning in an organised and structured way using appropriate terminology.</li> </ul>

Year 5	Autumn	Spring	Summer
	<p><b><u>Understanding our Local History:</u></b> <b><u>Coalmining</u></b></p> <ul style="list-style-type: none"> <li>• Use dates to order and place events on a timeline.</li> <li>• Compare sources of information available for the study of different times of the past.</li> <li>• Make comparisons between aspects of periods of history the present day.</li> <li>• Understand that the type of information available depends on the period studied.</li> <li>• Evaluate the usefulness of a variety of sources.</li> <li>• Present findings and communicate knowledge and understanding in different ways.</li> <li>• Give some reasons for some important historical events.</li> </ul> <p><b>Field Work:</b> Woodhorn Colliery</p>	<p><b><u>Focus: Ancient Greeks</u></b></p> <ul style="list-style-type: none"> <li>• Use dates to order and place events on a timeline.</li> <li>• Compare sources of information available for the study of different times of the past</li> <li>• Make comparisons between aspects of periods of history the present day.</li> <li>• Understand that the type of information available depends on the period studied.</li> <li>• Evaluate the usefulness of a variety of sources.</li> <li>• Present findings and communicate knowledge and understanding in different ways.</li> <li>• Provide an account of a historical event based on more than one source.</li> <li>• Give some reasons for some important historical events.</li> <li>• Describe a study of an ancient Greek life and achievements and their influence on the western world. (Y6)</li> </ul>	<p><b><u>Romans: Who was Boudicca?</u></b></p> <ul style="list-style-type: none"> <li>• Use dates to order and place events on a timeline.</li> <li>• Compare sources of information available for the study of different times of the past</li> <li>• Make comparisons between aspects of periods of history the present day.</li> <li>• Understand that the type of information available depends on the period studied.</li> <li>• Evaluate the usefulness of a variety of sources.</li> <li>• Present findings and communicate knowledge and understanding in different ways.</li> <li>• Provide an account of a historical event based on more than one source.</li> <li>• Give some reasons for some important historical events.</li> </ul>

Year 6	Autumn	Spring	Summer
	<p><b><u>Understanding our Local History: Shipbuilding</u></b></p> <ul style="list-style-type: none"> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</li> <li>• Make confident use of a variety of sources for independent research. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Describe a local history study.</li> <li>• Note connections contrast and trends over time and show developing appropriate use of historical terms</li> <li>• Describe a study of an aspect or theme in British history that extends their chronological knowledge beyond 1066.</li> <li>• Use evidence to support arguments.</li> </ul>	<p><b><u>Ancient Egyptians</u></b></p> <ul style="list-style-type: none"> <li>• Make comparisons between aspects of periods of history to the present day. (Y5)</li> <li>• Understand that the type of information available depends on the period studied. (Y5)</li> <li>• Evaluate the usefulness of a variety of sources. (Y5)</li> <li>• Present findings and communicate knowledge and understanding in different ways. (Y5)</li> <li>• Give some reasons for some important historical events. (Y5)</li> <li>• Describe the achievements of the earliest civilisation in Ancient Egypt.</li> </ul> <p><b>Field Work: Hancock Museum</b></p>	<p><b><u>Vikings: The Raid of Lindisfarne</u></b></p> <ul style="list-style-type: none"> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• Describe a chronology secure knowledge and understanding of British local and world history, establishing clear narrative within and across the periods they study.</li> <li>• Note connections contrast and trends over time and show developing appropriate use of historical terms.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> <li>• Describe a local history study.</li> <li>• Compare sources of information available for the study of different times of the past. (Y5)</li> </ul>