

HISTORY CURRICULUM MAP

Rationale for our curriculum

We intend for our History curriculum to inspire children's curiosity and fascination about the past and how it has shaped society today. Our curriculum is knowledge rich - as children work through our curriculum they will know and understand more about the past. We aim for children to develop a love for History and to recognise its role in how it has shaped society today and becoming a responsible global citizen. We aim to provide links with our local historical areas and communities. We will further develop history skills within plenty of enrichment activities such as off-site visits and external visitors where the children can have first-hand experiences of what it was like to live in the past.



Curriculum Aims

- 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
- 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

Substantive concepts:

Year 1: Culture, Society

Year 2: Culture, Society, Power

Year 3: Society, Power, Settlement

Year 4: Settlement, Civilization

By the end of KS1, pupils will be able to:

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.

By the end of Year 4, pupils will have learned (but will continue to develop in Y5/Y6 at their next school):

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.

EYFS Progression of Skills for Understanding the World (Substantive concepts - Culture, Chronology)

| Past and Present | | | | | | |
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| Birth-Three . Make connections between the features of their family and other families. . Notice differences between people. | | Three- Four Years . Begin to make sense of their own life-story and family history. | | Reception . Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past | | Writing- ELG . . Talk about the lives of the people around them and their roles in society. UTW. P&P.ELG • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. UTW. P&P.ELG • Understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG |
| Finding out about the Past. Comparing to the present. | I am beginning to make sense of my own life-story and family history. | I can comment on fictional/historical figures or familiar objects or situations from the past. | I can share my likes and dislikes about historical figures, familiar objects, or familiar situations from the past | I can make comparisons between historical figures or familiar objects or situations from the past using story books and information books. I can identify some similarities and some differences. | I can use books and accounts to make comparisons between familiar objects, familiar situations and people from the past and the present. I understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. UTW. P&P.ELG | |
| Sequences in time- Family History | I can sequence family members according to name/size, e.g. baby, child, adult. | I can sequence family members according to their age and describe who they are, e.g., baby, toddler, child, teenager, adult, elderly. | I can sequence family members according to their age. I can explain who they are and the key differences in what they can and can not do. | I understand and explain that there are differences and similarities between people of different ages. I describe memories that have happened in my own life. | I can sequence key memories that happened in my life. I am beginning to sequence memories in the lives of my family members. | I can talk about the lives of the people around me and their roles in society. UTW. P&P.ELG I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. UTW. P&P.ELG |
| Sequences in time- Vocabulary | I can show some awareness of the time of day, e.g., dinnertime or bedtime. | I can use words to sequence, e.g, first, then, next, after that, in the end. I show an awareness of morning, dinnertime, afternoon, and evening. | I know there are days of the week/ seasons, and I begin to name these. I can talk about events using the present and past tense. I understand the terms before and after. | I can retell my daily routines/ weekly routines in sequence. I can name the days of the week/ the seasons of the year. | I can order the days of the week. I can sequence the seasons of the year. I understand that there are special dates and times that repeat every year. | I can talk about the lives of the people around me and their roles in society. UTW. P&P.ELG I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. UTW. P&P.ELG I understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG |

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| <p>Understanding the World</p> | <p>Understanding the world involves guiding children to make sense of their physical world and their community. It is split into three areas: Past and Present, People Culture and Communities. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them therefore we try to arrange enrichment opportunities such as visiting parks, libraries and museums and meeting members of society such as police officers, nurses and firefighters. In addition, children listen to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.</p> <p>Throughout the year, the children will have opportunities to develop their understanding of the world through a range of individual, small group and whole class activities – these include through core story and carpet times, Forest School, visitors and trips and focused small group activities such as cooking. Some of these will be planned, such as focusing on the changing seasons, looking at celebrations, and our key experiences, and some will arise from children’s fascinations. We also teach RE each week, following an agreed school curriculum.</p> <p>In addition, knowledge of the world is developed through children’s curiosities and interests during child-initiated learning time, opportunities for them to interact with resources in a carefully planned environment, and interactions with adults and peers.</p> | | | | | |
| <p><u>INTENT</u> Children will be able to:</p> <p><u>Past and Present</u></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><u>The Natural World</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | | | |
| <p>UtW Key themes</p> | <p>Our families,</p> | <p>Seasonal changes, Fireworks, Diwali, Christmas,</p> | <p>Travelling in space and the planets Exploring our senses, Different homes Polar regions, animals and global warming</p> | <p>Planet Earth Map work Countries and people Spring and seasonal change</p> | <p>Oceans and sea creatures Land of the dinosaurs and fossils and bones</p> | <p>Seasonal change – Summer Mini-beasts and bugs Flowers Animals</p> |
| <p>Key Vocabulary:</p> | <p>Family, mum, dad, brothers, sisters, step family, baby, toddler, child, teenager, adult, Past, present</p> | <p>Seasons, Autumn, Winter, related weather, days of the week Long ago, Jesus, celebrations</p> | <p>First Moon Landing, Neil Armstrong,</p> | <p>Seasons, Spring, Summer, days of the week</p> | <p>Palaeontology, fossils, extinction, Triassic period, Jurassic period, Cretaceous period</p> | <p>Metamorphosis, life cycle – change over time, egg, pupa, caterpillar, chrysalis, butterfly, Frog spawn, tadpole, froglet, frog</p> |

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| <p>Knowledge and progression of skills:</p> <p>Past and Present</p> | <p>To know about my own life-story.</p> <p>To know how I have changed.</p> <p>To look at the similarities and differences in family photos from the past and the present.</p> | <p>To know about figures from the past and to look at the way they lived and begin to compare this to the present day.</p> <p>To begin to understand the past through settings, characters and events encountered in fiction and non-fiction books</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</p> | <p>To explore photos and artefacts from the past.</p> <p>To observe the similarities and differences between homes of the past and present.</p> <p>To understand that people from the past have had an effect on the present day</p> | <p>To know about people from the past drawing on experiences read about in books.</p> <p>To compare and contrast characters from stories, including figures from the past.</p> <p>To use knowledge of travel to imagine their own journey.</p> <p>To use images and stories from the past to explore the lives of others.</p> | <p>To know that things lived a long time ago before people were on the planet.</p> <p>Look at and organise events using basic chronology.</p> <p>To discuss the similarities and differences between things in the past and those alive today.</p> <p>To know that fossils are the remains of plants and animals that lived long ago.</p> | <p>To know that some animals from the past are extinct and to begin to understand why.</p> <p>To notice the similarities and differences between Summer holidays and activities now and in the past.</p> |
| <p>Knowledge and skills</p> | <p style="text-align: center;"><u>Understanding the world</u></p> <p style="text-align: center;">To talk about members of their immediate family and community. To name and describe people who are familiar to them To comment on images of familiar situations in the past. To compare and contrast characters from stories, including figures from the past. To understand that some places are special to members of their community. To recognise that people have different beliefs and celebrate special times in different ways. To understand the effect of changing seasons on the natural world around them.</p> | | | | | |

Year 1 History

Historical concepts - significant events/person, continuity and change, chronology

Substantive Concepts - culture, society

| <i>Autumn 1 Significance</i> | <i>Autumn 2 Continuity and Change</i> | <i>Spring 1 Continuity and Change</i> | <i>Spring 2 Chronology</i> | <i>Summer Significance</i> |
|--|--|---|--|--|
| <p>Famous explorers: Neil Armstrong Amelia Earhart</p> <p>I can ask questions about the past.</p> <p>I can find answers about the past using pictures, stories & artefacts.</p> <p>I can use role-play & pictures to retell stories from the past.</p> <p>I can find out about the lives of significant individuals who have contributed to international achievement.</p> <p><i>Culture</i></p> | <p>Toys now and then Games now and then I can learn about changes in living memory & how everyday life has changed.</p> <p>I can sequence events (introduction of technology) from engaging with toys.</p> <p>I can identify the differences between now & then.</p> <p>I can match objects to people of different ages placing them in chronological order.</p> <p>I can handle artefacts properly & carefully sequencing 3 or 4 artefacts from different periods of time.</p> <p>I can read artefacts & find answers about the past.</p> <p>I can ask questions and compare memories about the past.</p> <p>I can find information about the past from range of sources.</p> <p><i>Culture</i></p> | <p>History of local area and school – looking at Buntingford</p> <p>I can learn about significant historical places in my own locality.</p> <p>I can identify differences between now & then.</p> <p>I can ask questions about the past.</p> <p>I can find answers about the past using pictures.</p> <p><i>Society</i></p> | <p>- My history – who am I? How have I changed?</p> <p>I can talk about changes in my lifetime.</p> <p>I can identify some ways in which my parents' & grandparents' lives were different to mine.</p> | <p>Story of St George</p> <p>I can find out about the lives of significant individuals who have contributed to national & international achievement</p> <p>I know and recount episodes from stories about the past</p> <p>I can use stories to distinguish between fact and fiction.</p> <p><i>Culture</i></p> |

Year 2 History

Historical concepts - significant events/person, continuity and change, similarities and differences

Substantive Concepts - society, power, culture

| Autumn 1 <i>Significance</i> | Autumn 2 <i>Significance</i> | Spring 1 <i>Similarities/Differences</i> | Spring 2 <i>Similarities/Differences</i> | Summer <i>Continuity and change</i> |
|---|---|--|---|---|
| <p>The Great Fire of London</p> <p>I can sequence events, artefacts, pictures and dates on a timeline.</p> <p>I can use artefacts, pictures, stories and online resources to find out about the past.</p> <p>I can identify differences and similarities between the ways of life today and the people of 1666.</p> <p>I can recognise why people did things, why events happened and what happened as a result.</p> <p>I can explain who Samuel Pepys is, his role during the fire and how his diary is a source of information. <i>Society</i></p> | <p>Guy Fawkes and the Gunpowder Plot</p> <p>I can place events, artefacts and dates on a timeline.</p> <p>I can use artefacts, pictures, stories and online resources to compare and find out about the past.</p> <p>I can identify similarities and differences between the ways of life today and in the 1600's</p> <p>I can recognise why people did things, why events happened and what happened as a result.</p> <p><i>Power</i></p> | <p>Compare Elizabeth I and Queen Victoria</p> <p>I can recall 3 facts about three queens of England. I can identify how different life was in England at different times.</p> <p>I can identify how we know about each queen. (Discussing reliability of photos/portraits.)</p> <p>I can use different types of sources answering questions about the past.</p> <p>I can gather information about iconic events that happened during each queen's reign.</p> <p>I can understand how famous monarchs are remembered.(portraits)</p> <p><i>Power</i></p> | <p>Significant Nurses</p> <p>I can use sources to find out what makes a person significant.</p> <p>I can recognise why Florence Nightingale, Mary Seacole and Edith Cavell did things, why events happened and what happened as a result.</p> <p>I can compare the lives of different nurses</p> <p><i>Culture</i></p> | <p>Seaside</p> <p>I can identify similarities and differences between seaside holidays now and then.</p> <p>I can make simple deductions from photographs and paintings.</p> <p>I can identify reasons for going on holiday today are different from 100 years ago.</p> <p>I can give 2 valid reasons why Victorians flocked to the seaside.</p> <p>I can recognise differences in clothing, beach activities, methods of travel</p> <p><i>Culture</i></p> |

Year 3 History

Historical concepts - chronological events. significance

Substantive Concepts - settlements, power, society

| Autumn Chronology | Spring Chronology | Summer Significance |
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| <p><u>The Celts</u></p> <p>I can place the time studied on a timeline from Stone age to Iron age. (Use dates and terms related to the study unit and passing of time)</p> <p>I can compare diets from the Stone age to our life today.</p> <p>I can find out about everyday lives exploring housing in the Stone age and Iron age.</p> <p>I can identify reasons for and consequences of people's actions.</p> <p>I can retell the story of Boudicca.</p> <p>I can understand why the Romans invaded and the impact on the Celts.</p> <p><i>Settlements</i></p> | <p><u>The Romans</u></p> <p>I can identify and explain when and why Romans invaded.</p> <p>I can sequence events explaining why Celts took on the Romans.</p> <p>I can use a range of sources explaining why Romans are so powerful.</p> <p>I can explain how the Roman Lifestyle was represented.</p> <p>I can use different sources of information. (The library and internet to explore why the Roman Empire ended. Distinguish between different sources, comparing different versions of the same story)</p> <p>I can select and record information on how the Romans influenced today's way of life.</p> <p><i>Power</i></p> | <p><u>Local History Study</u></p> <p>I can identify locally important historical buildings from looking at pictures.</p> <p>I can make links between significant local people in history and historical buildings.</p> <p>I can recognise historical features of Buntingford.</p> <p>I begin to understand how Buntingford developed and grew into the town it is now from looking at significant people.</p> <p><i>Society</i></p> |

Year 4 History

Historical concepts - chronological events

Substantive Concepts - settlements, civilisation

| Autumn | Spring <i>Chronology</i> | Summer <i>Chronology</i> |
|--------|--|--|
| | <p><u>Anglo-Saxons</u></p> <p>I can place events from a period studied on a timeline</p> <p>I can understand more complex terms e.g. BC/AD/BCE/CE</p> <p>I can identify reasons for and results of people's actions.</p> <p>I can use evidence to build up a picture of a past event. (Sutton Hoo - Choose relevant material to present a picture of one aspect of life in time past)</p> <p>I can begin to evaluate the usefulness of different sources.</p> <p>I can identify key features and events of time studied.</p> <p>I can use evidence to identify why the Anglo Saxons invaded and settled where they did.</p> <p><i>Settlements</i></p> | <p><u>Ancient Egypt</u></p> <p>I can use terms related to the period and begin to date events.</p> <p>I can ask a variety of questions about Egyptian life and how this reflected their beliefs (Pharaoh, Pyramids, after-life, and mummification).</p> <p>I can begin to evaluate the usefulness of different sources, including hieroglyphics and texts.</p> <p>I can use evidence to build a picture of life in time studied.</p> <p>I can offer a reasonable explanation for some practices and beliefs. (Mummification and pyramids representing belief in after life; Pharaoh's as gods and the importance of hieroglyphics and tombs as sources of evidence.)</p> <p><i>Civilisation</i></p> |