

# History Curriculum Map

	EYFS: Understanding the world: past and present				
EYFS	<table><tr><td><b>Similarities and Differences</b> Children know about similarities and differences in relation to places, objects, materials. What looks older or newer? Why?</td><td><b>Changes</b> How have we changed? Children talk about past and present events in their own lives and in the lives of family members. Thinking about memories and special events - memory boxes, photographs.</td></tr></table> <p>Children begin to develop a sense of personal chronology and how they have changed over time.</p> <p>Prepare children for Y1 - exposure to sources, photographs and artefacts. Chronology all the way through - foundation skill</p>			<b>Similarities and Differences</b> Children know about similarities and differences in relation to places, objects, materials. What looks older or newer? Why?	<b>Changes</b> How have we changed? Children talk about past and present events in their own lives and in the lives of family members. Thinking about memories and special events - memory boxes, photographs.
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	Unit 1	Unit 2	Unit 3		
Year 1	<b>1.1 Toys</b> How have toys changed over time? <b>Comparing life in different periods</b> <ul style="list-style-type: none"><li>Discussing toys from periods beyond living memory</li><li>Changes to toys within living memory</li><li>Continuity: have aspects of toys stayed the same?</li></ul> <b>Skills:</b> <ul style="list-style-type: none"><li>Making connections between toys in the past and now</li><li>Recognising similarities and differences between time periods and making connections</li><li>Make questions in relation to toys through the ages: materials, how they are used</li></ul> <p>Foundation for future topics. Links to comparisons in reception: spring</p>	<b>1.2 Castles (History and Geography)</b> <i>What are the key features of a castle?</i> <b>Significant historical places</b> <ul style="list-style-type: none"><li>People and events fitting into a chronological framework</li><li>Comparing time periods</li><li>Has there been changes or things that have stayed the same</li></ul> <b>Skills:</b> <ul style="list-style-type: none"><li>Making connections between how castles were used in the past to now and links between locations and history.</li><li>Recognising similarities and differences between time periods and making connections</li><li>Make connections between local, regional,national and international history</li><li>Historical enquiry- make questions related to the use of castles, who served in them and their purpose</li></ul> <p>Foundation for future topics. Supports learning in 1.3</p>	<b>1.3 Kings and Queens</b> <i>What is a Monarch?</i> <b>Lives of significant individuals</b> <ul style="list-style-type: none"><li>People and events fitting into a chronological framework</li><li>Lives of significant individuals who have contributed to national and international achievements</li><li>Events beyond living memory that are significant nationally or globally</li></ul> <b>Skills:</b> <ul style="list-style-type: none"><li>Recognising continuity and change between different monarchs and how the country was run then and now</li><li>Recognising similarities and differences and making connections between different monarchs</li><li>Connections between local, regional, national and international history</li><li>Comparing aspects of life in different time periods</li><li></li></ul> <p>Builds on vocabulary from 1.2. Foundation for future topics Foundations for 3.3, 5.2 &amp; 5.3</p>		

Year 2	<p><b>2.1 Great explorers</b>  <i>Why are explorers important?</i>  <b>Lives of significant individuals</b></p> <ul style="list-style-type: none"> <li>Chronological events- when did these explorers make discoveries</li> <li>Events beyond living memory that are significant nationally or globally</li> <li>Lives of significant individuals who have contributed to national and international achievements- Ibn Buttata, Christopher Columbus, Matthew Henson, Felicity Aston, Neil Armstrong</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Understanding of cause and consequence and the impact this had on explorers</li> <li>Similarities and differences in how discoveries are made</li> <li>Historical enquiry- questioning how someone is significant, enquiries into why or how people explored the world</li> </ul> <p><b>Builds on significant people knowledge in 1.3</b></p>	<p><b>2.2 World War One and Remembrance</b>  <i>What was life like in WW1?</i>  <b>Significant historical events</b></p> <ul style="list-style-type: none"> <li>Chronological events- timeline of WW1</li> <li>Significant aspects of the history of the wider world</li> <li>Changes within the living memory- how WW1 influenced the world</li> <li>Events beyond living memory that are significant nationally and globally</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Recognising how historical events have influenced and shaped the nation and the wider world</li> <li>Using evidence to make historical claims</li> <li>Make connections between local, regional, national and international history</li> </ul> <p><b>Foundation for future 2.3 and 5.1 topics</b></p>	<p><b>2.3 Great Fire of London</b>  <i>How did the Great Fire of London start?</i>  <b>Events beyond living memory</b></p> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally and globally</li> <li>lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Understanding of cause and consequence- what happened to cause such a mass fire in London and how this changed how buildings were made</li> <li>Historical enquiry- asking questions which relate to the cause and consequences of the Great Fire of London</li> <li>Comparisons of then and now</li> <li>Using a timeline- chronological events</li> <li>Analysing information to prove historical events- eg. evidence including Samuel Pepys' diary</li> </ul> <p><b>Builds on 2.2- significant historical events</b>  <b>Foundations for</b></p>
Year 3	<p><b>3.1 Stone Age</b>  <i>What was so different about the Stone Age, Bronze Age and Iron Age?</i>  <b>Changes in Britain- Ancient civilisations</b></p> <ul style="list-style-type: none"> <li>Ancient civilisations</li> <li>Methods of historical enquiry</li> <li>Chronological knowledge- beyond living memory</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Understanding of continuity and change- how Britain changed throughout the Stone, Bronze and Iron age</li> <li>Recognising similarities and differences- between the 3 civilizations to now</li> <li>Making conclusions on how people lived during this time</li> <li>Drawing from contrasts of Prehistoric Britain and Britain today</li> <li>Using historically-valid questioning how we know these civilizations were used in this way</li> </ul>	<p><b>3.2 Shang Dynasty (History and Geography)</b>  <i>What was life in the Shang Dynasty like?</i>  <b>Knowledge and understanding of world history</b></p> <ul style="list-style-type: none"> <li>Ancient civilisations</li> <li>Methods of historical enquiry</li> <li>Chronological knowledge- beyond living memory</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Understanding of continuity and change- how this compared to Prehistoric Britain (happening at the same time as the Shang Dynasty)</li> <li>Recognising similarities and differences- how this compared to Prehistoric Britain (happening at the same time as the Shang Dynasty- Shang Dynasty's technology being far more advanced- including writing)</li> <li>Making conclusions</li> <li>Drawing from contrasts</li> <li>Using historically-valid questioning how we</li> </ul>	<p><b>3.3 Tudors</b>  <i>Who was Henry VIII?</i>  <b>Comparing life in different periods</b></p> <ul style="list-style-type: none"> <li>People and events fitting into a chronological framework</li> <li>Lives of significant individuals who have contributed to national and international achievements- Henry VII, Henry VIII, Edward VI, Lady Jane Grey, Mary I and Elizabeth I</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Recognising continuity and change</li> <li>Recognising similarities and differences and making connections between Tudor times and how we live today</li> <li>Connections between local, regional, national and international history</li> <li>Comparing aspects of life in different time periods- Tudors vs now</li> </ul> <p><b>Builds on 1.3</b></p>

	<ul style="list-style-type: none"> <li>Note on connections, contrasts and trends over time</li> <li>Using a timeline to recognise chronologically when these civilizations were</li> </ul> <p>Builds civilization understanding from 1.2. Supports 3.2 Foundations for 4.1</p>	<p>know this civilization lived in this way-using evidence</p> <ul style="list-style-type: none"> <li>Note on connections, contrasts and trends over time</li> <li>Using timelines to compare chronologically when the Shang Dynasty was compared to Prehistoric Britain</li> </ul> <p>Builds on 3.1</p>	
Year 4	<p><b>4.1 Mayans</b> <i>What was the impact of the Mayans?</i> <b>National and international history</b></p> <ul style="list-style-type: none"> <li>Ancient civilizations</li> <li>Methods of historical enquiry</li> <li>Chronological knowledge- beyond living memory</li> <li>Characteristic features of past non-European societies</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Understanding of continuity and change- making comparisons to ancient civilizations learnt in year 3</li> <li>Recognising similarities and differences- making comparisons to ancient civilizations learnt in year 3</li> <li>Draw contrasts- then vs now</li> <li>Using historically-valid questions linked to how the Mayans lived</li> <li>Note on connections, contrasts and trends over time</li> <li>Recognise and ask historically accurate questions</li> </ul> <p>Builds on 3.1 and 3.2 Foundations for 5.2</p>	<p><b>4.2a Anglo-Saxons</b> <i>What are the similarities and differences between the Vikings and Anglo-Saxons?</i> <b>Historical events beyond 1066</b></p> <ul style="list-style-type: none"> <li>Chronological narrative</li> <li>How people's lives have shaped the nation</li> <li>How Britain has influences and been influenced by the wider world</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Understanding of continuity and change- then vs now</li> <li>Develop the appropriate use of historical terms</li> <li>Recognise and ask historically accurate questions- relating to what we know about the world vs the Anglo- Saxons</li> <li>Recognising similarities and differences- linking between the Anglo-Saxons, ancient civilisations, what they brought to England and what that looks like today</li> <li>Organise historical information- chronologically, understanding and analysing evidence</li> </ul> <p>Builds on 3.3, Foundations for 5.3, 6.2</p>	<p><b>4.2b Vikings</b> <i>What are the similarities and differences between the Vikings and Anglo-Saxons?</i></p> <p><b>Significant historical, national events</b></p> <ul style="list-style-type: none"> <li>Chronological narrative</li> <li>How people's lives have shaped the nation</li> <li>How Britain has influences and been influenced by the wider world</li> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Understanding of continuity and change- then vs now- linking to Anglo-Saxons too</li> <li>Recognise and ask historically accurate questions</li> <li>Recognising similarities and differences-linking between the Vikings, Anglo-Saxons, ancient civilisations, what they brought to England and what that looks like today</li> <li>Organise historical information- chronologically, understanding and analysing evidence</li> </ul> <p>Builds on 4.2 Foundations for 5.3</p>

Year 5	<p><b>5.1 World War 2</b>  <i>What was it like to be a child in WW2?</i>  <b>Significant historical events</b></p> <ul style="list-style-type: none"> <li>• Chronological events</li> <li>• Significant aspects of the history of the wider world</li> <li>• Changes within the living memory</li> <li>• Events beyond living memory that are significant nationally and globally</li> <li>• How Britain has influenced and been influenced by the wider world</li> <li>• Lives of significant individuals who have contributed to national and international history- Winston Churchill, Adolf Hitler, Anne Frank, Alan Turing</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding of continuity and change- the impact on the world after WW2</li> <li>• Understanding of cause and consequence- the impact on the world during and after WW2</li> <li>• Recognising how historical events have influenced and shaped the nation and the wider world</li> <li>• Using evidence to make historical claims</li> <li>• Make connections between local, regional, national and international history</li> <li>• Recognising similarities and differences: economical, military, political, religious and social history</li> <li>• Organise historical information- chronologically, understanding and analysing evidence</li> </ul> <p><b>Builds on 2.2</b></p>	<p><b>5.2 Ancient Greece</b>  <i>What have we learnt and kept from Ancient Greece?</i>  <b>International history and its influence nationally</b></p> <ul style="list-style-type: none"> <li>• Ancient civilizations</li> <li>• Methods of historical enquiry</li> <li>• Chronological knowledge- beyond living memory</li> <li>• A study of Greek life, their achievements and their impact on the Western world.</li> <li>• The legacy of Greek culture (art, architecture and/or literature) on later parts of British history.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Understanding of continuity and change- linking to previously learnt ancient civilizations- how are these similar and/or different</li> <li>• Understanding of cause and consequence- their impact on the world</li> <li>• Recognising similarities and differences: economical, military, political, religious and social history</li> <li>• Drawing from contrasts- linking to previously learnt about ancient civilizations</li> <li>• Using historically-valid questioning linked to why the Ancient Greeks had their beliefs, why they lived like they did</li> <li>• Note on connections, contrasts and trends over time</li> <li>• Organise historical information- chronologically, understanding and analysing evidence</li> </ul> <p><b>Builds on 3.1 and 3.2</b>  <b>Foundations for 6.3</b></p>	<p><b>5.3 Roman Empire</b>  <i>What have we learnt and kept from Ancient Rome?</i>  <b>Historical events beyond 1066</b></p> <ul style="list-style-type: none"> <li>• Change and continuity</li> <li>• The Roman Empire's impact on Britain, including today</li> <li>• The impact of technology on Britain today</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Make comparisons by considering the legacy of Roman times</li> <li>• Historical enquiry- eg: why was the Roman empire a success/failure, why were the significant people so important during this time</li> <li>• Make links between significant people, their successes/failures</li> <li>• Links between culture and beliefs- then vs now, comparing</li> <li>• Organise historical information- chronologically, understanding and analysing evidence</li> </ul> <p><b>Builds on 4.2a and 4.2b</b></p>
Year 6	<p><b>6.1 Victorians</b>  <i>What was life like in Victorian times and how does it compare to life today?</i>  <b>Comparing life in different periods</b></p> <ul style="list-style-type: none"> <li>• People and events fitting into a chronological framework</li> <li>• Lives of significant individuals who have contributed to national and international achievements- Queen Victoria</li> </ul>	<p><b>6.2 Crime and Punishment through the ages</b>  <i>How does Crime and Punishment change from the Roman times to Anglo-Saxon times, Anglo-Saxons to Tudor and Tudor times to today?</i>  <b>Historical events beyond 1066</b></p> <ul style="list-style-type: none"> <li>• British, local and world history in chronological order</li> <li>• Changes in an aspect of social history</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Note on connections, contrasts and trends</li> </ul>	<p><b>6.3 Ancient Egyptians</b>  <i>What was life like in Ancient Egypt and who was significant during this time?</i>  <b>Knowledge and understanding of world history</b></p> <ul style="list-style-type: none"> <li>• Ancient civilizations</li> <li>• Methods of historical enquiry</li> <li>• Chronological knowledge- beyond living memory</li> </ul> <p><b>Skills:</b></p>

	<ul style="list-style-type: none"> <li>• The effect on Britain changing from a rural, agricultural country to an urban, industrialised country and the impact on this today</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Recognising continuity and change- making connections between this monarchy, others that the children have previously learnt about and today's.</li> <li>• Recognising similarities and differences and making connections- making connections between this monarchy, others that the children have previously learnt about and today's.</li> <li>• Connections between local, regional, national and international history</li> <li>• Using historically-valid questioning- how do we know these things, what was it like to be a child in those times, how would children have been treated then vs today</li> <li>• Comparing aspects of life in different time periods</li> <li>• Organise historical information- chronologically, understanding and analysing evidence</li> </ul> <p><b>Builds on 1.3 and 3.3</b></p>	<p>over time- Romans to today</p> <ul style="list-style-type: none"> <li>• Understanding cause and consequence and how this changed from Romans to today</li> <li>• Address and ask historically valid questions- why were people treated in said way, what are the similarities and differences between X time and X time.</li> <li>• Understanding of continuity and change- what stayed the same and what has changed- laws, how the punishments have changed, people's mindsets on these punishments.</li> <li>• Historically valid questions- how is evidence used to make historical claims, how interpretations of the past have been constructed</li> <li>• Recognising similarities and differences: economical, military, political, religious and social history</li> <li>• Organise historical information- chronologically, understanding and analysing evidence</li> </ul> <p><b>Builds on 3.3, 4.2, 6.1</b></p>	<ul style="list-style-type: none"> <li>• Understanding of continuity and change- can the children make predictions based on other ancient civilizations that they have learnt about. What is the same and different between other civilizations, Egyptians and now</li> <li>• Understanding of cause and consequence</li> <li>• Recognising similarities and differences- between these ancient civilizations to ones previously learnt</li> <li>• Using historically-valid questioning- eg: how do we know these things about Egyptians, why is X different to X</li> <li>• Note on connections, contrasts and trends over time: comparisons between the Ancient Egyptians and The Shang Dynasty of Ancient China, or between Ancient Egyptians and Ancient Greeks.</li> <li>• Organise historical information- chronologically, understanding and analysing evidence</li> </ul> <p><b>Builds on 3.2 and 5.2</b></p>
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