

History Curriculum Map

	EYFS: Understanding the world: past and present				
EYFS	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Similarities and Differences Children know about similarities and differences in relation to places, objects, materials. What looks older or newer? Why? </td> <td style="width: 50%; padding: 5px;"> Changes 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 style="color: red; margin-top: 10px;">Children begin to develop a sense of personal chronology and how they have changed over time.</p> <p style="color: blue; margin-top: 10px;">Prepare children for Y1 - exposure to sources, photographs and artefacts. Chronology all the way through - foundation skill</p>			Similarities and Differences Children know about similarities and differences in relation to places, objects, materials. What looks older or newer? Why?	Changes 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	<p>1.1 Toys How have toys changed over time? Comparing life in different periods</p> <ul style="list-style-type: none"> Discussing toys from periods beyond living memory Changes to toys within living memory Continuity: have aspects of toys stayed the same? <p>Skills:</p> <ul style="list-style-type: none"> Making connections between toys in the past and now Recognising similarities and differences between time periods and making connections Make questions in relation to toys through the ages: materials, how they are used <p style="color: blue; margin-top: 20px;">Foundation for future topics. Links to comparisons in reception: spring</p>	<p>1.2 Castles (History and Geography) <i>What are the key features of a castle?</i> Significant historical places</p> <ul style="list-style-type: none"> People and events fitting into a chronological framework Comparing time periods Has there been changes or things that have stayed the same <p>Skills:</p> <ul style="list-style-type: none"> Making connections between how castles were used in the past to now and links between locations and history. Recognising similarities and differences between time periods and making connections Make connections between local, regional, national and international history Historical enquiry- make questions related to the use of castles, who served in them and their purpose <p style="color: blue; margin-top: 20px;">Foundation for future topics. Supports learning in 1.3</p>	<p>1.3 Kings and Queens <i>What is a Monarch?</i> Lives of significant individuals</p> <ul style="list-style-type: none"> People and events fitting into a chronological framework Lives of significant individuals who have contributed to national and international achievements Events beyond living memory that are significant nationally or globally <p>Skills:</p> <ul style="list-style-type: none"> Recognising continuity and change between different monarchs and how the country was run then and now Recognising similarities and differences and making connections between different monarchs Connections between local, regional, national and international history Comparing aspects of life in different time periods <p style="color: red; margin-top: 20px;">Builds on vocabulary from 1.2. Foundation for future topics</p> <p style="color: blue; margin-top: 5px;">Foundations for 3.3, 5.2 & 5.3</p>		

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

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

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

	<ul style="list-style-type: none"> • The effect on Britain changing from a rural, agricultural country to an urban, industrialised country and the impact on this today <p>Skills:</p> <ul style="list-style-type: none"> • Recognising continuity and change- making connections between this monarchy, others that the children have previously learnt about and today's. • Recognising similarities and differences and making connections- making connections between this monarchy, others that the children have previously learnt about and today's. • Connections between local, regional, national and international history • 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 • Comparing aspects of life in different time periods • Organise historical information- chronologically, understanding and analysing evidence <p>Builds on 1.3 and 3.3</p>	<p>over time- Romans to today</p> <ul style="list-style-type: none"> • Understanding cause and consequence and how this changed from Romans to today • 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. • 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. • Historically valid questions- how is evidence used to make historical claims, how interpretations of the past have been constructed • Recognising similarities and differences: economical, military, political, religious and social history • Organise historical information- chronologically, understanding and analysing evidence <p>Builds on 3.3, 4.2, 6.1</p>	<ul style="list-style-type: none"> • 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 • Understanding of cause and consequence • Recognising similarities and differences- between these ancient civilizations to ones previously learnt • Using historically-valid questioning- eg: how do we know these things about Egyptians, why is X different to X • 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. • Organise historical information- chronologically, understanding and analysing evidence <p>Builds on 3.2 and 5.2</p>
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