

Rodbourne Cheney History progression of skills and curriculum map



Curriculum map	<p>EYFS Term 1: All about me. Term 2: Diwali Term 3: Dinosaurs Term 5: The Bear Necessities.</p>	<p>Year 1 Term 1: Explorers. Term 3: Kings and Queens. Term 6: Toys through the ages</p>	<p>Year 2 Term 1: The Black Death and The Great Fire of London. Term 3: The Victorians. Term 6: Influential people</p>	<p>Year 3 Term 1: The Tudors. Term 3: Romans and Celts. Term 6: The Stone Age.</p>	<p>Year 4 Term 1: The Vikings. Term 3: Brunel. Term 6: Ancient Sumer</p>	<p>Year 5 Term 1: Shakespeare. Term 3: Egyptians. Term 6: The Titanic Anglo Saxon study</p>	<p>Year 6 Term 1: WW2. Term 3: Ancient Greeks. Term 6: Mayans</p>
Additional History units	<p>The story of Guy Fawkes</p> <p>What is remembrance and why do we remember?</p>	<p>KS1 – Why remembrance is important?</p>	<p>KS1 – Why remembrance is important?</p>	<p>LKS2 - Armistice Day and remembrance</p>	<p>LKS2 - Armistice Day and remembrance</p>	<p>UKS2 – WW1 and remembrance</p>	<p>UKS2 – WW1 and remembrance</p>
Chronological understanding	<p>-Recognise their Birthday, days, months, seasons.</p>	<p>-Sequence events in their life. - Sequence 3 or 4 artefacts</p>	<p>-Sequence artefacts closer together in time. - check with reference book.</p>	<p>-Place the time studied on a time line - Use dates and terms related to</p>	<p>-Place events from period studied on time line. -Use terms related to the period and</p>	<p>-Know and sequence key events of time studied.</p>	<p>-Place current study on time line in relation to other studies.</p>
These skills							

<p>areas will be covered in all history topics in all year groups.</p>	<ul style="list-style-type: none"> -Understand changes in their own lifetime and construct a personal timeline. 	<ul style="list-style-type: none"> from distinctly different periods of time. -Match objects to people of different ages. 	<ul style="list-style-type: none"> - Sequence photographs etc. from different periods of their life. - Describe memories of key events in lives. 	<ul style="list-style-type: none"> the study unit and passing of time. - Sequence several events or artefacts. 	<ul style="list-style-type: none"> begin to date events. -Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> -Use relevant terms and period labels. - Make comparisons between different times in the past. 	<ul style="list-style-type: none"> -Use relevant dates and terms. -Sequence up to 10 events on a time line.
<p>Range and depth of historical knowledge</p> <p>These skills areas will be covered in all history topics in all year groups.</p>	<ul style="list-style-type: none"> -Talk about the lives of people around them and their roles in society. - Know some similarities and differences between 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 	<ul style="list-style-type: none"> -Recognise the difference between past and present in their own and others lives. -They know and recount episodes from stories about the past. 	<ul style="list-style-type: none"> -Recognise why people did things, why events happened and what happened as a result. -Identify differences between ways of life at different times. 	<ul style="list-style-type: none"> -Find out about every day lives of people in time studied -Compare with our life today. - Identify reasons for and results of people's actions. - Understand why people may have wanted to do something 	<ul style="list-style-type: none"> -Use evidence to reconstruct life in time studied. - Identify key features and events of time studied. -Look for links and effects in time studied. -Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> ☑Study different aspects of different people - differences between men and women. -Examine causes and results of great events and the impact on people. - Compare life in early and late 'times' studied -Compare an aspect of lie with the same aspect in another period 	<ul style="list-style-type: none"> -Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. - Compare beliefs and behaviour with another time studied. -Write another explanation of a past event in terms of cause and effect using

	<p>and storytelling (Mary Anning).</p> <p>-Recognise historical figures (such as Queens and Kings; Guy Fawkes).</p> <p>-Introduce key historical vocabulary (e.g Triassic, Jurassic, Cretaceous).</p>						<p>evidence to support and illustrate their explanation</p> <p>-Know key dates, characters and events of time studied</p>
Interpretations of history	<p>-Recount an event verbally and written.</p> <p>-Listen attentively and respond to what they hear with relevant questions, comments and actions (in the news) ...</p> <p>- Make use of props and materials when roleplaying.</p>	<p>- Use stories to encourage children to distinguish between fact and fiction.</p> <p>- Compare adults talking about the past – how reliable are their memories.</p> <p>Toys</p>	<p>- Compare 2 versions of a past event.</p> <p>-Compare pictures or photographs of people or events in the past (Rosa Parks and Emily Davidson).</p> <p>- Discuss reliability of photos/ accounts/stories.</p>	<p>-Identify and give reasons for different ways in which the past is represented</p> <p>- Distinguish between different sources – compare different versions of the same story</p> <p>-Look at representations of the period – museum.</p> <p>Tudors</p>	<p>-Look at the evidence available</p> <p>-Begin to evaluate the usefulness of different sources</p> <p>-Use text books and historical knowledge.</p> <p>Victorians</p>	<p>- Compare accounts of events from different sources – fact or fiction.</p> <p>-Offer some reasons for different versions of events.</p> <p>The Egyptians</p>	<p>- Link sources and work out how conclusions were arrived at.</p> <p>-Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>- Be aware that different evidence will lead to different conclusions.</p>

	Diwali Guy Fawkes		The Great Fire of London Influential people				- Confidently use the library and internet for research WW2
Historical enquiry	-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. -Offer explanations for why things might happen. Dinosaurs	-Find answers to simple questions about the past from sources of information e.g. artefacts. Kings and Queens	- Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. The Victorians	-Use a range of sources to find out about a period - Observe small details – artefacts, pictures. -Select and record information relevant to the study. - Begin to use the library and internet for research. The Romans The Stone Age	- Use evidence to build up a picture of a past event - Choose relevant material to present a picture of one aspect of life in time past. -Ask a variety of questions. - Use the library and internet for research. The Vikings Ancient Sumer	-Begin to identify primary and secondary sources. -Use evidence to build up a picture of a past event -Select relevant sections of information. - Use the library and internet for research with increasing confidence. The Egyptians The Anglo-Saxons	-Recognise primary and secondary sources -Use a range of sources to find out about an aspect of time past -Suggest omissions and the means of finding out -Bring knowledge gathered from several sources together in a fluent account Ancient Greeks
Organisation and communication	-Communicate their knowledge through: Discussion....			-Recall, select and organise historical information		-Select and organise	

	Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...	-Communicate their knowledge and understanding.	information to produce structured work, making appropriate use of dates and terms.
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