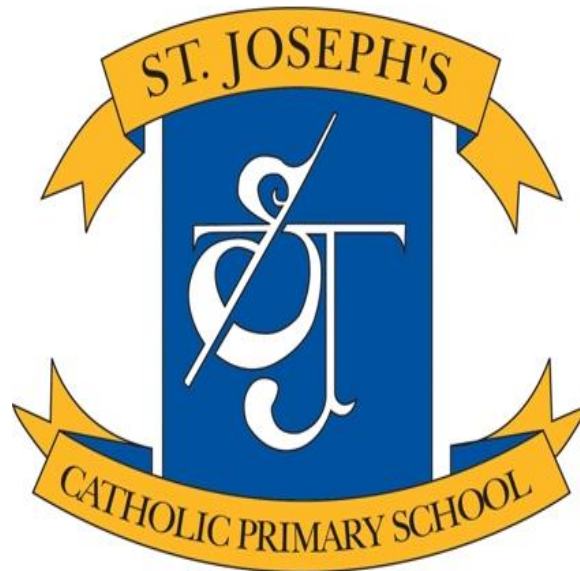


# St Joseph's Catholic Primary School

## History: Curriculum Map and Progression

Whole school



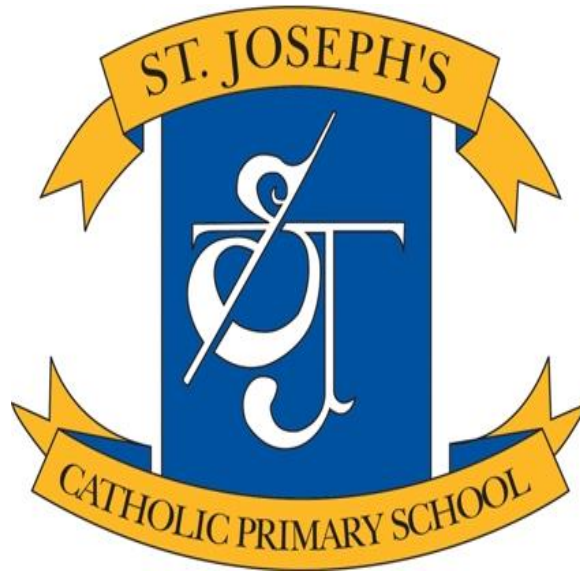
## History Yearly Overview - EYFS/ Key Stage 1

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<b>EYFS</b>	Marvellous Me!	Heroes	Build, Build, Build	Life on the Farm	Let's Explore	Pirates
	<b>Past and Present:</b> - Compare our homes with the homes of the past (My home in Chorley) - Talk about people who are important to us	<b>Past and Present:</b> - A Hero from the Past - Guy Fawkes – Bonfire Night <b>Roles in the community</b>	Local buildings and structures. Past and Present			- Pirates from the past - Comparing the seaside now to seaside in the past
<b>Year 1</b>	Let's Explore	Infinity and Beyond	Cold Place	Knights and Castles	Save our Oceans	Save Our Forests
		<b>Changes within Memory</b> <b>(Significant People- Neil Armstrong and Katherine Johnson)</b>		<b>History of Castles</b> <b>(Significant Event)</b>		<b>Local History</b> <b>(Significant People- David Attenborough)</b>
<b>Year 2</b>	Why is Chorley a fantastic place to live?	What was 'Great' about the 'Fire of London'	Who is afraid of the big bad wolf?	What came first- the light bulb or the toilet?	What would you pack on a trip to Kenya?	Is it a rock or is it a dinosaur?
		<b>Samuel Pepys' diary</b> <b>(Significant Event)</b>		<b>Inventors and how their inventions have shaped the world we live in today</b> <b>(Significant People- Bell, Claxton and Lee)</b>		<b>Dinosaur hunter-</b> <b>(Significant People- Mary Anning )</b>

## History Yearly Overview - Key Stage 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	Flying food airways	Anglo Saxon Chronicles	Lost in the jungle	Child of our time		Viking Saga
		(Anglo-Saxons)		(Local study – family history)		(Vikings)
<b>Year 4</b>	Building Britain	WW1- Chorley Pals	Who pays the price?	Veni, Vedi, Vivi	On top of the world	Great Britain, Great Britons
		World War 1 (Local study)		(Romans/depth study of leisure and entertainment)		Victorian Britain (including inventors and designers)
<b>Year 5</b>	Let's go Outside	World War 2	Earth and Space	Growth and New Life	Rivers and coasts	Black Britain
		World War 2 (Local study)		Non-European Study: Ancient Egyptians		Black British History
<b>Year 6</b>	Express yourself	Meet the Greeks	Fairtrade	A Prehistoric Puzzle Darwin's Discovery	Angry Earth	Mystery of the Maya
		Greeks		(Pre-Roman Britain: Stone Age to Iron Age)		(Non-European Study: Mayan civilization)

# EYFS – History Overview



# Whole School Curriculum Map: History (EYFS)

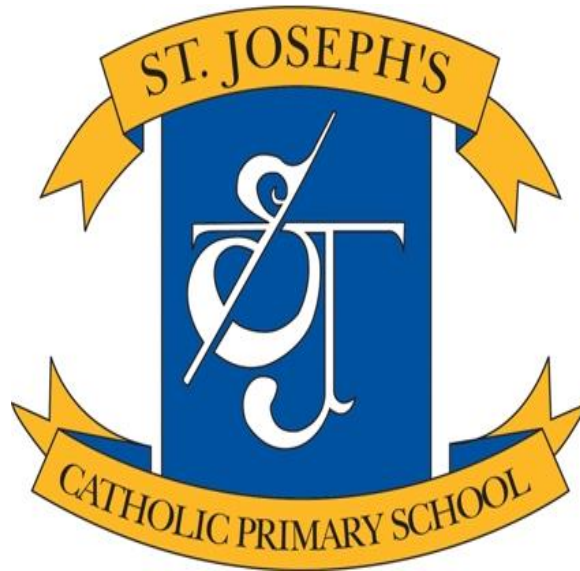
## (Understanding the World/Past and Present)

Historical Concepts	Stories & Sources	Historical Questions	Historical Vocabulary
<b>Past and Present</b> -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	<b>Listening, Attention and Understanding</b> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions - Make comments about what they have heard and ask questions to clarify their understanding <b>Speaking</b> -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate	<b>Listening, Attention and Understanding</b> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding	<b>Comprehension</b> -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### Early Learning Goals (End of Year Assessment)

- 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.

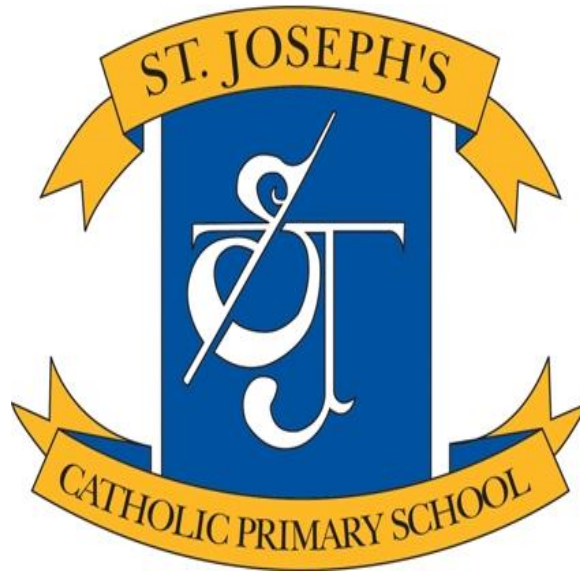
# Year One – History Overview



# Whole School Curriculum Map: History (Year One)

Historical Concepts	Stories & Sources	Historical Questions	Historical Vocabulary
<ul style="list-style-type: none"><li>-Describe and discuss historical events beyond living memory</li><li>-Describe significant people from the past</li><li>-Use a timeline to develop chronological language eg past, present, older, newer</li><li>-Develop understanding of changes within living memory eg toys, homes, transport</li><li>- Develop understanding of local history eg historic</li></ul>	<ul style="list-style-type: none"><li>-Use artefacts, pictures, stories and online sources to find out about the past</li><li>-Be introduced to different representations of the past and discuss similarities and differences</li></ul>	<ul style="list-style-type: none"><li>-Ask some questions about the past</li></ul>	<ul style="list-style-type: none"><li>-Use historical vocabulary eg past, present, long ago, timeline</li></ul>

# Year Two – History Overview





# Whole School Curriculum Map: History (Year Two)

Historical Concepts	Stories & Sources	Historical Questions	Historical Vocabulary
<ul style="list-style-type: none"> <li>- Describe and understand the significance of historical events beyond living memory (nationally or globally)</li> <li>- Describe key people from the past who have contributed to national and international achievements and understand their significance</li> <li>- Place key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods</li> <li>- Know about changes within living memory and how they affected changes in national life eg toys, homes, transport Know about local historical events, people and places</li> </ul>	<ul style="list-style-type: none"> <li>- Use range of artefacts, pictures, stories and online sources to answer historical questions</li> <li>- Understand different representations of the past by drawing comparisons</li> </ul>	<ul style="list-style-type: none"> <li>- Ask wide range of questions about the past using parts of stories and sources</li> </ul>	<ul style="list-style-type: none"> <li>- Use a wider range of historical vocabulary eg recently, decade, century, source, pioneer</li> </ul>

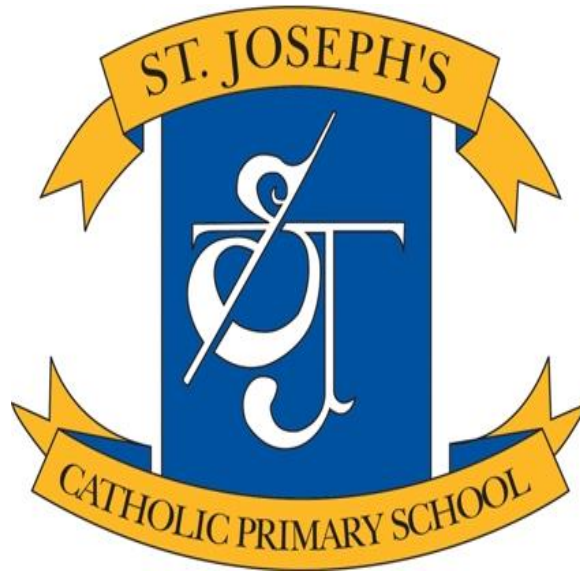
# Year Three – History Overview



# Whole School Curriculum Map: History (Year Three)

Historical Concepts	Stories & Sources	Historical Questions	Historical Vocabulary
<ul style="list-style-type: none"><li>- Compare different eras considering similarities and difference</li><li>- Order key dates on a timeline to demonstrate chronology of British and world history</li><li>- Examine in depth an aspect of local history from a period beyond 1066</li></ul>	<ul style="list-style-type: none"><li>- Begin to understand how knowledge of the past is constructed from a range of sources</li><li>- Develop understanding of how and why the past is represented in different ways</li><li>- Select key information from a range of sources to answer a historical question</li></ul>	<ul style="list-style-type: none"><li>- Understand what types of question are historically valid and identify how to find the answer</li></ul>	<ul style="list-style-type: none"><li>- Develop a range of historical vocabulary eg artefact, chronology, invade, settle</li></ul>

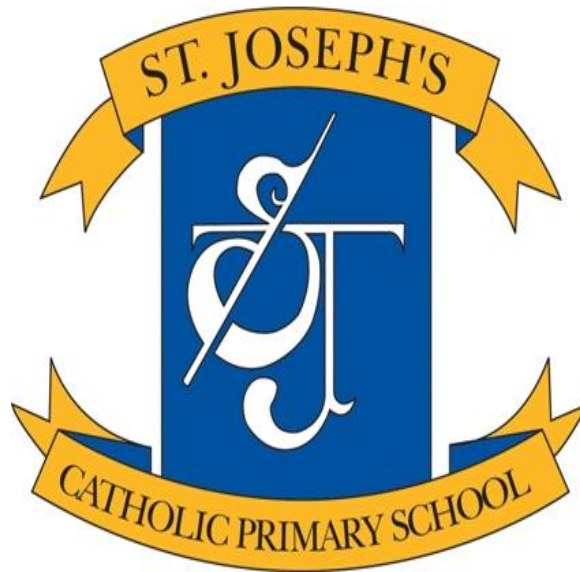
# Year Four – History Overview



# Whole School Curriculum Map: History (Year Four)

Historical Concepts	Stories & Sources	Historical Questions	Historical Vocabulary
<ul style="list-style-type: none"><li>- Extend chronological understanding by exploring a theme over time eg leisure, entertainment</li><li>- Understand how Britain has influenced and been influenced by the wider world</li><li>- Order key dates on a timeline to demonstrate chronology of British and world history</li></ul>	<ul style="list-style-type: none"><li>- Understand how knowledge of the past is constructed from a range of sources</li><li>- Understand how and why the past is represented in different ways and explain this</li><li>- Select and organise relevant information from a wider range of sources to answer a historical question</li></ul>	<ul style="list-style-type: none"><li>- Regularly generate and answer a range of historically-valid questions about similarities and differences</li></ul>	<ul style="list-style-type: none"><li>- Develop a range of historical vocabulary eg civilisation, chronology, ancient, legacy</li></ul>

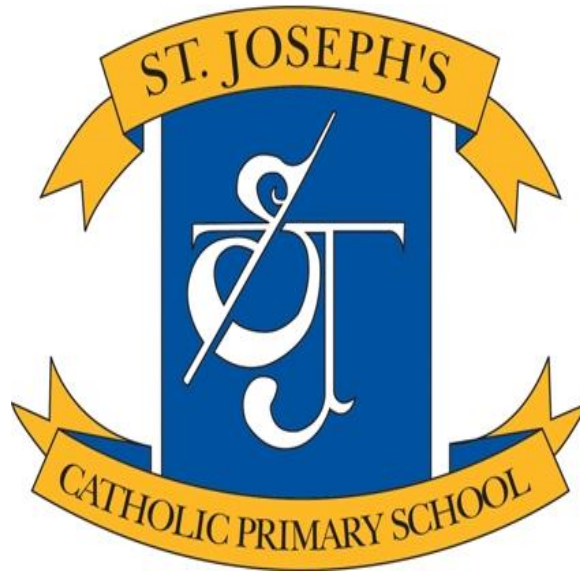
# Year Five – History Overview



# Whole School Curriculum Map: History (Year Five)

Historical Concepts	Stories & Sources	Historical Questions	Historical Vocabulary
<ul style="list-style-type: none"> <li>- Explore trends, looking at continuity/change and similarity/difference/significance</li> <li>- Examine different aspects of history eg social, cultural, political and religious</li> <li>-Gain historical perspective by making connections between local, national and international history</li> <li>-Extend chronological understanding by exploring a theme over time eg crime and punishment</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how knowledge of the past is constructed from a range of sources</li> <li>- Understand how evidence is used rigorously to make historical claims</li> <li>- Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg propaganda</li> <li>- Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul>	<ul style="list-style-type: none"> <li>- Address and devise a wide range of historically-valid questions about change and cause</li> </ul>	<ul style="list-style-type: none"> <li>- Use and apply a range of historical vocabulary eg civilisation, propaganda, economy, political</li> </ul>

# Year Six – History Overview





# Whole School Curriculum Map: History (Year Six)

Historical Concepts	Stories & Sources	Historical Questions	Historical Vocabulary
<ul style="list-style-type: none"> <li>- Establish clear narratives within and across periods by using secure chronological understanding</li> <li>- Analyse trends, looking at continuity/change and similarity/difference/significance and use them to make connections and draw contrasts</li> <li>- Examine different aspects of history eg social, cultural, political and religious, in different contexts</li> <li>- Gain historical perspective by making connections between local, national and international history</li> </ul>	<ul style="list-style-type: none"> <li>-Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>-Develop perspective and judgement by weighing evidence and sifting arguments eg propaganda</li> <li>-Explain why contrasting arguments and interpretations of the past exist</li> </ul>	<ul style="list-style-type: none"> <li>-Address and devise a wide range of historically-valid questions about change, cause, impact and significance</li> </ul>	<ul style="list-style-type: none"> <li>- Develop and apply a range of historical vocabulary eg influential, narratives, perspective</li> </ul>