



## History Curriculum Map 2022

<b>History</b>	<b>Understanding the world: People and Communities</b>
<b>Foundation Stage 1</b>	Children begin to make sense of their own life-story and family's history.
<b>Foundation Stage 2</b>	Children comment on images of familiar situations in the past. Children compare and contrast characters from stories, including figures from the past.

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area of Study	<p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></p> <p><i>Events beyond living memory that are significant nationally or globally.</i></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</i></p> <p><i>Significant historical events, people and places in their own locality.</i></p> <p><b>Mary Anning</b> is not only a remarkable talent but she also achieved much of her famous work at an age not so far removed from the children who learn about her. She is a great role model for young girls, being so accomplished in a such a heavily male-dominated world. An inspiration for young girls to think what might be possible in their lives, this life story has a lot of the ingredients to spark pupils' interest: dinosaurs, exciting finds, managing to sell her fossils in hard times.</p>	<p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i></p> <p><i>Events beyond living memory that are significant nationally or globally.</i></p> <p><i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</i></p> <p><i>Significant historical events, people and places in their own locality</i></p> <p><b>Florence Nightingale</b> provides an excellent context for the development of a variety of important skills and concepts in history. Pupils learn about sequence, duration and consequences. They can appreciate that there are different interpretations of Florence Nightingale and can appreciate the different attitudes people had towards others in the past. <b>Mary Seacole</b> I included within individuals and work culminates</p>	<p><i>Changes in Britain from the Stone Age to the Iron Age</i></p> <p><i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of <b>Ancient Egypt</b>.</i></p> <p><u><b>Links should be made between the area of study and local history.</b></u></p> <p><b>The Stone Age to The Iron Age</b> is taught to develop some chronological sequence to our British history studies. It offers great opportunities to explore in detail two major historical concepts, change and continuity. Whilst allowing pupils to begin to question how we can know what life was like in the past while exploring historical sites and artefacts.</p> <p><b>Ancient Egypt</b> is used as a catalyst for children to explore attitudes, beliefs, and ways of life which seem remote in the present day. They begin to appreciate that history is of its time and civilisations in the past did not think or work like us. On the way they begin to understand how we can build a picture of the past using</p>	<p><b>Ancient Greece</b> – a study of Greek life and achievements and their influence on the western world</p> <p><i>The Roman Empire and its impact on Britain</i></p> <p><u><b>Links should be made between the area of study and local history.</b></u></p> <p><b>Ancient Greece</b> provides ample opportunities to explore contemporary issues to do with democracy, rights and freedoms while exploring a society different from today. Pupils will use evidence to understand attitudes, way of life achievements and legacy of an earlier civilisation.</p> <p><b>The Roman Empire</b> and its impact on Britain is taught as a follow on from The Stone Age to The Iron Age. Pupils will build on their studies in Year 3 to look at the reasons for the expansion of the Roman empire and how the Romans managed to keep control over such a vast area.</p>	<p><i>Britain's settlement by <b>Anglo-Saxons</b> and Scots</i></p> <p><b>The Viking</b> and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Including an in-depth study of the following:</i></p> <p><b>The Tudors 1435-1603</b></p> <p><u><b>Links should be made between the area of study and local history.</b></u></p> <p><b>The Anglo-Saxons</b> is taught as a preface to our topic on The Vikings. In this way pupils will explore the relationship between the two without the need for repetition. Throughout there is ample opportunity to look at causation in terms of why the different invaders came to our shore, change and continuity as the battle for control of these land ebbed and flowed, and interpretations.</p> <p><b>The Vikings</b> combined with the Saxons strengthens pupils' understanding of their inter-</p>	<p><i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Including an in-depth study of the following:</i></p> <p><b>The Victorians 1837-1901</b></p> <p><b>World War Two and The Holocaust 1939-1945.</b></p> <p><i>A non-European society that provides contrasts with British history – a study of <b>Mayan Civilisation</b></i></p> <p><u><b>Links should be made between the area of study and local history.</b></u></p> <p><b>The Victorians</b> is taught at Year Six for its thematic and local links. Pupils will explore Victorian England within their Literacy lessons and bring <i>Charles Dickens</i> society to life with the study of <i>Brunel</i> and <i>Lanhydrock House</i>.</p> <p><b>The Second World War</b> offers the scope for using a wider range of sources including oral history. There are also strong links with Literacy. Pupils enhance historical thinking by using propaganda and diversity</p>

	<p><b>The Great Fire of London</b> is an ideal vehicle to take pupils on an exciting, stimulating and multi-sensory journey back in time to a different world. It enables pupils to gain experience comparing the past and the present and introduces using different forms of evidence to develop understanding.</p>	<p>in a comparison of who better deserves a statue outside St. Thomas Hospital. As well as dignifying the role of black females in the past, and taking them out of the shadows of history, this topic offers excellent opportunities to explore the changing attitudes to race, then and now.</p>	<p>artefacts. They are also given an opportunity of comparing different civilisations to understand that within each period of history different civilisations were progressing at different rates.</p>		<p>relationship. Pupils look at how each group has responded to earlier civilisations as well as leaving their own characteristic mark on the landscape. They realise that the Vikings were not just raiders, but also traders. Or, more accurately, were both, but at different times and begin to understand that attitudes to history can change.</p>	<p>to understand a skewed war experience.</p> <p><b>The Maya</b> pupils learn how the Mayan civilization grew so strong when the odds against it were so huge. They then devote most time to exploring the characteristics features of the Mayan society and comparing it with the state of Britain at the same time i.e. about AD1100. To help pupils develop the use of evidence, they are asked to work out how we can be so sure about what life was like for the Maya a thousand years ago.</p>
Chronology	<p>Sequence key events, significant people or objects in chronological order using a simple timeline.</p>	<p>Sequence artefacts closer together in time.</p> <p>Sequence events within a period of history.</p> <p>Use words such as: <i>now, yesterday, last week, when I was younger, when my parents were younger etc.</i></p> <p>Sequence photographs from different periods of my own life.</p> <p>Describe memories from key events from my life.</p>	<p>Use a simple timeline to place historical events in chronological order as well as the period studied.</p> <p>Sequence events and artefacts from the period studied.</p> <p>Use dates related to the passing of time.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Understand that some historical events occurred concurrently in different locations i.e. Prehistoric Britain and Ancient Egypt.</p>	<p>Place events from the period studied on a timeline.</p> <p>Use terms related to the period studied and begin to date key events from that period.</p> <p>Begin to use BC and AD when discussing chronological events.</p>	<p>Place the period studied on a timeline in relation to previously taught historical periods.</p> <p>Sequence and explain key events from the period studied.</p> <p>Make comparisons between different periods of history.</p> <p>Use relevant vocabulary and period labels.</p>	<p>Place all the periods studied at St Breock School on a timeline.</p> <p>Sequence up to 10 events from a period of history on a timeline.</p> <p>Use relevant dates to order significant events, movements, and individuals.</p> <p>Describe the main changes in a period of history.</p>
Knowledge and understanding of events, people and changes in the past.	<p>Begin to describe similarities and differences in artefacts to be able to discuss then and now.</p> <p>Use a range of sources to find out characteristic features of the past.</p>	<p>Recall events and significant individuals from the past.</p> <p>Confidently describe similarities and differences between artefacts.</p>	<p>Describe the everyday lives of people in a period of time studied.</p> <p>Compare life then and now.</p>	<p>Use evidence to explain and reconstruct life in a period of history.</p> <p>Identify the key features and events within a period of history.</p>	<p>Study different aspects of life of different people – differences between men and women.</p> <p>Examine causes and results of great events and the impact on people</p>	<p>Research beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p>

	<p>Begin to explore and recall why significant individuals did the things they did using evidence.</p> <p>Begin to study key historical events e.g The Great Fire of London.</p>	<p>Develop empathy and understanding of life in the past through character hotseating and questioning.</p> <p>Recount the main events leading up a significant event in history</p> <p>Recall facts the life from a significant person from history whilst describing why they are important.</p>	<p>Identify and explain the reasons for and results of people's actions.</p>	<p>Analyse some events and offer a reasonable explanation for why they happened.</p> <p>Develop a broad understanding of ancient civilisations e.g. Ancient Greece.</p>	<p>Compare life in early and late times studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p>	<p>Compare beliefs and behaviour with another period studied.</p> <p>Explain a past event in terms of cause and effect using evidence to support and illustrate.</p> <p>Know key dates, characters and events in a time studied.</p> <p>Compare and contrast an ancient civilisation.</p>
<b>Historical Interpretation</b>	<p>Begin to identify different ways to represent the past using photos, stories, eye-witness accounts, pictures etc.</p>	<p>Compare pictures and photographs of people or events in the past.</p> <p>Confidently identify different ways to represent the past.</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources and evaluate their usefulness.</p> <p>Look at representations of the period e.g. museum exhibits, cartoons etc.</p>	<p>Begin to evaluate and analyse evidence for reliability.</p> <p>Discuss and explore different sources for the same historical event.</p>	<p>Analyse and compare accounts of events from different sources e.g. Fact and fiction.</p> <p>Begin to offer some reasons for different accounts of the same historical event.</p>	<p>Consider ways of checking validity and accuracy of different sources.</p> <p>Be aware that different sources lead to different conclusions.</p>
<b>Historical Enquiry</b>	<p>Sort artefacts into 'then' and 'now'.</p> <p>Experience, discuss and explore a wide range of sources including a basic timeline.</p> <p>Ask and answer questions related to different sources and objects.</p>	<p>Analyse a source by questioning who, what, why, where and when to find answers.</p> <p>Sequence a collection of artefacts.</p> <p>Confidently use and explore a basic timeline.</p> <p>Discuss the effectiveness of sources.</p>	<p>Explore a range of sources to find out about a certain period.</p> <p>Analyse sources for small details – artefacts, pictures</p> <p>Research, select and record information relevant to the study.</p> <p>Ask and answer questions.</p> <p>Begin to explore using texts and electronic sources.</p>	<p>Use evidence to build up a picture of the past.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions about events, objects and people from the past.</p> <p>Continue to use text and electronic resources.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in time studied.</p> <p>Select relevant sections of information from sources</p> <p>Confident use of text and electronic resources.</p>	<p>Recognise primary and secondary resources.</p> <p>Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.</p> <p>Gather knowledge from several sources together in a fluent account.</p>
<b>Organisation and Communication</b>	<p>Sort events or objects into groups (i.e. then and now.)</p> <p>Use timelines to order events or objects.</p>	<p>Describe objects, people or events in history.</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling,</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling,</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-</p>	<p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-</p>

	<p>Tell stories about the past.</p> <p>Talk, write and draw about things from the past.</p>	<p>Use timelines to order events or objects or place significant people.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p>	<p>drama role-play, storytelling and using ICT.</p>	<p>drama role-play, storytelling and using ICT.</p>	<p>handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period.</p>	<p>handling, drama role-play, storytelling and using ICT.</p> <p>Plan and present a self-directed project or research about the studied period.</p>
--	---	---	---	---	---	---