

History Curriculum Map	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery & Reception	Following EYFS curriculum standards.					
Year 1			Explorers Pupils will compare the discoveries of Roald Amundsen, Robert Scott and Ernest Shackleton with those of Neil Armstrong. They will explore journeys, what explorers do and what explorers take with them.	How times have changed Pupils will compare the reigns of Queen Victoria and Queen Elizabeth II. They will place events on a timeline, know what a monarch does and explore life in Victorian England compared to now.		
Year 2	Great Fire of London Pupils will explore the timeline of important events leading up to and away from the event. They will discuss life in London before the fire and create a timeline of the events of the fire. They will learn about significant individuals - Samuel Pepys, King Charles II, Thomas Farriner, Christopher Wren.		Nurses in Wartime Pupils will compare the lives of Florence Nightingale, Mary Seacole and Edith Cavell. They will create a timeline showing chronology of when they lived and of the Crimean War and World War I. They will discuss similarities and differences between their nursing careers and explore what makes a pioneer.			
Year 3	Stone-Age to Iron-Age Pupils will explore Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. They will learn about Bronze Age religion, technology and travel, for example, Stonehenge. They will look at Iron Age hill forts: tribal kingdoms, farming, art and culture.		Roman Empire and its Impact on Britain Pupils will learn about Julius Caesar's attempted invasion in 55-54 BC, The Roman Empire by AD 42 and the power of its army. They will explore the 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity		Ancient Egypt Pupils will conduct a depth study of where and when the Egyptian civilisation appeared and the achievements and significant events of the period.	
Year 4			Britain's Settlement by the Anglo-Saxons and the Scots Pupils will learn about the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. They will explore the Scots invasions from Ireland to north Britain (now Scotland) and Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Children will find out about Anglo-Saxon art and culture.			Ancient Sumer Pupils will explore where and when the Ancient Sumer civilisation appeared.
Year 5	Ancient Greece Pupils will explore life in Ancient Greece - city states, government, clothes and jobs. They will learn about Hellenistic culture and its legacy and influence including architecture, mathematics, philosophy, natural sciences, poetry, myths and drama.		Indus Valley Pupils will explore when and where the Indus Valley Civilisation appeared.	Local History Study Pupils will explore the local road: Watling Street (link to Romans) and it's connection to highwaymen and Coaching Inns. They will learn about place names (old English etymology) and significant places.		
Year 6			WW2 Pupils will explore the chronology leading up to the outbreak of war and following on from the end of the war. They will learn about changes to life in Britain through the period and wider changes within Europe. Children will discuss life at home: evacuation, rationing, air raids, the home guard and the role of women in the war effort.		Maya Pupils will focus on the period C. AD 900 and contrast with British History at a similar time, recalling children's knowledge of the Viking and Saxon periods.	Shang Dynasty Pupils will explore when and where the Shang Dynasty of Ancient China civilisation appeared.

History Progression of skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological order	<ul style="list-style-type: none"> -Sequence events in their life -Sequence 3 or 4 artefacts from distinctly different periods of time -Match objects to people of different ages 	<ul style="list-style-type: none"> -Sequence artefacts closer together in time - check with reference book -Sequence photographs etc. from different periods of their life -Describe memories of key events in lives 	<ul style="list-style-type: none"> -Place the time studied on a timeline -Use dates and terms related to the study unit and passing of time -Sequence several events or artefacts 	<ul style="list-style-type: none"> -Place events from period studied on timeline -Use terms related to the period and begin to date events -Understand more complex terms eg BC/AD 	<ul style="list-style-type: none"> -Know and sequence key events of time studied -Use relevant terms and period labels -Make comparisons between different times in the past 	<ul style="list-style-type: none"> -Place current study on timeline in relation to other studies -Use relevant dates and terms -Sequence up to 10 events on a timeline
Range and Depth of Historical knowledge	<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 life with the same aspect in another period 	<ul style="list-style-type: none"> -Find out about beliefs, behaviour and characteristics of people (recognise that not everyone shares the same views/feelings). -Compare beliefs and behaviour with another time studied. -Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. -Know key dates, characters and events of time studied
Interpretations of History	<ul style="list-style-type: none"> -Use stories to encourage children to distinguish between fact and fiction -Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> -Compare 2 versions of a past event -Compare pictures or photographs of people or events in the past -Discuss reliability of photos/accounts/stories 	<ul style="list-style-type: none"> -Identify and give reasons for different ways in which the past is represented -Distinguish between different sources – compare different versions of the same story -Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> -Look at the evidence available -Begin to evaluate the usefulness of different sources -Use text books and historical knowledge 	<ul style="list-style-type: none"> -Compare accounts of events from different sources – fact or fiction -Offer some reasons for different versions of events 	<ul style="list-style-type: none"> -Link sources and work out how conclusions were arrived at -Consider ways of checking the accuracy of interpretations – fact or fiction and opinion -Be aware that different evidence will lead to different conclusions -Confidently use the library and internet for research

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Historical enquiry	<ul style="list-style-type: none"> -Find answers to simple questions about the past from sources of information e.g. artefacts 	<ul style="list-style-type: none"> -Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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
Organisation and communication	<ul style="list-style-type: none"> -Discuss historical events, people, and objects with others to share ideas. -Draw pictures to represent historical events, people, or objects. -Act out historical stories or experiences through drama and role play. 	<ul style="list-style-type: none"> -Make models to represent historical events, objects, or people. -Write about historical events or findings using simple sentences or captions. 	<ul style="list-style-type: none"> -Use ICT to present historical information, such as creating simple digital timelines, slides, or pictures. -Recall historical facts and select key information to answer questions or explain events. -Communicate knowledge and understanding orally or in writing, using simple explanations and descriptions. 	<ul style="list-style-type: none"> -Use ICT to create more detailed presentations of historical information, such as digital timelines, charts, or multimedia projects. -Organise recalled historical information logically to show connections between events, people, and periods. -Communicate knowledge and understanding clearly in writing or presentations, using appropriate vocabulary and more structured explanations. 	<ul style="list-style-type: none"> -Select and organise historical information to produce structured work, using dates and key terms accurately. -Communicate knowledge and understanding clearly in writing or presentations, showing connections between events and periods. 	<ul style="list-style-type: none"> -Select and organise complex historical information to produce detailed and coherent work, integrating relevant dates, terms, and explanations. -Communicate knowledge and understanding confidently and effectively in extended writing or presentations, demonstrating a clear chronological understanding and cause-and-effect relationships.