



St Michael's CE Aided School

History Curriculum Map

Progression of Knowledge and Skills 23-24 only

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding the World</p> <p>Comment on images of familiar situations in the past (emergency vehicles and people who help us). Begin to make sense of their own life stories and family histories (photos, memories, retell what parents have told them) Recognise that time passes and some things happened in their lifetime and some things were a long time ago. 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.</p>	<p>Children will be learning about Great Fire of London (Before living memory, local study, significant person) Explorers (Scott of Antarctic, Darwin and Felicity Aston) (Significant person(s) Comparison of different time periods) Aldbourne now and then (Local study, Changes within living memory)</p> <p>Communicate historically Use words and phrases such as: a long time ago, recently, when my parents/carers were children, to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as parliament, war and peace.</p> <p>Overview of world history Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p> <p>Understand chronology Place two or three events and artefacts in order on a timeline. Label time lines with words or phrases such as: past, present, older and newer Talk about changes that have occurred in their own lives.</p> <p>Investigate and interpret the past Observe or handle evidence to ask questions about the past. Ask questions such as: what was it like for people? What happened? How long ago? Use artefacts, pictures and stories to find out about the past. Explore some of the different ways the past has been represented.</p>	<p>Children will be learning about Neil Armstrong/ space race (Significant global events) Woman in History: Rosa Parks, Mary Anning, Florence Nightingale, Emmeline Pankhurst, (Significant person(s), Before living memory, Comparison of different periods) Brunel: His life and achievements Including the Great Western Railway (Significant person/local study)</p> <p>Communicate historically Use words and phrases such as: years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament and democracy</p> <p>Overview of world history Describe historical events with historical vocabulary. Describe significant people from the past with historical vocabulary. Recognise that there are different reasons why people in the past acted as they did.</p> <p>Understand chronology Place several events and artefacts in order on a timeline using clock and calendar dates. Label time lines with words or phrases such as: past, present, older and newer Recount changes that have occurred in their own lives. Use dates where appropriate.</p> <p>Investigate and interpret the past Observe or handle evidence to ask questions and find answers to questions about the past. And discuss the validity of different sources. Ask questions such as: what was it like for people? What happened? How long ago? What happened as a result of this? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented.</p>	<p>Children will be learning about Victorian Seaside Holidays (Local study/beyond 1066) Changes in Britain from the Stone Age to the Iron Age Ancient Egyptians</p> <p>Communicate historically Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills to communicate information about the past.</p> <p>Overview of world history Give an overview of life in Britain from in ancient times. Compare some of the times studied with those of other areas of interest around the world. Eg Ancient Egypt. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Understand chronology Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time. Use dates and terms to describe events.</p> <p>Investigate and interpret the past Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use sources of evidence for historical enquiry in order to gain a more accurate understanding of history. Suggest simple causes and consequences of some of the main events and changes in history. Describe different accounts of a historical event, spotting differences.</p>	<p>Children will be learning about Victorian Seaside Holidays (Local study/beyond 1066) WW2 Band of Brothers (Local/ beyond 1066) The Roman Empire and its impact on Britain</p> <p>Communicate historically Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>Overview of world history Give a broad overview of life in Britain in Roman times Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Understand chronology Place events, artefacts and historical figures on a time line using dates and eras. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events with increasing levels of accuracy and detail.</p> <p>Investigate and interpret the past Use evidence to ask questions and find answers to questions about the past. Recognise suitable sources of evidence for historical enquiries. Use many sources of evidence for historical enquiry in order to gain a more accurate understanding of history. Suggest causes and consequences of some of the main events and changes in history. Describe differing accounts of a historical event, explaining some of the reasons why the accounts may differ.</p>	<p>Children will be learning about Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Mayans (A non-European society that provides contrasts with British history)</p> <p>Communicate historically Use historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. Use literacy, numeracy and computing skills to communicate information about the past. Use many ways to present information and ideas.</p> <p>Overview of world history Compare some of the times studied with those of the other places around the world. Eg Mayans. Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain and some of the major events from the rest of the world Describe the diversity of past societies. Describe the features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Understand chronology Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and those with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates accurately.</p> <p>Investigate and interpret the past Use different sources of evidence to deduce information about the past.</p>	<p>Children will be learning about Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Investigation into Great Britons. Beyond 1066</p> <p>Communicate historically Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. Use literacy, numeracy and computing skills to efficiently communicate information about the past. Use increasing original ways to present information and ideas.</p> <p>Overview of world history Compare some of the times studied with those of the other areas of interest around the world. Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain and some of the major events from the rest of the world Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Understand chronology Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events.</p> <p>Investigate and interpret the past Use many sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices.</p>