



HISTORY CURRICULUM MAP

	Autumn Term	Spring Term	Summer Term
Y1	<p>All About Me</p> <p>History: My Life so Far Recount changes that have happened in my own life. Place events and artefacts in order on a time line. Label time lines with words/phrases such as: past, present, older, newer. Use words and phrases such as: a long time ago, recently, when my parents/carers were children and years to describe the passing of time.</p>	<p>Castles</p> <p>History: People in Castles Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources to find out about the past.</p>	<p>On Our Field</p>
Y2	<p>London</p> <p>History: Great Fire of London Observe or handle evidence to ask questions and find answers. Ask questions such as: What was it like? What happened? How long ago? Use different sources to find out about the past. Describe historical events, using dates where appropriate. Recognise there are reasons why people in the past acted as they did. Identify some of the different ways the past has been represented.</p>	<p>The Arctic</p> <p>History: Arctic Explorers Use artefacts, pictures, stories, online sources and databases to find out about the past. Ask questions such as: What was it like? What happened? How long ago? Describe historical events. Describe significant people from the past. Use dates where appropriate.</p>	<p>Living & Growing</p>
Y3	<p>Under the Ground</p> <p>History: Prehistoric Britain Understand the concept of change over time, representing on a time line. Use evidence to ask and answer questions. Suggest suitable sources of evidence for enquiries. Suggest causes and consequences of events. Use appropriate historical vocabulary.</p>	<p>Rainforests</p>	<p>Ancient Egypt</p> <p>History: Ancient Egypt Use evidence to ask and answer questions about the past. Use several sources of evidence for historical enquiry. Place events and artefacts on a time line using dates. Use dates and historical terms to describe events. Use literacy, numeracy and computing skills to a good standard to communicate about the past.</p>
Y4	<p>London in WW2</p> <p>History: London in WW2 Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of historical events and changes. Place events, artefacts and historical figures on a timeline. Use dates and historical terms to describe events.</p>	<p>Oceans & Seas</p>	<p>Roman Britain</p> <p>History: Roman Britain Give an overview of Britain from ancient to medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic and cultural diversity of past society. Use dates and historical terms to describe events. Use literacy, numeracy and computing skills to a good standard to communicate information about the past.</p>
Y5	<p>Ancient Greece</p> <p>History: Ancient Greece Describe the main changes in a period of history. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and historical terms accurately in describing events. Use literacy, numeracy and computing skills to an excellent standard in order to communicate information about the past.</p>	<p>Earth & Space</p> <p>History: The Space Race Describe the main changes in a period of history. Identify periods of rapid change in history and contrast them with times of relatively little change. Use dates and historical terms accurately to describe events. Use appropriate historical vocabulary to communicate.</p>	<p>The Vikings</p> <p>History: Vikings & Anglo Saxons/Scots Select suitable sources of evidence, giving reasons for choices. Use sources of information to form hypotheses about the past. Know that no single source gives the full answer to questions. Compare times studied with others around the world. Use literacy, numeracy and computing skills to an excellent standard in order to communicate information about the past.</p>
Y6	<p>The Kingdom of Benin</p> <p>History: The Kingdom of Benin Select suitable sources of evidence, giving reasons for choices. Use sources of information to form hypotheses. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Use original ways to present information and ideas.</p>	<p>Seeing Light</p>	<p>Britain After WW2</p> <p>History: Rebuilding Britain After WW2 Identify periods of rapid change and periods of relatively little change. Understand the concepts of continuity and change over time. Describe the main changes in a period of history using historical terms. Describe social, ethnic, cultural or religious diversity of people. Analyse a range of evidence to justify claims about the past. Identify continuity and change in the locality of the school. Use original ways to present information and ideas.</p>