



Whole-School Curriculum Map:

History

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Concepts						
<p>ELG Understanding The World: People & Communities</p> <p>Talk about past and present events in their own lives and in the lives of family members</p> <p>Know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<p>Describe and discuss historical events beyond living memory</p> <p>Describe significant people from the past Use a timeline to develop chronological language eg <i>past, present, older, newer</i></p> <p>Develop understanding of changes within living memory eg <i>toys, homes, transport</i></p> <p>Develop understanding of local history eg <i>historical events, people and places</i></p>	<p>Describe and understand the significance of historical events beyond living memory (nationally or globally)</p> <p>Describe key people from the past who have contributed to national and international achievements and understand their significance</p> <p>Place key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods</p> <p>Know about changes within living memory and how they affected changes in national life eg <i>toys, homes, transport</i></p> <p>Know about local historical events, people and places</p>	<p>Compare different eras considering similarities and difference</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p> <p>Examine in depth an aspect of local history from a period beyond 1066</p>	<p>Extend chronological understanding by exploring a theme over time eg <i>leisure, entertainment</i></p> <p>Understand how Britain has influenced and been influenced by the wider world</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p>	<p>Explore trends, looking at continuity/change and similarity/difference/significance</p> <p>Examine different aspects of history eg <i>social, cultural, political and religious</i></p> <p>Gain historical perspective by making connections between local, national and international history</p> <p>Extend chronological understanding by exploring a theme over time eg <i>crime and punishment</i></p>	<p>Establish clear narratives within and across periods by using secure chronological understanding</p> <p>Analyse trends, looking at continuity/change and similarity/difference/significance and use them to make connections and draw contrasts</p> <p>Examine different aspects of history eg <i>social, cultural, political and religious</i>, in different contexts</p> <p>Gain historical perspective by making connections between local, national and international history</p>
Stories & Sources						
	<p>Use artefacts, pictures, stories and online sources to find out about the past</p> <p>Be introduced to different representations of the past and discuss similarities and differences</p>	<p>Use range of artefacts, pictures, stories and online sources to answer historical questions</p> <p>Understand different representations of the past by drawing comparisons</p>	<p>Begin to understand how knowledge of the past is constructed from a range of sources</p> <p>Develop understanding of how and why the past is represented in different ways</p> <p>Select key information from a range of sources to answer a historical question</p>	<p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Understand how and why the past is represented in different ways and explain this</p> <p>Select and organise relevant information from a wider range of sources to answer a historical question</p>	<p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Understand how evidence is used rigorously to make historical claims</p> <p>Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg <i>propaganda</i></p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Develop perspective and judgement by weighing evidence and sifting arguments eg <i>propaganda</i></p> <p>Explain why contrasting arguments and interpretations of the past exist</p>



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Historical Questions						
	Ask some questions about the past	Ask wide range of questions about the past using parts of stories and sources	Understand what types of question are historically valid and identify how to find the answer	Regularly generate and answer a range of historically-valid questions about similarities and differences	Address and devise a wide range of historically-valid questions about change and cause	Address and devise a wide range of historically-valid questions about change, cause, impact and significance
Historical Vocabulary						
	Use historical vocabulary eg <i>past, present, long ago, timeline</i>	Use a wider range of historical vocabulary eg <i>recently, decade, century, source, pioneer</i>	Develop a range of historical vocabulary eg <i>artefact, chronology, invade, settle</i>	Develop a range of historical vocabulary eg <i>civilisation, chronology, ancient, legacy</i>	Use and apply a range of historical vocabulary eg <i>civilisation, propaganda, economy, political</i>	Develop and apply a range of historical vocabulary eg <i>influential, narratives, perspective</i>