

### History Curriculum Map starting September 2016

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| <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>□ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>□ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>□ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</li> <li>□ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>□ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> </ul> |   |   |   |  |  |   |
| <p>KS1:<br/>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.<br/>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p>  |   |   | <p>KS2:<br/>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.<br/>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> |  |  |   |
| <b>History</b>  | <b>Year 1 / 2 A</b>   | <b>Year 1 / 2 B</b>   | <b>Year 3 / 4 A</b>   | <b>Year 3 / 4 B</b>  | <b>Year 5/6 A</b>  | <b>Year 5/6 B</b>   |
|   | <p><u>Events beyond living memory</u><br/>Know where events people fit within<br/>Explore how we find out about the past without computers to look it up eg. World War 1</p> <p><u>Significant historical events, people, places in own locality</u><br/>Understand some of the ways in which we find out about the past<br/>Handle artefacts, role of the archaeologist, preserving and protecting the past, does it matter?</p> | <p><u>Changes within living memory</u><br/>Developing an awareness of the past<br/>Using chronological language, ago, in the past, knowing that memories differ, so that one viewpoint is different from another</p> <p><u>Lives of significant individuals</u><br/>Identify similarities and differences between ways of life in different periods</p> | <p><u>A study of an aspect or theme in British history that extends pupils chronological knowledge, for example World War 1</u><br/>Construct informed responses,<br/>Thoughtful selection and organisation of relevant historical information [Could link to local history study – what happened to local men &amp; woman during WW1]</p> <p><u>A non European society that provides contrasts with British history</u><br/>Chronologically secure knowledge of world history, compare to what was happening in the British Isles, understand how knowledge is constructed from a range of sources.</p>  | <p><u>Changes in Britain from the Stone Age to the Iron Age</u><br/>Devise historically valid questions about change<br/>Continue to develop a chronologically secure knowledge, use language such as millennia, eras, Neolithic, Hunter – gatherers, mystery of Stonehenge</p> <p><u>The Roman Empire</u><br/>Devise historically accurate questions about cause, similarity and difference<br/>Social and economic consequences, the role of the Resistance, Boudicca and Caracatus,</p> | <p><u>The Viking and Anglo-Saxon struggle for Kingdom of England to the time of Edward the Confessor</u><br/>The Viking raids and the influence of Viking culture, historical terms such as heptarchy, explore the notion of a turning point in history.</p> <p><u>The achievements of the earliest civilisation</u><br/>Similarities and differences, influence of the beliefs of live and death, the cultural achievements, the artefacts,<br/>Construct a historical narrative, Understand the complexity of specific aspects of content.</p> | <p><u>Ancient Greece</u><br/>Further extending chronological knowledge, comparing to the Romans, what was the influence, why were they important?<br/>Selection and organisation of relevant information, presenting information in different ways.<br/>Understand abstract terms</p> <p><u>Britain's settlement by Anglo-Saxons and Scots</u><br/>Looking at history from the viewpoint of the English or the Scots, who writes History?<br/>Questioning about how we know so much about some civilisations but not others.<br/>Understanding the long arc of development, Understand vocabulary such as peasantry</p> |
|   |   |   |   |  | <u>Local History Study Y6 (Parish Project)</u>   | <u>Local History Study Y6 (Parish Project)</u>  |