

History Curriculum Map

	Autumn		Spring		Summer	
Year 1	The Geography of Our School	The United Kingdom	<i>Changes within living memory</i> Toys	<i>Events beyond living memory</i> Castles	London	<i>Significant historical events, people and places in their own locality</i> Victorian Schools and Khalsa
Year 2	<i>Significant historical events, people and places in their own locality</i> Norwood Green Then and Now	<i>Events beyond living memory</i> The Great Fire of London	Beautiful China Physical features	Living in China Human geography	Mapping our school	<i>Changes within living memory</i> Technology and Inventions
Year 3	<i>The Roman Empire and its impact on Britain</i> The Roman Invasion and British Resistance	Cities, town and rural life in the USA Land use and settlements	Natural Wonders in the USA Climate zones and key features	<i>The achievements of the earliest civilizations</i> Ancient Egypt	Our Local Area	<i>A local history study</i> My Family
Year 4	Europe and the UK Biomes	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> Henry VIII and the changing role of the monarchy	Italy: Volcanoes and Earthquakes	<i>Britain's settlement by Anglo-Saxons and Scots</i> Life in Saxon Britain	Mapping the world Longitude, latitude and the equator	<i>A local history study</i> How the Railways Changed Southall
Year 5	South America Natural resources and people	<i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> Viking Raids and Saxon Resistance	<i>Changes in Britain from the Stone Age to the Iron Age</i> Stonehenge and Prehistoric Britain	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> The Industrial Revolution and British Empire	Brazil Deforestation and biodiversity	Rainforests and the water cycle
Year 6	<i>A study of Greek life and achievements and their influence on the western world</i> Ancient Greece	Pollution and the Polar Ice Caps	<i>A non-European society that provides contrasts with British history</i> Mayan civilization c. AD 900	<i>A local history study</i> Gurdip Singh Chaggar, Blair Peach and the Southall Youth Movement	Rich and Poor Countries	The Changing Face of Southall

Key Skills and Knowledge

Key aims	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> Recall some facts about people/events before living memory Say why people may have acted the way they did. 	<ul style="list-style-type: none"> Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history. 	<ul style="list-style-type: none"> Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past. 	<ul style="list-style-type: none"> Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today. 	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) 	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
Historical enquiry	<ul style="list-style-type: none"> Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. 	<ul style="list-style-type: none"> Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions. 	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past. 	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past. 	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical 	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical

History Skills, Knowledge and Vocabulary Map KS1 & KS2

					<p>questions.</p> <ul style="list-style-type: none"> Investigate own lines of enquiry by posing questions to answer. 	<p>questions.</p> <ul style="list-style-type: none"> Investigate own lines of enquiry by posing questions to answer
Chronological understanding	<ul style="list-style-type: none"> Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects Use a timeline to place important events. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. 	<ul style="list-style-type: none"> Understand and use the words past and present when telling others about an event. Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events 	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied. 	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates on a timeline. Describe the main changes in a period in history. 	<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events, movements and dates on a timeline. Describe the main changes in a period in history. 	<ul style="list-style-type: none"> Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.
Historical interpretation	<ul style="list-style-type: none"> Look at books, videos, photographs, pictures and artefacts to find out about the past. 	<ul style="list-style-type: none"> Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past 	<ul style="list-style-type: none"> Explore the idea that there are different accounts of history. 	<ul style="list-style-type: none"> Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others. 	<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms. 	<ul style="list-style-type: none"> Evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

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<p>Organisation and communication</p>	<ul style="list-style-type: none"> Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past. 	<ul style="list-style-type: none"> Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. 	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.
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Key Vocabulary

General Vocabulary						
REC	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
old new past ago family tree	a long time ago when I was little past since I was born famous celebrate event(s) queen king rule years difference object artefact picture photograph explain used for	before I was born when I was younger before/after past/present then/now sequence chronological order earlier later local area historical event Britain parliament older person source research Briton	BC/AD decade ancient century timeline period Brits settlers settlement invaders/invasion conquer(ed) combat archaeologists excavate evidence similarities/ differences information finding skills historical information	recent history time difference shape our lives religious differences wealthy poor items accurate picture of the past version historical argument point of view	comparison role of Britain Christian values crime punishment hypothesis	societies summarise major influence world history civilizations changes/ continuity persuade viewpoint propaganda
Challenging						
	chronological order recent history before after historical event past/present succeed/succession	locality democracy eye-witness account	war distress bloodshed specific reason homesick	way of life dictated availability food sources developments inventions impact on health/ education aspect	specific features of a time period (e.g. medicine/ weaponry/ transport) plague medicine healthcare influence	advancements causes in history British Empire helped/ hindered relationships mono-cultural/ multi-cultural society interpretations significant

Topic Specific Vocabulary					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Toys through living memory (Victorian)	The Great Fire of London	Romans	Henry VIII and the changing role of the monarchy	The Industrial Revolution and British Empire	Ancient Greece
diablo whip and top croquet skipping rope skittles Jacob's ladder marble hopscotch blow football	17th Century London Pudding Lane St Pauls Cathedral River Thames diary Britain capital city bakery change order architect Lord Mayor Sir Christopher Wren monument	centurion emperor aqueduct gladiator Londinium Britannia Romanisation senate Roman baths amphitheatre Hadrian's Wall Colosseum fortress mosaic Dewa (Chester)	Battle of Bosworth King Henry VII King Henry VIII Doublet Ruff Wattle and daub Timbered Banquet Wars of the Roses Galleon The Mary Rose Spanish Armada Hampton Court Palace Globe Theatre William Shakespeare Explorer	street children working children Dr. Barnardo The British Empire electricity inventions industrialisation workhouse gruel	philosophy Athenians Spartans democracy Olympics plague truce Zeus Ioincloth Apollo Sacred truce temple
Victorian Schools and Khalsa Primary	Technology and Inventions	Egyptians	Anglo-Saxons & Scots	Stone Age to Iron Age	Maya Civilisation
Modern Queen Victoria Victorians Monach Slate and chalk Interactive whiteboards Ink pens Pens	Florence Nightingale - Hospital - Injured - Soldier - Crimean War - Charity - Lady of the lamp	pharaoh tomb pyramid hieroglyphs vizier scribe sarcophagus mummy	Sutton Hoo kingdoms shires Shire reeve thane legacy Wessex Witan or	Neolithic Palaeolithic chronology tribal hunter-gatherers Skara Brae Stonehenge Bronze Age	King codice Chichen Itza Pyramid Stelae Priest Maize God Hieroglyphics

History Skills, Knowledge and Vocabulary Map KS1 & KS2

Abacus Street Norwood Green Dunces hat	Analogue cameras, Washing machines iPad iPhone Mobile Lightbulb Candlelight	papyrus scarab	Witenagemot wergild churl Mercia		cocoa ajaw Kukulkán pok-ta-pok (ball game) huipil (clothing) kin uinal Popol Vuh
Castles	Norwood Green Then and Now	My Family	How the Railways Changed Southall	Viking Raids and Saxon Resistance	Local Study: Gurdip Singh Chaggar, Blair Peach and the Southall Youth Movement
Drawbridge King Queen Palace Turret Ramparts Portcullis Tower Flags Window Moat Shield Knight/ Armour Sword Dungeon	Norwood Green Victorian Era Timeline Victorian Houses Horse drawn carriages Cars Garages Narrow roads Terraced houses Servants Attic Outdoor Toilets	Family Family Tree Birth Certificate Photographs Queen Victoria: Prince Albert	Southall Railway Southall Station James Watt George Stephenson London Transport Museum London Underground	Viking Britain Portland Lidisfarne England Runestones Cnut Skaldic poems raids invasions	Gurdip Singh Chaggar Blair Peach Southall Youth Movement The Southall Riots