

Highwood History Curriculum Map

EYFS	Nursery	<p>Begin to make sense of their own life story and their family history. Has a sense of own immediate family and friends. Enjoys joining in with family customs and routines. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.</p>			
	Reception	<p>Continues to make sense of their own life story and their family history. Comment on images of familiar situations in the past. Compare and contrast characters from stories including figures from the past. Talks about past and present events in their own life and in the lives of family members.</p>			
KS1	Year 1 Ourselves/ Royal Family- Kings and Queens/ Toys	Chronological understanding	Range and depth of historical knowledge	Historical interpretation	Historical enquiry
		<p>Understand and use the words past and present to discuss an event.</p> <p>Describe memories of key events from their own lives</p>	<p>Recognise the difference between past and present in their own and others' lives</p> <p>Know and recount events and people.</p>	<p>Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past – how reliable are their memories.</p>	<p>Begins to use sources to identify some details and answer simple questions.</p>
	Year 2 Great Fire of London Samule Pepys Nursing- Florence Nightingale/Mary Seacole Seaside past and present	<p>Order and sequence familiar events in their life in chronological order.</p> <p>Sequence photos from an event in a period of time.</p> <p>Add labels to time lines</p>	<p>Identify differences between ways of life at different times</p> <p>Use information gained from research to describe differences between then and now.</p>	<p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p>	<p>Use a source – observe or handle sources to answer questions about the past based on simple observations.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past</p> <p>Ask and answer questions such as What was it like for a...? What happened? How long ago?</p>

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		<p>Year 3</p> <p>Changes from the Stone Age to the Iron Age and Ancient Egypt</p> <p>Order events from a period on a timeline in chronological order.</p> <p>Identify the main changes in a period of history.</p> <p>They will begin to understand a timeline can be divided into BC and AD.</p> <p>They will broaden their vocabulary to learn words and phrases: century, decade, after, before, during.</p>	<p>When learning about the Stone Age to the Iron Age, pupils will develop their understanding of past societies and periods.</p> <p>They will compare life in different periods (e.g stone age and modern man).Pupils will learn about how natural materials available influenced changes.</p> <p>They will learn how to identify ideas, beliefs, attitudes and experiences of men, women and children from the past.</p>	<p>Explore the idea that there are different accounts of history.</p> <p>Look at two versions of the same event and identify differences in the accounts.</p> <p>Identify and give reasons for different ways in which the past is represented</p>	<p>Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Introduce the terms primary and secondary sources.</p> <p>Ask questions such as: 'How did people....?' What did people do for?' Suggest sources of evidence to use to help answer questions</p>
<p>Year 4</p> <p>The Roman Empire and its Impact on Britain and the Tudors.</p> <p>Pupil will sequence key events from Roman History and relate the era to other ancient eras to develop a chronologically secure knowledge and understanding of Roman History.</p> <p>They will revise phrases and words: century, decade, after, before, during and learn new words BC, AD.</p>	<p>Pupils will understand the aspects of similarity and differences between the eras within a country.</p> <p>Pupils will learn how to give reasons for changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p>	<p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p>Look at different versions of the same event in history and give reasons as to why they may be different.</p>	<p>Understand the difference between primary and secondary sources of evidence.</p> <p>Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as 'what was it like for a during?'</p> <p>Suggests sources of evidence from a selection provided to use to help answer questions.</p>		

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		<p>Year 5</p> <p>The Anglo Saxons and Vikings, Ancient Greece & The Victorians.</p> <p>Pupil will begin to use timelines to place and sequence local, national and international events within this period.</p> <p>Building on their prior learning, pupils will begin to identify changes within and across historical periods.</p> <p>They will learn to make connections between recent history into present, using 21st century and the past using 19th and 20th centuries.</p> <p>They will learn events using words and phrases such as: century, decade, BC, AD, after, before, during, era, period.</p>	<p>When learning about the Anglo Saxons, Ancient Greece & the Victorians, pupils will learn social, cultural, religious and ethnic diversity of societies.</p> <p>They will learn causes and consequences of main events/ situations.</p> <p>Pupils will identify how many of the above may have changed during a time period and organise the changes on a timeline.</p>	<p>Look at different versions of the same event and identifies differences in the accounts.</p> <p>Gives clear reasons why there may be different accounts of history. Know that people (now and in past) can represent events or ideas in ways that persuade others.</p>	<p>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask a range of questions about the past.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p>Choose reliable sources of evidence to answer questions.</p> <p>Realise that there is often not a single answer to historical questions.</p>
<p>Year 6</p> <p>The Ancient Mayans & WW2 and The Battle of Britain.</p> <p>Pupils will use timelines to place events, periods and cultural movements.</p> <p>They will demonstrate changes and developments in culture, technology, religion and society.</p> <p>They will describe main changes using words such as social, religious, political, technological and cultural.</p>	<p>When learning about Ancient Mayans, and World War 2 pupils will choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Pupils will begin to identify changes and links within and across the time, periods studied in previous years and develop a better understanding of chronology.</p>	<p>Understand that the past has been represented in different ways.</p> <p>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Know and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>	<p>Identify and use different sources of information and artefacts.</p> <p>Evaluate the usefulness and accuracy of different sources of evidence.</p> <p>Select the most appropriate source of evidence for particular tasks.</p> <p>Form own opinions about historical events from a range of sources.</p>		