

History Curriculum map 2017-18

Alderbury and West Grimstead CE Primary School

Year group	Autumn	Spring	Summer
1	Ourselves: Family trees and ordering events in our own lives chronologically	A history of toys, homes and our school. 1960s day. Who was Charles Darwin? What did he discover? What was life like when he was a child?	
2	The Great fire of London	Famous people: Samuel Pepys Florence Nightingale Mary Seacole Local history: Silver Jubilee of our school	
3	The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots	
4	Vikings and the struggle for the Kingdom of England to the time of Edward the Confessor	The Maya	What happened in World War Two and how was our local area involved?
5	Ancient Greece	Kings and Queens Focus: The changing power of monarchs	
6	Ancient Egypt	Changes in Britain from the Stone Age to the Iron Age (with Stonehenge and Old Sarum study)	

HISTORY – Age Related Expectations Alderbury and West Grimstead CE Primary school

	End of Y1 Expectations	End of Y2 Expectations	End of Y3 Expectations	End of Y4 Expectations	End of Y5 Expectations	End of Y6 Expectations
Similarities & differences	Begin to describe the similarities and differences between historical artefacts and pictures and or other sources.	Describe and begin to compare how their own life is different from past generations of their own family.	Describe and compare how their own lives are similar or different to people living in the past.	Compare two periods of history, identifying similarities and differences between them.	Begin to develop historical perspective between two periods of history.	Make connections, draw contrast and identify trends in different periods of history, to improve historical perspective.
Vocabulary	Use common words or phrases relating to the passage of time. (e.g. time connectives, now, long ago)	Use a wider range of vocabulary of everyday historical terms. (e.g. decade, century)	Use appropriate historical terms to describe key features of a period of history studied.	Begin to use abstract terms (e.g. empire, parliament, peasantry), when describing key features.	Make appropriate use of historical terms in discussion and understanding concepts (e.g. local, regional, national and international).	Use in context and understand the terms relating to different types of history (e.g. cultural, economic, political, religious and social).
Chronology	Begin to order artefacts and pictures from significantly different time periods.	Sequence main events of a period of history studied. To recall the dates of significant festivals or celebrations studied.	Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time.	Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.	Independently place historical events or change on a timeline, remembering key facts from a period of history studied.	Create from memory a timeline from dates/ details/ eras showing knowledge of how to check for accuracy.
Significant individuals	Begin to talk about the life of a significant historical person.	Compare aspects of life in different periods of time for significant individuals.	Explain how a significant individual influenced change, in a specific period.	Explain how significant historical people contributed to national and international achievements in a variety of eras.	Describe how a significant individual or movement/group of people has influenced the UK or wider world.	Describe how their own lives have been influenced by a significant individual or movement/ group of people.
Local history	Describe, in simple terms, the importance of a local place or landmark in their locality.	Describe how people, places and events in their own locality have changed over time.	Describe how national changes affected their locality.	Describe how international changes have affected their locality.	Use a range of local history resources to describe how an event affected a local town or village.	Suggest and research information sources required to present an in-depth study of a local town or city.
Continuity and change	Compare own life and interests now with their babyhood recalling a significant individual memory from the past.	Describe changes during their own life time and that of their parents and grandparents.	Describe some of the main changes in Britain, resulting from an event.	Explain the impact of a significant historical event on life in Britain.	Link events from periods studied to changes or developments in contemporary society.	Provide reasons for, and outcomes of, the main events and changes in historical periods, showing factual knowledge of aspects of Britain and the wider world.
Cause and consequence	Describe in simple terms, why a significant individual acted the way they did.	Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result.	Express an opinion on whether a person or event had a positive or negative impact on life in Britain.	Explain why people acted as they did.	Explain that an event can have more than one cause.	Describe the negative or positive impact of a period of history on contemporary society.

Historical questions	Ask and respond to simple questions about the past.	Ask and answer questions about a range of historical resources.	Suggest useful research questions.	Ask and answer more complex questions through research.	Follow more independent lines of enquiry and make informed responses based on this.	Independently investigate a complex research question and construct an informed response.
Historical enquiry	Use simple source material to answer questions about an historical event.	Use a wider range of source material to answer questions about an event.	Choose the most important source material for a task, showing awareness of a range of sources.	Use a range of source materials to answer questions about the past which go beyond simple observations.	Describe how different types of evidence tell us different things about the past and understand why contrasting arguments and interpretations occur.	Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history.