



## HISTORY CURRICULUM MAP

At ST David's, the curriculum is centred around a two-year rolling programme. Each curriculum topic contains specific knowledge webs for each subject area. Within each web, knowledge categories provide curriculum coverage.

<b>Reception</b>	All about Me and Where I live /Timeline Events /How fire engines have changed /Changing and Growing / How I have changed from a baby till now/Toys and materials /How toys have changed over time/On the farm Sequencing growing plants / Pirate Rescue / Events on a timeline					
<b>END POINT</b>	<b>ELG Understanding the World - Past and Present</b> Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>					
<b>Key Stage 1</b>	<b>YEAR A</b>			<b>YEAR B</b>		
	<b>Autumn</b> Food & Farming/Settlement/Location  <b>Local History Study: Food &amp; Farming</b> Conflict  <b>Remembrance</b>	<b>Spring</b> Settlement/Location  <b>The Great Fire of London</b>	<b>Summer</b> Travel & Exploration/ Settlement/Location  <b>First Aeroplane Flights</b>	<b>Autumn</b> Beliefs/Culture & Pastimes/Society  <b>Monarchy: Queen Elizabeth 1 &amp; Queen Elizabeth 11</b> Conflict  <b>Remembrance</b>	<b>Spring</b> Travel & Exploration/ Settlement/Location  <b>The Great Explorers: Neil Armstrong &amp; Christopher Columbus</b>	<b>Summer</b> Settlement/Location/Society/Travel & Exploration  <b>Local History Study: Travel &amp; Transport</b>
<b>END POINT</b>	 <b>Investigate and interpret the past:</b> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>		 <b>Build an overview of world history:</b> <ul style="list-style-type: none"> <li>• Describe historical events</li> <li>• Describe significant people from the past</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>		 <b>Understand chronology:</b> <ul style="list-style-type: none"> <li>• Place events and artefacts in order on a timeline.</li> <li>• Label timelines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives</li> <li>• Use dates where appropriate</li> </ul>	
<b>Years 1 and 2 Milestone 1</b>					 <b>Communicate historically:</b> <ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	
<b>Lower Key Stage 2</b>	Food & Farming/Settlement/Location  <b>Changes from Stone Age to Iron Age</b>		Conflict/Society/Settlement  <b>Roman Empire &amp; it's impact on Britain</b>	Beliefs/Conflict  <b>Anglo Saxons</b>	Conflict/Settlements/Travel & Exploration  <b>Vikings</b>	Beliefs/Culture & Pastimes/Society/Location  <b>The Achievements of the Ancient Egyptians</b>



			Local History Study			
<b>END POINT</b> <b>Lower Key stage 2</b> <b>Milestone 2</b>	<p><b>Investigate and interpret the past:</b> Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.</p>		<p><b>Build an overview of world history:</b> Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p><b>Understand chronology:</b> Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline. • Use dates and terms to describe events.</p>		<p><b>Communicate historically:</b> Use appropriate historical vocabulary to communicate, including: o dates o time period o era o change o chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>
<b>Upper Key Stage 2</b>	Beliefs/Conflict/Society/Travel & Exploration <p><b>Tudors (Explorers)</b></p>	Society/Location/Culture & Pastimes/Food & Farming <p><b>Local history Study</b></p>	Society/Location <p><b>The Victorian Era of Industrialisation</b></p>	Conflict/Location <p><b>World War 11</b></p>	Beliefs/Culture & Pastimes/Society <p><b>The impact of the Ancient Greeks on the western world</b></p>	Beliefs/Culture & Pastimes/Food & Farming/Settlements <p><b>The Maya</b></p>
<b>END POINT</b> <b>Years 5 and 6</b> <b>Milestone 3</b>	<p><b>Investigate and interpret the past:</b> Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.</p> <p><b>Build an overview of world history:</b> Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><b>Understand chronology:</b> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. • Use dates and terms accurately in describing events</p> <p><b>Communicate historically:</b> Use appropriate historical vocabulary to communicate, including: o dates o time period o era o chronology o continuity o change o century o decade o legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas</p>					
<b>Future Learning:</b>	<p><b>History KS3 National Curriculum:</b></p> <p>Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• the development of Church, state and society in Medieval Britain 1066-1509</li> <li>• the development of Church, state and society in Britain 1509-1745</li> <li>• ideas, political power, industry and empire: Britain, 1745-1901</li> <li>• challenges for Britain, Europe and the wider world 1901 to the present day</li> <li>• a local history study</li> <li>• the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</li> <li>• at least one study of a significant society or issue in world history and its interconnections with other world developments</li> </ul>					