



Subject Curriculum Map

Subject: History

| | Term 1 | Term 2 | Term 3 |
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| Year 1 | <p>To listen to stories about people and events in past.</p> <p>To use words and phrases like: old, new, and a long time ago.</p> <p>To look at photos and discuss about things that happened when they were younger.</p> <p>To identify the main differences between old and new from objects/photos. For example, how I have changed since I was born.</p> <p>To ask or answer questions about old and new objects/photos.</p> <p>To sequence a set of 5 objects in order and give reasons for their order.</p> <p>To role play using real life, small world resources</p> | <p>To listen to stories about people and events in past.</p> <p>To recognise and recall about events that have happened in the past.</p> <p>To use simple phrases and statements about events in the past.</p> <p>To share stories about events that have happened in their lives.</p> <p>To compare key events from their lives to other peoples.</p> <p>To role play using real life, small world resources</p> | <p>To listen and recall so key facts from stories about their local area/person who has made a difference.</p> <p>To research the life of a significant area/ person from the past who made a difference. Using a range of informational resources.</p> <p>To document and recall about their local area/person to say how they make a difference.</p> <p>To ask and/or answer questions from peers or adults about their own lives or a significant other.</p> <p>To role play using real life, small world resources</p> |

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| | <p>To listen to stories about people and events in past.</p> <p>To match old and new things from a picture/objects, using symbols.</p> <p>To select photos of themselves, identifying old and new.</p> <p>To recognise that some objects/photos belong in the past.</p> <p>To sequence a set of objects/photos in chronological order.</p> <p>To role play using real life, life sized resources.</p> | <p>To engage with stories about people from the past.</p> <p>To recall some facts from the past.</p> <p>To use symbols to identify an event/object from the past.</p> <p>To identify events/objects from their personal past.</p> <p>To recount interesting facts from the past, about personal/important person.</p> <p>To role play using real life, life sized resources.</p> | <p>To listen to stories about their local area/person who has made a difference.</p> <p>To select important facts from a specific event/person.</p> <p>To select historical artefacts from a range of objects.</p> <p>To match symbols to simple questions about historical event/person.</p> <p>To role play using real life, life sized resources.</p> |
| Year 2 | <p>To listen to stories and recognise that it happened years ago.</p> <p>To retell a familiar story set in the past.</p> <p>To develop the use of historical language. E.g. before, after, past, present, when I was younger. <i>Preferred communication method.</i></p> | <p>To give examples of thing that are different in their life, from their grandparents, when they were younger or a significant person.</p> <p>To recount episodes from their own past, using some simple historical language.</p> <p>To compare objects that belong in the past or present and give examples.</p> | <p>To listen to stories about historical event/person and answer simple questions.</p> <p>To sequence events from a historical event/person.</p> <p>To research and find similarities and differences between two periods of history.</p> |

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| | <p>To explain what an object from the past was used for.</p> <p>To answer simple questions about old and new events/objects/people.</p> <p>To sequence a set of objects/photos in chronological order.</p> <p>To role play using real life, small world resources.</p> | <p>To explain a part of significant historical events or person, using a range of informational resources.</p> <p>To role play using real life, small world resources.</p> | <p>To talk about historical artefacts and identify facts.</p> <p>To recount the life of someone who is significant in history.</p> <p>To role play using real life, small world resources.</p> |
| | <p>To listen to stories and recognise that it happened before present day.</p> <p>To select photos, identifying old and new.</p> <p>To recognise that some objects/photos belong in the past.</p> <p>To demonstrate understanding of some simple historical language, with support of items and symbols -old, new, later, now.</p> | <p>To recognise some obvious distinctions between past and present.</p> <p>To identify photos/objects from their own past.</p> <p>To compare objects that belong in the past or present.</p> <p>To explain a part of significant historical events or person.</p> <p>To role play using real life, life sized resources.</p> | <p>To listen to stories about historical event/person.</p> <p>To select important facts from a specific event/person.</p> <p>To find similarities or differences between two periods of history.</p> <p>To explore historical artefacts.</p> <p>To recall some key facts of the life of someone who is significant in history.</p> <p>To role play using real life, life sized resources.</p> |

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| | <p>To sequence a set of objects/photos in chronological order.</p> <p>To role play using real life, life sized resources.</p> | | |
| Year 3 | <p>To share stories about a significant event/person in their own life.</p> <p>To find information about the past through research or talking to an older person.</p> <p>To recall about a significant person/event, identifying what they did earlier and what they do now.</p> <p>To identify similarities and difference between given periods of time.</p> <p>To sequence in chronological order, a significant event and use historical language. Examples; <i>before, after, past, present, when I was younger</i> ,</p> <p>To role play using real life, small world resources.</p> | <p>To engage with stories/activities about what life would have been like in early years.</p> <p>To understand and discuss that early Britain is not as we live now.</p> <p>To set out a timeline from a given period and identify special events that took place.</p> <p>To use research skills to answer historical questions.</p> <p>To role play using real life, small world resources.</p> | <p>local/national</p> <p>To engage with stories about a significant event beyond living memory.</p> <p>To research about a significant events, using a range of methods.</p> <p>To recount key events from a significant event, using historical language.</p> <p>To recreate artefacts or a significant event, using a range of materials and tools.</p> <p>To role play using real life, small world resources.</p> |

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| | <p>To recognise some obvious distinctions between the past and present in their own lives.</p> <p>To listen to stories and recognise that it happened before present day.</p> <p>To indicate if personal events or objects belong in the past or present.</p> <p>To demonstrate understanding of some simple historical language, with support of items and symbols -old, new, later, now.</p> <p>To sequence a set of objects/photos in chronological order.</p> <p>To role play using real life, life sized resources</p> | <p>To recognises and makes comments about a significant person in pictures of the more distant past.</p> <p>To listen to and follow stories about people/events in the past or their own lives.</p> <p>To recount episodes from their own past and some details from other historical events with prompts.</p> <p>To engage with creating a timeline from a given period.</p> <p>To use research skills to collect historical facts.</p> <p>To role play using real life, life sized resources.</p> | <p>To select historical artefacts from collections of items.</p> <p>To sort objects/photos by a given criteria.</p> <p>To answer simple questions about historical stories and artefacts. <i>Using their preferred communication method.</i></p> <p>To investigate key events from a significant event, using some simple historical language.</p> <p>To explore or create artefacts or a significant event, using a range of materials and tools.</p> <p>To role play using real life, life sized resources.</p> |
| Year 4 | <p>To investigate changes within living memory, identifying past and present.</p> <p>To recall stories of a significant event/person from the past and give examples.</p> | <p>To investigate the lives of significant individuals in the past who have made a national impact.</p> <p>To compare aspects of life in different periods of time.</p> | <p>To investigate events beyond living memory that are significant nationally or globally.</p> <p>To know and recount episodes from stories about the past.</p> |

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| | <p>To research information about a significant event/person and explain their knowledge. To recall about a significant person/event in their own life, identifying what they did earlier and what they do now.</p> <p>To identify similarities and difference between given periods of time and explain understanding.</p> <p>To sequence in chronological order, a significant event and use historical language. Examples; before, after, past, present, when I was younger ,</p> <p>To role play using real life, small world resources.</p> | <p>To sequence in chronological order events or objects, and use everyday terms about the passing of time.</p> <p>To share knowledge and understanding of aspects of the past (beyond living memory), about main events/people they have studied.</p> <p>To recognise and discuss that there are reasons why people in the past acted as they did.</p> <p>To role play using real life, small world resources.</p> | <p>To find answers to questions about the past from sources of information.</p> <p>To beginning to identify some of the different ways in which the past is represented.</p> <p>To recreate artefacts or a significant event, using a range of materials and tools and explain their reasoning.</p> <p>To role play using real life, small world resources</p> |
| | <p>To know they took part in past events and to listen and respond to familiar stories about their own past.</p> <p>To recognise some obvious distinctions between the past and present in their own lives and communicate about these.</p> | <p>To identify activities and events from the past, in response to personal items from their own early childhood.</p> <p>To recognise themselves and people they know in pictures of the more distant past.</p> | <p>To recall some simple facts about historical artefacts or buildings.</p> <p>To select historical artefacts out from collections of items.</p> <p>To sort objects by a given criteria and give a reason.</p> |

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| | <p>To indicate if personal events or objects belong in the past or present.</p> <p>To demonstrate understanding of some simple historical language, with support of items and symbols -old, new, later, now.</p> <p>To role play using real life, life sized resources.</p> | <p>To listen to and follow stories about significant people</p> <p>To recount key events from their own past and some details from other historical events with prompts.</p> <p>To sequence a set of objects/photos in chronological order.</p> <p>To role play using real life, life sized resources.</p> | <p>To investigate key events from a significant event, using some simple historical language.</p> <p>To explore or create artefacts or a significant event, using a range of materials and tools.</p> <p>To role play using real life, life sized resources.</p> |
| Year 5 | <p>To talk about the different time periods, using the words AC, AD, and Decade.</p> <p>To listen and share stories about the past, identifying differences to the present day.</p> <p>To use research skills to document historical facts or information about a specific period of past time.</p> <p>To present (individual/group) their research about a given period of time from the past.</p> | <p>To discuss and share understanding of how early Britain is not as we live now.</p> <p>To recount an event from the past using dates and historical language.</p> <p>To use research to find out similarities and differences of given periods of time.</p> <p>To develop understanding of debates and with supports create reasons for a historical argument.</p> | <p>To recognise that Britain has been invaded by several different groups.</p> <p>To recognise that invaders would use weapons and fought fiercely.</p> <p>To begin to understand why Britain would have been an important country to have invaded and conquered.</p> <p>To document and recall information about a significant event/person from the past and how it has impacted our life today.</p> |

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| | <p>To role play using real life, small world resources.</p> | <p>To document knowledge and understanding of a significant event, written or verbally.</p> <p>To role play using real life, small world resources.</p> | <p>To create a timeline (of a given period) in chronological order and explain some special events.</p> <p>To role play using real life, small world resources.</p> |
| | <p>To know they took part in past events and to listen and respond to familiar stories about their own and others past history.</p> <p>To recognise some obvious distinctions between the past and present in their own and others' lives and communicate about these.</p> <p>To indicate if personal events or objects belong in the past or present.</p> <p>To demonstrate understanding of some simple historical language (old, new, later, now) and use during their present day.</p> <p>To role play using real life, life sized resources.</p> | <p>To identify activities and events from the past, in response to personal items from their own early childhood.</p> <p>To recognises and give examples about themselves and people they know in pictures of the more distant past.</p> <p>To listen to and follow stories about significant people/events from the past.</p> <p>To recount events from their own past and some details from other historical events with prompts.</p> <p>To sequence a set of objects/photos in chronological order.</p> <p>To role play using real life, life sized resources.</p> | <p>To recall some simple facts about historical artefacts and buildings.</p> <p>To select historical artefacts out from collections of items.</p> <p>To sort objects by a given criteria and give a reason.</p> <p>To investigate key events from a significant event, using some simple historical language.</p> <p>To explore or create artefacts or a significant event, using a range of materials and tools.</p> <p>To role play using real life, life sized resources.</p> |

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| <p>Year 6</p> | <p>To listen and share stories about the past, identifying similarities and differences to the present day.</p> <p>To use research skills to document historical facts or information about a specific period of past time.</p> <p>To present (individual/group) their research from an event in past time and explain how the event shaped our life today.</p> <p>To explore historic artefacts and explain how they can be used to help build a picture of life in the past.</p> <p>To role play using real life, small world resources.</p> | <p>To discuss and share understanding of how early Britain is not as we live now.</p> <p>To describe an event from the past using dates and historical language.</p> <p>To use research to find out similarities and differences of given periods of time and how they differ.</p> <p>To find and give reasons which supports a historical argument.</p> <p>To document knowledge and understanding of a significant event, written or verbally, with a range of historical language.</p> <p>To create a timeline (of a given period) in chronological order and explain some special events.</p> <p>To role play using real life, small world resources.</p> | <p>To talk about the different time periods, using the words AC, AD, and Decade and plot recent history on a timeline.</p> <p>To recognise and understand that Britain has been invaded by several different groups.</p> <p>To recognise that invaders would use weapons and fought fiercely and the impact on people.</p> <p>To show understanding why Britain would have been an important country to have invaded and conquered.</p> <p>To document and recall information about a significant event/person from the past and how it has impacted our life today.</p> <p>To role play using real life, small world resources.</p> |
| | <p>To know they took part in past events and to listen and respond to familiar stories</p> | <p>To identify activities and events from the past, in response to personal items from their own early childhood.</p> | <p>To recall some simple facts about historical artefacts and buildings.</p> |

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| | <p>about their own and others past history.</p> <p>To recognise some obvious distinctions between the past and present in their own and others' lives and communicate about these.</p> <p>To indicate if personal events or objects belong in the past or present.</p> <p>To demonstrate understanding of some simple historical language (old, new, later, now) and use during their present day.</p> <p>To role play using real life, life sized resources.</p> | <p>To recognises and give examples about themselves and people they know in pictures of the more distant past.</p> <p>To listen to and follow stories about significant people/events from the past.</p> <p>To recount events from their own past and some details from other historical events with prompts.</p> <p>To sequence a set of objects/photos in chronological order.</p> <p>To role play using real life, life sized resources.</p> | <p>To select historical artefacts out from collections of items.</p> <p>To sort objects by a given criteria and give a reason.</p> <p>To investigate key events from a significant event, using some simple historical language.</p> <p>To explore or create artefacts or a significant event, using a range of materials and tools.</p> <p>To role play using real life, life sized resources.</p> |
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