



History Curriculum Map

Terms:		Autumn: Our Locality		Spring: Our UK		Summer: Our World	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
'Learning to Live, Living to Learn' Concepts and Skills:		<ul style="list-style-type: none"> ➤ Our Christian School Vision ➤ Get Heartsmart ➤ Creativity ➤ Democracy 	<ul style="list-style-type: none"> ➤ People and community ➤ Friendship ➤ Too much selfie isn't healthy ➤ Empathy ➤ Founder's Day 	<ul style="list-style-type: none"> ➤ Resilience ➤ Trust ➤ Don't forget to let love in ➤ Rule of Law 	<ul style="list-style-type: none"> ➤ Forgiveness ➤ Problem-solving ➤ Don't hold on to what is wrong ➤ Tolerance 	<ul style="list-style-type: none"> ➤ Communication ➤ Environment ➤ Thankfulness ➤ Fake is a mistake ➤ Mutual Respect 	<ul style="list-style-type: none"> ➤ Peace ➤ No way through isn't true ➤ Thinking ➤ Individual Liberty ➤ World sporting events
Year	Objectives throughout the year	Cycle	Skills, techniques and objectives				
Yr 1 & Yr R	<ul style="list-style-type: none"> ➤ I can place known events in the order of when they happened ➤ I can use common words and phrases relating to the passing of time. ➤ I can find answers to some simple questions about the past from simple sources of information. ➤ I can ask and answer relevant basic questions about the past. ➤ I can describe some simple similarities and differences between manmade objects. ➤ I can sort historical objects from 'then' and 'now'. ➤ I can relate my own account of an event and understand that others may give a different version. 	A	Local: Our Locality - Remembrance in Hartlip war, significant events	UK: Lives of significant individuals- Florence Nightingale and Mary Seacole comparison people, war, equality	World: Lives of significant individuals- Christopher Columbus people, equality, invasion	<ul style="list-style-type: none"> ➤ I can talk, draw or write about aspects of the past. ➤ I can describe events beyond living memory that are significant nationally or globally. ➤ I know about the life of a significant person ➤ I can compare and contrast characters from stories, including figures from the past 	
		B	Local: Our Locality - Guy Fawkes Night and Founder's Day at Hartlip Significant events, people	UK: Lives of significant individuals- Rosa Parks and Emily Davison comparison People, equality, diversity	World: Changes within living memory - Neil Armstrong and the Moon Landing Significant events and people	<ul style="list-style-type: none"> ➤ I can talk, draw or write about aspects of the past. ➤ I can describe events beyond living memory that are significant nationally or globally. ➤ I can understand key features of events ➤ I can comment on images of familiar situations in the past. 	
			<ul style="list-style-type: none"> ➤ I can talk, draw or write about aspects of the past. ➤ I can describe events beyond living memory that are significant nationally or globally. ➤ I can understand key features of events ➤ I can comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> ➤ I can talk, draw or write about aspects of the past. ➤ I can describe events beyond living memory that are significant nationally or globally. ➤ I know about the life of a significant person 	<ul style="list-style-type: none"> ➤ I can sequence events and recount changes within living memory ➤ I can talk, draw or write about aspects of the past. ➤ I can describe events beyond living memory that are significant nationally or globally. 		
			<ul style="list-style-type: none"> ➤ I can talk, draw or write about aspects of the past. ➤ I can describe events beyond living memory that are significant nationally or globally. ➤ I can understand key features of events ➤ I can comment on images of familiar situations in the past. 	<ul style="list-style-type: none"> ➤ I can talk, draw or write about aspects of the past. ➤ I can describe events beyond living memory that are significant nationally or globally. ➤ I know about the life of a significant person 	<ul style="list-style-type: none"> ➤ I can sequence events and recount changes within living memory ➤ I can talk, draw or write about aspects of the past. ➤ I can describe events beyond living memory that are significant nationally or globally. 		



				<ul style="list-style-type: none"> ➤ I can compare and contrast characters from stories, including figures from the past 	<ul style="list-style-type: none"> ➤ I know about the life of a significant person ➤ I can understand key features of events ➤ I can compare and contrast characters from stories, including figures from the past
Yr 2	<ul style="list-style-type: none"> ➤ I can show an awareness of the past, using common words and phrases relating to the passing of time. ➤ I can use a wide vocabulary of everyday historical terms ➤ I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events. ➤ I can speak about how I have found out about the past. ➤ I can record what I have learned by drawing and writing. ➤ I can give some reasons for some important historical events. 	A&B	Local: Our Locality - Tudors in Kent Monarchy, power, religion	UK: Events beyond living memory - The Great Fire of London and Samuel Pepys Significant events and people	World: Changes within living memory – The first aeroplane flight Significant events
			<ul style="list-style-type: none"> ➤ I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods ➤ I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. ➤ I can describe significant historical events, people and places locally. 	<ul style="list-style-type: none"> ➤ I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods ➤ I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. ➤ I can describe events beyond living memory that are significant nationally or globally. ➤ I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods 	<ul style="list-style-type: none"> ➤ I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods ➤ I can describe changes within living memory and aspects of change in national life.
Yr 3/4	<ul style="list-style-type: none"> ➤ I can use an increasing range of common words and phrases relating to the passing of time. ➤ I can use historic terms related to the period of study. ➤ I can place some historical periods in a chronological framework. ➤ I can describe memories of key events in his/her life using historical vocabulary ➤ I can use sources of information in ways that go beyond simple observations to answer questions about the past. 	A	Local: Roman Empire - Romans in Kent, the British resistance and Boudica. Empires, trade, invasion	UK: British history beyond 1066 - Queen Victoria and the changes in power Monarchy, British Empire, power	World: Earliest civilizations – Overview of all ancient civilisations and in depth study of Ancient Egypt Civilisations
			<ul style="list-style-type: none"> ➤ I can describe the Roman Empire and its impact on Britain. 	<ul style="list-style-type: none"> ➤ I can describe a study of an aspect or theme in British history beyond 1066. 	<ul style="list-style-type: none"> ➤ I can describe the achievements of the earliest civilizations and a deeper knowledge of one of them
		B	Local: Changes in Britain - Stone Age Kent, farming Rural life, people	UK: Changes in Britain - Iron Age, farming, the Celts, Stonehenge Religion, rural life, people	World: History beyond 1066 – Crime and Punishment from 1066 to present Changes in social history



	<ul style="list-style-type: none"> ➤ I can use a variety of resources to find out about aspects of life in the past ➤ I can explain what I have learned in an organised and structured way, using appropriate terminology. ➤ I can understand that sources can contradict each other. 		<ul style="list-style-type: none"> ➤ I can describe changes in Britain from the Stone Age to the Iron Age. ➤ I can describe a chronologically secure knowledge and understanding of British, local and European History 	<ul style="list-style-type: none"> ➤ I can describe changes in Britain from the Stone Age to the Iron Age. ➤ I can describe a chronologically secure knowledge and understanding of British, local and European History 	<ul style="list-style-type: none"> ➤ I can describe a chronologically secure knowledge and understanding of British, local and European History ➤ I can provide an account of a historical event based on more than one source
<p>Yr 5/6</p>	<ul style="list-style-type: none"> ➤ I can use a wide range of historical vocabulary and terms ➤ I can use dates to order and place events on a timeline ➤ I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ➤ I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. ➤ I can compare sources of information available for the study of different times in the past. ➤ I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ➤ I can understand how our knowledge of the past is constructed from a range of sources. ➤ I can use evidence to support arguments. ➤ I can make confident use of a variety of sources for independent research. ➤ I can present findings and communicate knowledge and understanding in different ways. ➤ I can understand that the type of information available depends on the period of time studied. ➤ I can evaluate the usefulness of a variety of sources ➤ I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods ➤ I can note connections, contrasts and trends over time and show some use of historical terms. 	<p>A</p>	<p>Local: Our Locality - Hartlip during WW2 War, poverty</p>	<p>UK: British history beyond 1066- England during WW2, population changes, Battle of Britain War, poverty, trade</p>	<p>World: Ancient Greece – life and achievements and the impact on Britain Civilisations, equality</p>
			<ul style="list-style-type: none"> ➤ I can make comparisons between aspects of periods of history and the present day ➤ I can describe a local history study. 	<ul style="list-style-type: none"> ➤ I can make comparisons between aspects of periods of history and the present day ➤ I can give some reasons for some important historical events. 	<ul style="list-style-type: none"> ➤ I can make comparisons between aspects of periods of history and the present day ➤ I can describe a study of Ancient Greek life and achievements and their influence on the western world.
		<p>B</p>	<p>Local: Settlements - The Anglo Saxons in Kent, place names and village life, fall of the Roman Empire Invasion, Empires, rural life</p>	<p>UK: The Vikings – struggle for the Kingdom, Alfred the Great, Athelstan, raids and invasions Trade, Kingdoms, Monarchs, invasion</p>	<p>World: Non-European Society -Mayan contrast Diversity, civilisation, religion</p>
		<ul style="list-style-type: none"> ➤ I can make comparisons between aspects of periods of history and the present day ➤ I can describe Britain's settlement by Anglo-Saxons and Scots. 	<ul style="list-style-type: none"> ➤ I can give some reasons for some important historical events. ➤ I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. 	<ul style="list-style-type: none"> ➤ I can describe a non-European society that provides contrasts with British history. 	



Skills and Knowledge Progression Sequence

	Pre-requisite	Year R	Year 1	Year 2	Year 3 and 4 (over 2-years)	Year 5 and 6 (over 2-years)
Vocabulary	<i>Family, me, life</i>	<i>Old, New, First, Next, once</i>	<ul style="list-style-type: none"> I can use common words and phrases relating to the passing of time: Yesterday, Today Tomorrow, Same Different, Change, Past, before, now, after, 	<ul style="list-style-type: none"> I can show an awareness of the past, using common words and phrases relating to the passing of time: Past, Present, Future I can use a wide vocabulary of everyday historical terms: Important, Event, Era, Artefacts, Time, Order, timeline, period, 	<ul style="list-style-type: none"> I can use an increasing range of common words and phrases relating to the passing of time: Chronological, BC and AD I can use historic terms related to the period of study: Significant Power, Development, Compare, Contrast, Influence, Ancient Civilisation, Innovation, Legacy, Conquer, Consequence, Invasion, Monarchy, Social Structure 	<ul style="list-style-type: none"> I can use a wide range of historical vocabulary and terms: Rise and Fall, Exploration, Hierarchy, Bias, Prejudice, Oppression, Empire, Rebellion, Retreat, Continuity, Ideologies (Political, Religious and cultural), Cultural Context, Birth-right, Advocate, Democracy, Interpretation, Commemorate
Local knowledge	<ul style="list-style-type: none"> I can begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> I can compare and contrast characters from stories, including figures from the past I can comment on images of familiar situations in the past. I can talk about members of my immediate family and community. <p>ELGs:</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; 	<ul style="list-style-type: none"> I can sequence events and recount changes within living memory I can describe events beyond living memory that are significant nationally or globally. I can understand key features of events War, people, significant events 	<ul style="list-style-type: none"> I can describe significant historical events, people and places locally. Monarchy, power, religion 	<ul style="list-style-type: none"> I can describe the Roman Empire and its impact on Britain, specifically Kent trade, Empires, invasion I can describe changes in Britain from the Stone Age to the Iron Age in Kent rural life, people I can describe a chronologically secure knowledge and understanding of British, local and European History 	<ul style="list-style-type: none"> I can make comparisons between aspects of periods of history and the present day I can describe a local history study war, poverty I can describe Britain's settlement by Anglo-Saxons and Scots specifically related to Kent Invasion, Empires, rural life
UK Knowledge		<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books 	<ul style="list-style-type: none"> I can talk, draw or write about aspects of the past. I can describe events beyond living memory that are significant nationally or globally. I know about the life of a significant person People, war, equality, diversity 	<ul style="list-style-type: none"> I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods I can describe events beyond living memory that are significant nationally or globally. I can discuss the lives of significant people in the 	<ul style="list-style-type: none"> I can describe the influence of Queen Victoria in British history (beyond 1066) Monarchy, British Empire, power I can describe changes in Britain from the Stone Age to the Iron Age beyond Kent Religion, rural life, people I can describe a chronologically secure knowledge and 	<ul style="list-style-type: none"> I can make comparisons between aspects of periods of history and the present day I can give some reasons for some important historical events. war, poverty, trade I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Trade, Kingdoms, Monarchs, invasion



		<p>read in class and storytelling. People, significant events</p>		<p>past who have contributed to national and international achievements and use some to compare aspects of life in different periods People, significant events</p>	<p>understanding of British, local and European History</p>	
World Knowledge			<ul style="list-style-type: none"> ➤ I can describe events beyond living memory that are significant nationally or globally. ➤ I know about the life of a significant person ➤ I can understand key features of events People, significant events, invasion, equality 	<ul style="list-style-type: none"> ➤ I can describe changes within living memory and aspects of change in national life. ➤ I can describe events beyond living memory that are significant nationally or globally. 	<ul style="list-style-type: none"> ➤ I can describe the achievements of the earliest civilizations and a deeper knowledge of Ancient Egypt ➤ I can provide an account of a historical event based on more than one source 	<ul style="list-style-type: none"> ➤ I can describe a study of Ancient Greek life and achievements and their influence on the western world. Civilizations, equality ➤ I can describe Maya as a non-European society that provides contrasts with British history. Civilizations, diversity, Religion
Chronological Understanding			<ul style="list-style-type: none"> ➤ I can place known events in the order of when they happened ➤ I can sequence events and recount changes within living memory 	<ul style="list-style-type: none"> ➤ I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods 	<ul style="list-style-type: none"> ➤ I can place some historical periods in a chronological framework. ➤ I can describe a chronologically secure knowledge and understanding of British, local and European History ➤ I can describe memories of key events in his/her life using historical vocabulary. 	<ul style="list-style-type: none"> ➤ I can use dates to order and place events on a timeline. ➤ I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods
Historical Enquiry			<ul style="list-style-type: none"> ➤ I can find answers to some simple questions about the past from simple sources of information. ➤ I can ask and answer relevant basic questions about the past. 	<ul style="list-style-type: none"> ➤ I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events. 	<ul style="list-style-type: none"> ➤ I can use sources of information in ways that go beyond simple observations to answer questions about the past. 	<ul style="list-style-type: none"> ➤ I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ➤ I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.
			<ul style="list-style-type: none"> ➤ I can describe some simple similarities and differences between manmade objects. 	<ul style="list-style-type: none"> ➤ I can show understanding of some of the ways in which we find out about the past and identify 	<ul style="list-style-type: none"> ➤ I can use a variety of resources to find out about aspects of life in the past 	<ul style="list-style-type: none"> ➤ I can compare sources of information available for the study of different times in the past.

			➤ I can sort historical objects from 'then' and 'now'.	different ways in which it is represented.		➤ I can understand how our knowledge of the past is constructed from a range of sources. ➤ I can make confident use of a variety of sources for independent research.
Organisation and Communication			➤ I can talk, draw or write about aspects of the past.	➤ I can speak about how I have found out about the past. ➤ I can record what I have learned by drawing and writing.	➤ I can explain what I have learned in an organised and structured way, using appropriate terminology. ➤ I can provide an account of a historical event based on more than one source	➤ I can present findings and communicate knowledge and understanding in different ways. ➤ I can note connections, contrasts and trends over time and show some use of historical terms. ➤ I can use evidence to support arguments
Historical interpretation			➤ I can relate my own account of an event and understand that others may give a different version.	➤ I can give some reasons for some important historical events.	➤ I can understand that sources can contradict each other.	➤ I can make comparisons between aspects of periods of history and the present day ➤ I can understand that the type of information available depends on the period of time studied. ➤ I can evaluate the usefulness of a variety of sources

Bold statements are Key Stage End Points



Cycle Pathways Progression

