



## Tatsfield Primary School History Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1			Houses and Homes	Castles and Knights	Seaside holidays: now and in the past	
Year 2	Great Fire of London (and The Plague)  Significant people through art.		Dinosaurs  Mary Anning			
Year 3	Stone Age/Iron Age	Romans			The Ancient Maya	
Year 4	Ancient Egyptians				Anglo Saxons	Vikings
Year 5	World War II					
Year 6	Ancient Greece		The Victorians			



## Tatsfield Primary School History Curriculum Progression Map

	EY	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<p>Sequencing the day</p> <p>Knowing that they were once babies</p> <p>Generational structure of families</p> <p>Days of the week</p> <p>Months of the year</p>	<p>Understand the difference between things that happened in the past and the present.</p> <p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born.</p>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Recount changes in my own life over time.</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>Use a timeline to place important events.</p> <p>Use words and phrases such as chronology.</p>	<p>Understand that a timeline can be divided into BC (Before Christ)/BCE (Before Common Era) and AD (Anno Domini).</p> <p>Use a timeline to place historical events in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p> <p>Sequence several events or artefacts.</p> <p>Use words and phrases such as chronology and empire.</p>	<p>Understand that a timeline can be divided into BC/BCE and AD.</p> <p>Order significant events and dates on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Describe the main changes in a period in history.</p> <p>Use terms such as chronology, turning points, empire, civilisation and peasantry.</p>	<p>Understand that a timeline can be divided into BC/BCE and AD.</p> <p>Order significant events, movements and dates from the period studied on a timeline.</p> <p>Describe the main changes in a period in history.</p> <p>Use relevant terms and period labels.</p> <p>Use terms such as chronology, turning point, empire and civilisation.</p>	<p>Understand that a timeline can be divided into BC/BCE and AD.</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations eg: Ancient Greece and Prehistoric Britain.</p> <p>Use relevant terms and period labels.</p> <p>Use terms such as chronology, turning point, civilisation, empire and parliament.</p>

<p><b>Range and depth of historical knowledge</b></p>	<p>Recall some facts about people/events in their lifetime Recalling facts about their first day/first weeks in school Use of 'Memory Box' to recall events</p>	<p>Recall some facts about people/events before living memory. Say why people may have acted the way they did.</p>	<p>Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history.</p>	<p>Find out about everyday lives of people in the time studied - use evidence to describe: the culture, leisure activities, clothing, buildings, way of life and actions of people in the past. Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something. Begin to understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>Use evidence to describe what was important to people from the past Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied today from the past affect/influence life today. Continue to understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>Choose reliable sources to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how historical events studied affect/influence life today. Make links between some of the features of past societies (e.g.: religion, houses, society, and technology.) Compare life in early and late 'times' studied. Understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>Choose reliable sources to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Find out about beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings. Describe how some things from the past affect/influence life today – legacy. Know key dates, characters and events of time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Understand how people's lives have shaped this nation and how Britain has influenced and</p>
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<b>Interpretations of history</b>		Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories?	Compare two versions of a past event. Compare pictures or photographs of people or events in the past. Discuss reliability of photos/accounts/stories.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museum, cartoons etc.	Look at the evidence available. Begin to evaluate the usefulness of different sources (look at different versions of the same event in history and identify differences). Know that people in the past represent events or ideas in a way that persuades others. Use textbooks and historical knowledge.	Understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretation of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.	Evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and this can affect interpretation – historical perspective. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. Confidently use the library and internet for research.

<b>Historical enquiry</b>	<p>Reading books and stories about the past Know similarities and differences in the past and now.</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts, books, videos, photos, pictures. Visit an historical site to find out about the past.</p>	<p>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Visit an historic site to find out about the past.</p>	<p>Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Begin to use the library and internet for research. Begin to form historically valid questions about the past.</p>	<p>Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of historically valid questions. Use the library and the internet for research.</p>	<p>Use a variety of sources including printed sources, artefacts, photographs, the internet and visits to historical sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer and ask historically valid questions.</p>	<p>Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.</p>
<b>Organisation and communication</b>	<ul style="list-style-type: none"> <li>• Talk, write and draw about things from the past.</li> <li>• Communicate their <b>knowledge</b> through: Discussion, drawing, pictures, drama/roleplay, making models, writing, using ICT,</li> </ul>				<p>Recall, select and organise historical information Communicate their <b>knowledge and understanding</b>. Present a project on the studied period.</p>		<p>Select and organise information to produce structured work, making appropriate use of dates and terms. Plan and present a self-directed project about the</p>

			studied period.
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