



Weston Primary School

History Curriculum Map and Statutory Requirements

<u>History Units</u>			
	Autumn	Spring	Summer
EYFS	Christmas in the past. Traditional tales	Zoos - how have they changed?	Seasides past and present, Mary Anning, Neil Armstrong
Year 1	How were our grandparents' toys different from ours? Toys - Past and Present <i>Changes within living history - revealing aspects of national life</i>	Who are the famous people that have made an impact on the world? Lives of Significant Individuals (For example: Compare - Elizabeth I/Queen Victoria/Elizabeth II) <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i>	Who built castles and why? Beeston Castle and Halton Castle Significant historical events, people and places in our own locality
Year 2	Why do we celebrate Bonfire Night? King James I, Guy Fawkes and the Gunpowder Plot <i>Events beyond living memory that are significant nationally or globally.</i>	What do we know about the Great Fire of London? The Great Fire of London <i>Events beyond living memory that are significant nationally or globally.</i>	Who are the famous people that have made an impact on the world? Lives of Significant Individuals (For example: Compare - Christopher Columbus and Neil Armstrong) <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i>
Year 3	Who first lived in Britain? Stone Age to Iron Age <i>Changes in Britain from the Stone Age to the Iron Age to 1066</i>	How advanced were the civilizations around 3000 years ago? Ancient Egyptians <i>Achievements of the Earliest Civilisations</i>	What were the achievements of the earliest civilisations? The Shang Dynasty of Ancient China
Year 4	What did the Ancient Greeks give the world? Ancient Greeks <i>Ancient Civilisations</i>	Who were the Romans and why were they so powerful? The Romans The Roman Empire and its impact on Britain <i>Know how Britain changed between the Stone Age and 1066, to include the stone age period, the occupation of Britain by the Romans and Anglo-Saxons and Vikings.</i>	Who were the Anglo-Saxons and where did they come from? Anglo-Saxons <i>Know how Britain changed between the Stone Age and 1066, to include the occupation of Britain by the Romans, Anglo-Saxons and Vikings.</i>
Year 5	What was the battle like between the Anglo-Saxons and the Vikings for the kingdom of England? Vikings <i>Know how Britain changed between the Stone Age and 1066, to include the occupation of Britain by the Romans, Anglo-Saxons and Vikings.</i>	How did the events of 1066 change Britain? The Norman Invasion <i>A study of an aspect or theme in British history that extends beyond 1066: The Norman invasion and its impact on British society.</i>	When was the Golden Age of Islamic history? Islamic Civilization <i>Non-European Society</i>
Year 6	How has crime and punishment changed through the ages? Crime and Punishment <i>A theme in British history that extends pupils' chronology beyond 1066</i>	What was the impact of the wars on Runcorn? World War I and II <i>Local study: Linked to post 1066</i> <i>A theme in British history that extends pupils' chronology beyond 1066</i>	How has transport developed in Runcorn? Bridges <i>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i>



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EYFS

Understanding the world involves guiding children to make sense of their physical world and their **community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and **museums** to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a **broad selection of stories**, non-fiction, rhymes and poems will foster their understanding of our **culturally, socially, technologically** and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. **Enriching and widening children's vocabulary** will support later reading comprehension.

Autumn 1	Autumn 2	Spring1	Spring2	Summer1	Summer2
Suggestions: Past and present - comparing me as a baby to now Significant Individuals - children who changed the world Family trees / timelines How where I live has changed over time - local area changes Houses and homes through time Local historical buildings in our village / Halton Castle	Suggestions: Remembrance Day History of Bonfire Night Special people - grandparents/ the King Bridges-changes in our locality over time-The Jubilee Bridge/The Mersey Gateway Significant Individuals - Roald Dahl	Suggestions: Extinct animals How have zoos changed? Evolution Aesop's Fables Significant individuals - David Attenborough	Suggestions: Developing chronological understanding-then-now-next Local area pictures-observing changes Weather-historical weather/natural disasters Significant individuals-Van Gogh Pastimes - historical/present day	Suggestions: Today/tomorrow/yesterday sentences Historic transport-history of flight-airport visit/transport through time Famous people- Neil Armstrong	Suggestions: Seaside holidays now and then Magic Granddad Fossils-dinosaurs-how did we find out about them Photographs through time-what can we learn from them? Famous people-Mary Anning



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Year 1

EYFS Prior Knowledge and Skills

EYFS Understanding the World

- **People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- **The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
- **Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Year 1 History Knowledge and Skills

<u>Changes within living History - revealing aspects of national life</u> <i>How were our grandparents' toys different from ours?</i>			<u>Significant people from Britain or abroad</u> <i>What do we know about the Queens of Britain?</i>			<u>Changes and events beyond living memory that are significant nationally, globally or in the Locality</u> <i>Why were castles built? (Halton and Beeston)</i>		
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> • Organise a number of artefacts by age • Use words and phrases like: 'old', 'new' and 'a long time ago' • Recount things that happened when they were little • Know that some objects belonged to the past 	<ul style="list-style-type: none"> • Begin to identify and recount historical details from the past from sources such as pictures, stories and personal recounts 	<ul style="list-style-type: none"> • Ask and answer questions about old and new objects • Spot old and new objects in pictures • Answer questions using artefacts/ photographs • Give a plausible explanation about what an object was used for in the past 	<ul style="list-style-type: none"> • Identify similarities and differences between British time periods under the rule of different queens • Use words to show the passing of time, such as earliest, latest, century, before and after 	<ul style="list-style-type: none"> • Name famous British queens and some of their achievements • Begin to identify and recount historic details from the past using sources such as pictures, artefacts and stories 	<ul style="list-style-type: none"> • Be able to compare some aspects of life in different periods • Respond to simple questions about the past • Observe and handle evidence and ask simple questions about the past 	<ul style="list-style-type: none"> • Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning • Use the words 'past' and 'present' correctly • Use a range of appropriate words and phrases to describe the past 	<ul style="list-style-type: none"> • Recount some interesting facts about castles • Explain why Britain and the locality have a special history by naming and describing some famous castles • Know the name of a famous place close to where they live 	<ul style="list-style-type: none"> • Answer questions by using a specific source, such as an information book • Visit and research about at least one local castle • Differentiate between things that were here 100 years ago and things that were not (including buildings,
<u>Challenge</u>			<u>Challenge</u>			<u>Challenge</u>		
<ul style="list-style-type: none"> • Use words and phrases like: 'very old', 'when mummy and daddy were little' • Use the words 'before' and 'after' correctly • Describe memories and changes that have happened in their own lives and those of older relatives 	<ul style="list-style-type: none"> • Explain why certain objects were different in the past, e.g., iron, music systems, televisions • Explain differences between past and present in their life and that of children from a different time, such as grandparents 	<ul style="list-style-type: none"> • Begin to identify the main differences between old and new objects • Answer questions using a range of artefacts/ photographs provided • Identify objects from the past, such as vinyl records • Interview an older person about their toys and school days 	<ul style="list-style-type: none"> • Be able to place two or more British queens in chronological order using pictures or a timeline 	<ul style="list-style-type: none"> • Know that different objects belong to different time periods • Choose and select evidence and say how it can be used to find out about the past 	<ul style="list-style-type: none"> • compare aspects of life in several different time periods • Ask more searching and detailed questions about the past prompted by artefacts, pictures and portraits 	<ul style="list-style-type: none"> • Use words and phrases like: 'very old', 'a long time ago', • Use the words 'before' and 'after' correctly • Say why they think a story was set in the past. • Know how the local area is different now from how it used to be a long time ago 	<ul style="list-style-type: none"> • Explain why certain objects were different in the past • Recount historic details from artefacts or photos • Explain differences between past and present in their life and that of children from a different time 	<ul style="list-style-type: none"> • Investigate the uses of old or ancient artefacts • Answer questions using a range of artefacts/ photographs provided • Choose and select evidence and say how it can be used to find out about the past

Key Stage 1 National Curriculum Requirements

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.



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History Curriculum Map and Statutory Requirements

Year 2

Year 1 Prior Knowledge and Skills

- Pupils:**
- Put up to three objects in chronological order (recent history)
 - Use words and phrases like: 'old', 'new' and 'a long time ago'
 - Tell me about things that happened when they were little
 - Know that some objects belonged to the past
 - Appreciate that some famous people have helped our lives be better today
 - Understand that we have a queen who rules us and that Britain has had a king or queen for many years
 - Appreciate that some famous people have helped our lives be better today
 - Ask and answer questions about old and new objects
 - Spot old and new objects in a picture
 - Answer questions using an artefact/ photograph provided
 - Give a plausible explanation about what an object was used for in the past
 - Recognise that a story that is read to them happened a long time ago
 - Know that some objects belonged to the past
 - Retell a familiar story set in the past
 - Explain how they have changed since they were born

Year 2 History Knowledge and Skills

Events beyond living memory that are significant nationally or globally & The lives of significant individuals in the past who have contributed to national and international achievements. <i>Why do we celebrate Bonfire Night?</i>			Events beyond living memory that are significant national or globally <i>What do we know about the Great Fire of London?</i>			Significant people from Britain or abroad <i>Who are the famous people that have made an impact on the world? (Columbus and Armstrong)</i>		
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> • Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning • Use the words 'past' and 'present' correctly • Use a range of appropriate words and phrases to describe the past 	<ul style="list-style-type: none"> • Explain why Britain has a special history by naming some famous events and people • Recognise that we celebrate certain events, such as bonfire night, because of events many years ago. • Understand that Britain has been ruled by a succession of monarchs over many years • Explain what is meant by a parliament. 	<ul style="list-style-type: none"> • Answer questions using a specific source, such as an information book • Research a famous British event and why it has been happening for some time • Ask/answer questions about old/ new objects. • Answer questions using an artefact/photograph • Give a plausible explanation about what an object was used for in the past 	<ul style="list-style-type: none"> • Put several objects in chronological order • Use words and phrases like: 'old', 'new' and 'a long time ago' • Recognise when a story happened a long time ago • Know that some objects belonged to the past. • Retell a familiar story set in the past. 	<ul style="list-style-type: none"> • Recount some interesting facts from an historical event, such as where the 'Fire of London' started • Explain why Britain has a special history by naming some famous events, dates and people 	<ul style="list-style-type: none"> • Identify the main differences between old and new objects. • Answer questions using a range of artefacts/ photographs provided. • Give a plausible explanation about what an object was used for in the past. • Research a famous event that happened in Britain. 	<ul style="list-style-type: none"> • Use words and phrases like: 'before I was born', 'when I was younger' • Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning • Use the words 'past' and 'present' correctly • Use a range of appropriate words and phrases to describe the past 	<ul style="list-style-type: none"> • Recount the life of someone famous from outside Britain who lived in the past giving attention to what they did earlier and what they did later • Recount some interesting facts from an historical event • Appreciate that some famous people have helped our lives be better today. 	<ul style="list-style-type: none"> • Find out something about the past by talking to an older person • Answer questions by using a specific source, such as an information book • Research the life of a famous non-Briton from the past using different resources to help them.
Challenge			Challenge			Challenge		
<ul style="list-style-type: none"> • Sequence a set of events in chronological order and give reasons for their order • Sequence a set of objects in chronological order and give reasons for their order • Try to work out how long ago an event happened 	<ul style="list-style-type: none"> • Give examples of things that are different in their life from that of a long time ago. • Know who will succeed the queen and how the succession works in a specific period of history 	<ul style="list-style-type: none"> • Say at least two ways they can find out about the past, for example books/artefacts/ internet • Explain why eye-witness accounts may vary 	<ul style="list-style-type: none"> • Sequence a set of objects in chronological order and give reasons for their order • Sequence events about the life of a famous person • Try to work out how long ago an event happened 	<ul style="list-style-type: none"> • Explain why someone in the past acted in the way they did • Explain that there are different types of evidence and sources that can be used to help represent the past 	<ul style="list-style-type: none"> • Say at least two ways they can find out about the past, for example books/artefacts/internet • Explain why eye-witness accounts may vary 	<ul style="list-style-type: none"> • Sequence a set of events chronologically and give reasons for their order • Sequence a set of objects chronologically and give reasons for their order • Try to work out how long ago an event happened 	<ul style="list-style-type: none"> • Give examples of things that are different in their life from that of a long time ago in a specific period of history 	<ul style="list-style-type: none"> • Say at least two ways they can find out about the past, for example using books and the internet • Explain why eye-witness accounts may vary

Key Stage 1 National Curriculum Requirements

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.



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History Curriculum Map and Statutory Requirements

Year 3

Key Stage 1 Prior Knowledge and Skills

- Pupils:**
- Have an awareness of the past, using common words and phrases relating to the passing of time.
 - Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
 - Use a wide vocabulary of everyday historical terms.
 - Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
 - Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
 - Understand events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
 - Appreciate the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to comparing aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
 - Know about significant historical events, people and places in their own locality.

Year 3 History Knowledge and Skills

Stone Age to Iron Age <i>Who first lived in Britain?</i>			Ancient Civilisations <i>What were the greatest achievements of the Ancient Egyptians?</i>			Ancient Civilisations <i>What was it like to live under Shang rule in Ancient China?</i>		
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> • Describe events from the past using dates when things happened. • Describe events and periods using the words: ancient and century. • Use a timeline within a specific time in history to set out the order things may have happened. • Use their mathematical knowledge to work out how long ago events would have happened. 	<ul style="list-style-type: none"> • Recognise that Neolithic humans were hunter-gatherers and later began to farm in communities such as Skara Brae • Investigate aspects of Bronze Age life, such as religion, technology and travel - through examining what is known about Stone Henge • Understand how hill forts encompassed tribal kingdoms/ farming/art/culture 	<ul style="list-style-type: none"> • Use various sources of evidence to answer questions. • Use various sources to piece together information about a period in history. • Research a specific event from the past. • Use their 'information finding' skills in writing, to help them write about historical information 	<ul style="list-style-type: none"> • Describe events from the past using dates when things happened. • Describe events and periods using the words: ancient and century. • Use a timeline within a specific time in history to set out the order things may have happened. • Use their mathematical knowledge to work out how long ago events would have happened. 	<ul style="list-style-type: none"> • Become aware of several advanced civilizations on Earth many centuries ago. • Understand that Britain was not always an advanced nation. • Pupils should be aware that the time the Egyptian civilization was strong coincided with the Iron Age in Britain. 	<ul style="list-style-type: none"> • Use various sources of evidence to answer questions. • Use various sources to piece together information about a period in history. • Use their 'information finding' skills in writing to help them write about historical information. • Through research, identify similarities and differences between given periods in history. 	<ul style="list-style-type: none"> • Describe events from the past using dates when things happened. • Describe events and periods using the words: ancient and century. • Use a timeline within a specific time in history to set out the order things may have happened. • Use their mathematical knowledge to work out how long ago events would have happened. 	<ul style="list-style-type: none"> • Become aware of several advanced civilizations on Earth many centuries ago. • Understand that Britain was not always an advanced nation. • Understand that the Shang Dynasty was the first Chinese dynasty with written records • Understand that the Shang ruled an area around the Yellow River Valley from around 1600 BCE to 1046 BCE 	<ul style="list-style-type: none"> • Use various sources of evidence to answer questions. • Use various sources to piece together information about a period in history. • Use their 'information finding' skills in writing to help them write about historical information. • Through research, identify similarities and differences between given periods in history.
Challenge			Challenge			Challenge		
<ul style="list-style-type: none"> • Set out on a timeline, within a given period, special events that took place. • Describe events and periods using the words: ancient and century 	<ul style="list-style-type: none"> • Develop an appreciation of the development of early humans in Britain, by comparing their lifestyles and technological advances 	<ul style="list-style-type: none"> • Begin to use more than one source of information to bring together a conclusion about an historical event. • Use specific search engines on the internet to help find information more rapidly. 	<ul style="list-style-type: none"> • Set out on a timeline, within a given period, special events that took place. • Describe events and periods using the words: ancient and century • Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them 	<ul style="list-style-type: none"> • Know about, and name, some of the advanced societies that were in the world around 3000 years ago • Begin to compare ancient civilisations 	<ul style="list-style-type: none"> • Begin to use more than one source of information to bring together a conclusion about an historical event. • Use specific search engines on the internet to help them find information more rapidly. 	<ul style="list-style-type: none"> • Set out on a timeline, within a given period, special events, which took place. • Describe events and periods using the words: ancient and century 	<ul style="list-style-type: none"> • Know about, and name, some of the advanced societies that were in the world around 3000 years ago • Begin to compare ancient civilisations 	<ul style="list-style-type: none"> • Begin to use more than one source of information to bring together a conclusion about an historical event. • Use specific search engines on the internet to help them find information more rapidly.

Key Stage 2 National Curriculum Requirements.

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.



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History Curriculum Map and Statutory Requirements

Year 4

Year 3 Prior Knowledge and Skills

- Pupils;
- Describe events and periods using the words: BCE, CE and decade
 - Describe events from the past using dates when things happened
 - Describe events and periods using the words: ancient and century
 - Use a timeline within a specific time in history to set out the order things may have happened
 - Use their mathematical knowledge to work out how long ago events would have happened
 - Appreciate that the early Brits would not have communicated as we do or have eaten as we do
 - Begin to picture what life would have been like for the early settlers
 - Recognise that Britain has been invaded by several different groups over time
- Realise that invaders in the past would have fought fiercely, using hand to hand combat
 - Suggest why certain events happened as they did in history
 - Suggest why certain people acted as they did in history
 - Recognise the part that archaeologists have had in helping us understand more about what happened in the past
 - Use various sources of evidence to answer questions
 - Use various sources to piece together information about a period in history
 - Research a specific event from the past
 - Use 'information finding' skills in writing to help them write about historical information
 - Through research, identify similarities and differences between given periods in history

Year 4 History Knowledge and Skills

<u>Ancient Civilisations</u> <i>What did the Ancient Greeks give the world?</i>			<u>The Roman Empire and its impact on Britain</u> <i>Who were the Romans and why were they so powerful?</i>			<u>Britain's settlement by Anglo Saxons and Scots</u> <i>Why was Britain vulnerable to invasion after the Romans left?</i>		
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> • Describe events from the past using dates when things happened. • Describe events and periods using the words: ancient and century. • Use a timeline within a specific time in history to set out the order things may have happened. • Use their mathematical knowledge to work out how long ago events would have happened. 	<ul style="list-style-type: none"> • Suggest why certain events happened as they did in history. • Suggest why certain people acted as they did in history. • Understand some of the achievements of Ancient Greek civilisation and their influence on the western world. • Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past 	<ul style="list-style-type: none"> • Use various sources of evidence to answer questions. • Use various sources to piece together information about a period in history. • Research a specific event from the past. • Use their 'information finding' skills in writing to help them write about historical information. • Through research, identify similarities and differences between given periods in history. 	<ul style="list-style-type: none"> • Place periods of history on a timeline showing periods of time and using centuries. • Use their mathematical skills to round up time differences into centuries and decades 	<ul style="list-style-type: none"> • Explain how events from the past have helped shape our lives • Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences • Know that people who lived in the past cooked and travelled differently and used different weapons from ours • Learn how items found from the past help build up an accurate picture of how people lived in the past 	<ul style="list-style-type: none"> • Research two versions of an event and say how they differ • Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings • Give more than one reason to support an historical argument • Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out 	<ul style="list-style-type: none"> • Use dates and historical language in their work • Draw a timeline with different time periods outlined which show a range of information, such as, periods of history, when famous people lived, etc. • Use their mathematical skills to work exact time scales and differences 	<ul style="list-style-type: none"> • Understand why and when the Romans withdrew from Britain • Learn how the Scots invaded north Britain (now Scotland) • Explain the Anglo-Saxon invasions, settlements and kingdoms • Appreciate Anglo-Saxon village life, art and culture 	<ul style="list-style-type: none"> • Explain how events from the past have helped shape our lives • Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences • Know that people who lived in the past cooked and travelled differently and used different weapons from ours • Recognise that the lives of wealthy people were very different from those of poor people
<u>Challenge</u>			<u>Challenge</u>			<u>Challenge</u>		
<ul style="list-style-type: none"> • Set out on a timeline, within a given period, what special events took place. 	<ul style="list-style-type: none"> • Compare achievements and influences of the Ancient Greeks with those of other ancient civilisations. • Appreciate that some ancient civilizations showed greater advancements than people who lived centuries later 	<ul style="list-style-type: none"> • Begin to use more than one source of information to bring together a conclusion about an historical event. • Use specific search engines on the internet to help them find information more rapidly. 	<ul style="list-style-type: none"> • Set out on a timeline, within a given period, what special events took place 	<ul style="list-style-type: none"> • Compare achievements and influences of the Romans with those of other ancient civilisations including the Ancient Greeks. 	<ul style="list-style-type: none"> • Begin to use more than one source of information to draw a conclusion about an historical event • Use specific search engines on the internet to help them find information more rapidly 	<ul style="list-style-type: none"> • Create timelines that outline the development of specific features, such as medicine; weaponry; transport, etc. 	<ul style="list-style-type: none"> • Look at the importance of Christian conversion and the significance of Canterbury, Iona and Lindisfarne 	<ul style="list-style-type: none"> • Suggest relationships between causes in history. • Trace the main events that define Britain's journey from a mono to a multi-cultural society.

Key Stage 2 National Curriculum Requirements.

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.



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History Curriculum Map and Statutory Requirements

Year 5

Year 4 Prior Knowledge and Skills

- Pupils:
- Plot recent history on a timeline using centuries
 - Place periods of history on a timeline showing periods of time
 - Use mathematical skills to round up time differences into centuries and decades
 - Explain how events from the past have helped shape our lives
 - Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences
 - Know that people who lived in the past cooked and travelled differently and used different weapons from ours
 - Recognise that the lives of wealthy people were very different from those of poor people
 - Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past
 - Research two versions of an event and say how they differ
 - Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings
 - Give more than one reason to support an historical argument
 - Communicate knowledge and understanding orally / in writing and offer points of view based on what they have found out

Year 5 History Knowledge and Skills

<u>The Viking and Anglo-Saxon struggle for the Kingdom of England</u> <i>Were the Vikings raiders or traders?</i>			<u>The Norman Invasion</u> <i>Why were the events of 1066 a significant turning point in British history?</i>			<u>Non-European Society</u> <i>When was the Golden Age of Islamic history?</i>		
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> • Use dates and historical language in their work • Draw a timeline with different time periods outlined which show a range of information, such as, periods of history, when famous people lived, etc. • Use their mathematical skills to work exact time scales and differences 	<ul style="list-style-type: none"> • Explain the Viking raids and invasion • Understand that the Vikings met with resistance - Alfred the Great and Athelstan • Recognise the significance of the Danegeld • Gain an insight into Viking and Anglo-Saxon laws and justice 	<ul style="list-style-type: none"> • Explain how events from the past have helped shape our lives • Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences • Know that people who lived in the past cooked and travelled differently and used different weapons from ours • Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past 	<ul style="list-style-type: none"> • Research two versions of an event and say how they differ • Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings • Give more than one reason to support an historical argument • Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out 	<ul style="list-style-type: none"> • Explain how past events have helped shape our lives • Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences • Recognise that the lives of wealthy people were very different from those of poor people • Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past 	<ul style="list-style-type: none"> • Research two versions of an event and say how they differ • Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings • Give more than one reason to support an historical argument • Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out 	<ul style="list-style-type: none"> • Say where a period of history fits on a timeline • Place a specific event on a timeline by decade • Place features of historical events and people from past societies and periods in a chronological framework 	<ul style="list-style-type: none"> • Summarise the main events from a specific period in history, explaining the order in which key events happened • Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently • Describe features of historical events and people from past societies and periods they have studied • Recognise and describe differences and similarities/ changes and continuity between different periods of history 	<ul style="list-style-type: none"> • Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint • Identify and explain their understanding of propaganda
Challenge			Challenge			Challenge		
<ul style="list-style-type: none"> • Create timelines that outline the development of specific features, such as medicine; weaponry; transport, etc. 	<ul style="list-style-type: none"> • Explain in basic terms, the significance of Edward the confessor. 	<ul style="list-style-type: none"> • Suggest relationships between causes in history. • Trace the main events that define Britain's journey from a mono to a multi-cultural society. 	<ul style="list-style-type: none"> • Suggest why there may be different interpretations of events. • Suggest why certain events, people and changes might be seen as more significant than others. • Pose and answer their own historical questions. 	<ul style="list-style-type: none"> • Suggest relationships between causes in history. • Trace the main events that define Britain's journey from a mono to a multi-cultural society. 	<ul style="list-style-type: none"> • Suggest why there may be different interpretations of events. • Suggest why certain events, people and changes might be seen as more significant than others. • Pose and answer their own historical questions. 	<ul style="list-style-type: none"> • Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them 	<ul style="list-style-type: none"> • Suggest relationships between causes in history • Trace the main events that define Britain's journey from a mono to a multi-cultural society 	<ul style="list-style-type: none"> • Suggest why there may be different interpretations of events • Suggest why certain events, people and changes might be seen as more significant than others • Pose and answer their own historical questions

Key Stage 2 National Curriculum Requirements.

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.



Weston Primary School

History Curriculum Map and Statutory Requirements

Year 6

Year 5 Prior Knowledge and Skills

- Pupils:
- Use dates and historical language in their work
 - Draw a timeline with different time periods outlined which show a range of information, such as, periods of history, when famous people lived, etc.
 - Use their mathematical skills to work exact time scales and differences as need be
 - Describe historical events from the different period/s they are studying/have studied
 - Make comparisons between historical periods; explaining things that have changed and things that have stayed the same
 - Explain the role that Britain has had in spreading Christian values across the world
 - Appreciate that significant events in history have helped shape the country we have today
 - Have a good understanding as to how crime and punishment has changes over the years
 - Test out a hypothesis in order to answer a question
 - Appreciate how historical artefacts have helped us understand more about British lives in the present and past

Year 6 History Knowledge and Skills

<u>Crime and Punishment</u> <i>How has crime and punishment changed through the ages?</i>			<u>A study over time tracing how several aspects of national history are reflected in the locality</u> <i>What was the impact of the two world wars on Runcorn?</i>			<u>British Theme & A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</u> <i>How did the building of bridges change Runcorn?</i>		
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> • Use dates and historical language in their work. • Order an increasing number of significant events, dates and significant individuals on a timeline using dates accurately • Use their mathematical skills to work exact time scales and differences 	<ul style="list-style-type: none"> • Make comparisons between historical periods; explaining things that have changed and things that have stayed the same. • Have a good understanding about crime and punishment in British history and how punishment has changed through the ages 	<ul style="list-style-type: none"> • Test out a hypothesis in order to answer a question. • Appreciate how historical artefacts have helped us understand more about British lives in the present and past. • Begin to appreciate that how we make decisions has been through a parliament for some time 	<ul style="list-style-type: none"> • Use dates and historical language in their work. • Create timelines which outline the development of specific features, such as the construction and subsequent development of the different Runcorn bridges • Use their mathematical skills to work exact time scales and differences 	<ul style="list-style-type: none"> • Understand how the wars impacted on life in Runcorn. For example, know about how many people from Runcorn fought in the wars and how many were killed. • What did children do during the war and how women were employed locally to do jobs that would have only be done by men pre-war? • Know why Runcorn may have experienced being bombed, or affected by the bombing of Liverpool 	<ul style="list-style-type: none"> • Make comparisons between historical periods; explaining things that have changed and things that have stayed the same • Appreciate that significant events in history have helped shape the country we have today. • Can they identify and explain their understanding of propaganda? 	<ul style="list-style-type: none"> • Use dates and historical language in their work. • Create timelines which outline the development of specific features, such as events and important individuals in World Wars 1 and 2 • Use their mathematical skills to work exact time scales and differences 	<ul style="list-style-type: none"> • Recognise and describe differences and similarities / changes and continuity between different periods of history • Describe how the building of bridges in and around Runcorn reflected changing transportation options, industries and requirements and the progress of inventions over time (cause and consequence) 	<ul style="list-style-type: none"> • Describe key events from Britain's past using a range of evidence from different sources • Suggest why certain events, people and changes might be seen as more significant than others
Challenge			Challenge			Challenge		
<ul style="list-style-type: none"> • Create timelines which outline the development of specific features, such as medicine; weaponry; punishments; transport; etc. 	<ul style="list-style-type: none"> • Describe main changes during a period in history using words such as social, religious, political, technological and cultural. 	<ul style="list-style-type: none"> • Select relevant sections of information to address historically valid questions and construct detailed, informed responses 	<ul style="list-style-type: none"> • Recognise cause and effect in context - penalties imposed on Germany after WW1 were a major contributor to the rise of Nazi Germany and WW2 	<ul style="list-style-type: none"> • Describe historical events from periods they are studying including the Battle of Britain, which was a significant turning point in British history 	<ul style="list-style-type: none"> • Appreciate that there can be more than one version of events - look at two different accounts of an event and say how the authors may be attempting to persuade or give a specific viewpoint 	<ul style="list-style-type: none"> • Place a specific event on a timeline by decade • Place features of historical events and people from past societies and periods in a chronological framework • Use timelines to place events, periods and cultural movements from around the world 	<ul style="list-style-type: none"> • Describe main changes in a period in history using words such as: social, religious, political, technological and cultural 	<ul style="list-style-type: none"> • Pose and answer their own historical questions

Key Stage 2 National Curriculum Requirements.

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.