

# History

## KS1 CURRICULUM MAP

**Chronology, Knowledge & Understanding**  
Features/ people/ events/themes

**Historical Enquiry & Interpretation**

**Cause and Consequence/ Continuity and Change**

**Diversity**

**Communicating Ideas**

**Enquiry:** I can use information from more than one source and more than one type of source in my answers. I can identify different ways in which the past is represented.

**Knowledge:** I can describe some features, events, people and themes from the past. This includes recounting changes in my own life. Describe the differences between then and now in my written work. Recount the main events from a significant event in history. Use evidence to give and explain reasons why people in the past may have acted the way they did.

**YEAR 2**



In the period of History you are studying what were the significant inventions, innovations, discoveries, science, books or art?

**Communicating Ideas:** I can make labelled drawings, and write sentences, storytelling, speak (including in drama) and use ICT to show my ideas. I can describe objects, people or events in history. Use timelines to order events, objects or place significant people.

**Diversity:** I can point out some similarities and some differences between the ways of life different people living at the time I am learning about

**Chronology:** I can sequence a few events, objects or pieces of information on a timeline and other scale.

**KEY UNIT QUESTION**  
Lives of significant individuals: Captain James Cook

Would you have liked to explore with Captain Cook and Neil Armstrong?

**Cause and consequence:** I can make some comments about why people did things, why events happened and what happened as a result

**Interpretation:** I can talk about some of the different ways that the past is recorded/represented [I can name some types of things which tell us about the past]

**Chronology:** I can use a wider range of "time" terms including: recently, before, after, now, later



Local History

**YEAR 2**

**Continuity and Change:** I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about

**Communicating Ideas:** I can describe objects, people or events in history. Use timelines to order events, objects or place significant people.

**Chronology:** I can use past and present when describing events

**Knowledge:** I can describe some features, events, people and themes from the past. This includes recounting changes in my own life. Describe the differences between then and now. Recount the main events from a significant event in history – The Great Fire of London. Talk about why people in the past may have acted the way they did.

**Enquiry:** Ask questions about the past.

**KEY UNIT QUESTION**  
Events beyond living memory: The Great Fire Of London

Unit Question: What was so great about the Great Fire of London?

**KEY STAGE 1**

**YEAR 2**



Y2 EDUCATIONAL VISITS  
SUMMERHILL  
CAPTAIN COOK MUSEUM  
HARTLEPOOL HISTORIC QUAY

**Chronology:** I can use a number of time terms, such as 'now', 'then', 'yesterday', 'days', 'week', 'month', 'year', 'nowadays', 'past', 'old' and 'new', a very long time ago, before I was born, when my parents were young.

**Enquiry:** Identify ways in which the past is represented.

**Communicating Ideas:** I can talk, draw and write to show my ideas about the past.



**YEAR 1**



Significant People Who are the significant figures of the period – including who was ruling at the time?

**Diversity:** To develop greater awareness of diversity in the past through experiencing a range of stories and having the opportunity to discuss them.

**Enquiry:** I can pick out information about the past from sources like pictures, objects and stories and ask questions.

**Interpretation:** Look at books, videos, photographs, pictures and artefacts to find out about the past.

**Communicating Ideas:** I can talk and draw to show my ideas about the past.

**KEY UNIT QUESTION**  
Ways of Life: Significant historical events, people and places in their own locality.

Is Grace Darling a hero?

**Ways Of Life**  
How did people in the period live? Did all people live that way? What were homes like? What did they look like? Clothing – did all people in society dress the same way. Roles in society? What jobs / roles did people have? Did different people in society do the same jobs? Roles of children? Education / jobs?

**KEY STAGE 1**

**YEAR 1**

**Communicating Ideas:** Tell stories about the past.

**Continuity and Change:** Begin to understand the differences between things that happened in the past and the present.

**Chronology:** I can sequence a few events or related objects using a simple timeline. I can begin to use some time words.

**KEY UNIT QUESTION**  
Changes within living memory.

How has life changed since my Grandparents were young?

**Knowledge:** Children can make some comments about things (features, events, people and themes) from the past including things that may have happened to them. I can say why people may have acted the way they did.



**YEAR 1**



Y1 EDUCATIONAL VISIT  
BEAMISH

**Summer**  
• Children are able to compare the present and the past, drawing on the knowledge they have established in the classroom as well as their own personal experiences –e.g. comparing toys now and then.  
• To share stories from the past linked to the history curriculum progression to get the children to compare current life to what is shown in the stories. This needs to be schools specific and link to the history progression document.  
• Look at a childhood photograph from a grandparent's familiar event (birthday, Christmas, school start) – what is the same what is different to their parents and their own.  
• Children further develop their knowledge of key roles in society such as Doctors, Nurses, Police Offices etc., and extend this to encompass our own personal responsibility – i.e. what we can all do to help society (recycling, saving energy, etc.).

**Spring**  
• Begin to make sense of their own life-story and family's history: Children can retell what their parents told them about their life story and family history in brief.  
• Look at a childhood photograph from a parent's familiar event (birthday, Christmas, school start) – what is the same what is different to their own.  
• To share stories from the past linked to the history curriculum progression to get the children to find the differences to then and now. This needs to be schools specific and link to the history progression document.  
• Children know that some things stay the same and some things change as we grow up.

**Autumn**  
• To look at a personal family photograph of a familiar event (birthday, Christmas, school start) including themselves and describe the situation it shows.  
• Talk about members of their immediate family and community: Children share and discuss pictures of their family and listen to other members of the class.  
• To understand and talk about being similar and different to each other. Children begin to develop positive attitudes about the differences between people.  
• To know about some key events that happen in the autumn term, e.g. Remembrance Day, Bonfire Night, Diwali or other topical events and where they come from.  
• To share stories from the past linked to the history curriculum progression and talk about what they see within the texts. This needs to be schools specific and link to the history progression document.

**Significant Events**  
Were there any significant events in the period of History being studied?

**ELG: Understanding the World / Past and Present**  
• Talk about the lives of the people around them and their roles in society.  
• 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 read in class and storytelling.

**EYFS NURSERY & RECEPTION**



Progression towards the Early Learning Goal.



EYFS EDUCATIONAL VISITS  
SUMMERHILL  
HALL HILL FARM