

# HISTORY KS2 CURRICULUM MAP

- Chronology, Knowledge, Understanding  
Significance of Features/ people/ events/themes
- Historical Enquiry & Interpretation
- Cause and Consequence/ Continuity and Change
- Diversity
- Communicating Ideas

Y6 EDUCATIONAL VISITS  
CRUCIAL CREW  
GREATHAM VILLAGE  
TEESMOUTH VILLAGE CENTRE

Y5 EDUCATIONAL VISIT  
LIFE SCIENCE CENTRE

Y4 EDUCATIONAL VISIT  
HARTLEPOOL POWER STATION

Y4 EDUCATIONAL VISIT  
HARTLEPOOL POWER STATION

Y3 EDUCATIONAL VISIT  
RSP SALTHOLME

Local History

Y3 EDUCATIONAL VISIT  
RSP SALTHOLME



**YEAR 6**

**KEY UNIT QUESTION**  
A study of a non-European society that contrasts with British History: AD 900 Mayan Civilisation.  
  
Why should we remember the Maya?

**Cause and Consequence**  
I can explain my suggestions when giving reasons for and results of historical events, situations and changes

**Chronology**  
I can use a timeline to sequence local, national and international events as well as historical periods

**Diversity**  
I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world

**Communicating Ideas In History**  
I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms.

**Historical Enquiry**  
I take account a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness

**KEY STAGE 2**

**Chronology**  
I can use historical periods as reference points,

**Significance**  
I can explain which causes and consequences are the most significant

**Chronology**  
I use dates and historical period terms accurately

**Continuity and Change**  
I can point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time

**Chronology**  
When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale)

**Historical Interpretation**  
I can explain my evaluation of particular pieces of information and particular sources

**KEY UNIT QUESTION**  
*A local history study:*  
Greatham  
What does Greatham village tell us about the past?

**Communicating Ideas In History**  
My written answers are well rounded with:  
-well organised with clear conclusions  
-supported by evidence (from my sources) and reasons  
-make good use of dates and historical terms

**YEAR 5**

**KEY UNIT QUESTION**  
Ancient Greece  
What are the achievements of Ancient Greece?

**Cause and Consequence**  
I can give some reasons for and results of historical events, situations and changes

**Significance**  
I can suggest which people and causes and consequences of change are more important

**Historical Enquiry**  
I can suggest some reasons why there are different accounts and interpretations of the past

**Chronology**  
I can place historical periods I have studied as well as information about my topic on a timeline

**Diversity**  
I can describe similarities and differences in society, culture and religion in Britain at local and national levels

**Continuity and Change**  
I can describe and make some links between events, situations and changes within and between different periods and societies

**Chronology**  
When I talk or write about the past, I include detail; I include ideas which show some understanding of what things were like before and after this at local, national and world levels

**KEY UNIT QUESTION**  
Ancient Egypt  
Would you like to have been an Ancient Egyptian?



**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?

**YEAR 6**

**KEY STAGE 2**

**KEY UNIT QUESTION**  
A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066:  
Children through History

**Historical Interpretation**  
I compare sources of evidence to help me identify reliable information

**Continuity and Change**  
I can describe some changes in the historical period I am studying

**Diversity**  
I can describe similarities and differences between some people, events and beliefs in the period of history I am studying

**Chronology**  
I can place a number of events, objects, themes and people from topics I have studied on a timeline

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

**YEAR 4**

**KEY UNIT QUESTION**  
Britain's settlement by the Anglo-Saxons  
  
Why did the Anglo Saxons settle in Britain?

**Historical Interpretation**  
I can identify primary and secondary sources of evidence

**Cause and Consequence**  
I can suggest reasons for and results of people's actions and events

**Chronology**  
I can use some dates and historical period terms.

**KEY UNIT QUESTION**  
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  
  
How did the Vikings affect the British Monarchy?

**Significance**  
I can suggest which people were historically important



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

**YEAR 4**

**KEY STAGE 2**

**Chronology**  
When I talk or write about the past, I include detail; I show that I can make some connections with features of other periods I have studied

**Communicating Ideas In History**  
In my written work, I try to:  
- organise my answers well  
- state my conclusions  
- give reasons for my ideas  
- use some dates and historical terms

**Historical Enquiry**  
I can comment on the usefulness and accuracy of different sources of evidence

**Chronology**  
I can use some "historical period" terms.  
  
I can also use "century", "decade", "BC"/"BCE", "AD"/"CE"

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

**YEAR 3**

**KEY UNIT QUESTION**  
The Roman Empire and its impact on Britain  
What is the impact on Britain from the Roman Empire?

**Cause and Consequence**  
I can pick out some reasons for and results of people's actions and events

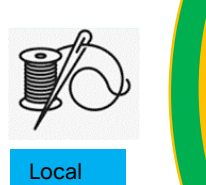
**Chronology**  
When I talk or write about features, events, people and themes from the past, I can include some details using evidence from different sources. Features of the past may include:  
• Culture / leisure  
• Clothes  
• Ways of life  
• People's actions  
• Buildings and their uses.

**KEY UNIT QUESTION**  
Changes in Britain from the Stone Age to the Iron Age  
  
What are the changes in Britain from the Stone Age to the Iron Age?

**Historical Interpretation**  
I can say which sources (from a selection) are likely to be the most useful for a task

**Significance**  
I can suggest which people were historically important

**Continuity and Change**  
I can point out some similarities and differences between aspects of life at different times in the past



Local History

**KEY STAGE 2**

**Communicating Ideas In History**  
I can present my findings about past using my speaking, writing, maths (data handling), ICT, drama and drawing skills

**Historical Enquiry**  
I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences

**Chronology**  
I can place events, objects, themes and people from my history topic on a timeline in chronological order.  
  
Describe dates of and order significant events from the period studied.

**YEAR 3**



*"In History we aim to inspire children's curiosity, encourage critical thinking and enable children to have a better understanding of the society in which they live and of the wider world."*