

Little Thurrock Primary School

Whole School Curriculum Map – History



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Concepts						
<p>(Past and Present) Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>Describe and discuss historical events beyond living memory</p> <p>Describe significant people from the past</p> <p>Use a timeline to develop chronological language eg <i>past, present, older, newer</i></p> <p>Develop understanding of changes within living memory eg <i>toys, homes, transport</i></p> <p>Develop understanding of local history eg <i>historical events, people and places</i></p>	<p>Describe and understand the significance of historical events beyond living memory (nationally or globally)</p> <p>Describe key people from the past who have contributed to national and international achievements and understand their significance</p> <p>Place key dates/eras on a timeline to develop chronological language and to identify similarities and difference between ways of life in different periods</p> <p>Know about changes within living memory and how they affected changes in national life eg <i>toys, homes, transport</i></p> <p>Know about local historical events, people and places</p>	<p>Compare different eras considering similarities and difference</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p> <p>Examine in depth an aspect of local history from a period beyond 1066</p>	<p>Extend chronological understanding by exploring a theme over time eg <i>leisure, entertainment</i></p> <p>Understand how Britain has influenced and been influenced by the wider world</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p>	<p>Explore trends, looking at continuity/change and similarity/difference/significance</p> <p>Examine different aspects of history eg <i>social, cultural, political and religious</i></p> <p>Gain historical perspective by making connections between local, national and international history</p> <p>Extend chronological understanding by exploring a theme over time eg <i>crime and punishment</i></p>	<p>Establish clear narratives within and across periods by using secure chronological understanding</p> <p>Analyse trends, looking at continuity/change and similarity/difference/significance and use them to make connections and draw contrasts</p> <p>Examine different aspects of history eg <i>social, cultural, political and religious</i>, in different contexts</p> <p>Gain historical perspective by making connections between local, national and international history</p>

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Stories & Sources

<p>(Listening, Attention and Understanding) Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>(Speaking) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate</p>	<p>Use artefacts, pictures, stories and online sources to find out about the past</p> <p>Be introduced to different representations of the past and discuss similarities and differences</p>	<p>Use range of artefacts, pictures, stories and online sources to answer historical questions</p> <p>Understand different representations of the past by drawing comparisons</p>	<p>Begin to understand how knowledge of the past is constructed from a range of sources</p> <p>Develop understanding of how and why the past is represented in different ways</p> <p>Select key information from a range of sources to answer a historical question</p>	<p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Understand how and why the past is represented in different ways and explain this</p> <p>Select and organise relevant information from a wider range of sources to answer a historical question</p>	<p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Understand how evidence is used rigorously to make historical claims</p> <p>Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg <i>propaganda</i></p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Develop perspective and judgement by weighing evidence and sifting arguments eg <i>propaganda</i></p> <p>Explain why contrasting arguments and interpretations of the past exist</p>
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Historical Questions

<p>(Listening, Attention and Understanding) Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p>	<p>Ask some questions about the past</p>	<p>Ask wide range of questions about the past using parts of stories and sources</p>	<p>Understand what types of question are historically valid and identify how to find the answer</p>	<p>Regularly generate and answer a range of historically-valid questions about similarities and differences</p>	<p>Address and devise a wide range of historically-valid questions about change and cause</p>	<p>Address and devise a wide range of historically-valid questions about change, cause, impact and significance</p>
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- Make comments about what they have heard and ask questions to clarify their understanding

Historical Vocabulary

(Comprehension)
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Use historical vocabulary
eg *past, present, long ago, timeline*

Use a wider range of historical vocabulary eg
recently, decade, century, source, pioneer

Develop a range of historical vocabulary eg
artefact, chronology, invade, settle

Develop a range of historical vocabulary eg
civilisation, chronology, ancient, legacy

Use and apply a range of historical vocabulary

eg *civilisation, propaganda, economy, political*

Develop and apply a range of vocabulary eg
influential, narratives, perspective