



**HISTORY CURRICULUM MAP**  
**SKILLS, KNOWLEDGE AND UNDERSTANDING PROGRESSION**



National Curriculum	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>NC Area of Study</b></p>	<p><b>Changes within living memory</b> - History of fair trade.  <b>Events beyond living memory</b> - Walter brothers' first flight.  <b>Lives of significant individuals in the past</b> - Frederick Cook/ Robert Peary (first person to reach the North Pole), Battle of Hastings, Roald Dahl, Quentin Blake.  <b>Significant historical events, people and places in their own locality</b> - Christopher Columbus, Kett's rebellion, Factories now and in the past (Caleys in Norwich).</p>	<p><b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b></p> <p><b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of 'Ancient Egypt'</b></p>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <p><b>The Roman Empire and its impact on Britain (including Boudicca's resistance – local history)</b></p> <p><b>Local History – the impact of WW2 on our locality (evacuees and the Blitz)</b></p>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b></p> <p><b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b></p> <p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The changing power of Monarchs (1300-1400 and 1485- 1603)</b></p> <p><b>Local History study – Historical changes in Drayton</b></p>	<p><b>A non-European society that provides contrasts with British history – The Maya civilization c. AD 900</b></p> <p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The changing power of Monarchs (1837-1901)</b></p>
<p><b>Chronological understanding</b></p>	<p>Recount changes in own life over time.            Puts 3 people, events or objects in order using a given scale.            Uses words and phrases such as recently, before, after, now, later.            Uses past and present when telling others about an event.</p>	<p>Uses timelines to place events in order.            Understands timeline can be divided into BC and AD.            Uses words and phrases: BC (Before Christ), AD (Anno Domini), after, before, during.</p>	<p>Confidently uses words and phrases: century, decade, BC (Before Christ), AD (Anno Domini), after, before, during.            Names and places dates of significant events from past on a timeline.</p> <p>Describe the main changes in a period of history.</p>	<p>Sequences historical periods.            Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Viking, Anglo-Saxon and period.</p>	<p>Accurately sequences historical periods.            Confidently describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, Victorian, era, and period.</p>

<p><b><i>Knowledge and understanding of past events, people and changes in the past</i></b></p>	<p>Uses information to describe differences between then and now. Recounts main events from a significant event in history. Uses evidence to explain reasons why people in past acted as they did.</p>	<p>Uses evidence to find out about change during a time period. Describes similarities and differences between people, events and objects.</p>	<p>Shows knowledge and understanding by describing features of past societies and periods. Gives reasons why changes (e.g. in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes) may have occurred during a time period. Describes how some of the past events/people affect life today.</p>	<p>Identifies some social, cultural and religious aspects of societies studied in Britain. Gives some causes and consequences of the main events, situations and changes in the periods studied. Can discuss the impact and causes of historical change in Britain.</p>	<p>Can discuss the impact and causes of historical change in Britain, identifying and contrasting changes and trends between different periods. Identifies some social, cultural, religious aspects of societies studied in the wider world. Describes similarities and differences between some people, events and objects studied. Gives own reasons why changes may have occurred, backed up with evidence. Describes how some changes affect life today.</p>
<p><b><i>Historical interpretation</i></b></p>	<p>Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Understands why some people in the past did things.</p>	<p>Looks at 2 versions of same event and identifies differences in the accounts.</p>	<p>Gives reasons why there may be different accounts of history.</p>	<p>Looks at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history.</p>	<p>Understands that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p>

<b>Historical enquiry</b>	Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?'	Begins to use printed sources, the internet, pictures, photos, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people ....? What did people do for ....?' Suggests sources of evidence to use to help answer questions.	Uses printed sources, the internet, pictures, photos, artefacts and visits/visitors to collect information about the past. Asks questions such as 'what was it like for a ..... during .....?'	Confidently uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits/visitors to collect information about the past. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions.	Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.
<b>Organisation and communication</b>	Describes objects, people and events. Writes simple stories and recounts about the past.	Presents findings about past using speaking, writing and drawing skills. Uses dates and terms with increasing accuracy.	Presents findings about past using speaking, writing and ICT. Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience. Uses subject specific words such as settlement and invader.	Presents structured and organised findings about the past in some detail and in a variety of ways. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience.	Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (e.g. written explanation/tables /labelled diagram). Makes accurate use of specific dates and terms.
<b>Key vocabulary introduced</b>	Long ago, past, present, yesterday, old, new	BC (Before Christ), AD (Anno Domini), after, before, during, timeline, chronological/ chronology, archaeologist/ archaeology, achievements, similarities, differences, change, society, civilizations.	Century, decade, evidence, continuity, fact, opinion, significant impact, prehistory/ prehistoric, empire, conquest, settlement, invade/ invasion.	Period, significance, artefact, reliability, point of view, comparison, influence, monarch/ monarchy, reign, legacy, heir to the throne.	Era, consequences, cause and effect, interpretation.