



HISTORY CURRICULUM MAP

Purpose of study

A high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for History aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Key Stage 1 Subject content

Year 1

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare 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]

- significant historical events, people and places in their own locality

Children should be able to:

- use pictures and role play to tell stories from the past
- describe the similarities and differences between life during a time in the past and life today.
- use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past.
- discuss significant events and people from the wider world, within and beyond their living memory
- discuss significant events and people in Britain within and beyond their living memory
- ask questions about the past

Topics should include;

- historical events-locally, nationally, globally
- significant people-locally, nationally, globally

Year 2

- 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]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare 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]
- significant historical events, people and places in their own locality.
- the British Royal Family

Children should be able to:

- place events and objects in chronological order.
- answer questions about the past using given sources.
- knows some of the ways that we can find out about the past.
- describe an artefact e.g. materials; size; signs of wear and tear.
- discuss some significant historical events, people and places in his/her own locality
- discuss significant events and people from the wider world, within and beyond their living memory
- discuss significant events and people in Britain within and beyond their living memory

Topics should include;

- historical events-locally, nationally, globally

- significant people-locally, nationally, globally