

Mapping of curriculum subjects to National Curriculum

History

Blossom tree Nursery

Historical Study	Historical knowledge and awareness	Chronology and change
Listen to stories from the past	Understand that a story is not about now	Talk about "When I was a baby"

Nursery

Historical Study	Historical knowledge and awareness	Chronology and change
Understand the past through settings, characters and events encountered in books read in class and storytelling	Understand that a story is not about now	Talk about "When I was a baby" Talk about lives of people around them, ie parents and grandparents

Reception

Historical Study	Historical knowledge and awareness	Chronology and change
Recognise the difference between past and present and old and new through settings, characters and events encountered in books read in class and storytelling.	Recognise the difference between past and present and old and new understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

Early Learning Goal

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.

People Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Y1

Historical Study	Historical knowledge and awareness	Chronology and change
<ul style="list-style-type: none"> Identify old and new from pictures Use stories as sources for answering questions about the past Observe and handle artefacts, and use this to ask and answer questions Use pictures and artefacts for answering questions about the past; <p>Study topic:</p> <ul style="list-style-type: none"> Castles <p>Significant historical event:</p> <ul style="list-style-type: none"> Moon Landings <p>Significant historical figure:</p> <ul style="list-style-type: none"> Neil Armstrong 	<ul style="list-style-type: none"> Develop a simple awareness of the past Tell stories from the past Recognise a past and a present in their own and other people's lives Identify some things from their own past Identify some differences between past and present Know some of the main events and people studied in a topic Show some understanding of aspects of the past beyond living memory 	<ul style="list-style-type: none"> Use simple words and phrases to describe the past - after, before, between Understand about time passing through birthdays Arrange objects in order of their age Begin to use very simple time lines to order some recent events Understand BC and AD

Y2

Historical Study	Historical knowledge and awareness	Chronology and change
<ul style="list-style-type: none"> Identify old and new from artefacts Use pictures and artefacts for answering questions about the past; Use a range of simple sources to devise historical questions Summarise their learning into short sentences Ask questions about what they have heard or seen <p>Significant historical event to study:</p> <ul style="list-style-type: none"> The Great Fire of London & Bonfire Night <p>Significant historical figure study:</p> <ul style="list-style-type: none"> Guy Fawkes James Cook 	<ul style="list-style-type: none"> Retell stories they have heard about the past Pick out the main elements of stories they have heard about the past Discuss what they have enjoyed most about stories from the past Explain what they think is important about the past and explain reasons why Identify any important changes which happened at the time being studied 	<ul style="list-style-type: none"> Use more complex phrases to describe time – a long time ago, centuries ago... Sort recent historical studies into a broad time order Recognise some reasons for between the time being studied and now

Key Stage 1 End Points

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
 - events beyond living memory that are significant nationally or globally
 - 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
- significant historical events, people and places in their own locality.**

Y3

Historical Study	Historical knowledge and awareness	Chronology and change
<ul style="list-style-type: none"> Use more complex sources of primary and secondary information Use the internet for research Choose and discriminate between a range of information, and use this to ask questions Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict Use a simple database to organise information Interpret the past through role play – e.g. hot seating <p>Period of historical study:</p> <ul style="list-style-type: none"> From Stone Age to Iron Age – forts and farming Invaders and Settlers – Romans – the power of the Army Anglo Saxons - settlements 	<ul style="list-style-type: none"> Guess what objects from the past were used for, using evidence to support answers Understand that some events of the past affect people’s lives today Summarise the main events from a period in history, using their characteristics Give reasons for main events and changes Begin to understand why some people acted as they did and give reasons 	<ul style="list-style-type: none"> Sort events or objects into groups Use dates and terms accurately, using key dates when describing events Use some dates on a time line Understand the concept of decades and centuries and use this to divide the past into periods of time Use a timeline with dates, including both BC and AD Use evidence to describe changes within a time period.

Y4

Historical Study	Historical knowledge and awareness	Chronology and change
<ul style="list-style-type: none"> Use a range of documents and printed sources Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task Use graphs and charts to confirm information from different sources Give reasons for change through analysing evidence Support own point of view using evidence Understand that some evidence is limited. <p>Historical Period of Study:</p> <ul style="list-style-type: none"> Battles in the past – Vikings vs Anglo Saxons: Anglo Saxon law & justice 	<ul style="list-style-type: none"> Understand differences in social, religious, political and cultural history Understand links between history and geography Know some similarities and differences within a period of time- e.g. the lives of rich and poor Describe how some things from the past affect life today Understand the relationship between beliefs and action in historical change 	<ul style="list-style-type: none"> Use a full range of dates and historical terms Use a time line to place events, periods and cultural movements Show changes on a time line Describe and make links between events and changes

<ul style="list-style-type: none"> • Why did Henry VIII marry 6 times? • Local study: • The Railway Revolution 		
--	--	--

Y5

Historical Study	Historical knowledge and awareness	Chronology and change
<ul style="list-style-type: none"> • Rank sources of information in order • Identify differences between different versions of the past • Give a balanced view of interpretations of the past, using different points of view • Make conclusions with evidence as to the most likely version of events <p>Historical Periods of History:</p> <ul style="list-style-type: none"> • What can we find out about life in Ancient Egypt? • Democracy in Ancient Greece • The Maya: contrast with British history 	<ul style="list-style-type: none"> • Organise a series of relevant historical information, and check this for accuracy • Describe the main changes in a period of history, from several perceptions – e.g. political, cultural • Explain their own point of view, justifying this with a broad range of evidence • Adapt their ideas and viewpoints as new information arises 	<ul style="list-style-type: none"> • Identify changes across periods of time, using chronological links • Begin to identify causal factors in change

Y6

Historical Study	Historical knowledge and awareness	Chronology and change
<ul style="list-style-type: none"> • Devise historically valid questions about change, cause, similarity and difference • Interpret the past using a range of concepts and ideas • Understand the role of opinion and propaganda <p>Period of Historical Study:</p> <ul style="list-style-type: none"> • The Battle of Britain (WW2) <p>Local study:</p> <ul style="list-style-type: none"> • Our area during WW2 • Crime and punishment through the ages 	<ul style="list-style-type: none"> • Begin to understand significance • Understand and use the concept of legacy, including Royal families and dynasties • Speculate and hypothesise about the past, formulating their own theories about reasons for change 	<ul style="list-style-type: none"> • Note connections, contrasts and trends over time • Speculate how present events and actions might be seen and judged in the future • Speculate – what if? What if England lost the war?

Key stage 2 End Points

Pupils should be taught about:

changes in Britain from the Stone Age to the Iron Age Examples

(non-statutory) This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

the Roman Empire and its impact on Britain Examples

(non-statutory) This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

Britain's settlement by Anglo-Saxons and Scots Examples

(non-statutory) This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne History 191

the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory) This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

a local history study Examples

(non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

- Ancient Greece – a study of Greek life and achievements and their influence on the western world
History 192
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.