

HISTORY CURRICULUM MAP- CHRONOLOGICAL UNDERSTANDING

LEVEL w1	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>Place events and objects in chronological order (KS1) and events, people and changes into correct periods of time (KS2)</p> <p>Identify differences between photographs of child now and as a baby.</p> <p>Distinguish between an old and new object.</p> <p>Sequence a few events experienced by child eg highlights of a school trip.</p> <p>Sequence the school day into a simple order.</p>	<p>Place events and objects in chronological order (KS1) and events, people and changes into correct periods of time (KS2)</p> <p>Sequence pictures of child at different ages, then relatives and/or other familiar adults.</p> <p>Sequence pictures of related objects belonging to people of different ages eg walking stick, babywalker. bicycle,</p> <p>Sequence objects, pictures and events pertaining to child's life in order to develop a sense of chronology.</p> <p>Sequence the days of the week and use as a very simple time line.</p>	<p>Place events and objects in chronological order (KS1) and events, people and changes into correct periods of time (KS2)</p> <p>Sequence events and objects studied within a historical context.</p> <p>Place a selection of toys/pictures/artefacts in chronological order and answer questions about the newest/oldest.</p> <p>Sequence the months of the year to use as a timeline eg as a calendar of the school year.</p> <p>Use timelines with nonstandard units to sequence items such as several generations of family photographs.</p>	<p>Place events and objects in chronological order (KS1) and events, people and changes into correct periods of time (KS2)</p> <p>Use timelines marked in decades to sequence and compare objects/people/events beyond living memory.</p> <p>Use timelines marked in centuries to sequence and compare objects/people/events in historical time.</p> <p>Develop an understanding of the division of historical time into periods, within which events, people and artefacts can be located.</p>	<p>Place events, people and changes into correct periods of time (KS2)</p> <p>Develop an understanding of the use of dates to locate events, people and changes within time.</p> <p>Begin to make appropriate use of dates and chronological terms to produce structured work.</p>	<p>Place events, people and changes into correct periods of time (KS2)</p> <p>Make appropriate use of dates and chronological terms to produce structured work.</p>

LEVEL w1	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>Use the common words and phrases relating to the passing of time.</p> <p>For example- old, new, before, after, days, sequence.</p>	<p>Use the common words and phrases relating to the passing of time.</p> <p>For example- next, yesterday, tomorrow, last year, a long time ago, timeline.</p>	<p>Use the common words and phrases relating to the passing of time.</p> <p>For example- newest, oldest, months, year, calendar.</p>	<p>Use the common words and phrases relating to the passing of time.</p> <p>For example- decade, century, date, AD and BC, modern, ancient, names of historical periods studied.</p>	<p>Use the common words and phrases relating to the passing of time.</p>	<p>Use the common words and phrases relating to the passing of time.</p>

HISTORY CURRICULUM MAP

KNOWLEDGE AND UNDERSTANDING OF EVENTS, PEOPLE AND CHANGES IN THE PAST.

<p>To identify differences between ways of life at different times (KS1). To describe and make links between the main events, situations and changes across a period of time.</p> <p>Identify differences between the life of a child as a baby and now.</p> <p>Talk to older people about their memories of the past.</p>	<p>To identify differences between ways of life at different times (KS1). To describe and make links between the main events, situations and changes across a period of time.</p> <p>Talk about changes child remembers during its life, both in terms of personal growth and in lifestyle.</p> <p>Learn a range of simple facts about life beyond child's memory eg life of a child in WW2.</p> <p>Talk to older people (and use other sources) about their perceptions of changes during their life times.</p>	<p>To identify differences between ways of life at different times (KS1). To describe and make links between the main events, situations and changes across a period of time.</p> <p>Develop simple explanations for these changes eg influence of films such as Pokemon, cheaper computers.</p> <p>Extend knowledge of life to historical periods of time eg everyday life in Roman Britain.</p> <p>Identify differences and differences between life within living memory eg WW2 and life today, and between the historical past and today.</p> <p>Begin to identify and describe reasons for historical events, changes and situations eg why many cultures studied bury grave goods with their dead.</p> <p>Compare and contrast two co-existing people eg Celts and Romans.</p> <p>Examine the heritage in Britain from its waves of invaders eg archaeological remains.</p>	<p>To identify differences between ways of life at different times (KS1). To describe and make links between the main events, situations and changes across a period of time.</p> <p>Deepen knowledge about some of the characteristics of the societies studied eg Egyptian religious belief.</p> <p>Explain the reasons for some major changes within living memory eg the impact of ICT and within a longer period of time eg invasions.</p> <p>Identify and describe reasons for historical events, changes and situations eg Roman military supremacy over Celts, reasons for invasion.</p> <p>Assess the influence of an invading culture eg compare Celtic with Romano-British lifestyle.</p> <p>Begin to compare and contrast two historical periods.</p> <p>Examine the heritage in Britain from its waves of invaders and refugees eg place and personal names.</p>	<p>To describe and make links between the main events, situations and changes across a period of time.</p> <p>Extend knowledge about some of the characteristics of the societies studied eg Anglo-Saxon Christianity.</p> <p>Extend description of and begin to analyse reasons for historical events, changes and situations eg Christianity within the Tudor period.</p> <p>Compare and contrast aspects of two historical periods.</p> <p>Examine the heritage in Britain from its waves of invaders and refugees eg cultural and religious diversity.</p>	<p>To describe and make links between the main events, situations and changes across a period of time.</p> <p>Study a theme through several historical periods eg attitudes towards and achievements of women.</p> <p>Analyse reasons for historical events, changes and situations eg the anti-slavery movement in Victorian Britain.</p> <p>Begin to make links between two historical periods eg the influence of Classical Greece on Ancient Rome.</p> <p>Examine the heritage in Britain from its waves of invaders and refugees eg the origins of many words in the English language.</p>
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HISTORY CURRICULUM MAP- HISTORICAL REPRESENTATION

LEVEL w1	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Identify the different ways the past is represented (KS1)	Identify the different ways the past is represented (KS1)	Identify the different ways the past is represented (KS1). Recognise that the past is represented in different ways, and give reasons for this (KS2)	Identify the different ways the past is represented (KS1). Recognise that the past is represented in different ways, and give reasons for this (KS2)	Recognise that the past is represented in different ways, and give reasons for this (KS2)	Recognise that the past is represented in different ways, and give reasons for this (KS2)

HISTORY CURRICULUM MAP- HISTORICAL ENQUIRY

LEVEL w1	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>Find out about the past from a range of sources of information, and ask and answer questions about the past (KS1) including ICT.</p> <p>Obtain evidence from as many sources as possible, including eye-witness accounts (written or spoken), pictures, videos, photographs and CD-ROMs, real and facsimile artefacts, real and virtual visits to historic buildings, museums, galleries and excavation sites, etc</p> <p>Begin to answer simple questions based on the use of evidence eg watch a demonstration of a Victorian washboard and then reply with words or actions when asked how they did the washing.</p>	<p>Find out about the past from a range of sources of information, and ask and answer questions about the past (KS1) including ICT.</p> <p>Obtain evidence from as many sources as possible, including eye-witness accounts (written or spoken), pictures, videos, photographs and CD-ROMs, real and facsimile artefacts, real and virtual visits to historic buildings, museums, galleries and excavation sites, etc</p> <p>Answer simple questions using simple evidence, and ask questions that are requests for information.</p>	<p>Find out about the events, people and changes from a range of sources of information including ICT (KS1&2) To ask and answer questions about the past (KS1) and to select and record information relevant to the focus of the enquiry (KS2).</p> <p>Obtain evidence from as many sources as possible, including eye-witness accounts (written or spoken), pictures, videos, photographs and CD-ROMs, real and facsimile artefacts, real and virtual visits to historic buildings, museums, galleries and excavation sites, etc</p> <p>Ask questions and use a range of information sources to find out the answer.</p>	<p>Find out about the events, people and changes from a range of sources of information including ICT (KS1&2) To ask and answer questions about the past (KS1) and to select and record information relevant to the focus of the enquiry (KS2).</p> <p>Obtain evidence from as many sources as possible, including real and facsimile documents, databases, eye-witness accounts (written or spoken), pictures, videos, photographs and CD-ROMs, real and facsimile artefacts, real and virtual visits to historic buildings, museums, galleries and excavation sites, etc</p> <p>Become more selective in the acquisition of evidence to answer a question.</p> <p>Begin to appreciate the different accounts and forms of evidence may present a different slant on things.</p>	<p>Find out about the events, people and changes from a range of sources of information including ICT (KS1&2) To select and record information relevant to the focus of the enquiry (KS2).</p> <p>Obtain evidence from as many sources as possible, including real and facsimile documents, databases, eye-witness accounts (written or spoken), pictures, videos, photographs and CD-ROMs, real and facsimile artefacts, real and virtual visits to historic buildings, museums, galleries and excavation sites, etc</p> <p>Begin to select and combine information from different sources.</p> <p>Appreciate the different accounts/forms of evidence may present different views, and begin to understand why.</p>	<p>Find out about the events, people and changes from a range of sources of information including ICT (KS1&2) To select and record information relevant to the focus of the enquiry (KS2).</p> <p>Obtain evidence from as many sources as possible, including real and facsimile documents, databases, eye-witness accounts (written or spoken), pictures, videos, photographs and CD-ROMs, real and facsimile artefacts, real and virtual visits to historic buildings, museums, galleries and excavation sites, etc</p> <p>Understand why events, people and changes may be described and interpreted in different ways, and begin to assess the relative validity of evidence from different sources.</p>

Name, describe and say/demonstrate the use of a small range of real and facsimile artefacts and drawn photographed or digitised images eg mincer, carpet beater, Roman necklace.	Name, describe, match to modern equivalent and say/demonstrate the use of a wider range of real and facsimile artefacts and drawn photographed or digitised images eg scale model of Roman battering ram, CDROM image of canopic jar.	Compare and contrast real, facsimile artefacts and their images with the modern equivalent (eg appearance, method of use) Make deductions about the lifestyle of the users of the artefacts studied.	Assess the technological information given by artefacts eg the knowledge we have about Egyptian mummification. Begin to identify the effect on lifestyle of different technologies eg the difference between a ballista and a Bren gun.	Extend the technological information given by artefacts eg the knowledge we have about Roman pottery styles and techniques. Extend this to cover the impact of techniques such as food refrigeration and vaccination.	Consider the evidence in artefacts for the influences of one culture on another eg Roman styling in post-Roman Celtic English bronze work, influence of Greek architecture in buildings such as the British Museum.
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HISTORY CURRICULUM MAP- ORGANISATION AND COMMUNICATION

LEVEL w1	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>Select from their knowledge of history and communicate it in a variety of ways (KS1 and KS2)</p> <p>Communicate their awareness of own history through drawings, talking, sequencing, captions with appropriate support.</p> <p>Use specialist language eg ruff, washing board</p> <p>Communicate using ICT (see ICT curriculum map)</p>	<p>Select from their knowledge of history and communicate it in a variety of ways (KS1 and KS2)</p> <p>Communicate historical knowledge through drawings, talking, sequencing, descriptive writing with appropriate support, role play.</p> <p>Use specialist language eg shield, Pyramid, mummy.</p> <p>Communicate using ICT (see ICT curriculum map)</p>	<p>Select from their knowledge of history and communicate it in a variety of ways (KS1 and KS2). Recall, select and organise historical information and use dates and historical vocabulary (KS2)</p> <p>Communicate as before, adding explanatory and empathy writing with support.</p> <p>Use specialist language eg tomb, evidence, invade, conquer and settle, hieroglyphic.</p> <p>Communicate using ICT (see ICT curriculum map)</p>	<p>Select from their knowledge of history and communicate it in a variety of ways (KS1 and KS2). Recall, select and organise historical information and use dates and historical vocabulary (KS2)</p> <p>Develop explanatory and empathy writing.</p> <p>Use specialist language eg canopic jar, Samian ware.</p> <p>Communicate using ICT (see ICT curriculum map)</p>	<p>Select from their knowledge of history and communicate it in a variety of ways (KS1 and KS2). Recall, select and organise historical information and use dates and historical vocabulary (KS2)</p> <p>Begin to develop a clear, analytical, structured writing style that makes appropriate use of dates and terms.</p> <p>Widen the vocabulary used as each new historical period is studied.</p> <p>Communicate using ICT (see ICT curriculum map)</p>	<p>Select from their knowledge of history and communicate it in a variety of ways (KS1 and KS2). Recall, select and organise historical information and use dates and historical vocabulary (KS2)</p> <p>Develop a clear, analytical, structured writing style that makes appropriate use of dates and terms.</p> <p>Widen the vocabulary used as each new historical period is studied.</p> <p>Communicate using ICT (see ICT curriculum map)</p>