



## **West Hampstead Primary School - History Curriculum map.**

### **Bold – National curriculum statement.**

All other objectives to be covered repeatedly in each topic.

### EYFS

#### **Statutory requirements: Understanding the World. Past and Present.**

Children at the expected level of development will:

- 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 story telling.

#### **Non-statutory guidance: Development Matters 2021 and Birth to Five Matters 2021.**

Guiding children to make sense of their physical world and their community. Frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. Listening to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of culturally, socially, technologically and ecologically diverse world. Extend familiarity with words that support understanding across domains. Enrich and widen children's vocabulary.

#### **AT WHPS to link with KS1:**

- Identify similarities and differences and make connections between past and present.
- Focus on change and continuity.
- Develop understanding of chronology – changes in own lives using simple language that relates to the passing of time.
- Encourage the asking of questions about different stimuli.
- Know that we learn about the past in different ways.
  - Range of personal experiences
  - Oral history
  - Artefacts
  - images of familiar situations
  - Stories, songs and poems.



### Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

	<u>Chronological Understanding.</u>	<u>Historical Enquiry.</u>	<u>Historical Interpretation</u>	<u>Organisation and Communication.</u>	<u>Understanding of events, people and changes.</u>
<u>Year</u> <u>1</u>	<p><b>I can place people, events and objects in chronological order.</b> Autumn 1 Summer 2</p> <p><b>I can sequence events and recount changes within my life.</b> Summer 2</p> <p><b>I can use common words and phrases relating to the passing of time.</b> (Here, now, then, yesterday, last week, last year, a long time ago.)</p>	<p><b>I can find answers to simple questions about the past from simple sources of information.</b> (People, photographs) Spring 1</p> <p>I can ask and answer simple questions about the past. Spring 1 Autumn 2</p> <p>I can describe simple similarities and differences between</p>	<p>I understand that my ideas about an event may be different from someone else. Summer 2</p> <p>I can describe changes within living memory and aspects of change in national life. (Space – Tim Peake) <b>We are builders</b></p>	<p>I can talk, draw or write about aspects of the past.  Autumn 1 and 2 Spring 1 Summer 2</p>	<p>I can describe changes in my lifetime. <b>(My secret garden)</b> Spring 2</p> <p><b>I know about people who have made a difference where I live and far away.</b> (Mary Seacole and Florence Spring 1 Autumn 2  Nightingale/ Edith Cavell)</p>



	Summer 2	artefacts and sort them into 'then and 'now'. Summer 2	Greta Thunberg – Our secret Garden.) Spring 1 and 2 Autumn 1 and 2		(Heroes) The Wright Brothers. (We are builders.)
<u>Year</u> <u>2</u>	<p><b>I can show an awareness of the past, using common words and phrases relating to the passing of time.</b> (decade, century, past, present, artefact, evidence, information.) (Going to School) Toys</p> <p><b>I can describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</b> (Toys and Lego Growing up/Going to School)</p>	<p><b>I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events.</b></p> <p><b>I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</b> (Stories, photographs, reference books) (Going to School) Toys</p>	<p><b>I can describe events beyond living memory that are significant nationally or globally.</b></p> <p><b>I can describe significant historical events, people and places locally.</b> (The Great Fire of London)</p>	<p>I can speak about how I have found out about the past. Toys</p> <p>I can record what I have learned by drawing and writing. GFOL</p>	<p><b>I can identify some similarities and differences between ways of life in different periods.</b></p> <p><b>I know about people who have made a difference where I live and far away.</b> (Comparison between Ghandi and Emmeline Pankhurst) (Kenya)</p>



	<p><b>I can sequence events and recount changes from before my life.</b> The Great Fire of London</p>				
<u>Key Stage Two.</u>					
<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>					
	<u>Chronological Understanding.</u>	<u>Historical Enquiry.</u>	<u>Historical Interpretation</u>	<u>Organisation and Communication.</u>	<u>Understanding of events, people and changes.</u>
<u>Year</u> <u>3</u>	<p><b>I can use an increasing range of common words and phrases relating to the passing of time.</b> (millennia, BC, AD, ancient, prehistoric, Neolithic)</p> <p>I understand that some events happened beyond living memory.</p>	<p><b>I understand that our knowledge of the past is constructed from a range of sources.</b> (Ruins – Stonehenge Skara Brae, Art) (Changing Earth / Stone Age)</p>	<p>I can describe historically significant places. (Skara Brae)</p> <p><b>I can notice connections, contrasts and trends over time.</b> (Farming now and Neolithic hunter-</p>	<p><b>I can ask questions about the past.</b></p>	<p><b>I know about changes in Britain from the Stone Age to the Iron Age.</b> (Changing Earth / Stone Age)</p>



			<p>gathers/early farmers) (Changing Earth / Stone Age. Victorian Schools. Field to Fork)</p>		
<u>Year4</u>	<p><b>I can place some historical periods in a chronological framework.</b></p> <p><b>I can use historic terms related to the period of study.</b> (Ancient civilization, archaeology, chronology, emperor, empire, global, international, invasion, oral history, slave)</p>	<p><b>I understand that our knowledge of the past is constructed from a range of sources.</b> (Artefacts, maps, clothing, newspapers.)</p> <p>I can use sources of information in ways that go beyond simple observations to answer questions about the past.</p>	<p>I can understand that sources can contradict each other. (Roman invasion. Impact of Steam)</p> <p><b>I can notice connections, contrasts and trends over time.</b> (Impact of Steam today. Roman legacy)</p>	<p><b>I can explain what I have learned in an organised and structured way,</b> using appropriate terminology.</p>	<p><b>I know about the Roman Empire and its impact on Britain.</b> (Romans)</p> <p><b>I know about the achievements of early civilizations – the Ancient Egyptians.</b> (Egyptians)</p>
<u>Year 5</u>	<p>I can use dates to order and place events in a chronological framework, making links between periods.</p>	<p>I can compare sources of information available for the study of different times in the past.</p> <p><b>I understand that our knowledge of the past is</b></p>	<p>I can understand that the type of information available depends on the period of time studied.</p>	<p>I can present findings and communicate knowledge and understanding in different ways.</p>	<p>I can give some reasons for some important historical events.</p> <p><b>I understand Britain's settlement by the</b></p>



	<p><b>I can use historic terms related to the period of study.</b> (Colony, conquest, democracy, diversity, exploration, global, parliament, settler.)</p>	<p><b>constructed from a range of sources.</b> (Tools, Everyday objects, jewelry, diaries, letters)</p>	<p><b>I can notice connections, contrasts and trends over time.</b> (Greek democracy, Olympic games, Scotland, Christian conversion, Anglo-Saxon art, place names)</p>	<p>I can provide an account of a historical event based on more than one source.</p> <p>I can use evidence to support arguments.</p>	<p><b>Anglo-Saxons and Scots.</b> (Invasion)</p> <p><b>I understand the Anglo-Saxon and Viking struggle for England to the time of Edward the Confessor.</b> (Invasion)</p> <p><b>I understand a significant aspect of British history beyond 1066 – Shackleton.</b></p>
<p><u>Year</u> <u>6</u></p>	<p><b>I can use historic terms related to the period of study.</b> (Diversity, continuity, execution, heresy, interpretation, invention, monarchy, torture, traitor, treason.)</p>	<p><b>I understand that our knowledge of the past is constructed from a range of sources.</b> Question the validity of sources.</p>	<p>I can evaluate the usefulness of a variety of sources.</p> <p>I understand bias in sources of evidence.</p>	<p>I understand the difference between primary and secondary sources of evidence.</p> <p><b>I can answer and devise historically valid questions about change, cause, similarity and</b></p>	<p><b>I understand a significant aspect of British history beyond 1066 – The Battle of Britain.</b></p> <p><b>I understand a non-European civilization</b></p>



	<p><b>I can note connections, contrasts and trends over time and show some use of historical terms.</b></p>			<p><b>difference, and significance.</b></p> <p><b>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.</b></p>	<p><b>that contrast with British History.</b></p>
<p><b>By the end of Year 6, children will know:</b></p> <ul style="list-style-type: none"> <li>- The causes of WW2.</li> <li>- How WW2 changed life in Britain (Evacuation, Rationing, Women at work.)</li> <li>- The significance of the Battle of Britain.</li> <li>- How WW2 ended.</li> <li>- What the 'Windrush generation' is.</li> <li>- That the Silk Road allowed trade of goods, exchange of knowledge and religion.</li> <li>- In 900 AD, Baghdad was regarded and the world's finest city and why.</li> <li>- That London in 900AD was not as advanced.</li> <li>- That the House of Wisdom played a key role in medical ideas and algebra, and that mass production of paper and toothbrushes originated in the Golden Age of Islam.</li> <li>- That civil war, religion, the environment and the Mongol invasion led to the fall of Baghdad.</li> </ul>					