

HISTORY CURRICULUM MAP

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CHRONOLOGICAL UNDERSTANDING	<p>I can describe things that happened to myself and other people in the past. I can understand the difference between things that happened in the past and the present.</p>	<p>I can understand the difference between things that happened in the past and the present. I can describe things that happened to myself and other people in the past. I can order a set of events or objects. I can sequence events in my life.</p>	<p>I can understand and use the words past and present when telling others about an event. I can recount changes in my own life over time. I can use a timeline to place important events.</p>	<p>I can understand that a timeline can be divided into BC and AD. I can use a timeline to place historical events in chronological order. I can describe dates and order significant events from the period</p>	<p>I can understand that a timeline can be divided into BC and AD. I can order significant events and dates on a timeline. I can describe dates and order significant events from the period studied.</p>	<p>I can order significant events, movements and dates on a timeline. I can identify and compare changes within and across different periods. I can describe the main changes in a period of history.</p>	<p>I can order significant events, movements and dates on a timeline. I can identify and compare changes within and across different periods. I can understand how some historical events occurred concurrently in different locations e.g. Ancient Egypt and Prehistoric</p>
RANGE AND DEPTH OF HISTORICAL KNOWLEDGE	<p>I can recall some facts about people/events from memory. I can tell the difference between past and present events in my own life and some reasons why people's lives were different in the past.</p>	<p>I can recall some facts about people/events before living memory. I can say why people may have acted the way they did.</p>	<p>I can use information to describe the past. I can look at evidence to give and explain reasons why people in the past may have acted in the way they did. I can recount the main events from a significant event in history.</p>	<p>I can use evidence to describe the culture and leisure activities from the past. I can use evidence to describe the clothes, way of life and actions of people in the past. I can use evidence to describe the significant events from a period in the past.</p>	<p>I can use evidence to describe what was important to people from the past. I can use evidence to show how the lives of rich and poor people from the past differed. I can describe similarities and differences between people, events and artefacts studied using secondary sources. I can describe how some of the things I have studied from the past affect/influence life today.</p>	<p>I can question the validity of sources when finding out about the past. I can give my own reasons why changes may have occurred, backed up by evidence. I can describe similarities and differences between some people, events and artefacts studied using primary and secondary sources. I can describe and compare how historical events studied affect/influence life today. I can make links between some of the features of past societies e.g. religion, houses, society, technology.</p>	<p>I can choose reliable sources of information to find out about the past. I can give reasons why changes may have occurred, backed up by evidence and put into context with other historical events. I can describe similarities and differences between some people, events and artefacts studied. I can describe how historical events and figures studied from the past affect/influence life today. I can make links between some of the features of past societies e.g. religion, houses, society,</p>

							technology, and compare this with modern day.
INTERPRETATION OF HISTORY	I can understand the similarities and differences between myself and others, and among families, communities and traditions.	I can look at books, videos, photographs, pictures and artefacts to find out about the past and identify similarities and differences.	I can look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.	I can explore the idea that there are different accounts of history.	I can look at different versions of the same event in history and identify differences. I can understand that people in the past represent events or ideas in a way that persuades others.	I can understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. I can give reasons why there may be different accounts of history. I can evaluate evidence to choose the most reliable forms.	I can evaluate evidence to choose the most reliable forms. I can understand that people both in the past have a point of view and that this can affect interpretation. I can give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
HISTORICAL ENQUIRY	I can understand that the past is represented in different ways.	I can identify different ways in which the past is represented. I can explore events, look at pictures and ask questions e.g. "Which things are old and which are new?" or "What were people doing?" I can look at objects from the past and ask questions e.g. "What were they used for?" and try to answer.	I can identify different ways in which the past is represented using various sources. I can ask questions about the past. I can use a wide range of information to answer questions.	I can use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. I can ask questions and find answers about the past using reliable sources.	I can use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past whilst questioning the reliability of information. I can ask questions, find answers about the past and justify my choice of resources.	I can use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past to form an opinion about of events. I can choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. I can investigate my own lines of enquiry by posing questions to answer.	I can use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past and present an argument for events. I can choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions and justify them. I can investigate my own lines of enquiry by posing questions to answer.

							to answer and using a variety of skills.
ORGANISATION AND COMMUNICATION	I can order images into a plausible chronological order.	I can sort events or objects into groups (i.e. then and now.) I can identify changes between me as a baby and myself now. I can tell stories about family and friends from the past. I can talk, write and draw about things from the past.	I can describe objects, people or events in history to develop an understanding of chronology . I can use timelines to order events or objects or place significant people. I can communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.	I can describe ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	I can describe and compare ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	I can communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. I can plan and present a self-directed project or research about the studied period.	I can communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. I can plan and present a self-directed project or research about the studied period using a variety of sources and media.