



## History – Learning Map

<u>Year Group</u>		<u>Knowledge and Skills to be taught:</u>				<u>Learning Opportunities</u>
	Pupils should be taught about	Chronological understating	Range and depth of historical knowledge	Interpretations of history	Historical enquiry	
<b>Nursery</b>	<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> </ul>				<ul style="list-style-type: none"> <li>• Encourage children to talk about their own home and community life, and to find out about other children’s experiences.</li> </ul>
<b>Reception</b>		<ul style="list-style-type: none"> <li>• Children talk about past and present events in their own lives and in the lives of family members.</li> </ul>				<ul style="list-style-type: none"> <li>• Encourage children to share their feelings and talk about why they respond to experiences in particular ways.</li> <li>• Provide ways of preserving memories of special events, e.g. making a book, collecting</li> </ul>

						photographs, tape recording, drawing and writing.
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – computer/computer console focus</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>Match objects to people of different age</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives</li> <li>They know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Compare adults talking about the past – how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>Wow Days</li> <li>National Museum of computing trip – Bletchley</li> <li>The UK computer Museum trip- Cambridge</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally [<i>for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i>]</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time - check with reference book</li> <li>Sequence photographs etc. from different periods of their life</li> <li>Describe memories of key events in lives</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> <li>Identify differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>Compare 2 versions of a past event</li> <li>Compare pictures or photographs of people or events in the past</li> <li>Discuss reliability of photos/ accounts/ stories</li> </ul>	<ul style="list-style-type: none"> <li>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>Wow Days</li> <li>GFoL activity pack hire from</li> <li>Stevenage Museum</li> <li>Fire Brigade visit</li> <li>Hatfield House trip</li> <li>Portals to the past workshop - Tudors</li> </ul>

	<p>compare aspects of life in different periods <i>[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]</i></p> <ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality.</li> </ul>					
Year 3	<ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain</li> </ul>	<ul style="list-style-type: none"> <li>• Place the time studied on a time line</li> <li>• Use dates and terms related to the study unit and passing of time</li> <li>• Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about everyday lives of people in time studied</li> <li>• Compare with our life today</li> <li>• Identify reasons for and results of people's actions</li> <li>• Understand why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and give reasons for different ways in which the past is represented</li> <li>• Distinguish between different sources – compare different versions of the same story</li> <li>• Look at representations of the period – museum, cartoons</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about a period</li> <li>• Observe small details – artefacts, pictures</li> <li>• Select and record information relevant to the study</li> <li>• Begin to use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>• Wow Days</li> <li>• Portals to the past workshop – Iron Age</li> <li>• Roman Baths trip Welwyn Garden City</li> <li>• Verulamium Park trip – St Albans</li> <li>• Portals to the past workshop - Romans</li> </ul>

<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<ul style="list-style-type: none"> <li>• Place events from period studied on time line</li> <li>• Use terms related to the period and begin to date events</li> <li>• Understand more complex terms eg BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in time studied</li> <li>• Identify key features and events of time studied</li> <li>• Look for links and effects in time studied</li> <li>• Offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the evidence available</li> <li>• Begin to evaluate the usefulness of different sources</li> <li>• Use text books and historical knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to build up a picture of a past event</li> <li>• Choose relevant material to present a picture of one aspect of life in time past</li> <li>• Ask a variety of questions</li> <li>• Use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>• Wow Days</li> <li>• Mountfitchet trip</li> <li>• Portals to the past workshop – Saxons/Vikings</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• A local history study</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Know and sequence key events of time studied</li> <li>• Use relevant terms and period labels</li> <li>• Make comparisons between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Study different aspects of different people - differences between men and women</li> <li>• Examine causes and results of great events and the impact on people</li> </ul>	<ul style="list-style-type: none"> <li>• Compare accounts of events from different sources – fact or fiction</li> <li>• Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify primary and secondary sources</li> <li>• Use evidence to build up a picture of a past event</li> <li>• Select relevant sections of information</li> </ul>	<ul style="list-style-type: none"> <li>• Wow Days</li> <li>• Stevenage new Town</li> <li>• Mayor visit</li> <li>• Stevenage Museum trip</li> <li>• British Museum Trip London</li> <li>• Portals to the past workshop - Egyptians</li> </ul>

			<ul style="list-style-type: none"> <li>• Compare life in early and late 'times' studied</li> <li>• Compare an aspect of life with the same aspect in another period</li> </ul>		<ul style="list-style-type: none"> <li>• Use the library and internet for research with increasing confidence</li> </ul>	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Place current study on time line in relation to other studies</li> <li>• Use relevant dates and terms</li> <li>• Sequence up to 10 events on a time line</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>• Compare beliefs and behaviour with another time studied</li> <li>• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> </ul>	<ul style="list-style-type: none"> <li>• Link sources and work out how conclusions were arrived at</li> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>• Be aware that different evidence will lead to different conclusions</li> <li>• Confidently use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise primary and secondary sources</li> <li>• Use a range of sources to find out about an aspect of time past</li> <li>• Suggest omissions and the means of finding out</li> <li>• Bring knowledge gathered from several sources together in a fluent account</li> </ul>	<ul style="list-style-type: none"> <li>• Wow Days</li> <li>• Portals to the past workshop – Greeks</li> <li>• Portals to the past workshop – Mayans</li> <li>• British Museum trip</li> </ul>

			<ul style="list-style-type: none"><li>• Know key dates, characters and events of time studied</li></ul>			
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