

# HISTORY CURRICULUM MAP

## Characteristics of historically literate pupils

Organise      Suggest      Who  
 List      Label      Justify      What  
 Explain      Identify  
 True or False      Compare and contrast  
 Investigate      Describe  
 How many

**Proof of Progress Tasks**

### Early Islamic Civilisation

- Location
- Cultures and pastimes
- Settlements
- Vocabulary
- Society
- Beliefs
- Main events
- Food and farming
- Travel and exploration

### Explorers

- Travel and exploration
- Main events
- Society
- Vocabulary

### Anglo-Saxons/Vikings

- Location
- Conflict
- Main events
- Beliefs
- Cultures and Pastimes
- Vocabulary
- Local Study
- Settlements

An excellent knowledge and understanding of people, events and contexts.

The ability to think critically about history.

End of unit assessment

### The Ancient Greeks

- Main events
- Artefacts
- Cultures and pastimes
- Society
- Settlements
- Vocabulary

### The Second World War

- Location
- Conflict
- Main events
- Society
- Vocabulary
- Local Study

### Early Civilizations – Ancient Egypt

- Location
- Food and farming
- Beliefs
- Artefacts
- Vocabulary

### The Roman Empire

- Conflict
- Society
- Main events
- Cultures and pastimes
- Vocabulary
- Travel and exploration
- Beliefs
- Location
- Settlements
- Conflict
- Location
- Artefacts

**Years 5 & 6**

A respect for historical evidence and to be able to use it to support explanations and judgements.

### Queens

- Society
- Cultures and pastimes
- Main events
- Beliefs
- Vocabulary

### Changes in living memory Toys – Radio – Steam engine

- Travel and exploration
- Society
- Main events
- Artefacts
- Culture and pastimes
- Local Study
- Vocabulary

**Years 3 & 4**

### Stone Age to Iron Age

- Food and farming
- Settlements
- Location
- Artefacts
- Vocabulary
- Conflict
- Local Study
- Beliefs
- Travel and exploration
- Settlements
- Beliefs
- Artefacts
- Vocabulary
- Location
- Society
- Cultures and pastimes

A passion for history, which develops a sense of curiosity about the past.

A curiosity about the past and an understanding of how and why people interpret the past in different ways.

### Great Fire of London

- Location
- Settlements
- Main events
- Artefacts
- Vocabulary

### Gunpowder Plot

- Beliefs
- Settlements
- Main events
- Artefacts
- Vocabulary

### Emily Davison

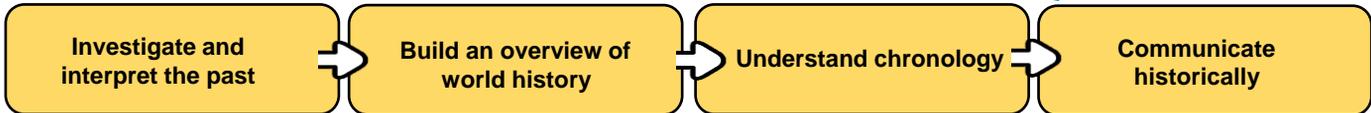
- Artefacts
- Society
- Main events
- Location
- Vocabulary

### Rosa Parks

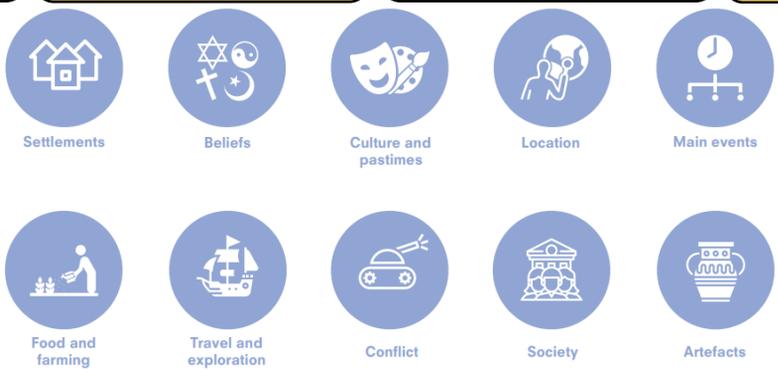
- Location
- Society
- Main events
- Artefacts
- Vocabulary

**Years 1 & 2**

Threshold concepts



Knowledge categories



Knowledge categories

# HISTORY PROGRESSION MAP



	Milestone 1	Milestone 2	Milestone 3
<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p> <p> Artefacts</p>	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Refine lines of enquiry as appropriate.</li> </ul>
<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sectors.</p> <p>  Location            Beliefs   Settlements            Culture and pastimes   Food and farming            Travel and exploration   Society            Conflict         </p>	<ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>Describe changes that have happened in the locality of the school throughout history.</li> <li>Give a broad overview of life in Britain from ancient until medieval times.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>Identify continuity and change in the history of the locality of the school.</li> <li>Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>Compare some of the times studied with those of the other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
<p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</p> <p> Main events</p>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use dates and terms accurately in describing events.</li> </ul>
<p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p> <p> Vocabulary</p>	<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including:           <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>change</li> <li>chronology.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate, including:           <ul style="list-style-type: none"> <li>dates</li> <li>time period</li> <li>era</li> <li>chronology</li> <li>continuity</li> <li>change</li> <li>century</li> <li>decade</li> <li>legacy.</li> </ul> </li> <li>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>Use original ways to present information and ideas.</li> </ul>