

# History Curriculum Map and Progression of skills

**Purpose of study:** Through a high-quality history education, pupils will gain coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. This will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Pupils will understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**In key stage 1:** Pupils will 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.

## Year 2

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| <b>Historical concepts</b>                       | <b>Topic</b>                                                                                                                                                                                                                            | <b>Topic</b>                                                                                                                                                                                                        | <b>Topic</b>                                                                                                                                                                             | <b>History National Curriculum Key Stage 1 Subject content</b><br><br>Pupils will be taught about:<br>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or |
|                                                  | <b>Remembrance Day</b> (Significant events beyond living memory)                                                                                                                                                                        | <b>Florence Nightingale</b> (Significant individuals in the past)                                                                                                                                                   | <b>Great Fire of London</b> (Significant events beyond living memory)                                                                                                                    |                                                                                                                                                                                                                                                                                         |
|                                                  | <b>Vocabulary:</b><br>Anniversary, commemoration, memories, poppy, wreath, remember, remembrance, soldiers, symbols, the First World War, the Second World War, British Legion, Cenotaph, primary source, secondary source, reliability | <b>Vocabulary:</b><br>Period, Victorian, timeline, Florence Nightingale, compassion, kindness, nurse, doctor, Crimean war, monarch, wounded, soldier, patient, disease, timeline, primary source, secondary source, | <b>Vocabulary:</b><br>Charles II, fire, London, monument, Samuel Pepys, River Thames, evidence, eyewitness, first hand, reason, result, timber-framed, wood, bakery, diary, Pudding lane |                                                                                                                                                                                                                                                                                         |
|                                                  | <b>Generic vocabulary:</b><br>Primary source, secondary source, chronological, timeline, past, present, change, national, local                                                                                                         |                                                                                                                                                                                                                     |                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                         |
| <b>Chronological knowledge and understanding</b> | <ul style="list-style-type: none"><li>I can describe and sequence memories of key events in my own life.</li></ul>                                                                                                                      | <ul style="list-style-type: none"><li>I can understand the term timeline and place life events onto a timeline</li></ul>                                                                                            | <ul style="list-style-type: none"><li>I can put 1666 on a timeline and understand its place in history</li></ul>                                                                         |                                                                                                                                                                                                                                                                                         |

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|                                                                       | <ul style="list-style-type: none"> <li>I can sequence artefacts closer together in time and check with reference books.</li> </ul>                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>I understand that we learn about the past from objects and people.</li> </ul>                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>I can sequence the events of the Great Fire of London</li> </ul>                                                                                                                                                                                                                                                                                                                                          | <p>globally [for example, the Great Fire of London and events commemorated through festivals or anniversaries]</p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth II, Guy Fawkes and Florence Nightingale]</li> <li>Significant historical events, people and places in their own locality.</li> </ul> |
| <b>Range and depth of historical knowledge including significance</b> | <ul style="list-style-type: none"> <li>I can use a wide range of vocabulary for everyday historical terms linked to Remembrance Day</li> <li>I can recognise why people did things, why events happened and what happened as a result.</li> <li>I can recount main events from a significant time in history.</li> </ul> | <ul style="list-style-type: none"> <li>I can recount main events from a significant time in history.</li> <li>I can recognise why people did things, why events happened and what happened as a result.</li> <li>I can identify differences between ways of life at different times.</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>I can recognise why people did things, why events happened and what happened as a result.</li> <li>I can identify similarities and difference between periods</li> </ul>                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Interpretations of History</b>                                     | <ul style="list-style-type: none"> <li>I can compare pictures or photographs of people or events in the past.</li> <li>I can discuss the reliability of photos/accounts or stories.</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>I can compare adults talking about the past. How reliable are their memories?</li> <li>I can ask questions about objects and images from the past and explain their relevance.</li> </ul>                                                                                                                                                                           | <ul style="list-style-type: none"> <li>I can discuss the reliability of photos/ accounts/stories</li> <li>I can talk about who was important e.g. in a simple historical account</li> </ul>                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Historical enquiry (including organisation and communication)</b>  | <ul style="list-style-type: none"> <li>I can ask questions and find answers to simple questions about the past from sources of information e.g. artefacts.</li> <li>I can 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>I can make simple observations about different types of people, events and beliefs within a society at different times in history.</li> <li>I can show the past in different ways. Such as pictures, writing and role-play.</li> <li>I can ask questions and find answers to simple questions about the past from sources of information e.g. artefacts.</li> </ul> | <ul style="list-style-type: none"> <li>I can choose and use parts of stories and other sources (primary and secondary) to show my understanding of the past and to ask questions to answer simple questions.</li> <li>I can make simple observations about different types of people, events and beliefs within a society.</li> <li>I can communicate my knowledge through the use of ICT, writing, role-play, drawing and discussion</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

Enrichments and enhancements:

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| Trip to Westminster Abbey<br>Trip to a war memorial | Trip to Florence Nightingale museum<br>Florence Nightingale day – dress up and role-play (links to communication and school value of excellence with compassion) | Trip to the Monument (Great Fire of London)<br>Construct models and burn in the playground to represent the fire (link to DT) |
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