**Holy Cross Catholic Primary School**



**History Curriculum Map 2023-24**

**We care, we share, we value.**

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|  | **Autumn** | |  | **Spring** | | **Summer** | |
| **Nursery** | * I can compare the growth of a baby with us now that we are in Nursery. | | • • •  • | * I can develop an awareness of the past.   I can develop an understanding of growth, decay and changes over time. | | * I can develop an awareness of the past. * I can develop an understanding of growth, decay and changes over time. | |
| **Reception** | * I can talk about myself and my family using special books to support talk * I can talk about my own past | | •  • | I can talk about myself and my family using special books to support talk  I can talk about my own past and how I have changed and grown. | | * I can talk about myself and my family using special books to support talk * I can talk about my own past and how I have changed and grown | |
| **Year 1** |  | The History of Transport    Chronology  I can order a set of events, pictures or objects.  I can understand the difference between  things that happened in the past (then) and the present (now).  I can begin to use appropriate  terminology such as: *now, then, yesterday, last week, when I was*  *younger, a long time ago.*  Historical Enquiry  I can obtain ideas about the past from pictures and other sources.  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 artefacts  from the past and ask questions – e.g.,  “What were they used for?” and try to answer. |  |  | Significant Explorers- Neil Armstrong and Christopher Columbus    Chronology  I can order a  set of events, pictures or objects.  I can understand the difference between  things that happened in the past (then) and the present (now).  Historical Enquiry  I can obtain ideas about the past from pictures and other sources.  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 artefacts  from the past and ask questions – e.g.,  “What were they used for?” and try to answer. |  | Queen Elizabeth I and Queen Elizabeth II    Chronology  I can order a set of events, pictures or objects.  I can understand the difference between  things that happened in the past (then) and the present (now).  I can begin to use appropriate  terminology such as: *now then, yesterday, last week, when I was*  *younger, a long time ago.*  Historical Enquiry  I can obtain ideas about the past from pictures and other sources.  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 artefacts  from the past and ask questions – e.g.,  “What were they used for?” and try to answer. |
| **Year 2** | The Great Fire of London    Chronology  I can place pictures and events on a simple timeline, adding times previously studied.  I can recognise that dates are used to  identify when things have happened in the past.  Historical Enquiry  I can draw simple conclusions and  deduce information on the past from  pictures and information.  I can begin to ask  informed, relevant questions.  I can begin to understand that  information on the past may differ. |  |  | The History of Nursing- Mary Seacole, Florence Nightingale and Edith Cavell    Chronology  I can use the words *past* and *present* when telling others about an event.  I can place pictures and events on a simple timeline, adding times previously studied.  I can recognise that dates are used to  identify when things have happened in the past.  Historical Enquiry  I can draw simple conclusions and  deduce information on the past from  pictures and information.  I can begin to ask  informed, relevant questions.  I can begin to understand that  information on the past may differ. |  |  | The History of the High Street    Chronology  I can place pictures and events on a simple timeline, adding times previously studied.  I can recognise that dates are used to  identify when things have happened in the past.  I can recount changes in my own life over time.  Historical Enquiry  I can draw simple conclusions and  deduce information on the past from  pictures and information.  I can begin to ask  informed, relevant questions.  I can begin to understand that  information on the past may differ. |

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| **Year 3** | Britain through the Stone Age, Bronze Age and Iron Age    Chronology  I can understand that a timeline can be  divided into BC (Before Christ) and AD (Anno Domini).  I can place the time  studied on a timeline, compare where this fits into topics  previously studied.  I can use dates and  terms related to the period and the passing of time.  I can begin to develop a chronologically  secure knowledge and understanding of British History.  Historical Enquiry  I can be aware that  there are different types of historical sources.  I can examine historical artefacts and suggest what they tell us about the time  period.  I can begin I can make deductions from sources that go beyond simple observation.  I can ask relevant questions based on my historical knowledge. |  | Ancient Egyptians    Chronology  I can understand that a timeline can be  divided into BC (Before Christ) and AD (Anno Domini).  I can place the time  studied on a timeline, compare where this fits into topics  previously studied.  I can use dates and  terms related to the period and the passing of time.  I can begin to develop a chronologically secure knowledge of world history.  Historical Enquiry  I can be aware that  there are different types of historical sources.  I can examine historical artefacts and suggest what they tell us about the time  period.  I can begin I can make deductions from sources that go beyond simple observation.  I can ask relevant questions. |  |  | Roman Britain    Chronology  I can understand  that a timeline can be  divided into BC (Before Christ) and AD (Anno Domini).  I can place the time  studied on a timeline, compare where this fits into topics  previously studied.  I can use dates and  terms related to the period and the passing of time.  Historical Enquiry  I can be aware that  there are different types of historical sources.  I can examine historical artefacts and suggest what they tell us about the time  period.  I can begin I can make deductions from sources that go beyond simple observation.  I can ask relevant questions. |
| **Year 4** |  | Anglo Saxons and Scots    Chronology  I can order significant events and dates in chronological order on a timeline.  I can understand and use more complex historical terms  relating to time e.g. BC/AD/BCE / century  / decade.  I can describe and compare different periods of time.  I can develop a  chronologically secure knowledge  and understanding of British and  Word History  Historical Enquiry  I can identify and use different examples of types of resources.  .  I can examine historical artefacts and describe what they tell us about that time in history.  I can make deductions from sources that go beyond simple observations.  I can ask relevant questions and begin to find answers to historical questions.  I can understand that aspects of the past have been represented and interpreted in different ways. |  | The Vikings    Chronology  I can order significant events and dates in chronological order on a timeline.  I can understand and use more complex historical terms  relating to time e.g. BC/AD/BCE / century  / decade.  I can describe and  compare different periods of time.  I can develop a  chronologically secure knowledge  and understanding of British and  Word History  Historical Enquiry  I can identify and use different examples of types of resources.  .  I can examine historical artefacts and describe what they tell us about that time in history.  I can make deductions from sources that go beyond simple observations.  I can ask relevant questions and begin to find answers to historical questions.  I can understand that aspects of the past have been represented and interpreted in different ways. |  | The Benin and the Eweka    Chronology  I can order significant events and dates in chronological order on a timeline.  I can understand and use more complex historical terms  relating to time e.g. BC/AD/BCE / century  / decade.  I can describe and  compare different periods of time.  I can develop a  chronologically secure knowledge  and understanding of British and  Word History  Historical Enquiry  I can identify and use different examples of types of resources.  .  I can examine historical artefacts and describe what they tell us about that time in history.  I can make deductions from sources that go beyond simple observations.  I can ask relevant questions and begin to find answers to historical questions.  I can understand that aspects of the past have been represented and interpreted in different ways. |
| **Year 5** |  | Queen Victoria and the Industrial Revolution    Chronology  I can describe significant features from time periods and know how Britain has  influenced and been influenced by the  wider world.  I can order significant events, movements and dates on a scaled timeline.  I can compare where  the time period fits in into topics previously studied to provide a greater historical  perspective.  Describe the main  changes in a period of history  Historical Enquiry  I can examine and  Compare historical artefacts, explaining what they reveal about that time in History  I can use evidence to find answers to enquiry-based questions with  structured support.  I can choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.  I can identify different views and begin to suggest reasons why they have occurred. |  | WW2- Evacuation    Chronology  I can describe  significant features from time periods and know how Britain has  influenced and been influenced by the  wider world.  I can order significant events, movements and dates on a scaled timeline.  I can compare where  the time period fits in into topics previously studied to provide a greater historical  perspective.  Describe the main  changes in a period of history  Historical Enquiry  I can examine and  Compare historical artefacts, explaining what they reveal about that time in History  I can use evidence to find answers to enquiry-based questions with  structured support.  I can choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.  I can identify different views and begin to suggest reasons why they have occurred. |  | Ancient Greeks    Chronology  I can order significant events, movements and dates on a scaled timeline.  I can compare where  the time period fits in into topics previously studied to provide a greater historical  perspective.  Describe the main  changes in a period of history  Historical Enquiry  I can examine and  Compare historical artefacts, explaining what they reveal about that time in History  I can use evidence to find answers to enquiry-based questions with  structured support.  I can choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.  I can identify different views and begin to suggest reasons why they have occurred. |
| **Year 6** |  | Local History- Liverpool and the Transatlantic Slave Trade    Chronology  I can place significant events, movements and dates on a  timeline, deciding on a suitable scale.  I can make appropriate use of dates and specialist terms.  I can develop a  chronologically secure knowledge  and understanding of British, local and  Word History establishing clear narratives within and across the periods  studied.  I can understand how some historical  periods and events  occurred concurrently in different locations  i.e. Ancient Egypt and Prehistoric Britain.  Historical Enquiry  I can analyse artefacts and sources of  evidence for their accuracy, usefulness and relevance and  combine them to answer enquiry-based questions.  I can recognise primary and secondary  sources and identify those that are useful to the task.  I can question historical evidence and not  simply take it at face value.  I can answer and devise my own historically valid questions about  change, cause, similarity and difference and significance |  |  | Civil Rights and Human Rights Icons    Chronology  I can place  significant events, movements and dates on a  timeline, deciding on a suitable scale.  I can make appropriate use of dates and specialist terms.  I can develop a  chronologically secure knowledge  and understanding of British, local and  Word History establishing clear narratives within and across the periods  studied.  Historical Enquiry  I can analyse artefacts and sources of  evidence for their accuracy, usefulness and relevance and  combine them to answer enquiry-based questions.  I can recognise primary and secondary  sources and identify those that are useful to the task.  I can question historical evidence and not  simply take it at face value.  I can answer and devise my own historically valid questions about  change, cause, similarity and difference and significance |  |