**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.
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| **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 talkI 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
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| **Year 1**  |  | The History of TransportChronologyI can order a set of events, pictures or objects.I can understand the difference betweenthings that happened in the past (then) and the present (now).I can begin to use appropriateterminology such as: *now, then, yesterday, last week, when I was**younger, a long time ago.* Historical EnquiryI 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 werepeople doing?”I can look at artefactsfrom the past and ask questions – e.g.,“What were they used for?” and try to answer. |   |  | Significant Explorers- Neil Armstrong and Christopher Columbus ChronologyI can order a set of events, pictures or objects.I can understand the difference betweenthings that happened in the past (then) and the present (now).Historical EnquiryI 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 werepeople doing?”I can look at artefactsfrom the past and ask questions – e.g.,“What were they used for?” and try to answer. |  | Queen Elizabeth I and Queen Elizabeth IIChronologyI can order a set of events, pictures or objects.I can understand the difference betweenthings that happened in the past (then) and the present (now).I can begin to use appropriateterminology such as: *now then, yesterday, last week, when I was**younger, a long time ago.*Historical EnquiryI 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 werepeople doing?”I can look at artefactsfrom the past and ask questions – e.g.,“What were they used for?” and try to answer. |
| **Year 2**  | The Great Fire of LondonChronologyI can place pictures and events on a simple timeline, adding times previously studied.I can recognise that dates are used toidentify when things have happened in the past.Historical EnquiryI can draw simple conclusions anddeduce information on the past frompictures and information.I can begin to askinformed, relevant questions.I can begin to understand thatinformation on the past may differ. |   |  | The History of Nursing- Mary Seacole, Florence Nightingale and Edith CavellChronologyI 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 toidentify when things have happened in the past.Historical EnquiryI can draw simple conclusions anddeduce information on the past frompictures and information.I can begin to askinformed, relevant questions.I can begin to understand thatinformation on the past may differ. |  |  |  The History of the High StreetChronologyI can place pictures and events on a simple timeline, adding times previously studied.I can recognise that dates are used toidentify when things have happened in the past.I can recount changes in my own life over time. Historical EnquiryI can draw simple conclusions anddeduce information on the past frompictures and information.I can begin to askinformed, relevant questions.I can begin to understand thatinformation on the past may differ. |

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| **Year 3**  | Britain through the Stone Age, Bronze Age and Iron AgeChronologyI can understand that a timeline can bedivided into BC (Before Christ) and AD (Anno Domini).I can place the timestudied on a timeline, compare where this fits into topicspreviously studied.I can use dates andterms related to the period and the passing of time. I can begin to develop a chronologicallysecure knowledge and understanding of British History. Historical EnquiryI can be aware thatthere are different types of historical sources.I can examine historical artefacts and suggest what they tell us about the timeperiod.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 EgyptiansChronologyI can understand that a timeline can bedivided into BC (Before Christ) and AD (Anno Domini).I can place the timestudied on a timeline, compare where this fits into topicspreviously studied.I can use dates andterms related to the period and the passing of time. I can begin to develop a chronologically secure knowledge of world history. Historical EnquiryI can be aware thatthere are different types of historical sources.I can examine historical artefacts and suggest what they tell us about the timeperiod.I can begin I can make deductions from sources that go beyond simple observation.I can ask relevant questions. |   |  | Roman BritainChronologyI can understand that a timeline can bedivided into BC (Before Christ) and AD (Anno Domini).I can place the timestudied on a timeline, compare where this fits into topicspreviously studied.I can use dates andterms related to the period and the passing of time. Historical EnquiryI can be aware thatthere are different types of historical sources.I can examine historical artefacts and suggest what they tell us about the timeperiod.I can begin I can make deductions from sources that go beyond simple observation.I can ask relevant questions. |
| **Year 4**  |  | Anglo Saxons and ScotsChronologyI can order significant events and dates in chronological order on a timeline.I can understand and use more complex historical termsrelating to time e.g. BC/AD/BCE / century/ decade.I can describe and compare different periods of time.I can develop achronologically secure knowledgeand understanding of British andWord HistoryHistorical 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 VikingsChronologyI can order significant events and dates in chronological order on a timeline.I can understand and use more complex historical termsrelating to time e.g. BC/AD/BCE / century/ decade.I can describe andcompare different periods of time.I can develop achronologically secure knowledgeand understanding of British andWord HistoryHistorical 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 EwekaChronologyI can order significant events and dates in chronological order on a timeline.I can understand and use more complex historical termsrelating to time e.g. BC/AD/BCE / century/ decade.I can describe andcompare different periods of time.I can develop achronologically secure knowledgeand understanding of British andWord HistoryHistorical 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 RevolutionChronologyI can describe significant features from time periods and know how Britain hasinfluenced and been influenced by thewider world.I can order significant events, movements and dates on a scaled timeline.I can compare wherethe time period fits in into topics previously studied to provide a greater historicalperspective.Describe the mainchanges in a period of historyHistorical EnquiryI can examine andCompare historical artefacts, explaining what they reveal about that time in History I can use evidence to find answers to enquiry-based questions withstructured 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- EvacuationChronologyI can describe significant features from time periods and know how Britain hasinfluenced and been influenced by thewider world.I can order significant events, movements and dates on a scaled timeline.I can compare wherethe time period fits in into topics previously studied to provide a greater historicalperspective.Describe the mainchanges in a period of historyHistorical EnquiryI can examine andCompare historical artefacts, explaining what they reveal about that time in History I can use evidence to find answers to enquiry-based questions withstructured 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 GreeksChronologyI can order significant events, movements and dates on a scaled timeline.I can compare wherethe time period fits in into topics previously studied to provide a greater historicalperspective.Describe the mainchanges in a period of historyHistorical EnquiryI can examine andCompare historical artefacts, explaining what they reveal about that time in History I can use evidence to find answers to enquiry-based questions withstructured 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 TradeChronologyI can place significant events, movements and dates on atimeline, deciding on a suitable scale.I can make appropriate use of dates and specialist terms.I can develop achronologically secure knowledgeand understanding of British, local andWord History establishing clear narratives within and across the periodsstudied.I can understand how some historicalperiods and eventsoccurred concurrently in different locationsi.e. Ancient Egypt and Prehistoric Britain.Historical EnquiryI can analyse artefacts and sources ofevidence for their accuracy, usefulness and relevance andcombine them to answer enquiry-based questions.I can recognise primary and secondarysources and identify those that are useful to the task.I can question historical evidence and notsimply take it at face value.I can answer and devise my own historically valid questions aboutchange, cause, similarity and difference and significance |   |  | Civil Rights and Human Rights IconsChronologyI can place significant events, movements and dates on atimeline, deciding on a suitable scale.I can make appropriate use of dates and specialist terms.I can develop achronologically secure knowledgeand understanding of British, local andWord History establishing clear narratives within and across the periodsstudied.Historical EnquiryI can analyse artefacts and sources ofevidence for their accuracy, usefulness and relevance andcombine them to answer enquiry-based questions.I can recognise primary and secondarysources and identify those that are useful to the task.I can question historical evidence and notsimply take it at face value.I can answer and devise my own historically valid questions aboutchange, cause, similarity and difference and significance |  |