**Holy Cross Catholic Primary School**



**History Curriculum Map 2024-2025**

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

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| --- | --- | --- | --- | --- |
|  | **1** |  | **2** | **3** |
| **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
 |
| **Year 1**  | **Toys** **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 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.

  |  | **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 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.

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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.
 | **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.

  | **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.
 |
| **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

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* 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.
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* 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**  | **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.
 | **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.
 | **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 |
| **Year 6**  | **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.
 |  **The Maya****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
 | **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
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Community

Conflict

Hierarchy

Inventions