**Holy Cross Catholic Primary School**



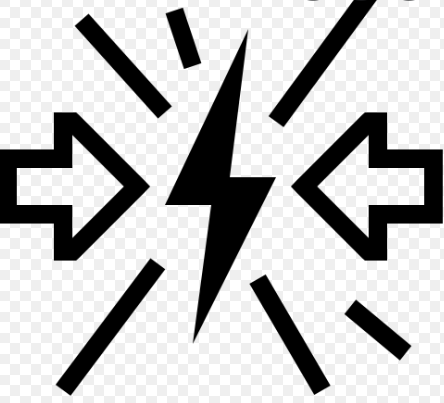
**History Curriculum Map**

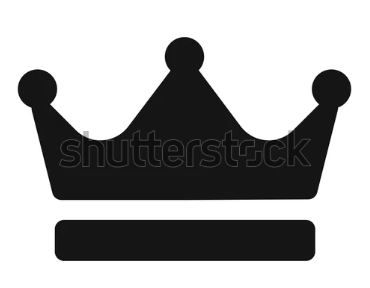
**2025 - 2026**

**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. |
| **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** | **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. |
| **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. * 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** | | **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. | | **The Victorians**    **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 | |

Community

Conflict

Hierarchy

Inventions