

Cropredy CE Primary School History Curriculum Map and Statutory Requirements

History Units			
	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Year 1	Why do we celebrate Bonfire Night? King James I, Guy Fawkes and the Gunpowder Plot	Lives of Significant Individuals Space Race	How were our grandparents' toys different to ours? Toys – Past and Present
Year 2	What do we know about the Great Fire of London? The Great Fire of London	Lives of Significant Individuals History of Flight	Who are the famous people that have made an impact on the world? Mary Seacole and Florence Nightingale
Year 3	Who first lived in Britain? Stone Age to Iron Age	How advanced were the civilizations around 3000 years ago? Ancient Egyptians	What did the Ancient Greeks give the world? Ancient Greeks
Year 4	Who were the Romans and why were they so powerful? The Romans	What was the battle like between the Anglo-Saxons and the Vikings for the kingdom of England? Anglo-Saxons and Vikings	How has electricity changed our lives over the last 100 years? Technology through the 20th and 21st Centuries
Year 5	Viking Settlements in Britain	Who were the Victorians? The Victorians	The Maya
Year 6	What was the impact of the World War 1 on the United Kingdom? World War I	How has crime and punishment changed through the ages? Crime and Punishment	Local History – Battle of Cropredy

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EYFS					
<p>The 'Past and Present' strand within the Understanding the World area of learning have elements which can be viewed as being 'History' focused within the EYFS. In addition, elements of early learning goals within Communication and Language is fundamental to the core skills required for History.</p> <p>Past and Present</p> <ul style="list-style-type: none"> ▪Talk about the lives of the people around them and their roles in society; ▪Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; ▪Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ▪Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; ▪Make comments about what they have heard and ask questions to clarify their understanding; <p>Speaking</p> <ul style="list-style-type: none"> ▪Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; ▪Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 					
Autumn 1	Autumn 2	Spring1	Spring2	Summer1	Summer2
<ul style="list-style-type: none"> • My Family Display/ book, collecting photographs, drawing and writing. Discuss parents, grandparents and other relatives. • Houses through time 	<ul style="list-style-type: none"> • Bonfire Night • Christmas Enjoys joining in with family customs and routines. 	<ul style="list-style-type: none"> • Traditions (Christmas) Recall their Christmas/ other people's celebrations • Timeline of birth years and Chinese Zodiac animal • Police Officer visit- compare police uniform/transport from the past. Shows interest in different occupations and ways of life. 	<ul style="list-style-type: none"> • Space: First man on the moon 	<ul style="list-style-type: none"> • Time vocabulary • Growing: How we have changed from birth to now Bring in baby photo Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family. 	<ul style="list-style-type: none"> • Memories of Reception Remembers and talks about significant events in their own experience.

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Year 1								
EYFS Prior Knowledge and Skills								
Past and Present								
<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling. 								
Year 1 History Knowledge and Skills								
Kings and Queens			Explorers - Space Race			Changes within Living Memory – Toys from the Past		
Gunpowder Plot								
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Use a timeline to place important events. Put up to three objects/photographs in chronological order (recent history). Use words and phrases like: old, new and a long time ago Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. Recognise that a story that is read to them may have happened a long time ago Use words and phrases to describe the past Retell a familiar story set in the past 	<ul style="list-style-type: none"> Explain why Britain has a special history by naming some famous events and some famous people Appreciate that some famous people have helped our lives be better today. Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. Understand that we have a queen who rules us and that Britain has had a king or queen for many years. Explain what is meant by a parliament. Recall some facts about people/events before living memory. Say why people may have acted the way they did. 	<ul style="list-style-type: none"> Research about a famous event that happened in Britain and why it happened Spot old and new things in a picture. Answer questions using an artefact/ photograph provided. Give a plausible explanation about what an object was used for in the past. Identify different ways in which the past is represented. Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" 	<ul style="list-style-type: none"> Use words and phrases like: old, new and a long time ago Use words and phrases such as: a long time ago, a very long time ago, before I was born. Recognise that a story that is read to them may have happened a long time ago Retell a familiar story set in the past Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects Use a timeline to place important events. Use words and phrases to describe the past 	<ul style="list-style-type: none"> Recall some facts about people/events before living memory. Say why people may have acted the way they did. Explain why Britain has a special history by naming some famous events and some famous people Appreciate that some famous people have helped our lives be better today. 	<ul style="list-style-type: none"> Spot old and new things in a picture Answer questions using an artefact/ photograph provided Research about a famous event that happens in Britain and why it has been happening for some time Identify different ways in which the past is represented. Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" Research about a famous event that happens in Britain and why it has been happening for some time 	<ul style="list-style-type: none"> Put up to three objects in chronological order (recent history) Tell me about things that happened when they were little Know that some objects belonged to the past Explain how they have changed since they were born Describe things that happened to themselves and other people in the past. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. Use words and phrases like: old, new and a long time ago Use words and phrases to describe the past 	<ul style="list-style-type: none"> Begin to identify the main differences between old and new objects Identify objects from the past, such as vinyl records 	<ul style="list-style-type: none"> Ask and answer questions about old and new objects Answer questions using an artefact/ photograph provided Give a plausible explanation about what an object was used for in the past Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. Spot old and new things in a picture.
Historical Interpretation					Organisation and communication			
<ul style="list-style-type: none"> Look at books, videos, photographs, pictures and artefacts to find out about the past. 					<ul style="list-style-type: none"> Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past. 			
Challenge – Chronological Understanding	Challenge – Knowledge and Interpretation	Challenge – Historical Enquiry	Challenge – Chronological Understanding	Challenge – Knowledge and Interpretation	Challenge – Historical Enquiry	Challenge – Chronological Understanding	Challenge – Knowledge and Interpretation	Challenge – Historical Enquiry
<ul style="list-style-type: none"> Put up to five objects/events in chronological order (recent history) 	<ul style="list-style-type: none"> Tell us about an important historical event that 	<ul style="list-style-type: none"> Answer questions using a range of artefacts/ 	<ul style="list-style-type: none"> Put up to five objects/events in chronological order (recent history) 	<ul style="list-style-type: none"> Tell us about an important historical event that 	<ul style="list-style-type: none"> Answer questions using a range of artefacts/ 	<ul style="list-style-type: none"> Put up to five objects/events in chronological order (recent history) 	<ul style="list-style-type: none"> Explain why certain objects were different in the past, 	<ul style="list-style-type: none"> Answer questions using a range of artefacts/

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<ul style="list-style-type: none"> Use words and phrases like: very old Use the words before and after correctly Say why they think a story was set in the past 	<p>happened in the past</p> <ul style="list-style-type: none"> Know who will succeed the queen and how the succession works 	<p>photographs provided</p> <ul style="list-style-type: none"> Find out more about a famous person from the past and carry out some research on him or her 	<ul style="list-style-type: none"> Use words and phrases like: very old Use the words before and after correctly Say why they think a story was set in the past 	<p>happened in the past</p>	<p>photographs provided</p> <ul style="list-style-type: none"> Find out more about a famous person from the past and carry out some research on him or her 	<ul style="list-style-type: none"> Use words and phrases like: very old, when mummy and daddy were little Use the words before and after correctly 	<p>e.g. iron, music systems, televisions</p> <ul style="list-style-type: none"> Explain differences between past and present in their life and that of other children from a different time in history 	<p>photographs provided</p>
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Key Stage 1 National Curriculum Requirements

Pupils should be taught about:

- 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 globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

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Year 2								
Year 1 Prior Knowledge and Skills								
From their Year 1 History, children; <ul style="list-style-type: none"> Put up to three objects/photographs in chronological order (recent history). Use words and phrases to describe the past Use words and phrases like: old, new and a long time ago Recognise that a story that is read to them may have happened a long time ago Retell a familiar story set in the past Tell me about things that happened when they were little Know that some objects belonged to the past Explain how they have changed since they were born Explain why Britain has a special history by naming some famous events and some famous people Appreciate that some famous people have helped our lives be better today. 					<ul style="list-style-type: none"> Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. Understand that we have a queen who rules us and that Britain has had a king or queen for many years. Explain what is meant by a parliament. Begin to identify the main differences between old and new objects Identify objects from the past, such as vinyl records Research about a famous event that happens in Britain and why it has been happening for some time Ask and answer questions about old and new objects. Spot old and new things in a picture. Answer questions using an artefact/ photograph provided. Give a plausible explanation about what an object was used for in the past? Research about a famous event that happens in Britain and why it has been happening for some time 			
Year 2 History Knowledge and Skills								
What do we know about the Great Fire of London? The Great Fire of London			Who are the famous people that have made an impact on the world? Lives of Significant Individuals – Florence Nightingale and Mary Seacole			History of Flight The Wright Brothers		
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> Use words and phrases like: before I was born. Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning. Use the words 'past' and 'present' accurately. Use a range of appropriate words and phrases to describe the past. Use a timeline to place important events. 	<ul style="list-style-type: none"> Recount some interesting facts from an historical event, such as where the 'Fire of London' started Give examples of things that are different in their life from that of their grandparents when they were young. Explain why Britain has a special history by naming some famous events. and some famous people. Use information to describe the past. Describe the differences between then and now. Recount the main events from a significant event in history. <p style="font-size: small;">Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</p>	<ul style="list-style-type: none"> Find out something about the past by talking to an older person. Answer questions by using a specific source, such as an information book. Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions. 	<ul style="list-style-type: none"> Use words and phrases like: before I was born, when I was younger. Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning. Use the words 'past' and 'present' accurately. Use a range of appropriate words and phrases to describe the past. 	<ul style="list-style-type: none"> Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later. Explain why Britain has a special history by naming some famous events and some famous people. Use information to describe the past. <p style="font-size: small;">Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p>	<ul style="list-style-type: none"> Answer questions by using a specific source, such as an information book. Research the life of a famous Briton from the past using different resources to help them. Ask questions about the past. <p style="font-size: small;">Use a wide range of information to answer questions.</p>	<ul style="list-style-type: none"> Use words and phrases like: before I was born, when I was younger. Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning. Use the words 'past' and 'present' accurately. <p style="font-size: small;">Use a range of appropriate words and phrases to describe the past.</p>	<ul style="list-style-type: none"> Recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later. Recount some interesting facts from an historical event. Give examples of things that are different in their life from that of their grandparents when they were young. Explain why Britain has a special history by naming some famous events and some famous people. Use information to describe the past. 	<ul style="list-style-type: none"> Find out something about the past by talking to an older person. Answer questions by using a specific source, such as an information book. Ask questions about the past. <p style="font-size: small;">Answer questions by using a specific source, such as an information book.</p>
Historical Interpretation					Organisation and communication			
<ul style="list-style-type: none"> Look at and use books, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. 					<ul style="list-style-type: none"> Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. 			
Challenge – Chronological Understanding	Challenge – Knowledge and Interpretation	Challenge – Historical Enquiry	Challenge – Chronological Understanding	Challenge – Knowledge and Interpretation	Challenge – Historical Enquiry	Challenge – Chronological Understanding	Challenge – Knowledge and Interpretation	Challenge – Historical Enquiry
<ul style="list-style-type: none"> Sequence a set of objects in chronological order 	<ul style="list-style-type: none"> Give examples of things that are different in their life 	<ul style="list-style-type: none"> Say at least two ways they can find out about the past, for example using 	<ul style="list-style-type: none"> Sequence a set of objects in chronological order 	<ul style="list-style-type: none"> Give examples of things that are different in their life 	<ul style="list-style-type: none"> Say at least two ways they can find out about the past, for example using 	<ul style="list-style-type: none"> Sequence a set of objects in chronological order 	<ul style="list-style-type: none"> Explain why someone in the past acted in the way they did. 	<ul style="list-style-type: none"> Say at least two ways they can find out about the past, for example using

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<p>and give reasons for their order.</p> <ul style="list-style-type: none"> Try to work out how long ago an event happened. 	<p>from that of a long time ago.</p> <ul style="list-style-type: none"> Explain why someone in the past acted in the way they did. 	<p>books and the internet.</p> <ul style="list-style-type: none"> Explain why eye-witness accounts may vary. Research about a famous event that happened. 	<p>and give reasons for their order.</p> <ul style="list-style-type: none"> Sequence events about the life of a famous person. Try to work out how long ago an event happened. 	<p>from that of a long time ago.</p> <ul style="list-style-type: none"> Explain why someone in the past acted in the way they did. 	<p>books and the internet.</p> <ul style="list-style-type: none"> Explain why eye-witness accounts may vary. Research about a famous event that happened. 	<p>and give reasons for their order.</p> <ul style="list-style-type: none"> Sequence events about the life of a famous person. Try to work out how long ago an event happened. 		<p>books and the internet.</p> <ul style="list-style-type: none"> Explain why eye-witness accounts may vary.
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Key Stage 1 National Curriculum Requirements

Pupils should be taught about:

- 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 globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

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Year 3								
Year 2 Prior Knowledge and Skills								
<p>From their Key Stage 1 History, children;</p> <ul style="list-style-type: none"> have an awareness of the past, using common words and phrases relating to the passing of time. 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. use a wide vocabulary of everyday historical terms. ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. understand some of the ways in which we find out about the past and identify different ways in which it is represented. 					<ul style="list-style-type: none"> Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Understand events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to comparing aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] Know about significant historical events, people and places in their own locality. 			
Year 3 History Knowledge and Skills								
Who first lived in Britain? Stone Age to Iron Age <i>Changes in Britain from the Stone Age to the Iron Age to 1066</i>			Ancient Egypt			What did the Ancient Greeks give the world? Ancient Greeks <i>What did the Ancient Greeks give the world?</i>		
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> Describe events and periods using the words: BC, AD and decade. Describe events from the past using dates when things happened. Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied. 	<ul style="list-style-type: none"> Appreciate that the early Brits would not have communicated as we do or have eaten as we do. Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past. Begin to picture what life would have been like for the early settlers. Recognise that Britain has been invaded by several different groups over time. Realise that invaders in the past would have fought fiercely, using hand to hand combat. Suggest why certain events happened as they did in history. Suggest why certain people acted as they did in history. 	<ul style="list-style-type: none"> Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Use various sources of evidence to answer questions. Use various sources to piece together information about a period in history. Research a specific event from the past. Use their 'information finding' skills in writing to help them write about historical information. Through research, identify similarities and differences between given periods in history. Ask questions and find answers about the past. Through research, identify similarities and differences between given periods in history. 	<ul style="list-style-type: none"> Describe events and periods using the words: BC, AD and decade. Describe events from the past using dates when things happened. Describe events and periods using the words: ancient and century. Use a timeline within a specific time in history to set out the order things may have happened. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied. 	<ul style="list-style-type: none"> Suggest why certain events happened as they did in history. Suggest why certain people acted as they did in history. Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past. 	<ul style="list-style-type: none"> Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Use various sources of evidence to answer questions. Use various sources to piece together information about a period in history. Research a specific event from the past. Use their 'information finding' skills in writing to help them write about historical information. Through research, identify similarities and differences between given periods in history. Ask questions and find answers about the past. Recognise the part that archaeologists have had in helping us understand more about what happened in the past. 	<ul style="list-style-type: none"> Describe events and periods using the words: BC, AD and decade. Describe events from the past using dates when things happened. Describe events and periods using the words: ancient and century. Use a timeline within a specific time in history to set out the order things may have happened. Use their mathematical knowledge to work out how long ago events would have happened. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Use a timeline to place historical events in chronological order. 	<ul style="list-style-type: none"> Suggest why certain events happened as they did in history. Suggest why certain people acted as they did in history. Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past. 	<ul style="list-style-type: none"> Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Use various sources of evidence to answer questions. Use various sources to piece together information about a period in history. Research a specific event from the past. Use their 'information finding' skills in writing to help them write about historical information. Through research, identify similarities and differences between given periods in history. Ask questions and find answers about the past. Recognise the part that archaeologists have had in helping us understand more about what happened in the past.

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Historical Interpretation				Organisation and communication				
<ul style="list-style-type: none"> Explore the idea that there are different accounts of history. 				<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 				
Challenge – Chronological Understanding	Challenge – Knowledge and Interpretation	Challenge – Historical Enquiry	Challenge – Chronological Understanding	Challenge – Knowledge and Interpretation	Challenge – Historical Enquiry	Challenge – Chronological Understanding	Challenge – Knowledge and Interpretation	Challenge – Historical Enquiry
<ul style="list-style-type: none"> Set out on a timeline, within a given period, what special events took place. Begin to recognise and quantify the different time periods that exists between different groups that invaded Britain. 	<ul style="list-style-type: none"> Begin to appreciate why Britain would have been an important country to have invaded and conquered. Appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'. 	<ul style="list-style-type: none"> Begin to use more than one source of information to bring together a conclusion about an historical event. Use specific search engines on the Internet to help them find information more rapidly. 	<ul style="list-style-type: none"> Set out on a timeline, within a given period, what special events took place. 		<ul style="list-style-type: none"> Begin to use more than one source of information to bring together a conclusion about an historical event. Use specific search engines on the Internet to help them find information more rapidly. 	<ul style="list-style-type: none"> Set out on a timeline, within a given period, what special events took place. 	<ul style="list-style-type: none"> Appreciate that war/s inevitably brought much distress and bloodshed. Have an appreciation that wars start for specific reasons and can last for a very long time. 	<ul style="list-style-type: none"> Begin to use more than one source of information to bring together a conclusion about an historical event. Use specific search engines on the Internet to help them find information more rapidly.
Key Stage 2 National Curriculum Requirements <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. 								

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Year 4								
Year 3 Prior Knowledge and Skills								
From their Year 3 History, children: <ul style="list-style-type: none"> Describe events and periods using the words: BC, AD and decade. Describe events from the past using dates when things happened. Use a timeline within a specific time in history to set out the order things may have happened. Use their mathematical knowledge to work out how long ago events would have happened. Describe events and periods using the words: ancient and century. Appreciate that the early Brits would not have communicated as we do or have eaten as we do. Begin to picture what life would have been like for the early settlers. Recognise that Britain has been invaded by several different groups over time. 					<ul style="list-style-type: none"> Realise that invaders in the past would have fought fiercely, using hand to hand combat. Suggest why certain events happened as they did in history. Suggest why certain people acted as they did in history. Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Use various sources of evidence to answer questions. Use various sources to piece together information about a period in history. Research a specific event from the past. Use their 'information finding' skills in writing to help them write about historical information. Through research, identify similarities and differences between given periods in history. 			
Year 4 History Knowledge and Skills								
Who were the Romans and why were they so powerful? The Romans The Roman Empire and its impact on Britain			What was the battle like between the Anglo-Saxons and the Vikings for the kingdom of England? Anglo-Saxons and Vikings			How has electricity changed our lives over the last 100 years? Technology through the 20 th and 21 st Centuries		
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> Plot recent history on a timeline using centuries. Place periods of history on a timeline showing periods of time. Use their mathematical skills to round up time differences into centuries and decades. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Describe dates of and order significant events from the period studied. 	<ul style="list-style-type: none"> Explain how events from the past have helped shape our lives. Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences. Know that people who lived in the past cooked and travelled differently and used different weapons from ours. Recognise that the lives of wealthy people were very different from those of poor people. Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. Use evidence to describe what was important to people from the past. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today. 	<ul style="list-style-type: none"> Research two versions of an event and say how they differ. Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings. Give more than one reason to support an historical argument. Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past. 	<ul style="list-style-type: none"> Plot recent history on a timeline using centuries. Use their mathematical skills to round up time differences into centuries and decades. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied. 	<ul style="list-style-type: none"> Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences. Know that people who lived in the past cooked and travelled differently and used different weapons from ours. Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. Use evidence to describe what was important to people from the past. Describe similarities and differences between people, events and artefacts studied. 	<ul style="list-style-type: none"> Research two versions of an event and say how they differ. Give more than one reason to support an historical argument. Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past. 	<ul style="list-style-type: none"> Plot recent history on a timeline using centuries. Place periods of history on a timeline showing periods of time. Use their mathematical skills to round up time differences into centuries and decades. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Plot recent history on a timeline using centuries. 	<ul style="list-style-type: none"> Explain how events from the past have helped shape our lives. Recognise that the lives of wealthy people were very different from those of poor people. Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today. 	<ul style="list-style-type: none"> Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings. Give more than one reason to support an historical argument. Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past.

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History Curriculum Map and Statutory Requirements

Historical Interpretation					Organisation and communication			
<ul style="list-style-type: none"> Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others. 					<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 			
Challenge – Chronological Understanding	Challenge – Knowledge and Interpretation	Challenge – Historical Enquiry	Challenge – Chronological Understanding	Challenge – Knowledge and Interpretation	Challenge – Historical Enquiry	Challenge – Chronological Understanding	Challenge – Knowledge and Interpretation	Challenge – Historical Enquiry
<ul style="list-style-type: none"> Use their mathematical skills to help them work out the time differences between certain major events in history. Begin to build up a picture of what main events happened in Britain/ the world during different centuries. 	<ul style="list-style-type: none"> Recognise that people’s way of life in the past was dictated by the work they did. Appreciate that the food people ate was different because of the availability of different sources of food. Appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period. 	<ul style="list-style-type: none"> Independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so. Use more than one source of information to collect facts and data. Use specific search engines on the internet to help support in efficient research. 	<ul style="list-style-type: none"> Use their mathematical skills to help them work out the time differences between certain major events in history. Begin to build up a picture of what main events happened in Britain/ the world during different centuries. 	<ul style="list-style-type: none"> Recognise that people’s way of life in the past was dictated by the work they did. Appreciate that the food people ate was different because of the availability of different sources of food. Appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period. 	<ul style="list-style-type: none"> Independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so. 	<ul style="list-style-type: none"> Use their mathematical skills to help them work out the time differences between certain major events in history. Begin to build up a picture of what main events happened in Britain during different decades and centuries. 	<ul style="list-style-type: none"> Recognise that people’s way of life in the past was dictated by the work they did. Appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education. 	<ul style="list-style-type: none"> Independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so. Use more than one source of information to collect facts and data. Use specific search engines on the internet to help support in efficient research.
Key Stage 2 National Curriculum Requirements <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. 								

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History Curriculum Map and Statutory Requirements

Year 5								
Year 4 Prior Knowledge and Skills								
<p>From their Year 4 History, children:</p> <ul style="list-style-type: none"> Plot recent history on a timeline using centuries. Place periods of history on a timeline showing periods of time. Use their mathematical skills to round up time differences into centuries and decades. Explain how events from the past have helped shape our lives. Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences. Know that people who lived in the past cooked and travelled differently and used different weapons from ours. 					<ul style="list-style-type: none"> Recognise that the lives of wealthy people were very different from those of poor people. Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. Research two versions of an event and say how they differ. Give more than one reason to support an historical argument. Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings. 			
Year 5 History Knowledge and Skills								
Viking Settlements in Britain			Victorians			The Maya		
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> Use dates and historical language in their work. Draw a timeline with different time periods outlined which show different information, such as, periods of history. Use their mathematical skills to work out exact time scales and differences as need be. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Describe the main changes in a period in history. 	<ul style="list-style-type: none"> Describe historical events from the different period/s they are studying/have studied. Make comparisons between historical periods; explaining things that have changed and things which have stayed the same. Appreciate that significant events in history have helped shape the country we have today. Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) 	<ul style="list-style-type: none"> Test out a hypothesis in order to answer a question. Appreciate how historical artefacts have helped us understand more about British lives in the present and past. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. 	<ul style="list-style-type: none"> Use dates and historical language in their work. Draw a timeline with different time periods outlined which show different information. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events, movements and dates on a timeline. Describe the main changes in a period in history. 	<ul style="list-style-type: none"> Describe historical events from the different period/s they are studying/have studied. Make comparisons between historical periods; explaining things that have changed and things which have stayed the same. Explain the role that Britain has had in spreading Christian values across the world. Begin to appreciate that how we make decisions has been through a Parliament for some time. Appreciate that significant events in history have helped shape the country we have today. Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how historical events studied affect/influence life today. 	<ul style="list-style-type: none"> Appreciate how historical artefacts have helped us understand more about British lives in the present and past. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. 	<ul style="list-style-type: none"> Use dates and historical language in their work. Use their mathematical skills to work out exact time scales and differences as need be. Order significant events, movements and dates on a timeline. Describe the main changes in a period in history. 	<ul style="list-style-type: none"> Describe historical events from the different period/s they are studying/have studied. Make comparisons between historical periods. Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how historical events studied affect/influence life today. 	<ul style="list-style-type: none"> Appreciate how historical artefacts have helped us understand more about British lives in the present and past. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.

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History Curriculum Map and Statutory Requirements

				<ul style="list-style-type: none"> Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) 				
Historical Interpretation					Organisation and communication			
<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms. 					<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms. 			
Challenge – Chronological Understanding	Challenge – Knowledge and Interpretation	Challenge – Historical Enquiry	Challenge – Chronological Understanding	Challenge – Knowledge and Interpretation	Challenge – Historical Enquiry	Challenge – Chronological Understanding	Challenge – Knowledge and Interpretation	Challenge – Historical Enquiry
<ul style="list-style-type: none"> Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. 	<ul style="list-style-type: none"> Suggest relationships between causes in history 	<ul style="list-style-type: none"> Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries. Suggest why certain events, people and changes might be seen as more significant than others Pose and answer their own historical questions 	<ul style="list-style-type: none"> Create timelines which outline the development of specific features, such as medicine; transport, etc. 	<ul style="list-style-type: none"> Suggest relationships between causes in history 	<ul style="list-style-type: none"> Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries. Suggest why certain events, people and changes might be seen as more significant than others Pose and answer their own historical questions 	<ul style="list-style-type: none"> Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them. 	<ul style="list-style-type: none"> Suggest relationships between causes in history 	<ul style="list-style-type: none"> Suggest why there may be different interpretations of events Suggest why certain events, people and changes might be seen as more significant than others Pose and answer their own historical questions
Key Stage 2 National Curriculum Requirements								
<ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. 								

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History Curriculum Map and Statutory Requirements

Year 6								
Year 5 Prior Knowledge and Skills								
From their Year 5 History, children: <ul style="list-style-type: none"> Use dates and historical language in their work. Draw a timeline with different time periods outlined which show different information, such as, periods of history. Use their mathematical skills to work out exact time scales and differences as need be. Describe historical events from the different period/s they are studying/have studied. Make comparisons between historical periods; explaining things that have changed and things which have stayed the same. Appreciate that significant events in history have helped shape the country we have today. 					<ul style="list-style-type: none"> Explain the role that Britain has had in spreading Christian values across the world. Begin to appreciate that how we make decisions has been through a Parliament for some time. Have a good understanding as to how crime and punishment has changed over the years. Test out a hypothesis in order to answer a question. Appreciate how historical artefacts have helped us understand more about British lives in the present and past. 			
Year 6 History Knowledge and Skills								
Chronological Understanding			Knowledge and Interpretation			Historical Enquiry		
World War I			How has crime and punishment changed through the ages? Crime and Punishment			Local History Study		
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<ul style="list-style-type: none"> Say where a period of history fits on a timeline. Place a specific event on a timeline by decade. Use their mathematical skills to work exact time scales and differences as need be. Use dates and historical language in their work. Describe a key event from Britain's past using a range of evidence from different sources. Place features of historical events and people from past societies and periods in a chronological framework. Appreciate that significant events in history have helped shape the country we have today. Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. 	<ul style="list-style-type: none"> Summarise the main events from a specific period in history, explaining the order in which key events happened. Summarise how Britain has had a major influence on world history. Appreciate that significant events in history have helped shape the country we have today Describe features of historical events and people from past societies and periods they have studied. Give own reasons why changes may have occurred, backed up by evidence. Explain the differences found between people, events and artefacts studied. Use evidence to support how historical events studied affect/influence life today. 	<ul style="list-style-type: none"> Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. Identify and explain their understanding of propaganda. Describe a key event from Britain's past using a range of evidence from different sources. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. 	<ul style="list-style-type: none"> Place a specific event on a timeline by decade. Appreciate that significant events in history have helped shape the country we have today. Use their mathematical skills to work exact time scales and differences as need be. Identify and compare changes within and across different periods. 	<ul style="list-style-type: none"> Recognise and describe differences and similarities/ changes and continuity between different periods of history. Describe historical events from the different period/s they are studying/have studied. Make comparisons between historical periods; explaining things that have changed and things which have stayed the same. Appreciate that significant events in history have helped shape the country we have today. Give own reasons why changes may have occurred, backed up by evidence. Use evidence to support how historical events studied affect/influence life today. Support using evidence links between some of the features of past societies. (e.g. religion, houses, society, technology.) 	<ul style="list-style-type: none"> Have a good understanding as to how crime and punishment has changed over the years. Make comparisons between historical periods; explaining things that have changed and things which have stayed the same Appreciate how historical artefacts have helped us understand more about British lives in the present and past. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. 	<ul style="list-style-type: none"> Say where a period of history fits on a timeline. Place a specific event on a timeline by decade. Place features of historical events and people from past societies and periods in a chronological framework. Identify and compare changes within and across different periods. 	<ul style="list-style-type: none"> Summarise the main events from a specific period in history, explaining the order in which key events happened. Describe features of historical events and people from past societies and periods they have studied. Recognise and describe differences and similarities/ changes and continuity between different periods of history. Give own reasons why changes may have occurred, backed up by evidence. Explain the differences found between people, events and artefacts studied. Use evidence to support how historical events studied affect/influence life today. 	<ul style="list-style-type: none"> Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. Describe a key event from Britain's past using a range of evidence from different sources. Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.

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History Curriculum Map and Statutory Requirements

Historical Interpretation					Organisation and communication			
<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms. 					<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. 			
Challenge – Chronological Understanding	Challenge – Knowledge and Interpretation	Challenge – Historical Enquiry	Challenge – Chronological Understanding	Challenge – Knowledge and Interpretation	Challenge – Historical Enquiry	Challenge – Chronological Understanding	Challenge – Knowledge and Interpretation	Challenge – Historical Enquiry
<ul style="list-style-type: none"> Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. 	<ul style="list-style-type: none"> Suggest relationships between causes in history. 	<ul style="list-style-type: none"> Suggest why there may be different interpretations of events. Suggest why certain events, people and changes might be seen as more significant than others. Pose and answer their own historical questions. Research the life of one person who has had an influence on our life today 	<ul style="list-style-type: none"> Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. 	<ul style="list-style-type: none"> Suggest relationships between causes in history. 	<ul style="list-style-type: none"> Suggest why there may be different interpretations of events. Suggest why certain events, people and changes might be seen as more significant than others. Pose and answer their own historical questions. 	<ul style="list-style-type: none"> Create timelines which outline the development of specific features, such as events in World War 2, etc. 	<ul style="list-style-type: none"> Suggest relationships between causes in history. 	<ul style="list-style-type: none"> Suggest why there may be different interpretations of events. Suggest why certain events, people and changes might be seen as more significant than others. Pose and answer their own historical questions.
<p>Key Stage 2 National Curriculum Requirements</p> <ul style="list-style-type: none"> Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. 								