

Tenbury CE Primary Academy History Curriculum Map

Strand		Curriculum Objective	Topic
<p style="text-align: center;">Historical Enquiry</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>	Year 1	<p>Explore events, look at pictures, objects and artefacts and ask questions to compare.</p> <p>Look at books, videos, photographs, pictures and artefacts to build a picture about the past.</p> <p>Ask and answer questions about old and new objects (toys, schools and castles)</p>	<p>Flight-Autumn1 Toys-Spring 1 School Days-Spring 2</p> <p>Record Breakers-Summer 1</p> <p>Toys-Spring 1 School days-Spring 2 Get out of my Swamp! Summer 1</p>
	Year 2	<p>Recall different ways in which the past is represented.</p> <p>Ask questions and find out answers about the past.</p> <p>Use a wide range of sources, including trips and eye witness accounts to build a picture about the past.</p> <p>Identify the difference between primary and secondary sources.</p>	<p>The Home Front-Autumn 2</p> <p>Famous Five-Spring 2</p> <p>Famous five-Spring 2</p> <p>The Home Front-Autumn 2</p>
	Year 3	<p>Use primary and secondary sources as evidence about the past.</p> <p>Ask questions and find answers about the past from a range of sources.</p> <p>Explore the idea that there are different accounts of history and why they exist.</p> <p>Suggest why certain events happened as they did in history.</p> <p>Recognise the part that archaeologists have had in helping us understand more about the past</p>	<p>Transport/British Canals-Summer 1</p> <p>Meet the Flintstones-Autumn 1</p> <p>Tomb Raiders-Spring 1</p> <p>Meet the Flinstones-Autumn1</p> <p>Meet the Flintstones-Autumn 1</p>

	Year 4	<p>Look at different versions of the same event in history and identify differences, in order to formulate a hypothesis.</p> <p>Know that people in the past represent events or ideas in a way that persuades others</p>	<p>Crime and Punishment-Spring 1 Reign over us-Autumn 2</p> <p>Going for Gold-Summer 2</p> <p>Crime and Punishment-Spring 1</p>
	Year 5	<p>Investigate own lines of enquiry by posing probing questions to answer. Ask questions and find answers about the past, from a range of sources.</p> <p>Know that people in the past could also have a point of view and that this can affect interpretation.</p> <p>Give reasons why there may be different accounts of history.</p>	<p>The Anglo-Saxons-Autumn 2</p> <p>PSHE/Literacy-Fake News</p>
	Year 6	<p>Compare and contrast primary and secondary sources to collect evidence about the past.</p> <p>Choose reliable sources of evidence to pose and answer questions, where answers may be contradictory, in order to justify viewpoints.</p> <p>Create a historical account, using existing primary and secondary sources as evidence.</p>	<p>Politics-Summer 1</p> <p>Vikings-Spring 2 Greece-Autumn 2</p>

		Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.	Greece-Autumn 2 (battles)
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<p>Chronological Understanding</p> <p>KS1- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>KS2- 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.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	Year 1	<p>Recall some facts about people/events within living memory.</p> <p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects based on when they happened, introducing the idea of a timeline.</p>	<p>School Days-Spring 2</p> <p>Flight-Autumn 1</p> <p>Toys-Spring 1</p> <p>School Days-Spring 2</p> <p>Record Breakers-Summer 2</p>
	Year 2	<p>Understand and use the words past and present when telling others about an event.</p> <p>Describe things that happened to themselves and other people in the past and present their findings</p> <p>Understand how to put people, events and objects in order of when they happened, using a timeline.</p>	<p>Home Front-Autumn 2.</p> <p>London's Burning-Summer 1</p> <p>Home Front-Autumn 2</p> <p>Famous five-Spring 2</p> <p>Pioneers-Autumn 1</p> <p>Record Breakers-Summer 2</p>
	Year 3	<p>Understand that a timeline can be organised into BC (Before Christ) and AD (Anno Domini) and BCE/CE</p> <p>Describe and order significant events within the period studied and compare to present day, using dates.</p> <p>Use a timeline to place historical periods and events in chronological order and give reasons for their order</p>	<p>Meet the Flintstones-Autumn 1</p> <p>Tomb Raiders-Spring 1</p> <p>Meet the Flintstones-Autumn1</p> <p>Olympics-Summer 2</p>
	Year 4	<p>Understand that a timeline can be organised into BC/AD, BCE/CE and eras</p>	<p>Roman Rule-Summer 1</p>

		<p>Use mathematical skills to help work out the time differences between certain major events in history</p> <p>Describe and order significant events and dates on a timeline using prepositional language</p> <p>Describe significant events within a period of history and how they have evolved over time</p>	<p>Reign over us-Autumn 2</p> <p>Roman Rule-Summer 1</p> <p>Reign over us-Autumn 2</p>
	Year 5	<p>Make connections between time periods within the wider world, constructing a detailed timeline, using mathematical skills to work out time scales</p> <p>Explain how significant events and dates have impacted on a period of time</p> <p>Research and explain the origins of a concept and its development through time</p>	<p>The Ancient Mayans-Autumn 1</p> <p>The Anglo-Saxons-Autumn 2</p> <p>Britain at Play-Summer 1</p>
	Year 6	<p>Independently place features of historical events and people from past societies and periods in a chronological framework</p> <p>Identify and compare changes within and across different periods</p> <p>Argue how a historical concept can have both continuity and change and the impact of this on society</p>	<p>Greece-Autumn 2</p> <p>Politics-Summer 1</p>

Strand		Curriculum Objective	Topic
<p>Understanding of events, people and changes in the past incl. local history</p> <p>KS1- 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]</p> <p>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]</p>	Year 1	<p><i>Understand how a location has changed over time</i> <i>Describe how a significant person from the past has contributed to society</i></p> <p>The first aeroplane flight and knowledge of The Wright Brothers.</p> <p>Comparison of the classroom from Victorian Times to present day.</p> <p>Discover a local historical castle. (Ludlow)</p> <p>Significant Olympic athlete from the past who has broken world records.</p>	<p>Flight-Autumn1</p> <p>School Days-Spring 2</p> <p>Get out of my Swamp-Summer 1</p> <p>Record Breakers-Summer 2</p>
	Year 2	<p><i>Use information given to describe events and people beyond living memory.</i> <i>Compare and contrast the differences within a locality, over time. Give reasons why a significant person in the past may have made decisions in order to bring about change.</i> <i>Give examples of how their lives are different to the lives of others in the past</i></p> <p>Historical research into key individuals from the past who have helped shape history. E.g. Neil Armstrong and the moon landing.</p> <p>WWII, life at home for women and evacuees.</p> <p>Significant individuals and differences that have occurred. E.g. Queen Elizabeth I and Queen Victoria.</p> <p>The Great Fire of London</p>	<p>Pioneers-Autumn 1</p> <p>The Home Front-Autumn 2</p> <p>Famous Five-Spring 2</p> <p>London's Burning-Summer 1</p>
	Year 3	<p><i>Use information given to describe key features of a time period.</i></p>	

<p>Significant historical events, people and places in their own locality.</p> <p>KS2- Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>		<p><i>Identify reasons for and results of peoples actions in the past Identify similarities and differences between social classes.</i></p> <p>Study life on Skara Brae, understand how the introduction of farming changed Stone Age life and to recognise the importance of their inventions.</p> <p>Understand the concept of 'Ancient' when learning about Ancient Egypt, discover their beliefs and artefacts.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (Discover key historical figures in the invention of transport and James Starley and the invention of bicycles)</p>	<p>Meet the Flintstones-Autumn 1</p> <p>Tomb raiders-Spring 1</p> <p>Transport/British Canals-Summer 1</p>
<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The</p>	<p>Year 4</p>	<p><i>Research what life was like and the key features of a given time period. Identify similarities and differences between social classes and the causes behind them.</i></p> <p><i>Identify reasons for and results of peoples actions in the past and the explain the impact on modern day life.</i></p> <p>The changing power of monarchs from 1066 onwards.</p> <p>The Roman Empire and its impact on Britain. E.g. why the army was successful, myths, legacy and punishment in response to crime.</p>	<p>Reign Over Us-Autumn 2</p> <p>Crime and Punishment-Spring 1</p> <p>Roman Rule-Summer 1</p>
	<p>Year 5</p>	<p><i>Research and evaluate what life was like and the key features of a given time period.</i></p> <p><i>Give own reasons why changes may have occurred, backed up by evidence.</i></p> <p>Mayan Civilization. Exploring traditions, Gods, rituals, temples, the calendar and artefacts.</p>	

<p>Shang Dynasty of Ancient China</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>		<p>Britain’s settlement by Anglo-Saxons. Exploring kings, food, customs, Sutton Hoo and Saxon hoards.</p> <p>Roman Invasion, particularly Hadrian’s Wall.</p> <p>Great Wall of China.</p> <p>History of the River Severn, a locality study.</p>	<p>The Ancient Mayans-Autumn 1</p> <p>The Anglo-Saxons-Autumn 2</p> <p>Walls and Barricades-Spring 1</p> <p>Wild Water-Spring 2</p>
<p>A local history study Examples (non-statutory)</p> <p>-a depth study linked to one of the British areas of study listed above</p> <p>-a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>-a study of an aspect of history or a site dating from a</p>	<p>Year 6</p>	<p><i>Research and formulate an opinion about what life would have been like and the key features of a given time period.</i></p> <p><i>Create a structured account of a past event, from multiple perspectives.</i></p> <p>Research famous volcanic eruptions from the past.</p> <p>Ancient Greece- a study of Greek life and achievements and their influence on the western world.</p> <p>The Space Race-historical figures such as Yuri Gagarin and Neil Armstrong and disasters over time.</p> <p>Vikings including battles, daily life, Gods, beliefs and key people.</p> <p>Discovering the suffragettes and key figures</p>	<p>Disaster! Volcanoes and Earthquakes-Autumn 1</p> <p>Ancient Greece-Autumn 2</p> <p>Space-Spring 1</p> <p>Vikings (Rule Britannia)-Spring 2</p> <p>Politics-Summer 1</p>

period beyond 1066 that is significant in the locality.			
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