



History Long Term Curriculum Map

EYFS - Reception

We understand at St Marys that the EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The 2020 Development Matters are prerequisite skills for history within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history. We aim to build strong foundations to support later learning in History.

The most relevant statements for history are taken from the following area of learning:

- Understanding the World

In planning and guiding what children learn, our teachers reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: playing and exploring – children investigate and experience things, and ‘have a go’; active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children’s learning in all areas.

History			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history.
Reception (throughout the year)	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
Early Learning Goal Children at the expected level of development at end of Year will:	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of 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.

EYFS LTP

	All about me	People who help us	Toys long ago	Robots	Nature Explorers - Plants	Nature Explorers- Minibeasts
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Blue Year	<p>Chronology: <i>Talk about members of their immediate family and the relationship to them.</i></p> <p><i>Name and describe people who are familiar to them.</i></p>	<p>Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p> <p>Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.</p> <p>Significant people from the past- Florence Nightingale- nurses today and in the past <i>Comment on images of familiar situations in the past.</i></p>	<p>Enquiry: Describe images of familiar situations in the past using books such as, Shirley Hughes stories/ Toys at the Museum/ Non fiction books about Toys</p> <p>Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)</p>	<p>Find out about how technology has changed over time</p> <p>Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline.</p>	<p>Continuing to building historical knowledge/ passing of time through books (Tiny Seed)/ storytelling etc</p> <p>Significant individuals from the past - Van Gogh -Sunflowers</p> <p>Chronology: Recount an event, orally, pictorial and/or with captions.</p>	<p>Chronology: Order experiences in relation to themselves and others, including stories.</p> <p>Enquiry: <i>Comment on images of familiar situations in the past.</i> Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</p>
Red Year	A World Around Us! People	A World Around Us - Animals	Space	Dinosaurs	Yo Ho off we go- Pirates	Yo Ho off we go! -Seaside
	<p>Chronology: <i>Talk about members of their immediate family and where they live- our village/ York (old and new).</i></p> <p>Children begin to recognise that there are other places in the world/UK that are different to where they live.</p> <p><i>Name and describe people who are familiar to them.</i></p>	<p>Chronology:</p> <p>Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books</p> <p>Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.</p> <p><i>Comment on images of familiar situations in the past.</i></p>	<p>Begin to talk out about famous people from the past – Neil Armstrong/Mae Jemison</p> <p>Enquiry: Describe and use images of situations in the past using books (e.g - One Giant Leap for Man/ Look up!)</p>	<p>Enquiry: <i>Comment on images of dinosaurs from the past.</i></p> <p>Chronology: Talk about and understand changes in their own lifetime/ daily routines, - daily/ personal timelines.</p>	<p>Enquiry - Talk about famous pirates from the past</p> <p>Chronology: Recount an event, orally, pictorial and/or with captions.</p> <p>Health Week - Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p>	<p>Enquiry: <i>Comment on images of familiar situations in the past – seashores in the past.</i> Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</p> <p>Chronology: Order experiences in relation to themselves and others, including stories.</p>
Trips - helping children relate to the past and promote further discussions						
Toys -York Castle Museum		Dinosaurs - Becoming a Palaeontologist 'Pangea' Yorkshire Wildlife Park			Seasides - Visit to Scarborough Seaside	
Vocabulary						
Old, New, Past, Present, Yesterday, Last week, Last year, A long time ago, Explore similarities and differences and extend vocabulary to reflect this 'same,' 'different,' 'similar' as well as appropriate descriptive language						

Key Stage 1

Key Stage 1	Autumn	Spring	Summer
	<p>Ourselves</p> <p><u>Florence Nightingale (Key Stage History)</u></p> <p><u>Gunpowder Plot (Key Stage History)</u></p> <p><u>(NC Significant historical events, people and places in their own locality.)</u></p>	<p>Toys and robots</p> <p>How have toys changed (Kapow Unit)</p> <p>Toys Through Time (Key Stage History)</p> <p>(NC Changes within living memory)</p>	<p>Nature Explorers</p>

Blue	<p>Events beyond living memory</p> <ul style="list-style-type: none"> • Remembrance Day • Guy Fawkes York <p>Lives of significant individuals</p> <ul style="list-style-type: none"> • Florence Nightingale (compare with modern nurses) <p>Locality</p> <ul style="list-style-type: none"> • Who was here before me - family and Vikings • history of our school • Guy Fawkes <p>Changes in living memory</p> <ul style="list-style-type: none"> • how was school different in the past? 	<p>Changes in living memory</p> <ul style="list-style-type: none"> • toys 	
	<p><u>Skills</u></p> <ul style="list-style-type: none"> - Chronological understanding - Interpretations of history - Historical enquiry - Range and depth of historical knowledge 	<p><u>Skills</u></p> <ul style="list-style-type: none"> - Chronological understanding - Historical enquiry - Range and depth of historical knowledge 	
Red	<p><u>A World Together</u> <u>Scott of The Antarctic</u> <u>(KS History)</u> <u>(NC The lives of significant individuals in the past who have contributed to national and international achievements)</u></p> <p>Event beyond living memory</p> <ul style="list-style-type: none"> • Robert Falcon Scott (Antarctica) 	<p><u>Space/Fossil hunters</u> <u>Man's First Moon Landing (KS History)</u> <u>(NC Events beyond living memory that are significant nationally or globally)</u> <u>Fossil Hunter (KS History)</u></p> <p>Events beyond living memory</p> <ul style="list-style-type: none"> • first moon landing <p>Lives of significant individuals</p> <ul style="list-style-type: none"> • Neil Armstrong/ Tim Peake/Mae Jemison (compare) • Mary Anning (compare to modern palaeontology) 	<p><u>Yo ho! Off we go!</u> <u>Going to the Seaside (key Stage History)</u> <u>(NC Changes within living memory)</u></p> <p>Changes in living memory</p> <ul style="list-style-type: none"> • Seasides now and in the past <p>Lives of significant individuals</p> <ul style="list-style-type: none"> • Grace Darling • Edward Teach Black Beard (and other famous pirates) - local pirate?
	<p><u>Skills</u></p> <ul style="list-style-type: none"> - Historical enquiry - Range and depth of historical knowledge 	<p><u>Skills</u></p> <ul style="list-style-type: none"> - Chronological understanding - Interpretations of history - Historical enquiry 	<p><u>Skills</u></p> <ul style="list-style-type: none"> - Chronological understanding - Interpretations of history - Historical enquiry - Range and depth of historical knowledge

Lower Key Stage 2

Lower Key Stage 2	Autumn	Spring	Summer
Blue	<p><u>Change from Stone to Iron Age (NC British History)</u></p> <ul style="list-style-type: none"> • Who was here before me? • Iron Age hill forts • Tribal kingdoms • Farming, art and culture 	<p><u>The Roman Empire and its Impact on Britain (NC British History)</u></p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, e.g. Boudicca • "Romanisation" of Britain 	<p><u>Anglo-Saxons and Scots (NC British History)</u></p> <ul style="list-style-type: none"> • To understand why the AngloSaxons invaded Britain. • To identify the features of AngloSaxon settlements and how they changed from prehistoric times. • To make inferences about who was buried at Sutton Hoo and AngloSaxon life. • To understand how AngloSaxons converted to Christianity. • To create an interpretation of Alfred the Great. To understand how AngloSaxon rule ended.

<p>Skills</p>	<p>Chronology Interpretations of History-characteristic ideas, beliefs, attitudes. Understanding continuity and change from Stone Age to Iron Age Why was StoneHenge built? Historical enquiry-How can we know what life was like at Skara Brae? Organisation & Communication-Building of StoneHenge</p>	<p>Chronology Interpretation-Understanding continuity and change- impact of Romans on Celtic life Enquiry - Understand significance-greatest legacy of Romans? Enquiry/Chronology-identify & describe reasons for and results of, events, situations and changes- reasons for Claudius' invasion Interpretation of history-views of Boudicca</p>	<p>Chronology- develop a chronologically secure knowledge of local, British and world history across the periods studied. Interpretation-identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Using a range of sources to find out about a period. Using evidence to build up a picture of a past event.</p>
<p>Red</p>	<p>Ancient Maya (NC a non-European society that provides contrasts with British history)</p> <ul style="list-style-type: none"> • key periods of the Ancient Maya civilisation. • Periods that were happening in Britain at the same time. • How the Ancient Maya settled in the rainforest and the challenges they faced. • Ancient Maya beliefs. • The features of the Ancient Maya cities. • Make deductions about the Ancient Maya cities. • Evaluate the reasons for the decline of the Maya civilization. • Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past. 		<p>Ancient Egypt (NC Early Civilisations)</p> <ul style="list-style-type: none"> • Identify the ancient civilisations and key periods in ancient Egypt. • Describe the physical features of Egypt. • Explain the Egyptian creation story. • Identify the characteristics of important gods or goddesses. • Explain why the pyramids were built. Identify the stages and challenges of building a pyramid. Explain the links between ancient Egyptian beliefs and mummification. • Name sources that can be used to find out about ancient Egyptian beliefs. • Explain some Egyptian beliefs about the afterlife.
<p>Skills</p>	<p>Chronology-sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Using BC/AD/Century. Interpretation-Identifying similarities and differences between periods of history. Identifying and giving reasons for different ways in which the past is represented. Exploring different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books Continuity and change Explaining similarities and differences between people's daily lives in the past and today. Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. EnquiryUsing a range of sources to find out about a period. l.</p>	<p>Chronology-Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Interpretation Noticing connections over a period of time. Explaining similarities and differences between daily lives of people in the past and today.</p>	<p>Chronology Interpretations of History-belief in the afterlife Make Connections, draw contrasts,analyse trends - compare Britain with Egypt Enquiry- Howard Carter Organisation & Communication- Instructions/ Recount of mummification process</p>

Upper Key Stage 2

Upper Key Stage 2	Autumn	Spring	Summer
<p>Blue</p>	<p>What Was the Impact of WW2 on British People?(kapow Unit) (NC British History a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</p> <ul style="list-style-type: none"> • Identify the causes of World War 2. • Identify the different phases in the Battle of Britain. • Make inferences and deductions about a photograph. 	<p>What Does the Census Tell Us About Our Local Area? (Kapow Unit)(NC Local History)</p> <ul style="list-style-type: none"> • Identify the type of information the census gives about people. • Use the census to make inferences about people from the past, providing supporting evidence for their statements. • Make observations from the census and identify changes between periods of time. 	<p>The Life & Influence of Ancient Greeks. How did they influence modern day life? (NC A study of Ancient Greek life and influence on Western World)</p> <ul style="list-style-type: none"> • Describe the features of ancient Greece. • Identify the key periods in the ancient Greek civilisation. • Make inferences about Greek gods. • Research a Greek god. • Compare Athens and Sparta.

	<ul style="list-style-type: none"> Describe how children may have felt when evacuated. Evaluate the accuracy and reliability of sources. Describe the impact WW2 had on women's lives. 	<ul style="list-style-type: none"> Identify the dangers of working in a textile mill. Create questions to identify the thoughts and feelings of a Victorian working child. Identify the key events of Mary's life and interpret her thoughts and feelings. Extract information from the census to recreate the lives of people who lived in a household from the local area. Extract information from the census and decide whether a family was rich or poor. Describing change throughout time. 	<ul style="list-style-type: none"> Understand the different types of democracy. Explain how Athenian democracy worked. Explain what philosophy is. Identify the achievements of the ancient Greek philosophers. Identify the ancient Greeks' legacies and their impact.
Skills	<p>Chronology Understanding similarity and difference, continuity and change: If looking at a theme over time Understand significance: key turning points Make connections, draw contrasts, analyse trends: how WW2 manipulated images. Understand how evidence is used to make historical claims (includes evaluation): propaganda</p>	<p>Chronology Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age. Relating current study on timeline to other periods of history studied. Comparing and making connections between different contexts in the past. Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. Using evidence to support and illustrate claims.</p>	<p>Chronology Understanding characteristic ideas, beliefs, attitudes and diversity: Role of women, religion, Olympics. Democracy Understand significance: Greatest achievements Identify and describe reasons for, and results of, events, situations and changes: Why was Athens successful at Marathon? Discern how and why contrasting arguments and interpretations of the past have been constructed: The Elgin Marbles Make connections, draw contrasts, analyse trends: Legacy to diff. societies Tudor/ Victorians Understand how evidence is used to make historical claims (includes evaluation): Why is it so difficult to know about AG women? Create own structured accounts, including written narratives and analyses: Report or Explanation</p>
Red	<p><u>Were the Viking Raiders, Traders or Settlers?(Kapow Unit) (NC the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</u></p> <ul style="list-style-type: none"> Explain where the Vikings came from and why they invaded Britain. Sequence events according to their significance for groups of people. Find evidence and make inferences from sources. Name Viking trade routes. Explain why trade routes were important to the Vikings. Identify the differences between Viking sagas. Evaluate the impact of Viking achievements. 	<p><u>What Was Life Like in Tudor England? (Kapow Unit)(NC a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</u></p> <ul style="list-style-type: none"> Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources. Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence. Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements. Identify primary sources, highlighting evidence in a source and make historical deductions from evidence. Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester. Make deductions using inventories and making judgements as to whether a person was rich or poor. 	<p><u>Sikh Empire (Kapow Unit) (NC a non-European society that provides contrasts with British history)</u></p> <ul style="list-style-type: none"> That change can be brought about by conflict. How historians select criteria for significance and that this changes. That there are different interpretations of historical figures and events. How the monarchy exercised absolute power. The different beliefs that different cultures, times and groups hold. How to identify the impact of beliefs on society. The development of global trade. How to identify the achievements of civilisations. How to compare the achievements of different civilisations and groups.

<p>Skills</p>	<p>Exploring different representations from the period, e.g. archaeological evidence, museum evidence, cartoons and books.</p> <p>Evaluating the usefulness of different sources.</p> <p>Understanding that there may be multiple conclusions to a historical enquiry question.</p> <p>Understanding how historical enquiry questions are structured.</p> <p>Reaching conclusions that are substantiated by historical evidence.</p> <p>Constructing answers using evidence to substantiate findings.</p> <p>Identifying weaknesses in historical accounts and arguments.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p> <p>Describing past events orally or in writing, recognising similarities and differences with today.</p>	<p>Chronology</p> <p>Make connections, draw contrasts, analyse trends: how the Tudors manipulated images.</p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed: Henry VIII: fair ruler or tyrant?</p> <p>Create own structured accounts, including written narratives and analyses: Why did Henry VIII really break with Rome? Love or religion?</p>	<p>Chronology</p> <p>Putting dates in correct order</p> <p>Develop a chronologically secure understanding of British, local and world history across periods studied</p> <p>Compare and make connections between different contexts in the past</p> <p>Use a range of sources to find out about an aspect of the past</p> <p>Historical Enquiry</p> <p>Evaluating Interpretations</p>
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