



Aintree Davenhill Primary School – History Curriculum Map

	Autumn		Spring		Summer	
Nursery	All About Me/Autumn	Celebrations and Festivals	Winter Traditional Tales and Famous Book Characters	Spring Minibeasts, Plants and Growth	Houses and Homes	Journeys and Transport Summer
	3 & 4-year-olds will be learning to: Understanding the World Begin to make sense of their own life-story and family's history					
Reception	When I was a baby...	Traditions of Christmas	Changes over Time (Seasons) History of Traditional Tales	Sequencing Stages of Plant Growth	Homes in the Past	First Man on the Moon Famous Antarctic Explorers
	4 & 5-year-olds will be learning to: Understanding the World - Comment on images of familiar situations in the past - Compare and contrast characters from stories, including figures from the past Early Learning Goal – Past & Present - 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	The Gunpowder Plot		Toys (Past & Present)		Inventions	
	Chronology Show their emerging knowledge and understanding of the past by: - Recognising the distinction between past and present - Identifying <i>some</i> similarities and differences between their own present and aspects of the past - Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>) Communication - Understand and use simple historical concepts such as now/then and same/different - To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>) - Understand historical concepts and use them to make simple connections and draw contrasts Enquiry, Interpretation and Using Sources - Use sources to answer <i>simple</i> questions about the past - Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources Vocabulary time, timeline, past, present, king, city, secret, century, now, years, London, law, parliament, assassination, monarch, conspiracy, plot, rule, ruler, treason, traitor, artefact, capital city		Chronology - Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>) Events, People and Changes - To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events - Use simple stories and other sources to show that they know and understand key features of events Communication - Understand and use simple historical concepts such as now/then and same/different - To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>) - Understand historical concepts and use them to make simple connections and draw contrasts Enquiry, Interpretation and Using Sources - Use sources to answer <i>simple</i> questions about the past - Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources - To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>) Vocabulary time, timeline, past, present, Victorian, artefact, invention, century, years ago		Chronology - Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>) - Recognising the distinction between past and present - Identifying <i>some</i> similarities and differences between their own present and aspects of the past Events, People and Changes - To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events - Use simple stories and other sources to show that they know and understand key features of events Communication - Understand and use simple historical concepts such as now/then and same/different - To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>) - Understand historical concepts and use them to make simple connections and draw contrasts Enquiry, Interpretation and Using Sources - Use sources to answer <i>simple</i> questions about the past - Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources - To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>) Vocabulary century, years ago, time, timeline, past, present, inventor, invention, astronaut, pioneer, legacy, 19 th century, 20 th century	
Year 2	The Great Fire of London		Making a Difference		The Seaside Through the Years	
	Chronology Show their developing knowledge and understanding of the past by: - Recognising the distinction between present and past in their own and other people's lives - Identifying some similarities and differences between ways of life in different periods - Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>) Events, People and Changes - To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events - Use simple stories and other sources to show that they know and understand key features of events - Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied Communication - Understand and use simple historical concepts such as now/then and same/different - To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>) - Understand historical concepts and use them to make simple connections and draw contrasts Enquiry, Interpretation and Using Sources - Use sources to answer <i>simple</i> questions about the past - Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources - To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>) Vocabulary time, timeline, fire, accident, compare, now, then, reign, govern, evidence, Lord Mayor, River Thames, diary, monument, working class, plague, escape, maids, servants, merchants, poverty, city		Chronology Show their developing knowledge and understanding of the past by: - Recognising the distinction between present and past in their own and other people's lives - Identifying some similarities and differences between ways of life in different periods - Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>) Events, People and Changes - To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events - Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied Communication - Understand and use simple historical concepts such as now/then and same/different - To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>) - Understand historical concepts and use them to make simple connections and draw contrasts Enquiry, Interpretation and Using Sources - Use sources to answer <i>simple</i> questions about the past - Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources - Identify some of the <i>basic</i> ways the past can be represented Vocabulary 19 th century, 20 th century, 21 st century, pioneer, legacy, medicine, war, casualty, battlefield, weapons, Victorian, injury, warfare, achievement, improvement, compare, progress		Chronology Show their developing knowledge and understanding of the past by: - Recognising the distinction between present and past in their own and other people's lives - Identifying some similarities and differences between ways of life in different periods Events, People and Changes - Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied Communication - Understand and use simple historical concepts such as now/then and same/different - To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>) - Understand historical concepts and use them to make simple connections and draw contrasts Enquiry, Interpretation and Using Sources - Use sources to answer <i>simple</i> questions about the past - Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources - Identify some of the <i>basic</i> ways the past can be represented Vocabulary time, timeline, past, present, compare, contrast, pioneer, decades, chronological, transport, tourism, population, passengers, invention, transport links, locomotive, industrial	

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Year 3	The Stone Age to Iron Age		The Romans	
	Chronology Show their increasing knowledge and understanding of the past by: - Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>) - Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport - Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time Events, People and Changes Be able to describe some of the main events, people and periods they have studied by: - Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind Communication - Construct informed responses that involve thoughtful selection and organisation of relevant historical information - Produce structured work that makes some connections, draws some contrasts, frame historically valid questions involving thoughtful selection and organisation of relevant historical information using - appropriate dates and terms Enquiry, Interpretation and Using Sources - Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past - Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may exist (artist's pictures, museum displays, written sources)</i> Vocabulary artefact, evidence, archaeology, archaeologist, worship, settlement, tools, implements, Stone Age, Bronze Age, Iron Age, invasion, protection, survival, natural resources, technological change, weapons, agriculture, Neolithic, Druid	Chronology Show their increasing knowledge and understanding of the past by: - Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>) - Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport - Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time Events, People and Changes Be able to describe some of the main events, people and periods they have studied by: - Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind - Understanding <i>some</i> of the ways in which people's lives have shaped this nation - Describing how Britain has influenced and been influenced by the wider world Communication - Construct informed responses that involve thoughtful selection and organisation of relevant historical information - When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology - Produce structured work that makes some connections, draws some contrasts, frame historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms Enquiry, Interpretation and Using Sources - Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past - Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance - Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may exist (artist's pictures, museum displays, written sources)</i> Vocabulary invasion, settlement, warfare, Roman Empire, AD/BC, god, goddess, civilisation, invader, resistance, rebellion, natives, conquest, battle, outpost, border, Romanisation, era, military, emperor, European, trade route, colony, enemy		
Year 4	Anglo-Saxons and Vikings		The Tudors – The Changing Power of the Monarchs	
	Chronology Show their increasing knowledge and understanding of the past by: - Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>) - Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport - Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time Events, People and Changes Be able to describe some of the main events, people and periods they have studied by: - Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind - Understanding <i>some</i> of the ways in which people's lives have shaped this nation - Describing how Britain has influenced and been influenced by the wider world Communication - Construct informed responses that involve thoughtful selection and organisation of relevant historical information - When doing this they should use specialist terms like <i>settlement, invasion</i> and vocabulary linked to chronology - Produce structured work that makes some connections, draws some contrasts, frame historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms Enquiry, Interpretation and Using Sources - Understand <i>some</i> of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past - Use <i>some</i> sources to start devising historically valid questions about change, cause, similarity and difference, and significance - Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may exist (artist's pictures, museum displays, written sources)</i> - Understand some of the methods of historical enquiry, how evidence is used to make historical claims - Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses - Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this Vocabulary invasion, settlement, warfare, Anglo-Saxon, Viking, AD/BC, civilisation, invader, resistance, rebellion, natives, conquest, battle, outpost, border, era, military, European, trade route, colony, enemy, decades, Scots, king, legal system	Chronology Show their increasing knowledge and understanding of the past by: - Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>) - Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport - Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time Events, People and Changes Be able to describe some of the main events, people and periods they have studied by: - Understanding some significant aspects of history – nature of ancient civilisations; 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Year 5	Impact of World War I on Aintree		Ancient Egypt	
	Chronology Show their chronologically secure knowledge by: - Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry</i>) - Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time - Analyse connections, trends and contrasts over time Events, People and Changes Show their knowledge and understanding of local, national and international history by: - Gaining historical perspective by placing their growing knowledge into different contexts between cultural, economic, military, political, religious and social history - Establishing a narrative showing connections and trends within and across periods of study Communication - Produce structured work that makes connections, draws contrasts, analyses trends, frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms Enquiry, Interpretation and Using Sources	Chronology Show their chronologically secure knowledge by: - Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry</i>) - Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time - In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability</i>) Events, People and Changes Show their knowledge and understanding of local, national and international history by: - Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind Communication - Produce structured work that makes connections, draws contrasts, analyses trends, frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms Enquiry, Interpretation and Using Sources	Chronology Show their chronologically secure knowledge by: - Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry</i>) - Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time - In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability</i>) - Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day Events, People and Changes Show their knowledge and understanding of local, national and international history by: - Gaining historical perspective by placing their growing knowledge into different contexts between cultural, economic, military, political, religious and social history - Establishing a narrative showing connections and trends within and across periods of study Communication	

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	- Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>Begin to</i> discern how and why contrasting arguments and interpretations of the past have been constructed - Use sources as a basis for research from which they will <i>Begin to</i> use information as evidence to test hypotheses - Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries - Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this - Begin to recognise why some events, people and changes might be judged as more historically significant than others Vocabulary invasion, warfare, invader, resistance, rebellion, natives, conquest, battle, outpost, border, era, military, European, trade route, colony, enemy, decades, time, timeline, trench, change	- Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>Begin to</i> discern how and why contrasting arguments and interpretations of the past have been constructed - Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries - Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this Vocabulary king, queen, monarch, throne, government, artefact, evidence, empire, kingdom, pharaoh, gods, goddess, art, culture, society, slaves, ancient, BC/AD, civilisation, belief system, mummification, tomb, Rites of passage, archaeological, archaeologist, hieroglyphic, afterlife, worship	- Produce structured work that makes connections, draws contrasts, analyses trends, frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms Enquiry, Interpretation and Using Sources - Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>Begin to</i> discern how and why contrasting arguments and interpretations of the past have been constructed - Use sources as a basis for research from which they will <i>Begin to</i> use information as evidence to test hypotheses - Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries - Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this - Begin to recognise why some events, people and changes might be judged as more historically significant than others Vocabulary time, timeline, decade, era, Victorian, innovation, invention, inventor, pioneer, significance, locomotive, period, canal, Great Exhibition, century
Year 6	Women in World War II Chronology Show their chronologically secure knowledge by: - Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry</i>) - Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time - In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability</i>) - Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day - Analyse connections, trends and contrasts over time Events, People and Changes Show their knowledge and understanding of local, national and international history by: - Gaining historical perspective by placing their growing knowledge into different contexts between cultural, economic, military, political, religious and social history - Establishing a narrative showing connections and trends within and across periods of study - Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes - Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time Communication - Produce structured work that makes connections, draws contrasts, analyses trends, frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms - Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence Enquiry, Interpretation and Using Sources - Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>Begin to</i> discern how and why contrasting arguments and interpretations of the past have been constructed - Use sources as a basis for research from which they will <i>Begin to</i> use information as evidence to test hypotheses - Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries - Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this - Begin to recognise why some events, people and changes might be judged as more historically significant than others Vocabulary invasion, warfare, invader, resistance, rebellion, natives, conquest, battle, outpost, border, era, military, European, trade route, colony, enemy, decades, time, timeline, trench, change, evacuation, rationing, government, propaganda, Holocaust, peace, rights		Ancient Greeks Chronology Show their chronologically secure knowledge by: - Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry</i>) - Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time - In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability</i>) - Analyse connections, trends and contrasts over time Events, People and Changes Show their knowledge and understanding of local, national and international history by: - Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind - Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time Communication - Produce structured work that makes connections, draws contrasts, analyses trends, frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms - Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence Enquiry, Interpretation and Using Sources - Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>Begin to</i> discern how and why contrasting arguments and interpretations of the past have been constructed - Use sources as a basis for research from which they will <i>Begin to</i> use information as evidence to test hypotheses - Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries - Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this - Begin to recognise why some events, people and changes might be judged as more historically significant than others Vocabulary king, queen, monarch, throne, government, artefact, evidence, empire, kingdom, Greek, gods, goddess, art, culture, society, slaves, ancient, BC/AD, civilisation, belief system, archaeological, archaeologist, worship, political system, legacy, battle