

## Leigh Academy Molehill - History Curriculum Map

	Who we are	How we express ourselves	How the world works	How the world works	Sharing the planet	Sharing the planet
Nursery CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<b>Personal Changes in their life</b>	<b>Stories from the past Celebrations</b>	<b>Growth over time</b>	<b>Objects past and present</b>	<b>Changes in uniform linked to jobs</b>	<b>Significant people Environmentalists</b>
	<p>I know that I am special</p> <p>I know that everyone is different.</p> <p>I can talk about what I can see in family photos of myself and those in my nursery.</p> <p>I know that people are different.</p>	<p>I know how to talk about the different celebrations</p> <p>I know how to ask questions about why things happen.</p> <p>I know how to answer simple how and why questions.</p>	<p>I know how to use images from the past, talk about the similarities and differences of familiar places.</p> <p>I know how to observe and understand growth and change.</p> <p>I know how to talk about the changes that I have seen.</p>		<p>I know that there are different countries in our world.</p> <p>I know that everyone is different and special.</p> <p>I know that there are different jobs in world, that have changed over time.</p>	
	Ongoing					
Nursery skills	<b>Chronological Understanding</b>		<b>Historical Enquiry</b>		<b>Historical Interpretation</b>	
	<p>Remember and talk about simple events</p> <p>Understand and use appropriate vocabulary</p>		<p>Question why things happen</p> <p>Understand and use appropriate vocabulary to structure inquiry</p>		<p>Begin to develop understanding of growth and change</p> <p>Understand and use appropriate vocabulary</p>	

## Leigh Academy Molehill - History Curriculum Map

	Who we are	How we express ourselves	How the world works	How the world works	Where we are in place and time	Where we are in place and time
Nursery CYCLE B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<b>Personal Changes in thier life</b>	<b>stories from the past-celebrations</b>	<b>growth over time</b>	<b>objects past and present</b>	<b>Changes in uniform linked to jobs</b>	<b>significant people/enviromentalists</b>
	<p>I know that I am special</p> <p>I know that everyone is different.</p> <p>I can talk about what I can see in family photos of myself and those in my nursery.</p> <p>I know that people are different.</p>	<p>I know how to talk about the different celebrations</p> <p>I know how to ask questions about why things happen.</p> <p>I know how to answer simple how and why questions.</p>	<p>I know how to use images from the past, talk about the similarities and differences of familiar places.</p> <p>I know how to observe and understand growth and change.</p> <p>I know how to talk about the changes that I have seen.</p>		<p>I know that there are different countries in our world.</p> <p>I know that everyone is different and special.</p> <p>I know that there are different jobs in world, that have changed over time.</p>	
Nursery skills	Ongoing					
	<b>Chronological Understanding</b>		<b>Historical Enquiry</b>		<b>Historical Interpretation</b>	
	Remember and talk about simple events		Question why things happen		Begin to develop understanding of growth and change	
Understand and use appropriate vocabulary		Understand and use appropriate vocabulary to structure inquiry		Understand and use appropriate vocabulary		

	Who we are	How we express ourselves	Where we are in place and time	Where we are in place and time	Sharing the planet	Sharing the planet
Reception CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<b>The History of Their Immediate Family</b>	<b>Stories from the past. Favourite stories of family members.</b>	<b>Space Travel Past and Present</b>	<b>Transport Past and Present</b>	<b>Farming past and present</b>	<b>Significant people</b>
	I know how to talk about how I have changed since I was a baby.  I know how to talk about familiar people in my life.  I know how to recognise things that happened before and after I was born.	I know how to talk about different characters in familiar books and stories.  I know how to talk about recent events from their past.  I know how to use vocabulary to structure talk about the passing of time.	I know that there are different countries in our world.  I know that photos, videos and maps can help me learn about the world.  I know that everyone needs to be cared for in our world.		I know that there are different animals and plants in our world and we need to care for them.  I know we can recycle to help care for our world.	
Reception skills	Ongoing					
	<b>Chronological Understanding</b>		<b>Historical Enquiry</b>		<b>Historical Interpretation</b>	
	talk about past and present events building understanding of chronology  Understand and use appropriate vocabulary		Answer how and why questions about experiences and in response to events  Understand and use appropriate vocabulary to structure enquiry		Make observations of change and be able to talk about changes seen  understand and use appropriate vocabulary	
	Who we are	How we express ourselves	Where we are in place and time	Sharing the planet	How the world works	How we organise ourselves
KS1 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<b>Local Area</b>	<b>Plague Remembrance</b>	<b>Great Fire of London</b>	<b>Significant People John Aspinall Genesis Butler</b>	<b>Journeys Christopher Columbus Neil Armstrong</b>	<b>Local Person Tony Hart Neil Buchanan</b>
	Talk about how change has impacted life within living memory  Understand how we know about the past and how the local area has changed over time  Identify and discuss similarities and differences between our school and schools in the past (ie. Victorian era)	To know when and where the event took place  Understand how the event impacts us today	To know when and where the event took place  Identify significant people  Understand how events in the past impact us today	Investigate the person is significant  Understand why they are important and the impact they have had on local history	Identify and understand different types of journeys  Identify significant people linked to journeys  To know when and where significant journeys took place  Know how journeys have impacted discovery	Investigate the person is significant  Understand why they are important and the impact they have had on local history
Year 1 Skills	Ongoing					
	<b>Chronological Understanding</b>		<b>Historical Enquiry</b>		<b>Historical Interpretation</b>	
	Begin to use a timeline to order up to 3 events or artefacts (objects, pictures, words)  Talk about changes in the past  Understand and use appropriate vocabulary		Understand how we know about the past and how this helps us with historical enquiry  Asking and answering simple historical questions  Understand and use appropriate vocabulary to structure enquiry		Identify different ways that the past is represented and how some evidence is more reliable than others  Be able to talk about the actions of important people from the past  Understand and use appropriate vocabulary.	
Year 2 Skills	Ongoing					
	<b>Chronological Understanding</b>		<b>Historical Enquiry</b>		<b>Historical Interpretation</b>	
	Develop timelines to sequence and order  Make connections within time  Understand and use appropriate vocabulary		Use a range of resources to research an enquiry about the life of a person from the past  Ask and answer historical questions using sources  Understand and use appropriate vocabulary to structure enquiry		Choose and use the best sources to create accounts of historical people and events  Explain the causes and consequences of historical events  Understand and use appropriate vocabulary	

	Who we are	How we express ourselves	How we organise ourselves	How the world works	Where we are in place and time	Sharing the planet
LKS2 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<b>Changes in Britain from the Stone Age to the Iron Age</b>	<b>Changes in Britain from the Stone Age to the Iron Age</b>	<b>Ancient Greece</b>	<b>Ancient Greece</b>	<b>The Roman Empire</b>	<b>The Roman Empire</b>
	Investigating late Neolithic hunter-gatherers and early farmers e.g. Skara Brae Iron Age forts: tribal kingdoms, farming, art and culture. Understand religion technology and travel	Investigating late Neolithic hunter-gatherers and early farmers e.g. Skara Brae Iron Age forts: tribal kingdoms, farming, art and culture. Understand religion technology and travel	A study of Greek life and achievements and their influence on the western world.	A study of Greek life and achievements and their influence on the western world.	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. Boudica. "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	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. Boudica. "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity
Year 3 Skills	Ongoing					
	<b>Chronological Understanding</b>	<b>Historical Enquiry</b>		<b>Historical Interpretation</b>		
	Use timelines for a specific time in history to set out the order of events Begin to use dates and historical terms to describe specific times in history Understand and use appropriate vocabulary	Use resources to research enquiries around a studied period of time Use evidence to ask and answer historical questions		Identify and give reasons for different ways in which the past is represented Begin to give possible reasons why events happened and why people acted as they did		
Year 4 Skills	Ongoing					
	<b>Chronological Understanding</b>	<b>Historical Enquiry</b>		<b>Historical Interpretation</b>		
	Use timelines more accurately for a specific time in history to set out the order of events Use dates and more complex historical terms to describe specific times in history Understand and use appropriate vocabulary	Use a range of suitable sources for an enquiry to research a studied period of time Answer historical questions more accurately and present their findings		Begin to evaluate the usefulness of different sources Interpret sources to give possible reasons why events happened and why people acted as they did		
	Who we are	Sharing the planet	Where we are in place and time	How the world works	How we organise ourselves	How we express ourselves
UKS2 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<b>Tudors - power of monarchies and changes of religion</b>	<b>Rochester Castle - the siege!</b>	<b>Industrial Revolution</b>	<b>Industrial revolution</b>	<b>Vikings and Anglo Saxons</b>	<b>Vikings and Anglo Saxons</b>
	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:  Tudors - the changing power of monarchs.	A local history study A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	A significant turning point in British history, e.g. the Industrial Revolution/Darwinism.  Pupils will be able to identify when it took place, why it was significant and the impact that inventions had on this time period	A significant turning point in British history, e.g. the Industrial Revolution/Darwinism.  Pupils will be able to identify when it took place, why it was significant and the impact that inventions had on this time period	Roman withdrawal from Britain in c. AD 410 and the fall of the western  Roman Empire Scots invasions from Ireland to north Britain (now Scotland)  Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture  Christian conversion – Canterbury, Iona and Lindisfarne	Roman withdrawal from Britain in c. AD 410 and the fall of the western  Roman Empire Scots invasions from Ireland to north Britain (now Scotland)  Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture  Christian conversion – Canterbury, Iona and Lindisfarne
Year 5 Skills	Ongoing					
	<b>Chronological Understanding</b>	<b>Historical Enquiry</b>		<b>Historical Interpretation</b>		
	Place features of historical events and people in a chronological framework Begin to show the concepts of continuity and change over time Understand and use appropriate vocabulary	Make evidence choices to support historical enquiry and arguments Devise historical questions and test out a hypothesis to answer questions		Carefully consider and select the best/ most reliable information and evidence to use Become more aware of the concept of propaganda		
Year 6 Skills	Ongoing					
	<b>Chronological Understanding</b>	<b>Historical Enquiry</b>		<b>Historical Interpretation</b>		
	Link and place features of historical events and people in a chronological framework Represent and explain the concepts of continuity and change over time Understand and use appropriate vocabulary	Give reasons to support historical arguments Devise and answer historical questions about change, cause, similarities and differences		Give reasons for the information and evidence chosen Use an awareness of the concept of propaganda to compare behaviour with other times in history		