

# History

## Lesson Objective Map

Subject cultural capital: To improve children's skills on asking and answering questions about a given source of evidence.

Differentiation by task activity - See weekly planning for additional demand for talented artists/also GDS pupils and for SEND pupils refer to SEND passport targets.

AFL minimum expectations during each lesson - modelling by teacher; peer and self-assessment; targeted questioning.

Long term memory development strategies - Last lesson/this lesson/next lesson and KWL grids.

Numeracy skills - See red words or phrase in topic sections where appropriate.

*Each topic to be taught in bullet point order using these lesson objectives.*

Year Group	Autumn	Spring	Summer
Pre-school	<ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families.</li> <li>• Notices differences between themselves now and then.</li> <li>• Has a sense of own immediate family and relations.</li> <li>• Explore differences of musical instruments in the past compared to the present day.</li> </ul>		
Nursery	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life story and family's history.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Comment on the similarities and differences between the past and the present day.</li> <li>• Remembers and talks about significant events in their own experience.</li> </ul>		
Reception	<ul style="list-style-type: none"> <li>• Comment on and compare the similarities and differences between the past and the present day.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories including figures from the past.</li> </ul> <p>ELG:-</p> <ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>		
<b>1</b>	<p><b>Autumn 1 - Me - My Family History</b></p> <ul style="list-style-type: none"> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Use dates where appropriate.</li> </ul> <p><b>NC Maths link</b> -sequence events in chronological order using language</p>	<p><b>Spring 1 - School - Chronology - Victorian times</b></p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Place events and artefacts in order on a time line.</li> <li>• Use dates where appropriate.</li> </ul>	<p><b>Summer 1 - Transport - Chronology of transport</b></p> <ul style="list-style-type: none"> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Place events and artefacts in order on a time line.</li> <li>• Use dates where appropriate.</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> </ul>

	<p><b>Autumn 2 - Toys - Sequencing</b></p> <ul style="list-style-type: none"> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Use dates where appropriate.</li> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Recount changes that have occurred in their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>Describe significant people from the past.</li> <li>Recount changes that have occurred in their own lives.</li> </ul> <p><b>NC English link</b> -drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p><b>Spring 2 - Building - Comparing buildings to the past</b></p> <ul style="list-style-type: none"> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Place events and artefacts in order on a time line.</li> <li>Use dates where appropriate.</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Identify some of the different ways the past has been represented.</li> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> <li>Recount changes that have occurred in their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some of the different ways the past has been represented.</li> <li>Recount changes that have occurred in their own lives.</li> </ul> <p><b>Summer 2 - Kings and Queens</b></p> <ul style="list-style-type: none"> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Place events and artefacts in order on a time line.</li> <li>Use dates where appropriate.</li> <li>Describe historical events.</li> </ul> <ul style="list-style-type: none"> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> <li>Recount changes that have occurred in their own lives.</li> <li>Show an understanding of the concept of nation and a nation's history.</li> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>
<p><b>2</b></p>	<p><b>Autumn 1 - Southgate Chronology</b></p> <ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Use dates where appropriate.</li> <li>Recount changes that have occurred in their own lives.</li> </ul> <p><b>Autumn 2 - Turkey Constantinople</b></p> <ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> <li>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul> <p><b>NC Maths link</b> - compare and sequence intervals of time</p>	<p><b>Spring 1 - Food/trade Chronology</b></p> <ul style="list-style-type: none"> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Place events and artefacts in order on a time line.</li> <li>Use dates where appropriate.</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Describe historical events.</li> <li>Recount changes that have occurred in their own lives.</li> </ul> <p><b>NC English link</b> - answering and asking questions</p> <p><b>Spring 2 - Queen Victoria Chronology/Florence Nightingale and Mary Seacole</b></p> <ul style="list-style-type: none"> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Place events and artefacts in order on a time line.</li> <li>Use dates where appropriate.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<p><b>Summer 1 - Stone Age - Hunter Gatherer</b></p> <ul style="list-style-type: none"> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Place events and artefacts in order on a time line.</li> <li>Use dates where appropriate.</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Describe historical events.</li> <li>Recount changes that have occurred in their own lives.</li> </ul> <p><b>Summer 2 - Neolithic Revolution - Ancient Mesopotamia</b></p> <ul style="list-style-type: none"> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Place events and artefacts in order on a time line.</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> </ul>

		<ul style="list-style-type: none"> <li>• Show an understanding of the concept of nation and a nation's history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	
<p style="font-size: 2em; font-weight: bold; text-align: center;">3</p>	<p><b>Autumn 1 - Ancient Egyptians - The Nile</b></p> <ul style="list-style-type: none"> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Use dates and terms to describe events.</li> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology.</li> </ul> <p><u>NC English link</u> -asking questions to improve understanding</p> <p><b>Autumn 2 - Cradles of Civilisation - Ancient Mesopotamia</b></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use dates and terms to describe events.</li> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> </ul>	<p><b>Spring 1 - Indus Valley Civilisation</b></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology.</li> <li>• Use dates and terms to describe events.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul> <p><b>Spring 2 - Ancient Greece - Persia - City States</b></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology.</li> <li>• Use dates and terms to describe events.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> </ul> <p><u>NC Maths link</u> - compare durations of events</p>	<p><b>Summer 1 - Ancient Greece - Democracy and Empire</b></p> <ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Use dates and terms to describe events.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul> <p><b>Summer 2 - Alexander the Great</b></p> <ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Use dates and terms to describe events.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>
<p style="font-size: 2em; font-weight: bold; text-align: center;">4</p>	<p><b>Autumn 1 - Ancient Rome - Foundation Myths</b></p> <ul style="list-style-type: none"> <li>• Use dates and terms to describe events.</li> <li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> </ul>	<p><b>Spring 1 - Ancient Britons before Romans</b></p> <ul style="list-style-type: none"> <li>• Use dates and terms to describe events.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul> <p><b>Spring 2 - Islamic Civilisations - The Byzantine Empire</b></p> <ul style="list-style-type: none"> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul>	<p><b>Summer 1 - Islamic Civilisations - Constantinople</b></p> <ul style="list-style-type: none"> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Use dates and terms to describe events.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Give a broad overview of life in Britain.</li> </ul>

	<ul style="list-style-type: none"> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> </ul> <p><b>Autumn 2 - Ancient Rome - Society and Culture</b></p> <ul style="list-style-type: none"> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> <li>Give an overview of life in Britain after the Roman invasion.</li> </ul> <p><u>NC Maths link</u>  - recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)  - order and compare numbers beyond 1000</p>	<ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul> <p><u>NC English link</u>  -asking questions to improve understanding</p>	<p><b>Summer 2 - Islamic Civilisations - The Rise of Islam</b></p> <ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
<p style="font-size: 2em; font-weight: bold; text-align: center;">5</p>	<p><b>Autumn 1 - Islamic Civilisations Depth</b></p> <ul style="list-style-type: none"> <li>Use dates and terms accurately in describing events.</li> <li>Use sources of evidence to deduce information about the past.</li> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul> <p><u>NC Maths link</u>  - read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit  - count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</p> <p><b>Autumn 2 - Anglos and Saxons</b></p> <ul style="list-style-type: none"> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> </ul>	<p><b>Spring 1 - Viking Raids - King Alfred</b></p> <ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use original ways to present information and ideas.</li> <li>Give a broad overview of life in Britain and some major events from the rest of the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul> <p><u>NC English link</u>  -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p><b>Spring 2 - Norse Culture</b></p> <ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>Use original ways to present information and ideas.</li> </ul>	<p><b>Summer 1 - Christianity in the British Isles</b></p> <ul style="list-style-type: none"> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use dates and terms accurately in describing events.</li> <li>Use original ways to present information and ideas.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Use sources of information to form testable hypotheses about the past.</li> </ul> <p><b>Summer 2 - Early Civilisations in America</b></p> <ul style="list-style-type: none"> <li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>Use original ways to present information and ideas.</li> <li>Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Use sources of information to form testable hypotheses about the past.</li> </ul>

# 6

## Autumn 1 - The roots of multi-cultural Britain

- Use dates and terms accurately in describing events.
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
- Use sources of evidence to deduce information about the past.
- Describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.

### NC Maths link

-read, write, order and compare numbers up to 10 000 000 and determine the value of each digit  
-round any whole number to a required degree of accuracy

## Autumn 2 - Medieval London

- Use sources of evidence to deduce information about the past.
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.

## Spring 1 - Tudor London

- Use sources of evidence to deduce information about the past.
- Describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.
- Refine lines of enquiry as appropriate.
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.

### NC English link

-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  
-asking questions to improve understanding  
-provide reasoned justifications for their views.

## Spring 2 - 17<sup>th</sup> Century - Pepys, Plague, Fire

- Use dates and terms accurately in describing events.
- Refine lines of enquiry as appropriate.
- Use sources of evidence to deduce information about the past.
- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.

## Summer 1 - 18<sup>th</sup> and 19<sup>th</sup> Century - London and the World

- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.
- Use sources of evidence to deduce information about the past.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.

## Summer 2 - London in WW2

- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Use sources of evidence to deduce information about the past.
- Give a broad overview of life in Britain and some major events from the rest of the world.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.