



Maulden Lower School History Curriculum Map

Knowledge, skills and understanding - progression across the school

1.Key Knowledge

| EYFS Key knowledge | Year 1 Key Knowledge | Year 2 Key Knowledge | Year 3 Key Knowledge | Year 4 Key Knowledge | Years 5 and 6 at Alameda Middle School Key Knowledge |
|---|---|--|---|--|--|
| <p>Understanding the World Past and Present</p> <p>ELG: Children at the expected level of development will: - -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;</p> | <p>Identify changes within living memory.</p> <p>Recall events beyond living memory that are significant nationally or globally</p> <p>The Lives of significant individuals who have contributed to national and international achievements</p> <p>Significant historical events, people and places in their own locality</p> | <p>Identify changes within living memory.</p> <p>Recall events beyond living memory that are significant nationally or globally and connect these with events studied in Year 1</p> <p>The Lives of significant individuals who have contributed to national and international achievements for example changing how people are treated</p> <p>Significant historical events, people and places in their own locality build on the Year 1 study.</p> | <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain (NC)</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> | <p>The achievements of the earliest civilizations – an overview of where and when the first civilisations appeared and an in depth study of Ancient Egypt</p> <p>A non-European society that provides contrast with British history- Mayan civilisation - <i>to explore the origins of the cocoa bean as part of the Mayan civilisation.</i></p> <p>A study of a theme in British History that extends pupils chronological knowledge beyond 1066:</p> <p><i>Voyages of discovery Columbus and Hernan Cortez</i></p> <p><i>World War Two and The Blitz</i></p> | <p>Year 5 The achievements of the earliest civilizations – an overview of where and when the first civilisations appeared and an in depth study of Ancient Greece</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- The Tudors</p> <p>Year 6 The Vikings and their impact on Britain.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- The Victorians</p> |

2. Key Skills

| EYFS Key Skills | Year 1 Key Skills | Year 2 Key Skills | Year 3 Key Skills | Year 4 Key Skills | Year 5 and 6 at Alameda Middle School |
|--|---|--|---|---|--|
| <p>Understanding the World Past and Present</p> <p>ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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; | <p>Overarching Observation and ability to articulate what they notice</p> <p>Subject specific Demonstrate an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Demonstrate they know where the people and events they study fit within a basic chronological framework</p> <p>Understand some ways in which we find out about the past and describe orally what they can discover in these sources</p> <p>Identify similarities and differences between ways of life in different time periods</p> <p>Use an emergent vocabulary of everyday historical terms</p> | <p>Overarching Observation and ability to articulate what they notice orally to a partner or group, individually in simple pictures/writing.</p> <p>Emergent ability to express a viewpoint</p> <p>Subject specific Demonstrate an awareness of the past, using a developing confidence with common words and phrases relating to the passing of time.</p> <p>Demonstrate they know where the people and events they study fit within a developing chronological framework</p> <p>Understand some ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Identify similarities and differences between ways of life in different time periods – and begin to make connections with learning from Year 1</p> | <p>Overarching Observation and ability to articulate what they notice orally to a partner or group, individually in precise pictures and writing.</p> <p>Subject specific Begin to chronologically secure knowledge and understanding of British, local and world history</p> <p>Begin to identify connections, contrasts and trends over time</p> <p>Develop use of historical terms building on knowledge from Year 2</p> <p>Begin to devise historically valid questions about change, cause, similarity and differences, and significance</p> <p>Construct informed oral responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> | <p>Overarching Observation of and interpretation of simple sources of information.</p> <p>Ability to express a view based on information</p> <p>Raising questions</p> <p>Subject specific Develop chronologically secure knowledge and understanding of British, local and world history</p> <p>Identify connections, contrasts and trends over time</p> <p>Develop use of historical terms building on knowledge from Year 3</p> <p>Devise historically valid questions about change, cause, similarity and differences, and significance</p> <p>Construct informed oral and written responses that involve thoughtful selection and organisation of relevant historical information</p> | <p>Overarching Close observation. Ability to express a view based on information</p> <p>Raising and posing questions</p> <p>Raising and posing questions based on considered evidence (Y6)</p> <p>Subject specific Identify changes across a long period of time and living memory</p> <p>Recall events beyond living memory</p> <p>Begin to compare and contrast different periods of times and link changes together.</p> <p>Begin to question sources of evidence based on their information and reliability.</p> <p>Interpret a range of sources, pictorial, visual, audio and written)</p> <p>State and begin to describe and explain information from the past</p> |

| EYFS Key Skills | Year 1 Key Skills | Year 2 Key Skills | Year 3 Key Skills | Year 4 Key Skills | Year 5 and 6 at Alameda Middle School |
|--------------------|--|---|----------------------|--|--|
| | <p>Ask and answer questions, choosing and using parts of stories and other pictorial or tactile sources to show that they know and understand key features of events or the lives of significant people.</p> | <p>Use a wide vocabulary of everyday historical terms</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events and the lives of significant people</p> | | <p>Understand how our knowledge of the past is constructed from a range of sources and that some sources are biased or one sided</p> | <p>Ask questions about sources of evidence to build a deeper understanding of an event or time period (Y6)</p> <p>Draw some simple conclusions about the past using sources to justify this conclusion</p> <p>Construct informed written responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Make decisions based on historical evidence and events. Justify those opinions and show reasoning. (Y6)</p> <p>Relate their own experiences to those of children during WW2 (Y6)</p> <p>Use specific language related to the time period and the places of work (Mills, coal mines etc) (Y6)</p> <p>Show short term chronological awareness of how the lives of children changed. (Y6)</p> <p>Research using a range of media (Y6)</p> |

3. Key Vocabulary

| EYFS Key Vocabulary | Year 1 Key Vocabulary | Year 2 Key Vocabulary | Year 3 Key Vocabulary | Year 4 Key Vocabulary | Year 5 and 6 (Alameda Middle) Key Vocabulary |
|------------------------|--|--|---|--|--|
| | <p>Content specific vocabulary for the themes chosen to achieve the above</p> <p>Eg transport, homes, toys, significant people, king, queen, ruler.</p> <p>Now, then, before, after, change, different, the same</p> | <p>Content specific vocabulary for the themes chosen to achieve the above e.g Guy Fawkes, Gunpowder Plot, gunpowder, Catholic, King James I, Robert Catesby.</p> <p>Walter Tull, football, First World War, soldier, officer, compare, past and present. Samuel Pepys, King Charles II, source, evidence, diary, eyewitness.</p> <p>Andy Warhol, Pop Art, unrealistic, repeated image, pattern, oil pastels, portraits,</p> <p>Language of chronology: Now, then, before, after, change, difference, similarity, decade, century, millennium</p> | <p>From KS1 Content specific vocabulary for the KS1 themes chosen to achieve the above</p> <p>KS2: Content specific vocabulary for the themes chosen to achieve the above e.g. Stone Age, Bronze Age, Iron Age, Palaeolithic, Mesolithic, Neolithic, religion, hunter-gatherer, pelt, domesticate, culture, invasion, empire, emperor, republic, resistance, army, legionary, centurion, conquest</p> <p>Language of chronology: Now, then, before, after, change, difference, similarity, decade, century, millennium Historical terms Historical sources Evidence</p> | <p>KS2 Subject specific words for Ancient civilisations e.g., hieroglyphics, pyramid, tomb, mummy, ruler, government, power, kingdom</p> <p>KS2 Subject specific vocabulary to the study of a significant turning point. World War 2/The Blitz</p> <p>Language of chronology: Now, then, before, after, change, difference, similarity, decade, century, millennium Historical terms Historical sources Evidence</p> | <p>Year 5 Ancient Greece Tudors</p> <p>Year 6 Victorians The Vikings</p> |

4. Yearly Overview

| | Autumn | Spring | Summer |
|--------|---|---|---|
| EYFS | <p>Following children’s interests and learning may include . . .</p> <p>Topic: Let’s Celebrate Me and my family – change/growth Different occupations Similarities and differences between people in the past; different communities and groups from around the world Bonfire Night</p> | <p>Topic: Let’s Explore Growing up! - changes as they have grown from being a baby Memories - similarities and differences between things in the past and now</p> | <p>Topic: What a wonderful world Our Global community - similarities and differences between people in the past; different communities and groups from around the world Journeys Transport A year in Reception – moving on</p> |
| Year 1 | <p>Topics: The Dinosaurs & Toys</p> <p>Events beyond living memory that are significant nationally and globally:- The Dinosaurs The lives of significant individuals in the past: Mary Anning Changes Within Living Memory: Toys</p> | <p>Topics: Our Country-UK</p> <p>Events beyond and within living memory. Make comparisons of national and international achievements:- British Monarchs including our present day monarch King Charles III The lives of significant individuals in the past and to compare and contrast between two periods Queen Elizabeth 1 and Queen Victoria</p> | <p>Topic: Our Amazing World</p> <p>Events beyond living memory that are significant nationally and globally:- Significant Explorers who have contributed to national and international achievements. The lives of significant individuals in the past: Christopher Columbus and Neil Armstrong</p> |
| Year 2 | <p>Topics: Maulden & Me & Famous Five</p> <p>Changes within living memory: History of our school and village Events beyond living memory that are significant nationally: Remembrance Day, The Gunpowder plot, The Great Fire of London. The lives of significant individuals in the past: Walter Tull, Guy Fawkes, Samuel Pepys, Florence Nightingale, Louis Pasteur. Significant historical events/people/places in own locality: Maulden’s place in the Doomsday book</p> | <p>Topics: Carnival of the Animals</p> <p>Changes within living memory: How explorers and their discoveries have impacted upon our lives today Events beyond living memory that are significant nationally: Scott’s expedition to Antarctica, Ann Bancroft – first woman to reach North Pole on foot/sled. The lives of significant individuals in the past: Ibn Battuta, Robert Falcon Scott & Ann Bancroft. Significant historical events/people/places in own locality: Apsley Cherry-Garrard, Antarctic explorer</p> | <p>Topics: Garden Detectives & All Aboard!</p> <p>Changes within living memory: Transportation (past, present and future). Events beyond living memory that are significant nationally: Vikings (longboats), the invention of the steam engine, the first flight The lives of significant individuals in the past: Henry VIII and Queen Victoria, George Stephenson and the Wright Brothers. Significant historical events/people/places in own locality: Sir Benjamin Thomas Brandreth-Gibbs, agriculturalist and horticulturalist and his service to Queen Victoria. Ampthill Great Park and it’s links to Henry VIII & Catherine of Aragon</p> |

| | Autumn | Spring | Summer |
|--------|---|--|--|
| Year 3 | <p><u>Topic: Stone Age to The Iron Age</u></p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Chronology Develop increasingly secure chronological knowledge and understanding of British history Put events, people, places and artefacts on a time-line Use correct terminology to describe events in the past</p> <p>Historical Terms Develop use of appropriate subject terminology,</p> <p>Historical Enquiry Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Suggest where we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources Construct and organise responses by selecting relevant historical data</p> <p>Continuity and Change Describe and begin to make links between main events, situations and changes within and across different periods and societies</p> <p>Similarities and Differences Describe some of the similarities and differences between different periods, e.g., social, belief, local, individual</p> | <p><u>Topic: The Romans</u></p> <p>The Roman Empire and its impact on Britain</p> <p>Chronology Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Causes and Consequences Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes</p> <p>Continuity and Change Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p>Historical Enquiry Construct and organise responses by selecting relevant historical data Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Similarities and Differences Describe some of the similarities and differences between different periods, e.g., social, belief, local, individual</p> | <p><u>Topic: The Anglo Saxons and Scots</u></p> <p>Britain's settlement by Anglo-Saxons and Scots Including the:- 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 A local history study- The Saxon find at Ampthill Great Park</p> <p>Chronology Develop increasingly secure chronological knowledge and understanding of history, local, British and world Put events, people, places and artefacts on a time-line</p> <p>Historical Terms Develop use of appropriate subject terminology,</p> <p>Continuity and Change Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p>Historical Enquiry Construct and organise responses by selecting relevant historical data Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Similarities and Differences Describe some of the similarities and differences between different periods.</p> |

| | Autumn | Spring | Summer |
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| Year 4 | <p><u>Topic: ‘Choccy – Woccy - Doodah’</u></p> <p>The History of Chocolate and an introduction to the Aztec and Mayan Civilisations To explore the origins of the cocoa bean – Aztecs and Mayans A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066- To know how the cocoa bean came to Europe To follow the route they travelled using large scale maps. (Christopher Columbus and Hernan Cortez)</p> <p>Chronology Put events, people, places and artefacts on a time-line</p> <p>Continuity and Change Describe and begin to make links between main events, situations and changes within and across different periods and societies</p> <p>Similarities /Differences Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p>Significance Identify and begin to describe historically significant people and events in situations</p> | <p><u>Topic: ‘In the Land of the Pharaohs’</u></p> <p>Achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt</p> <p>Chronology Develop increasingly secure chronological knowledge and understanding of history, local, British and world Put events, people, places and artefacts on a timeline Use correct terminology to describe events in the past</p> <p>Historical Enquiry Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Suggest where we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources Construct and organise responses by selecting relevant historical data</p> <p>Historical Terms Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</p> <p>Interpreting History Be aware that different versions of the past exist and begin to suggest reasons for this.</p> <p>Similarities and Differences Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p> <p>Significance Identify and begin to describe historically significant people and events in situations.</p> | <p><u>Topic: ‘We’ll Meet Again’ (WW 2)</u></p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Historical enquiry Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance Suggest where we might find answers to questions considering a range of sources Understand that knowledge about the past is constructed from a variety of sources Chronological Understanding Put events, people, places and artefacts on a time-line</p> <p>Causes and Consequences Identify and give reasons for historical events, situations and changes Identify some of the results of historical events, situations and changes</p> <p>Continuity and Change Describe and begin to make links between main events, situations and changes within and across different periods and societies</p> |

| | Autumn | Spring | Summer |
|-----------------------|----------------|------------------------|-------------|
| Year 5 Alameda Middle | Ancient Greece | Ancient Greece/ Tudors | Tudors |
| Year 6 Alameda Middle | Victorians | Victorians | The Vikings |