



Curriculum History - Whole School





Curriculum History Rationale

Our history curriculum aims to inspire a curiosity that makes each child inquisitive about the past, helping them develop a growing knowledge of Britain's past and that of the wider world.

Intent:	Our aim at Springfields First School is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day. Our History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that 'a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.' To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological Understanding; Historical Understanding; Historical Enquiry; Interpretations of History; Organisation and Communication are all mapped out to ensure that pupils build on secure prior knowledge.
Implementation:	Our curriculum: • Our curriculum covers all requirements as set out in the National curriculum and The Early Years Foundation stage. • The curriculum builds towards defined end points (EYFS Early Learning Goals, Milestones 1 and Milestones 2). It is clear what pupils' knowledge and skills will be at those end points, and how the curriculum progresses accordingly. This includes consideration of how the curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills. • The curriculum will build on pupils' prior knowledge. • There is a clear sequence to the curriculum which enables pupils to build their knowledge and skills towards the agreed end points (milestones). Due to the school organisation requiring mixed year group classes the curriculum is organised into EYFS curriculum, Milestone 1 covering Yr1 and Yr2 whilst Milestone 2 covers Yr3 and Yr4. • A long term plan of skills ensures coverage across the year groups and key stages. Teachers then plan sequences of lessons to teach those skills and the knowledge and understanding linked to them using a range of sources for support. Lessons follow National Oak Academy History Schemes of work.. • Children in year 1 upwards have topic books where they will record their work in history. This is usually taught within a creative curriculum topic. Children in KS2 are encourage to use books to record mind maps, and other information that involves the children recording ideas. This will encourage children to take responsibility for their own learning and also encourages children to use their working memory. Working walls in the classroom will share vocabulary with the children and encourage them to use it in their learning. • All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. • Assessment for learning is ongoing and the school follows Rosenshein's principles for learning by focusing on questioning to deepen the children's understanding. Quizzes are also undertaken at the end of each unit to check pupils understanding.
Impact:	The approach to assessment is less formal than in core subject disciplines. Formative assessment is essential in the implementation of the history curriculum to ensure that all children are developing the core knowledge and skills and for any misconceptions to be addressed. This ensures that the children are keeping up with the pace of the curriculum and achieving our goals. We assess at the end of the Foundation Stage against the Early Learning Goals. There is no published data for history in KS1 and KS2. The school tracks foundation subjects very broadly to ensure that children are working within the curriculum expectations for their year group. History books are key to capturing pupil work and ongoing assessment questions. Talking to pupils is key to the continual refinement and development of the history curriculum. Regular pupil voice conferences provide valuable feedback which is used to assess pupil's understanding and the success of units of work.



Curriculum Map

History- Whole School

KS1/2

	Autumn 1	Autumn 2 Refer to Geography Curriculum	Spring 1	Spring 2 Refer to Geography Curriculum	Summer 1	Summer 2 Refer to Geography Curriculum
Pre-School (Two year rolling programme)	My Bear and Me/ Super me		Transport/Winter Wonderland and Sunny Spring		Animal Magic/Splish Splash Splosh	
Reception (Two year rolling programme)	My Bear and Me/ Super me		Transport/Winter Wonderland and Sunny Spring		Animal Magic/Splish Splash Splosh	
Year 1	Photographs from history- What can they tell us about the past?		Elizabeth II: What was her life like?		Significant Explorers: How has seafaring changed over time?	
Year 2	Significant individuals who changed Britain: how did they fight for change?		GFOL (Own unit)		Queen Victoria: How did Britain change over her lifetime?	
Year 3	Stone Age Britain		Bronze to Iron Age Britain		Ancient Egypt	
Year 4	Ancient Greek civilisations		The Romans- What did it mean to be a Roman?		The Romans- What impact did the Romans have on Britain?	



Curriculum Map

Historical Skills

Pre-School

Chronology	Enquiry and Interpreting	Knowledge and Understanding Substantive Knowledge (sk)	Understanding of events, people and changes. Declarative Knowledge (dk)	Vocabulary
• Retell past events in correct order • Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences • Remembers & talks about significant times or events for family & friends • Begin to make sense of own life-story & family's history	• Question why things happened & give explanations • Understand why and how questions • Asks who, what, when & how	• Develop an understanding of growth, decay and changes over time • Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world • Bring in photographs, videos, visitor • Preserve memories of special events e.g. make a book, video, photos • Share stories about people from the past who have an influence on the present		Past Present Next Family Friends Who What When How Growth Photographs Memories



PRE-SCHOOL LONG TERM PLAN CYCLE A

		AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
GENERAL THEMES		MY BEAR AND ME!				ARE WE NEARLY THERE YET?				ANIMAL MAGIC			
UNDERSTANDING THE WORLD RE / FESTIVALS Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.		Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.											
		Explore classroom and outdoor space, plant bulbs Teddy Bears Picnic activity morning Operating simple equipment – microwave, kettle and telephone in role play, computers, interactive white board, ipads, dark tent and equipment Environmental walk through mud, swishy grass etc Making porridge, bear biscuits				○ Help children to find out where they live and mark on a map. ○ Talk about their journey to and from school. ○ Use ICT to make vehicle pictures using Colour Magic. ○ Use programmable toys moving vehicles. ○ Look outside for trails/tracks made by people, animals or vehicles. ○ Make tracks in the sand eg with diggers, cars, trucks. ○ Watch birds in flight. ○ Make simple planes, kites. ○ Explore floating and sinking, different boats. Test scooters/bikes on different surfaces.				• Show care and concern for living things, learn about looking after animals, observing changes in EY garden, growing plants from seeds – eg sunflowers • Explore lifecycles – chicks, frogs, farm animals, trees, plants • Explore our 5 senses through practical activities • Learn about different types of animals – Humans, Pre-Historic, Jungle, Domestic Pets, Farm, Sea Creatures and Minibeasts (continuing after half term) • Possible visit from vet/Animal Man/visit to Amerton Farm • Using telephones, computer, binoculars, torches • Celebrate Father’s Day talk about why our Dads and Grandads are special			
		Harvest		Diwali Hannukah Christmas St Andrew’s Day (30/11)		‘Epiphany Ash Wednesday / Shrove Tuesday St David’s Day (1 st March) Chinese New Year		‘Palm Sunday St Patrick’s Day (17 th March) Passover Easter Start of Ramadan (Ramadan Moon book)		Being special: where do we belong? Eid Shavouot Eid (The Best Eid ever book) St George’s Day (23/4)		Diversity stories, developing positive attitudes about the differences between people – Suitable stories include - We all belong, Not like the Others, It’s ok to be different, Happy within- just the way he is.	



PRE-SCHOOL LONG TERM PLAN CYCLE B

	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
GENERAL THEMES	SUPER ME!				WINTER WONDERLAND AND SPRING SUNSHINE				SPLISH! SPLASH! SPLOSH!			
UNDERSTANDING THE WORLD RE / FESTIVALS Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.											
	○ Explore classroom and outdoor space ○ Talk about themselves – likes/dislikes, family and home, creative role play ○ Look at past and present in relation to themselves ○ Enjoy small world play, find out about different jobs ○ Operating simple equipment – microwave, kettle and telephone in role play, computer, mouse, keyboard, ipads ○ Plant bulbs and care for the growing plants. Tidy the garden using rakes, brooms, exploring and discussing the natural world around them using all their senses				○ Frosty/snowy walk. What is winter like? ○ Signs of winter, observing different types of weather – snow, ice, sleet, hail, slush, observing trees. Talk about what they see using a wide range of vocabulary ○ Exploring ice – How is ice made? Why does ice melt? Making ice. ○ Using jets of warm water and salt to melt ice ○ Exploring polar animals, how do they keep warm? Talk about the different countries in the world and the differences they have experienced or see in photos – E.g. compare polar regions with desert ○ Making bird cake and feeders, identifying different types of birds using binoculars ○ Plant seeds and care for them, understand the key features of the life cycle of a plant ○ Observing changes in bulbs planted, flowering plants ○ Growing grass, making grass heads ○ Exploring woodland animals and woodland habitat ○ Skill in making toys/play equipment work eg torches, buttons, flaps on toys, cameras, voice recorders, making shadows – explore how things work ○ Complete short programmes on the computer to improve mouse control				• Celebrate Father’s Day and make cards – make sense of their own life story and family history • Use magnets and discuss the terms magnetic and non magnetic – exploration of forces and properties of objects • Floating and sinking experiments – moving water in different ways from one container to another – hands on exploration, properties of objects • Explore how water travels along ramps, channels, in water trays, raindrops on window etc.- exploration and experimentation practically • Exploring puddles and shadows – why do shadows move? Use torches to make shadows.			
	Harvest		Diwali Hannukah Christmas St Andrew’s Day (30/11)		‘Epiphany Ash Wednesday / Shrove Tuesday St David’s Day (1 st March) Chinese New Year		‘Palm Sunday St Patrick’s Day (17 th March) Passover Easter Start of Ramadan (Ramadan Moon book)		Being special: where do we belong? Eid Shavouot Eid (The Best Eid ever book) St George’s Day (23/4)		Diversity stories, developing positive attitudes about the differences between people – Suitable stories include - We all belong, Not like the Others, It’s ok to be different, Happy within- just the way he is.	



Curriculum Map

Historical Skills

Reception

Chronology	Enquiry and Interpreting	Knowledge and Understanding Substantive Knowledge (sk)	Understanding of events, people and changes. Declarative Knowledge (dk)	Vocabulary
• Use talk to organise, sequence and clarify thinking and events • Compare & contrast characters from stories, including figures from the past • Comment on images of familiar situations in the past	• Ask questions to find out more & to check understanding of what has been said • Understands questions such as who, why, when, where & how • Understands a range of complex sentence structures including tense markers • Engage in non-fiction books	• Use talk to organise, sequence & clarify thinking, ideas, feelings & events • Articulate ideas & thoughts in well-formed sentences • Ask questions to find out more & to check understanding of what has been said		Past Present Who Why When Where How Toys Change Grandparents Amelia Earhart Mae Jemison Families



RECEPTION LONG TERM CYCLE A

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MY BEAR AND ME		ARE WE NEARLY THERE YET?		ANIMAL MAGIC	
UNDERSTANDING THE WORLD RE / FESTIVALS	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	Computers – parts of a computer, logging on/off, using the drawing program to create a picture of a teddy – E-Safety Learning about Harvest festival (RE) and Christmas People and communities – how teddies/toys have changed through time. What are toys made of? Gummy Bears experiment Bears around the world – where are they found? Locate on maps. Autumn – changing seasons – what do we see? Making porridge for Goldilocks and tasting it – adding liquids Baking Bear biscuits – link to Children in Need Toys in the past and present – Grandparents visit or Zoom? Christmas presents in the past. Night time routines – do you cuddle your bear? Christmas, Remembrance Sunday, Diwali, Harvest, Hannukah Create a map of the Three Bear’s wood		Location scouts – talk about features of their own environments. Recommend places for bridges, houses or hideouts, mapwork Locate Yarnfield and London on a map Create a group map of the Naughty Bus’ journey Small world- London play Traffic survey Vehicles from the past Transport around the world moving toys Famous people from history – Amelia Earheart; Mae Johnson Sequence a journey in a plane First woman in space – Mae Jemison Looking at how things move, forces — push and pull – ramps science experiment, floating and sinking Cameras, Beebots Chinese New Year celebrations RE- Entrust scheme- Relationships, church celebrations RE- ENTRUST scheme- Celebrations- Easter		Children use ICT to take videos/photos and save/view them for a purpose. RE – creation and the natural world Ourselves – our bodies; senses, body parts, bones Our families; who’s who, other families, how we change (NF writing) Growing our cress/vegetables Butterfly life cycle observations 5 senses – food tasting, healthy lifestyles People who help us My baby – picture cards of parent and baby animals to match up Looking after pets Digital art – ‘paint’ an animal Mini beast hunts Owl Baby bags Animals in different habitats – sea, desert, polar regions etc Learn how animals adapt to environments. Small world play – ocean, habitats comparison, dinosaurs Jane Goodall and work with chimpanzees Alexander Von Humboldt – botanist and adventurer	
	Identify and ask questions about customs associated with particular religious communities Harvest	Explore stories about the lives and teachings of key religious figures Diwali Hannukah Christmas	‘Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies’ Epiphany Ash Wednesday / Shrove Tuesday St David’s Day	‘Find out about ways in which sacred texts are regarded, read and handled by believers Palm Sunday Passover Easter Start of Ramadan	Ask and respond imaginatively to questions about things that are interesting or puzzling in the world’ Eid Shavuot	Helping others: Develop an awareness of a variety of ways in which people might help in a church and of the Christian teaching to help others.



RECEPTION LONG TERM CYCLE B

	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
GENERAL THEMES	SUPER ME!				WINTER WONDERLAND AND SPRING SUNSHINE				SPLISH! SPLASH! SPLOSH!			
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	- Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. - Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. - Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family - Computers – how to use the mouse, choose a program, using the drawing program to create a face picture – E-Safety - How we change as we grow - Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. - Exploring our own interests - Keeping ourselves healthy – germs, brushing teeth, bathing etc - Who are superheroes? Real and fictional. - What makes a hero a hero? - People who help us - Super senses - Christmas trip to see Santa - Celebrating Halloween, Bonfire night and Christmas - Can talk about what they have done with their families during Christmas’ in the past.				- Listening to stories and placing events in chronological order. . - Nocturnal Animals Making sense of different environments and habitats - Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. - After close observation, draw pictures of the natural world, including animals and plants - Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. - Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. - Can children make comments on the weather, culture, clothing, housing. - Change in living things – Changes in the leaves, weather, seasons, - Explore the world around us and see how it changes as we move from winter to Summer. Provide opportunities for children to note and record the weather. - Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. - Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. - Look for children incorporating their understanding of the seasons and weather in their play. - ICT – i pads; technology around us, programming - Animals in cold climates and animals that hibernate, animal groups - Sorting animals into hot and cold places and groups - Freezing and melting - Look at the local environment and comparing to a cold place; how does the environment change over 4 seasons - Mini beast hunt - Life cycles – frogs - Weddings				- ICT- Internet, - Technology in the home, programming - Building Bricks Rainbow stem activity - Flowers in coloured water activity – recording results - Shadows investigation and play in the dark tent - Floating and sinking – talks about why things happen and how they work - Create a boat model that will float - Observing and growing beans, cress, tomatoes, potatoes etc - Comparing land and water – world maps and continents - Make edible food colouring and create rainbow toast - Milk, food colouring, dish soap experiment. - How are rainbows formed? - Read Bringing the rain to Kapiti Plain – look at Geography and landscape in Africa. Compare to UK.			
	Identify and ask questions about customs associated with particular religious communities Harvest		Explore stories about the lives and teachings of key religious figures Diwali Hannukah Christmas		‘Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies’ Epiphany Ash Wednesday / Shrove Tuesday St David’s Day		‘Find out about ways in which sacred texts are regarded, read and handled by believers Palm Sunday Passover Easter Start of Ramadan		Ask and respond imaginatively to questions about things that are interesting or puzzling in the world’ Eid Shavuot		Helping others: Develop an awareness of a variety of ways in which people might help in a church and of the Christian teaching to help others.	



Curriculum Map

Year 1

Autumn 1 - Photographs from history. What can they tell us about Britain's past?	Spring 1 - Significant Explorers: How has seafaring changed over time?	Summer 1 - Elizabeth II- What was her life like?
• I can explain what photography is and why historians find it interesting. • I can describe some of the challenges of early photography and compare these with photography today. • I can describe some of the things that we can learn from a family portrait photograph from 140 years ago. • I can use photographs to compare Victorian trips to the seaside to the present day.	• I can explain what an explorer is and how early explorers travelled. • I can describe how the early Polynesians sailed across the ocean. • I can describe the galleys of the early Mediterranean. • I can describe the features of Viking longboats. • I can explain how the Vikings navigated over long distances to far away places.	• I can describe Elizabeth's very early life. • I can explain why 1936 was such an important year for Elizabeth. • I can describe how Elizabeth came to marry Prince Philip of Greece and Denmark. • I can explain how Elizabeth came to be Queen of England • I can explain why Elizabeth II was the queen of four different nations



Curriculum Map

Historical Skills

Year 1 End Points

Chronology	Enquiry and Interpreting	Knowledge and Understanding Substantive Knowledge (sk)	Understanding of events, people and changes. Declarative Knowledge (dk)	Vocabulary
- Recount past changes from their own lives. - Sequence events in chronological order.	- Find out about the past- using pictures, stories, online sources and artefacts. - Begin to ask and answer simple questions using historical sources.	- Identify/name key events and people. - Begin to describe similarities and differences between then and now (using pictures, artefacts and other historical sources).	- Talk, draw or write about aspects from the past. - Understand key features of events - Identify some similarities and differences between ways of life in different periods.	Past Present Photograph Portrait Britain Explorer Queen Elizabeth II Nation Evidence



Curriculum Map

Year 2

Autumn 1 - Significant individuals who changed Britain: how did they fight for change?	Spring 1 - Great Fire of London	Summer 1 - Queen Victoria: How did Britain change over her lifetime?
• I can describe the events that took place at Epsom Racecourse in 1913. • I can explain why Emily Davison joined the Suffragettes. • I can describe some of Emily Davison's actions as a militant suffragette. • I can describe how some women were eventually allowed to vote in Britain.	• I know some information about what London was like in 1666 • I know how the fire started • I know why the fire spread so quickly • I know why the fire lasted so long • I know the importance of Samuel Pepys in discovering more about the fire • I know which changes happened in London as a consequence of the fire	• I can describe what happened when Victoria became Queen of the United Kingdom. • I can describe Victoria's marriage to Albert. • I can describe some of the features of Victorian society. • I can describe how factories changed Britain during Victorian times, using some paintings from the period as evidence. • I can describe how Britain had changed by the time of Queen Victoria's death.



Curriculum Map Historical Skills

Year 2 End Points

Chronology	Enquiry and Interpreting	Knowledge and Understanding Substantive Knowledge (sk)	Understanding of events, people and changes.	Vocabulary
- Place historical figures, events and artefacts in order on timelines. - Begin to use dates and labels on timelines.	- Find out about the past using artefacts, pictures, stories, online sources and databases. - Begin to ask and answer relevant historical questions. <i>E.g What was it like for a....?</i> <i>What happened?</i> <i>How long ago?</i>	- Give reasons why people from the past acted in the ways they did. - Describe similarities and differences between then and now using information gained from sources.	Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.	Emily Davidson Suffragette Past Present Voting Fair London 1666 Samuel Pepys Fire Timeline Queen Victoria Factory Changes



Curriculum Map

Year 3

Autumn 1 -Stone Age Britain	Spring 1 - Bronze to Iron Age Britain	Summer 1 - Ancient Egypt- What stayed the same across 3000 years?
• I can describe some of the main features regarding the chronology of the earliest humans in Britain. • I can explain what archaeologists think they know about the Paleolithic Era and the evidence it is based on. • I can describe how archaeologists know about Homo sapiens' early settlement of Britain. • I can describe how humans lived in the Mesolithic Era. • I can explain why archaeologists think humans began to farm in Britain during the Neolithic Era. • I can place evidence that archaeologists have found from the different periods of the Stone Age in Britain on a timeline.	• I can explain when the Bronze Age was and how bronze is made. • I can explain how the making and use of bronze changed life in Britain. • I can explain how and when the Iron Age began in Britain and describe who the Celts were. • I can describe how the use of iron impacted farming during the Iron Age. • I can describe some of the changes that took place in settlements and trade in Britain during the Iron Age. • I can describe the similarities and differences between Bronze Age and Iron Age Britain.	• I can describe where and when the Ancient Egyptians lived and explain why the River Nile was important for them. • I can describe how the kingdoms of Egypt changed over time. • I can describe Howard Carter's great discovery of the tomb of Tutankhamun. • I can describe what Ancient Egyptian writing looked like and explain how it changed over time. • I can explain how some aspects of the way Ancient Egyptians treated dead bodies changed, whilst others stayed the same.



Curriculum Map

Historical Skills

Year 3 End Points

Chronology	Enquiry and Interpreting	Knowledge and Understanding Substantive Knowledge (sk)	Understanding of events, people and changes. Declarative Knowledge (dk)	Vocabulary
- Use an increasing range of common words and phrases relating to the passing of time. - Describe memories of key events in his/her life using historical vocabulary.	- Use various sources of historical evidence to find out about the past. - Ask and answer relevant historical questions. - Begin to give reasons for opinions (using historical evidence). - Begin to make comparisons between historical sources of evidence.	- Describe features of periods studied. E.g. clothes, beliefs, homes, attitudes. - Describe similarities and differences between people, events and actions over time.		Prehistory Stone Age Bronze Age Iron Age Archaeologists Palaeolithic Mesolithic Neolithic Timeline Settlement Bronze Age Iron Age Ancient Egypt River Nile Tutankhamun Hieroglyphics Howard Carter



Curriculum Map

Year 4

Autumn 1 -Ancient Greek civilisations	Spring 1 - The Romans- What did it mean to be a Roman?	Summer 1 - The Romans- What impact did the Romans have on Britain?
• I can describe where Ancient Greece was located and briefly outline its history. • I can describe what life was like in the Ancient Greek city-state of Athens. • I can compare Sparta to Athens and tell the story of their rivalry. • I can describe some Ancient Greek myths and suggest what they tell us about Ancient Greek culture. • I can compare the Ancient Greek Olympic games to those that are held in the current period. • I can write an account of Ancient Greek history and culture which best represents what Ancient Greece was like.	• I can explain what it meant to be Roman in the early years of the Roman Republic. • I can explain the difference between the Roman Republic and the Roman Empire. • I can explain what happened to the Roman Empire when it was split in two. • I can explain the fall of the Western Roman Empire. • I can explain how ideas about what it meant to be a Roman changed over time.	• I can explain how the Romans invaded Britain during the reign of Emperor Claudius. • I can describe the causes and events of Boudica's rebellion. • I can describe the sorts of buildings the Romans introduced to Britain. • I can describe how many Roman towns in Britain were designed. • I can describe how life changed in Britain due to Roman settlement.



Curriculum Map

Historical Skills

Year 4- End Points

Chronology	Enquiry and Interpreting	Knowledge and Understanding Substantive Knowledge (sk)	Understanding of events, people and changes. Declarative Knowledge (dk)	Vocabulary
- Place some historical periods in a chronological framework. - Use historic terms relating to the period of study.	- Use sources of information in ways that go beyond using simple observations to answer questions about the past. - Use a variety of resources to find out about aspects of life in the past. - Understand that sources can contradict each other.	Suggest causes and consequences of some of the main events and changes in history.	Suggest causes and consequences of some of the main events and changes in history.	Ancient Greece Sparta Athens Past Similarities Differences Roman Republic Empire Western Emperor Claudius Boudica Settlements Religion