

Stepgates Community School Curriculum Mapping: History 2022-2023



Nursery	Reception	Areas of Learning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding the World Begin to make sense of their own life-story and family history</p>	<p>Understanding the World Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>ELG Talk about the lives of people around them and their roles in society Know some similarities and differences between</p>	<p>Chronological understanding</p>	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p>	<p>Sequence artefacts closer together in time, check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p>	<p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p>
		<p>Range and depth of historical knowledge</p>	<p>Recognise the difference between past and present in their own and others' lives</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of</p>	<p>Find out about everyday lives of people in time studied</p> <p>Compare with our life today Identify reasons for and results of people's actions</p>	<p>Use evidence to reconstruct life in time studied Identify key features and events of time studied</p>	<p>Study different aspects of different people; differences between men and women</p> <p>Examine causes and</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p>



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<p>things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>		<p>Know and recount episodes from stories about the past</p>	<p>life at different times</p>	<p>Understand why people may have wanted to do something</p>	<p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p>
	<p>Interpretations of history</p>	<p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past - how reliable are their memories?</p>	<p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources and compare different versions of the same story</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources; fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretation fact or fiction and opinion</p> <p>Be aware that different evidence will lead to</p>

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					Look at representations of the period; museum, cartoons etc			different conclusions Confidently use the library and internet for research
		Historical enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts	Use a source /observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period Observe small details artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research	Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account

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		<p>Organisation and communication</p>	<p>Communicate their knowledge through: discussion/drawing pictures/drama/role play/making models/writing/using I</p>	<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms</p>
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