

## Molehill Primary Academy History Curriculum Map

	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
<b>Knowledge</b>	Personal history - Family history Lives of significant individuals - Study of the royal family. Queen Elizabeth II, Queen Victoria, King Charles III	History of story telling - study of a local story writers.  People of local historical significance - Mary Tourtel - Rupert bear. Charles Dickens. Sir Thomas Wyatt.	Explain why Britain has a special history by learning about famous events - Gunpowder plot.  Life of a significant individual - Florence Nightingale.	Extreme weather in recent history - Ordering events chronologically  The lives of significant individuals in the past who have contributed to national and international achievements - Greta Thunberg	The life of a significant individual who has contributed to national achievements- Thomas Stevenson, Thomas Edison, Louis Braille, Alexander Graham Bell, Ole Kirk Christiansen (invented lego).	Changes within living memory - History of toys. How toys have changed through history - comparison to grandparents and parents toys.
<b>Year 1 Skills</b>	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:	
<b>Year 2 Skills</b>	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	Where we are in place and time	How the world works	How we organise ourselves	Sharing the planet
LKS2 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Britain's settlement by Anglo-Saxons and Scots	Britain's settlement by Anglo-Saxons and Scots	Achievements of Early Civilizations Ancient Egypt	Achievements of Early Civilizations Ancient Egypt	A study over time - national history and local history	A study over time - national history and local history
Year 3 Skills	Ongoing					
	Chronological Understanding		Historical Enquiry		Historical Interpretation	
	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					
	Chronological Understanding		Historical Enquiry		Historical Interpretation	
	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	
	How the world works	Sharing the planet	Who we are	Where we are in place and time	How we express ourselves	How we organise ourselves
UKS2 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Compare and contrast - media and technology past and present	WW2 - 'a significant turning point in British history/local history study'	Significant explorers from the past - Charles Darwin.	A non-European society contrast with Britain - Golden Age of Islam	Civil Rights - 'changes in social history and changing demographics in Britain'	Crime & Punishment - 'changes in an aspect of social history, such as crime and punishment'
Year 5 Skills	Ongoing					
	Chronological Understanding		Historical Enquiry		Historical Interpretation	
	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					
	Chronological Understanding		Historical Enquiry		Historical Interpretation	
	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	