



History Curriculum Map – Becoming Historians



History Curriculum Intent at Ghost Hill



“The more you know about the past, the better prepared you are for the future.”

- Theodore Roosevelt

At Ghost Hill our intent is to ensure our history curriculum develops and fosters our children’s curiosity, interest, and enquiry about the past. Our children are provided with the scaffolding required to access the learning at all levels. Our history curriculum focusses on a carefully planned progression in skills, knowledge and vocabulary, which enables our children to develop their understanding over time drawing on prior learning to deepen and advance current learning. Through our topics, which act as a vehicle to the delivery of our carefully planned curriculum, we are focused on creating enthusiastic learners who over time develop an ability to empathise with historical content, as well as gain knowledge of the chronology of key events, famous historical individuals and their lives along with significant historical events in time, which have had an impact on how we live today.

Composite (From National Curriculum)

Progression Components (The building blocks to National Curriculum Composites)

The Building Blocks of Knowledge in the Early Years Foundation Stage

Year 1

Year 2

In Early Years these building blocks will be observed and provided through rich opportunities in the environment for children to access independently. Computing is predominantly observed within Communication and Language and Knowledge and Understanding of the World.

Chronological understanding	<p>Nursery</p> <p>Past and Present:</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why'</p>	<p>Reception</p> <p>Past and Present:</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Engage in non-fiction</p>	<p>Sequence events in the life of a key historical figure (Queen Elizabeth II), explaining the order of events and what happened.</p> <p>Creates simple timelines to sequence processes, events, objects within their own experience (toys from the past).</p> <p>To use vocabulary associated with the past e.g. old/ new, then/ now, yesterday, long ago, before/after.</p> <p>Place known events and objects in chronological order</p>	<p>Sequence events of a specific period of history, explaining the order of events and what happened with increased confidence.</p> <p>To understand when World War II happened in comparison to historical periods already covered in KS1.</p> <p>Confidently use vocabulary associated with the past e.g. old/ new, then/ now, yesterday, long ago, before/after.</p> <p>Sequence events on a timeline</p>

Evidence and interpretation	<p>questions. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Begin to make sense of their own life-story and family's history. Show interest in different occupations.</p>	<p>books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Use all their senses in hands-on exploration of natural materials.</p>	<p>To look at sources and ask relevant questions. For example; "What was it like for people?" "What happened?" "What was this used for?" "How long ago?" (Toys)</p> <p>With support, use evidence of explorers lives to ask questions about the past. (Explorers)</p> <p>With support, observe or handle some evidence to ask questions about the past. (Monarchs)</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past. (Nurses)</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p>
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<p>Cause and consequence</p>		<p>ELG:</p> <p>Past and Present</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>Begin to explain why monarchs built castles and what the consequences of these actions were.</p> <p>Discuss the causes of exploring and what we found out from exploration.</p> <p>Discuss causes that lead to toys changing.</p>	<p>Recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were. (Nurses, World war II)</p> <p>Explain the causes of the Great Fire of London and what the consequences were.</p> <p>Begin to explain the cause of World War 2 and what the consequences were.</p>
<p>Change and Continuity</p>			<p>Can match old objects to people or situations from the past.</p> <p>Can describe how some aspects of life today differ from the past using simple historical vocabulary.</p> <p>Say which toys have stayed the same and which toys have changed overtime.</p> <p>Describe changes over a period of time (Explorers)</p>	<p>Describe changes and the historical events they led to.</p> <p>Describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p>

			Describe changes and historical events.	
Similarity and difference			<p>Compare toys using pictures from the past and present.</p> <p>Use pictures and stories to find out about the past and compare different explorations.</p> <p>Compare the similarities and differences between different castles.</p>	<p>Use pictures, stories and film footage to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p> <p>To use artefacts and diary entries to compare similarities and differences.</p>
Historical enquiry			<p>Use information to describe similarities and differences between the past and now.</p> <p>Identify different ways to represent the past e.g. photos, stories, videos and adults talking about the past.</p> <p>Begin to appreciate the validity of sources e.g. memories might not always be reliable.</p>	<p>Use various tools to research such as books and the internet to find information about the past.</p> <p>Begin to appreciate the validity of sources e.g. memories might not always be reliable, one person's interpretation might not be the same as another person's interpretation</p>

			Understand the difference between primary and secondary sources.
Historical sources		<p>Look at artefacts from the past and use them to try and ask and answer questions about the past.</p> <p>Know what a number of older objects were used for and organise these artefacts by age.</p> <p>Know how to ask and answer questions about old and new objects.</p> <p>Know how to spot old and new things in a picture.</p>	<p>Use artefacts to ask questions about the past with increasing confidence (who, what, why, where, when).</p> <p>Know what artefacts in the past may have been used for.</p> <p>Use a wide range of information to answer questions about the past.</p>
Historical significance	<p>Nursery Some examples include; Bonfire night. Remembrance Sunday. castles and princesses. Holdiays- Family.</p> <p>Reception: Remembrance – making plate poppies. Look at characters from the past and compare with today: Cinderella/Elsa etc.</p>	<p><i>Significant people from the past – Explorers</i></p> <p><i>Changes within living memory- Toys from the past</i></p> <p><i>Events beyond living memory- Own locality - Monarchs</i></p>	<p><i>Significant people from the past, Nurses of the past, Great Fire of London</i></p> <p><i>Changes within living memory-</i></p> <p><i>Events beyond living memory- The Great fire of London, World War Two</i></p> <p><i>Own locality- Nurses</i></p>

