










## Concept Map – History


Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 <p><b>Locality</b></p>	<p>Measuring themselves and noticing changes then/ now</p> <p>environments through zoo, farm, building site and jobs (in local area)</p>	<p>- Neil Armstrong and The Moon Landing</p> <p>-Ernest Shackleton</p> <p>- Transport</p>	<p>- Castles</p>	<p>-Roman Britain</p>	<p>-Anglo-Saxons and Vikings</p> <p>-The Tudors</p>	<p>-WWII</p>	<p>-Crime and punishment</p>
 <p><b>Main Events</b></p>	<p>Guy Fawkes</p> <p>Poppies</p> <p>Space travel from the past - landing on the moon/ mars</p> <p>Transition</p>	<p>- Neil Armstrong and The Moon Landing</p> <p>-Ernest Shackleton</p> <p>-Dinosaurs</p>	<p>-Great Fire of London</p> <p>-Titanic</p>	<p>- Life and Death in Ancient Egypt</p> <p>-Roman Britain</p>	<p>-The Tudors</p> <p>-Anglo-Saxons and Vikings</p>	<p>-WWII</p> <p>-Ancient Greeks</p>	<p>-Crime and Punishment</p>
 <p><b>Society</b></p>	<p>Learn about the job of a builder and baker (linked to The Three Little Pigs and The Gingerbread Man)</p> <p>Learn about the RSPB and Owl sanctuary - roles in society)</p> <p>Poppies</p> <p>Learn about the jobs of Zoos and vets - caring for animals</p> <p>learning about jobs of different people.</p> <p>Learn about the jobs of farmers, farm machinery (modern) compare to past (horse/ cart, no machines to help)</p>	<p>-Toys</p> <p>- Transport</p>	<p>-Great Fire of London</p> <p>-Titanic</p> <p>-Castles</p>	<p>-How did life change within the Stone Age?</p> <p>-Roman Britain</p>	<p>-Anglo-Saxons and Vikings</p> <p>-The Tudors</p>	<p>-Ancient Greeks</p>	<p>-Crime and Punishment</p> <p>-The Mayans</p>
 <p><b>Conflict</b></p>	<p>Guy Fawkes</p> <p>Poppies</p> <p>Pirates</p>	<p>- Neil Armstrong and The Moon Landing</p>	<p>-Castles</p>	<p>-Roman Britain</p>	<p>-Anglo-Saxons and Vikings</p> <p>-The Tudors</p>	<p>-WWII</p>	<p>-Crime and Punishment</p> <p>-The Mayans</p>
 <p><b>Artefacts</b></p>	<p>All topics using practical resources</p>	<p>-Toys</p>	<p>- Great Fire of London</p>	<p>-How did life change within the Stone Age?</p> <p>-Roman Britain</p> <p>- Life and Death in Ancient Egypt</p>	<p>-Anglo-Saxons and Vikings</p> <p>-The Tudors</p>	<p>-WWII</p> <p>-Ancient Greeks</p>	<p>-Crime and Punishment</p> <p>-The Mayans</p>





<b>Beliefs</b> 	Guy Fawkes			-How did life change within the Stone Age? -Roman Britain - Life and Death in Ancient Egypt	-Anglo-Saxons and Vikings -The Tudors	-Ancient Greeks	-Crime and Punishment -The Mayans
<b>Agriculture</b> 	Measuring themselves and noticing changes then/ now  Learn about the jobs of farmers, farm machinery (modern) compare to past (horse/ cart, no machines to help)			-How did life change within the Stone Age?  - Life and Death in Ancient Egypt	-Anglo-Saxons and Vikings	-WWII	-The Mayans
<b>Settlements</b> 	Learn about the job of a builder and baker (linked to The Three Little Pigs and The Gingerbread Man)  environments through zoo, farm, building site and jobs		-Great Fire of London -Castles	- -How did life change within the Stone Age? -Roman Britain	-Anglo-Saxons and Vikings	-WWII -Ancient Greeks	-The Mayans
<b>Culture and Pastimes</b> 	Guy Fawkes  babies reflecting a range of cultures available to play with all year	-Toys	-Titanic	-How did life change within the Stone Age? -Roman Britain - Life and Death in Ancient Egypt	-Anglo-Saxons and Vikings -The Tudors	-Ancient Greeks	-The Mayans
<b>Travel and Exploration</b> 	Space travel from the past - landing on the moon/ mars	- Neil Armstrong (The Moon Landing) -Ernest Shackleton -Transport	-Titanic	- Life and Death in Ancient Egypt	-The Tudors -Anglo-Saxons and Vikings	-WWII	-Crime and Punishment
<b>Being a Historian</b> 	All topics						

### Concept Curriculum Skills - History

Concept	EYFS Curriculum ELG	KS1 Curriculum Skills	LKS2 Curriculum Skills	UKS2 Curriculum Skills
<b>Locality</b> 	<ul style="list-style-type: none"> <li>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> <li>To look closely at similarities, differences, patterns and change.</li> <li>To know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>	<p><b>Periods in History</b></p> <ul style="list-style-type: none"> <li>-To discuss some significant historical events, people and places in his/her own locality</li> </ul>	<p><b>Periods in History</b></p> <ul style="list-style-type: none"> <li>-To discuss the impact of significant historical events, people and places in their own locality</li> </ul>	<p><b>Periods in History</b></p> <ul style="list-style-type: none"> <li>-To discuss the impact of significant historical events, people and places in their own locality making links with changes in national life.</li> </ul>
<b>Main Events</b> 	<ul style="list-style-type: none"> <li>To remember and talk about significant events in their own experiences.</li> <li>To recognise and describe special times or events for family or friends.</li> <li>To talk about why things happen and how things work.</li> <li>To talk about past and present events in their own lives and in the lives of family members.</li> </ul>	<p><b>Historical understanding</b></p> <ul style="list-style-type: none"> <li>-To place events and objects in chronological order.</li> </ul> <p><b>Periods in History</b></p> <ul style="list-style-type: none"> <li>-To discuss significant events and people in Britain within and beyond their living memory</li> <li>-To discuss significant events and people from the wider world, within and beyond their living memory</li> </ul>	<p><b>Historical Understanding</b></p> <ul style="list-style-type: none"> <li>-To give simple reasons as to why key events happened in history.</li> </ul> <p><b>Historical understanding</b></p> <ul style="list-style-type: none"> <li>-To know that the past can be divided into different periods of time.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>-To be aware that the same time in history may be represented in different ways.</li> </ul>	<p><b>Periods in History</b></p> <ul style="list-style-type: none"> <li>-To discuss the impact of significant historical events, people and places in their own locality making links with changes in national life.</li> </ul> <p><b>Historical Understanding</b></p> <ul style="list-style-type: none"> <li>-To place events, people and changes into correct periods of time and the periods of time in chronological order.</li> <li>-To make links between events and changes; giving reasons for them and explaining the result.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>-To suggest reasons for conflicting historical accounts.</li> </ul>
<b>Society</b> 	<ul style="list-style-type: none"> <li>To show interest in the lives of people who are familiar to them.</li> <li>To recognise and describe special times or events for family or friends.</li> <li>To show interest in different occupations and ways of life.</li> </ul>	<p><b>Historical Understanding</b></p> <ul style="list-style-type: none"> <li>-To describe the similarities and differences between life during a time in the past and life today.</li> <li>-To answer questions about the past using given sources.</li> </ul>	<p><b>Periods in History</b></p> <ul style="list-style-type: none"> <li>-To discuss historical changes in Britain; what caused them and the impact on life in Britain.</li> </ul>	<p><b>Periods in History</b></p> <ul style="list-style-type: none"> <li>-To examine periods in world history; identifying contrasts with and influences on British society at the time.</li> </ul>



	<ul style="list-style-type: none"> <li>To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</li> <li>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> <li>To look closely at similarities, differences, patterns and change.</li> <li>To know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>			
<p><b>Conflict</b></p> 	<ul style="list-style-type: none"> <li>To remember and talk about significant events in their own experiences.</li> <li>To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<p><b>Historical Enquiry</b></p> <p>-To answer questions about the past using given sources.</p>	<p><b>Historical Enquiry</b></p> <p>-To choose appropriate sources to answer questions about specific people and events; going beyond simple observations.</p>	<p><b>Periods in History</b></p> <p>-To discuss the impact and causes of historical changes in Britain.</p>
<p><b>Artefacts</b></p> 	<ul style="list-style-type: none"> <li>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> <li>To look closely at similarities, differences, patterns and change. To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.</li> <li>To develop an understanding of growth, decay and changes over time.</li> </ul>	<p><b>Historical Enquiry</b></p> <p>-To answer questions about the past using given sources. -To describe an artefact e.g. materials; size; signs of wear and tear. -To know some of the ways that we can find out about the past.</p>	<p><b>Historical Enquiry</b></p> <p>-To choose appropriate sources to answer questions about specific people and events; going beyond simple observations. -To examine and compare artefacts.</p>	<p><b>Historical Enquiry</b></p> <p>-To examine artefacts and explain what they show us about that time in history. -To analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions.</p>
<p><b>Beliefs</b></p> 	<ul style="list-style-type: none"> <li>To remember and talk about significant events in their own experiences.</li> <li>To recognise and describe special times or events for family or friends.</li> <li>To show interest in different occupations and ways of life.</li> <li>To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<p><b>Historical Understanding</b></p> <p>-To describe the similarities and differences between life during a time in the past and life today.</p> <p><b>Historical Enquiry</b></p> <p>-To ask questions about the past.</p>	<p><b>Historical Understanding</b></p> <p>-To identify and describe changes between specific periods of history.</p> <p><b>Historical Enquiry</b></p> <p>-To create historically valid questions about similarities and differences.</p>	<p><b>Historical Understanding</b></p> <p>-To identify and describe changes within and between different periods in history.</p> <p><b>Historical Enquiry</b></p> <p>-To create historically valid questions about cause and significance.</p>

	<ul style="list-style-type: none"> <li>To know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>			
<b>Agriculture</b> 	<ul style="list-style-type: none"> <li>To show interest in different occupations and ways of life.</li> <li>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> <li>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</li> </ul>	<p><b>Historical Understanding</b> -To describe the similarities and differences between life during a time in the past and life today.</p> <p><b>Historical Enquiry</b> -To ask questions about the past.</p>	<p><b>Historical Understanding</b> -To identify and describe changes between specific periods of history.</p> <p><b>Historical Enquiry</b> -To create historically valid questions about similarities and differences.</p>	<p><b>Historical Understanding</b> -To identify and describe changes within and between different periods in history.</p> <p><b>Historical Enquiry</b> -To create historically valid questions about cause and significance.</p>
<b>Settlements</b> 	<ul style="list-style-type: none"> <li>To show interest in different occupations and ways of life.</li> <li>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> <li>To look closely at similarities, differences, patterns and change.</li> <li>To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>	<p><b>Historical Understanding</b> -To describe the similarities and differences between life during a time in the past and life today.</p> <p><b>Historical Enquiry</b> -To ask questions about the past.</p>	<p><b>Historical Understanding</b> -To identify and describe changes between specific periods of history.</p> <p><b>Historical Enquiry</b> -To create historically valid questions about similarities and differences.</p>	<p><b>Historical Understanding</b> -To identify and describe changes within and between different periods in history.</p> <p><b>Historical Enquiry</b> -To create historically valid questions about cause and significance.</p>
<b>Culture and Pastimes</b> 	<ul style="list-style-type: none"> <li>To show interest in different occupations and ways of life.</li> <li>To show interest in different occupations and ways of life.</li> <li>To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</li> <li>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> </ul>	<p><b>Historical Understanding</b> -To describe the similarities and differences between life during a time in the past and life today.</p> <p><b>Historical Enquiry</b> -To ask questions about the past.</p>	<p><b>Historical Understanding</b> -To identify and describe changes between specific periods of history.</p> <p><b>Historical Enquiry</b> -To create historically valid questions about similarities and differences.</p>	<p><b>Historical Understanding</b> -To identify and describe changes within and between different periods in history.</p> <p><b>Historical Enquiry</b> -To create historically valid questions about cause and significance.</p>
<b>Travel and Exploration</b> 	<ul style="list-style-type: none"> <li>To remember and talk about significant events in their own experiences.</li> <li>To show interest in different occupations and ways of life.</li> </ul>	<p><b>Historical Understanding</b> -To describe the similarities and differences between life during a time in the past and life today.</p> <p><b>Historical Enquiry</b> -To ask questions about the past.</p>	<p><b>Historical Understanding</b> -To identify and describe changes between specific periods of history.</p> <p><b>Historical Enquiry</b> -To create historically valid questions about similarities and differences.</p>	<p><b>Historical Understanding</b> -To identify and describe changes within and between different periods in history.</p> <p><b>Historical Enquiry</b> -To create historically valid questions about cause and significance.</p>

	<ul style="list-style-type: none"> <li>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</li> <li>To talk about why things happen and how things work.</li> </ul>			
<p><b>Being a Historian</b></p>	<ul style="list-style-type: none"> <li>To talk about past and present events in their own lives and in the lives of family members.</li> <li>To talk about why things happen and how things work.</li> <li>To develop an understanding of growth, decay and changes over time.</li> <li>To look closely at similarities, differences, patterns and change.</li> <li>To talk about past and present events in their own lives and in the lives of family members.</li> <li>To know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>To know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	<p><b>Historical Understanding</b></p> <ul style="list-style-type: none"> <li>-To use a wide vocabulary of everyday historical terms including those related to the passing of time e.g. before, after, a long time ago, past.</li> <li>-To use pictures and role play to tell stories from the past.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>-To know some of the ways that we can find out about the past.</li> </ul>	<p><b>Historical Understanding</b></p> <ul style="list-style-type: none"> <li>-To use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, primary and secondary sources, AD and BC.</li> </ul>	<p><b>Historical Understanding</b></p> <ul style="list-style-type: none"> <li>-To use and understand abstract terms such as empire, civilisation, parliament and peasantry and primary and secondary source.</li> </ul>