

Concept Map – History

Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locality 	Measuring themselves and noticing changes then/ now and seasons Roles in society and how they have changed e.g farming (in local area)	- Neil Armstrong and The Moon Landing -Ernest Shackleton - Transport - The Seaside	- Castles	-Roman Britain	-Anglo-Saxons and Vikings -The Tudors	-WWII	-Crime and punishment
Main Events 	UK culture and celebrations such as Guy Fawkes, Diwali, Chinese New Year etc. Space travel from the past - landing on the moon/ mars Transition	- Neil Armstrong and The Moon Landing -Ernest Shackleton	-Great Fire of London -Titanic	- Life and Death in Ancient Egypt -Roman Britain	-The Tudors -Anglo-Saxons and Vikings	-WWII -Ancient Greeks	-Crime and Punishment
Society 	Roles in society and how they have changed e.g farming Poppies Families and changes UK culture and celebrations such as Guy Fawkes, Diwali, Chinese New Year etc.	-Toys - Transport - The Seaside	-Great Fire of London -Titanic -Castles	-How did life change within the Stone Age? -Roman Britain	-Anglo-Saxons and Vikings -The Tudors	-Ancient Greeks	-Crime and Punishment -The Mayans
Conflict 	Guy Fawkes Poppies	- Neil Armstrong and The Moon Landing	-Castles	-Roman Britain	-Anglo-Saxons and Vikings -The Tudors	-WWII	-Crime and Punishment -The Mayans
Artefacts 	All topics using practical resources	-Toys	- Great Fire of London	-How did life change within the Stone Age? -Roman Britain - Life and Death in Ancient Egypt	-Anglo-Saxons and Vikings -The Tudors	-WWII -Ancient Greeks	-Crime and Punishment -The Mayans



Beliefs 	UK culture and celebrations such as Guy Fawkes, Diwali, Chinese New Year etc.			-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
Similarities and Differences 	Nature UK culture and celebrations such as Guy Fawkes, Diwali, Chinese New Year etc. Roles in society and how they have changed e.g farming (in local area)	-Toys -Moon landing to Shackleton (between topics) -Transport -The Seaside	-Titanic	- Life and Death in Ancient Egypt - How did life change within the Stone Age?	-Anglo-Saxons and Vikings -Qin Shi Huang	-Ancient Greeks	-Crime and Punishment - History of Chocolate
Settlements 		-Transport -The Seaside	-Great Fire of London -Castles	-How did life change within the Stone Age? -Roman Britain	-Anglo-Saxons and Vikings	-WWII -Ancient Greeks	-The Mayans
Change and Continuity 	Changes then and now Roles in society and how they have changed e.g farming (in local area) - Measuring themselves and noticing changes then/ now and seasons	-Toys Transport -The Seaside	-Great Fire of London	-How did life change within the Stone Age? -Romans	-Anglo-Saxons and Vikings -Tudors	-Ancient Greeks -WWII	-Crime and Punishment - History of Chocolate
Cause and Effect 	Space travel UK culture and celebrations such as Guy Fawkes, Diwali, Chinese New Year etc. -	-Moon Landing -Shackleton -Transport -The Seaside	-Great Fire of London -Titanic -Castles	-Romans	-Anglo-Saxons and Vikings -Tudors	-Ancient Greeks -WWII	-Crime and Punishment - Mayans
Chronology and Sequencing 	Changes then and now Space Travel Measuring themselves and noticing changes then/ now and seasons UK culture and celebrations such as Guy Fawkes, Diwali, Chinese New Year etc.	-Toys -Moon landing -Shackleton -Dinosaurs	-Great Fire of London -Titanic	- How did life change within the Stone Age?	-Anglo-Saxons and Vikings	-WWII -History of Space -Travel - Inequalities	-Crime and Punishment -Mayans



Concept Curriculum Skills - History

Concept	EYFS Curriculum ELG	KS1 Curriculum Skills	LKS2 Curriculum Skills	UKS2 Curriculum Skills
Locality 	- To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. - To look closely at similarities, differences, patterns and change. - To know about similarities and differences between themselves and others, and among families, communities and traditions. - 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.	Periods in History -To discuss some significant historical events, people and places in his/her own locality	Periods in History -To discuss the impact of significant historical events, people and places in their own locality	Periods in History -To discuss the impact of significant historical events, people and places in their own locality making links with changes in national life.
Main Events 	- To remember and talk about significant events in their own experiences. - To recognise and describe special times or events for family or friends. - To talk about why things happen and how things work. - To talk about past and present events in their own lives and in the lives of family members.	Historical understanding -To place events and objects in chronological order. Periods in History -To discuss significant events and people in Britain within and beyond their living memory -To discuss significant events and people from the wider world, within and beyond their living memory	Historical Understanding -To give simple reasons as to why key events happened in history. Historical understanding -To know that the past can be divided into different periods of time. Historical Enquiry -To be aware that the same time in history may be represented in different ways.	Periods in History -To discuss the impact of significant historical events, people and places in their own locality making links with changes in national life. Historical Understanding -To place events, people and changes into correct periods of time and the periods of time in chronological order. -To make links between events and changes; giving reasons for them and explaining the result. Historical Enquiry -To suggest reasons for conflicting historical accounts.
Society 	- To show interest in the lives of people who are familiar to them. - To recognise and describe special times or events for family or friends. - To show interest in different occupations and ways of life. - To know some of the things that make them unique,	Historical Understanding -To describe the similarities and differences between life during a time in the past and life today. -To answer questions about the past using given sources.	Periods in History -To discuss historical changes in Britain; what caused them and the impact on life in Britain.	Periods in History -To examine periods in world history; identifying contrasts with and influences on British society at the time.



	and to talk about some of the similarities and differences in relation to friends or family. - To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. - To look closely at similarities, differences, patterns and change. - To know about similarities and differences between themselves and others, and among families, communities and traditions.			
Conflict 	- To remember and talk about significant events in their own experiences. - 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.	Historical Enquiry -To answer questions about the past using given sources.	Historical Enquiry -To choose appropriate sources to answer questions about specific people and events; going beyond simple observations.	Periods in History -To discuss the impact and causes of historical changes in Britain.
Artefacts 	- To talk about some of the things they have observed, such as plants, animals, natural and found objects. - 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. - To develop an understanding of growth, decay and changes over time.	Historical Enquiry -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.	Historical Enquiry -To choose appropriate sources to answer questions about specific people and events; going beyond simple observations. -To examine and compare artefacts.	Historical Enquiry -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.
Beliefs 	- To remember and talk about significant events in their own experiences. - To recognise and describe special times or events for family or friends. - To show interest in different occupations and ways of life.	Historical Understanding -To describe the similarities and differences between life during a time in the past and life today. Historical Enquiry -To ask questions about the past.	Historical Understanding -To identify and describe changes between specific periods of history. Historical Enquiry -To create historically valid questions about similarities and differences.	Historical Understanding -To identify and describe changes within and between different periods in history. Historical Enquiry -To create historically valid questions about cause and significance.



	- 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. - To know about similarities and differences between themselves and others, and among families, communities and traditions.			
Similarities and Differences 	- To show interest in different occupations and ways of life. - To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. - To talk about some of the things they have observed, such as plants, animals, natural and found objects. - 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.	Historical Understanding -To describe the similarities and differences between life during a time in the past and life today. Historical Enquiry -To ask questions about the past.	Historical Understanding -To identify and describe changes between specific periods of history. Historical Enquiry -To create historically valid questions about similarities and differences.	Historical Understanding -To identify and describe changes within and between different periods in history. Historical Enquiry -To create historically valid questions about cause and significance.
Settlements 	- To show interest in different occupations and ways of life. - To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. - 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.	Historical Understanding -To describe the similarities and differences between life during a time in the past and life today. Historical Enquiry -To ask questions about the past.	Historical Understanding -To identify and describe changes between specific periods of history. Historical Enquiry -To create historically valid questions about similarities and differences.	Historical Understanding -To identify and describe changes within and between different periods in history. Historical Enquiry -To create historically valid questions about cause and significance.
Change and Continuity 	- To show interest in different occupations and ways of life. - To show interest in different occupations and ways of life. - To know some of the things that make them unique,	Historical Understanding -To describe the similarities and differences between life during a time in the past and life today. Historical Enquiry -To ask questions about the past.	Historical Understanding -To identify and describe changes between specific periods of history. Historical Enquiry -To create historically valid questions about similarities and differences.	Historical Understanding -To identify and describe changes within and between different periods in history. Historical Enquiry -To create historically valid questions about cause and significance.



	and to talk about some of the similarities and differences in relation to friends or family. To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.			
Cause and Effect 	- To remember and talk about significant events in their own experiences. - To show interest in different occupations and ways of life. - To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. - To talk about why things happen and how things work.	Historical Understanding -To describe the similarities and differences between life during a time in the past and life today. Historical Enquiry -To ask questions about the past.	Historical Understanding -To identify and describe changes between specific periods of history. Historical Enquiry -To create historically valid questions about similarities and differences.	Historical Understanding -To identify and describe changes within and between different periods in history. Historical Enquiry -To create historically valid questions about cause and significance.
Chronology and Sequencing 	- To talk about past and present events in their own lives and in the lives of family members. - To develop an understanding of growth, decay and changes over time. - To look closely at similarities, differences, patterns and change over time. - To talk about past and present events in their own lives and in the lives of family members.	Historical Understanding -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. -To use pictures and role play to tell stories from the past. Historical Enquiry -To know some of the ways that we can find out about the past.	Historical Understanding -To use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, primary and secondary sources, AD and BC.	Historical Understanding -To use and understand abstract terms such as empire, civilisation, parliament and peasantry and primary and secondary source.

