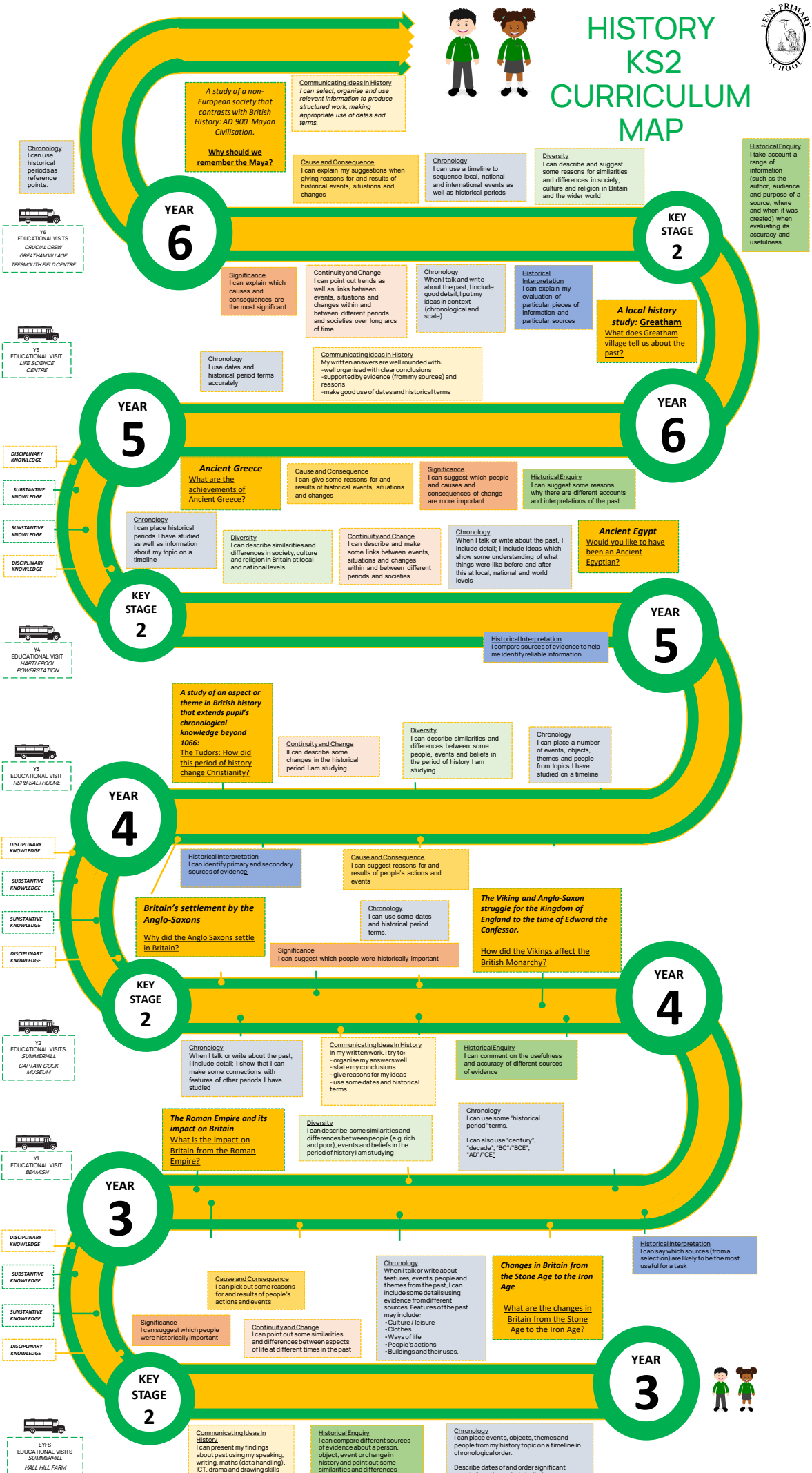


HISTORY KS2 CURRICULUM MAP



YEAR 6

KEY STAGE 2

YEAR 5

YEAR 6

KEY STAGE 2

YEAR 5

YEAR 4

YEAR 4

YEAR 3

YEAR 3

KEY STAGE 2

Chronology
I can use historical periods as reference points.

Y6 EDUCATIONAL VISITS
CRUCIAL CREW
GREATHAM VILLAGE
TESMOUTH FIELD CENTRE

Y5 EDUCATIONAL VISIT
LIFE SCIENCE CENTRE

DISCIPLINARY KNOWLEDGE

SUBSTANTIVE KNOWLEDGE

Y4 EDUCATIONAL VISIT
HARTLEPOOL POWERSTATION

Y3 EDUCATIONAL VISIT
RSPB SALFORD LAKE

DISCIPLINARY KNOWLEDGE

SUBSTANTIVE KNOWLEDGE

Y2 EDUCATIONAL VISITS
SUMMERWELL CAPTAIN COOK MUSEUM

Y1 EDUCATIONAL VISIT
BEAMISH

DISCIPLINARY KNOWLEDGE

SUBSTANTIVE KNOWLEDGE

EVS EDUCATIONAL VISITS
SUMMERWELL HALL HALL FARM

A study of a non-European society that contrasts with British History: AD 900 Mayan Civilisation.

Why should we remember the Maya?

Communicating Ideas in History
I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms.

Cause and Consequence
I can explain my suggestions when giving reasons for and results of historical events, situations and changes

Chronology
I can use a timeline to sequence local, national and international events as well as historical periods

Diversity
I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world

Historical Enquiry
I take account a range of information (such as the author, audience and purpose of a source, where and when it was created) when evaluating its accuracy and usefulness

Significance
I can explain which causes and consequences are the most significant

Continuity and Change
I can point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time

Chronology
When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale)

Historical Interpretation
I can explain my evaluation of particular pieces of information and particular sources

A local history study: Greatham
What does Greatham village tell us about the past?

Chronology
I use dates and historical period terms accurately

Communicating Ideas in History
My written answers are well rounded with: well organised with clear conclusions -supported by evidence (from my sources) and reasons -make good use of dates and historical terms

Ancient Greece
What are the achievements of Ancient Greece?

Cause and Consequence
I can give some reasons for and results of historical events, situations and changes

Significance
I can suggest which people and causes and consequences of change are more important

Historical Enquiry
I can suggest some reasons why there are different accounts and interpretations of the past

Chronology
I can place historical periods I have studied as well as information about my topic on a timeline

Diversity
I can describe similarities and differences in society, culture and religion in Britain at local and national levels

Continuity and Change
I can describe and make some links between events, situations and changes within and between different periods and societies

Chronology
When I talk or write about the past, I include detail; I include ideas which show some understanding of what things were like before and after this at local, national and world levels

Ancient Egypt
Would you like to have been an Ancient Egyptian?

Historical Interpretation
I compare sources of evidence to help me identify reliable information

A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066: The Tudors: How did this period of history change Christianity?

Continuity and Change
I can describe some changes in the historical period I am studying

Diversity
I can describe similarities and differences between some people, events and beliefs in the period of history I am studying

Chronology
I can place a number of events, objects, themes and people from topics I have studied on a timeline

Historical Interpretation
I can identify primary and secondary sources of evidence

Cause and Consequence
I can suggest reasons for and results of people's actions and events

Britain's settlement by the Anglo-Saxons
Why did the Anglo Saxons settle in Britain?

Significance
I can suggest which people were historically important

Chronology
I can use some dates and historical period terms

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

How did the Vikings affect the British Monarchy?

Chronology
When I talk or write about the past, I include detail; I show that I can make some connections with features of other periods I have studied

Communicating Ideas in History
In my written work, I try to: -organise my answers well -state my conclusions -give reasons for my ideas -use some dates and historical terms

Historical Enquiry
I can comment on the usefulness and accuracy of different sources of evidence

The Roman Empire and its impact on Britain
What is the impact on Britain from the Roman Empire?

Diversity
I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying

Chronology
I can use some "historical period" terms. I can also use "century", "decade", "BC"/"BCE", "AD"/"CE".

Historical Interpretation
I can say which sources (from a selection) are likely to be the most useful for a task

Cause and Consequence
I can pick out some reasons for and results of people's actions and events

Chronology
When I talk or write about features, events, people and themes from the past, I can include some details using evidence from different sources. Features of the past may include: -Culture / leisure -Clothes -Ways of life -People's actions -Buildings and their uses.

Changes in Britain from the Stone Age to the Iron Age

What are the changes in Britain from the Stone Age to the Iron Age?

Significance
I can suggest which people were historically important

Continuity and Change
I can point out some similarities and differences between aspects of life at different times in the past

Communicating Ideas in History
I can present my findings about past using my speaking, writing, maths (data handling), ICT, drama and drawing skills

Historical Enquiry
I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences

Chronology
I can place events, objects, themes and people from my history topic on a timeline in chronological order. Describe dates of and order significant events from the period studied.