



East Tilbury Primary School's History Curriculum Map

Year 1	HT1	HT2	HT3	HT4	HT5	HT6
 	<p><u>Skill:</u> <u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • sequence events or objects within living memory in chronological order • place known events and objects in chronological order. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • begin to describe similarities and differences in artefacts • sort artefacts “then” and “now” • use common words and phrases relating • to the passing of time • to ask and answer questions related to different sources and objects • find answers to simple questions about the past from sources of information • use dates to order and place events on a timeline. • identify similarities and differences between ways of life in different periods <p><u>Knowledge: Changes within living memory</u></p>		<p><u>Skill:</u> <u>Historical Interpretation</u></p> <ul style="list-style-type: none"> • use a range of sources to find out characteristic features of the past • describe significant historical events, places, people • understand key features of events • begin to identify different ways to represent the past <p><u>Knowledge: The lives of significant individuals in the past who have contributed to national and international achievements.</u></p> <ul style="list-style-type: none"> • the impact of significant kings and queens in Britain (Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II, 		<p><u>Skill:</u> <u>Organisation & Communication</u></p> <ul style="list-style-type: none"> • create time lines • record what has been learnt by drawing and writing • use drama/role play to describe events • write historical reports • speak about how they have found out about the past <p><u>Knowledge: Changes within living memory</u></p> <ul style="list-style-type: none"> • how the seaside has changed throughout the years • seaside holidays now and then • understand and present historical information on seaside towns • seaside attractions now and then • what changed the seaside resorts 	



- the difference between old and modern toys.
- what materials are used for old/modern toys
- what toys did our parents/grandparents (and beyond) play with
- how toys have developed and changed over time

Year 2



Skill:

Chronological Understanding

- sequence events using a timeline
- use dates to order and place events on a timeline.
- give reasons for some important events

Knowledge:

The lives of significant individuals in the past who have contributed to national and international achievements

- who were Neil Armstrong, Buzz Aldrin and Michael Collins
- who is Tim Peake
- why are they remembered in history

Events beyond living memory that are significant nationally or globally

- how The Space Race started and developed
- how the moon landing and Apollo missions took place

Skill:


Historical Interpretation

- describe events beyond living memory that are significant nationally or globally
- compare pictures or photographs of people or events in the past
- identify different ways to represent the past
- Provide an account of a historical event based on more than one source
- Identify similarities and differences between ways of life in different periods




Historical Enquiry

- find out about people and events in other times
- how to use a source of evidence and information – why, what, who, how, where to ask questions and find answers

		<ul style="list-style-type: none"> • the impact of the moon landing on civilisation 	<ul style="list-style-type: none"> • discuss the effectiveness of sources to answer questions about the past and make comparisons <p><u>Knowledge: Events beyond living memory that are significant nationally or globally</u></p> <ul style="list-style-type: none"> • how, where and why The Great Fire of London started • what was London like at the time • what impact did the fire have on London • about the lives of influential figures at the time
<p>Year 3</p>			
	<p><u>Skill: Chronological Understanding</u></p> <ul style="list-style-type: none"> • place the time studied on a time line • sequence events or artefacts • use dates related to the passing of time • find out about everyday lives of people in time studied • compare with our life today – make comparisons <p><u>Knowledge: Changes in Britain from the Stone Age to the Iron Age</u></p> <ul style="list-style-type: none"> • time periods including Stone Age, Bronze Age, Iron Age 	<p><u>Skill: Historical Interpretation</u></p> <ul style="list-style-type: none"> • use and compare a range of sources to find out about a period • observe small details – artefacts, pictures • identify and give reasons for different ways in which the past is represented • distinguish between different sources and evaluate their usefulness • understand representations of the period studied <p><u>Knowledge: The Roman Empire and its impact on Britain</u></p> <ul style="list-style-type: none"> • The invasion of Julius Caesar • The Roman empire and it's army • British resistance – Boudica 	

	<ul style="list-style-type: none"> • hunter-gatherers and early farmers – Skara Brae • technology, travel, art and culture • Hill forts and settlements • Amesbury Archer 	<ul style="list-style-type: none"> • Romanisation of Britain – art, dress, language, engineering and the roman legacy 	
Year 4			
History 	<u>Skill: Historical Enquiry and Interpretation</u> <ul style="list-style-type: none"> • look at available evidence • begin to evaluate the usefulness of different sources and provide an account • use text books and historical knowledge • compare accounts of events from different sources. Fact or fiction • understand that sources can contradict each other • use sources to answer questions about the past • use evidence to build up a picture of a past event • choose relevant material to present a picture of one aspect of life in time past • ask a variety of questions • use the library/e-learning for research 		<u>Skill: Understanding The Past</u> <ul style="list-style-type: none"> • use evidence to reconstruct life in time studied • identify key features and events • look for links and effects in time studied • offer a reasonable explanation for some events • develop a broad understanding of ancient civilisations • use terms related to the period and begin to date events • understand more complex terms e.g. BCE/AD • Present findings and communicate knowledge and understanding in different ways • Provide an account of a historical event based on more than one source <u>Knowledge: the achievements of the earliest civilizations – Ancient Egypt</u> <ul style="list-style-type: none"> • pharaohs • pyramids, sphinx, tombs

	<p><u>Knowledge: Britain's settlement by Anglo-Saxons and Scots</u></p> <ul style="list-style-type: none"> • Roman withdrawal from Britain • Scots invasions • Alfred the Great • King Ethelbert • Anglo-Saxon invasions, settlements and kingdoms: place names, village life, homes and farming • Anglo-Saxon art and culture: stories, food, music, jewellery, feasting 		<ul style="list-style-type: none"> • mythology • life & culture: homes, food, jobs, clothes, jewellery, the 3 Rs.
<p>Year 5</p>			
 	<p><u>Skill: Chronological understanding</u></p> <ul style="list-style-type: none"> • describe, know and sequence key events of time studied • use relevant terms and periods labels • make comparisons between different times in history • Understand how our knowledge of the past is constructed from a range of sources • examine causes and results of great events and the impact on people <p><u>Knowledge: The Viking struggle for England</u></p> <ul style="list-style-type: none"> • Viking invasion of Britain 	<p><u>Skill: Comparing historical periods</u></p> <ul style="list-style-type: none"> • relate current studies to previous studies • make comparisons between different times in history • compare life in early and late times studied • compare an aspect of life with the same aspect in another period <p><u>Knowledge: a non-European society that provides contrasts with British history: Maya Civilisations</u></p> <ul style="list-style-type: none"> • The Spanish invasion of Mesoamerica • Time periods of Maya Civilisation: pre-classic, classic and post-classic • Hieroglyphs 	<p><u>Skill: Historical Organisation</u></p> <ul style="list-style-type: none"> • use appropriate terms, matching dates to people and events • record and communicate knowledge in different forms- • work independently and in groups to present findings showing initiative • Present findings and communicate knowledge and understanding in different ways • compare accounts of events from different sources. Fact or fiction? • offer some reasons for different versions of events • evaluate usefulness of different sources

	<ul style="list-style-type: none"> • Viking raids and warriors: Danegel, Repton, York, Wessex, Lindsfarne • Viking life: heiracy, homes, longships, farming, trade, mythology • Norman takeover 	<ul style="list-style-type: none"> • Logograms • Mayan Codices • The Mayan number system and calendar (including Tzolkin, the long count and Dresden codex) • Architecture and landmarks: Chichen Itza, Mayan plazas, Templo Mayor • The end of the Mayan civilisation 	<p><u>Knowledge: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <ul style="list-style-type: none"> • Cause • Allies • The western front, trenches and conscription • The home front, women's role, propaganda and rationing • Events and battles: Somme, Verdun, Amiens
<p>Year 6</p>			
 	<p><u>Skill: Historical Interpretation</u></p> <ul style="list-style-type: none"> • use relevant dates and terms • find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • compare beliefs and behaviour with another period studied • link sources and work out how conclusions were arrived at • consider ways of checking the accuracy of interpretations – fact or fiction and opinion • be aware that different evidence will lead to different conclusions 	<p><u>Skill: Historical Organisation and Communication</u></p> <ul style="list-style-type: none"> • bring knowledge gathering from several sources together in a fluent account • use a variety of ways to communicate • Make accurate use of specific dates and terms. Provide an account of a historical event based on more than one source • Note connections, contrasts and trends over time and show developing appropriate use of historical terms. <p><u>Knowledge: Ancient Greece – a study of Greek life and achievements and their influence on the western world</u></p>	<p><u>Skill: Knowledge of the past</u></p> <ul style="list-style-type: none"> • write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • know key dates, characters and events of time studied • recognise primary and secondary sources • use a range of sources to find out about an aspect of time past. • suggest omissions and the means of finding out <p><u>Knowledge: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</u></p> <ul style="list-style-type: none"> • Life in East Tilbury before Bata



Knowledge: An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- Cause and outbreak
- Winston Churchill
- Battle of Britain
- D Day
- The Blitz
- Home Front: 'dig for victory' 'make do and mend', rationing
- Evacuation
- Holocaust and Anne Frank
- VE day

- Greek time periods: Greek dark ages, Archaic period, Classical period, Hellenistic period
- Greek mythology
- The Olympics
- Alexander the Great
- Greek life: clothing, food, alphabet, education, art, pottery
- Democracy
- Architecture
- Greek Army
- Influence on the western world

- The development of the Bata factory
- The impact of the Bata factory on the local area
- Bata community - the garden city, Bata School, sport and youth provision
- Modern day East Tilbury and the connections with Bata

