


# Michael Faraday: History Curriculum Map 2023/24



	Key Skills	Autumn	Spring	Summer
<b>EYFS</b>	<p><u>Nursery</u> Understanding the World • Begin to make sense of their own life-story and family's history</p> <p><u>Reception</u> Understanding the World • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.</p>	<p><u>EYFS</u></p> <p>Nursery and Reception plan opportunities for children to practise and demonstrate the key skills throughout the year within the context of their termly themes.</p>		
<b>Year 1</b>	<ul style="list-style-type: none"> <li>I can place known events in the order of when they happened.</li> <li>I can sequence events and recount changes within living memory (chronological order).</li> <li>I can identify some similarities and differences between ways of life in different periods.</li> <li>I can sort historical objects from 'then' and 'now'.</li> <li>I can relate my own account of an event and understand that others may give a different version.</li> <li>I can find answers to some simple questions about the past from simple sources of information.</li> <li>I can ask and answer relevant basic questions about the past.</li> </ul>		<b>Journey Back in Time: Toys</b>	
<b>Year 2</b>	<ul style="list-style-type: none"> <li>I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods.</li> <li>I can describe changes within living memory and aspects of change in national life.</li> <li>I can describe events beyond living memory that are significant nationally or globally.</li> <li>I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.</li> <li>I can describe significant historical events, people and places locally.</li> <li>I can show understanding of some of the ways in which we find out about the past and identify ways in which it is represented.</li> </ul>		<b>Journey Back in Time: Great Fire of London</b>  <b>Life Changers</b>	<b>Seaside in the Past</b>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>I can develop a chronological knowledge of British history.</li> <li>I can develop historical questions.</li> <li>I understand how knowledge of the past is assembled.</li> <li>I can explain the changes that happened over time in a significant local place.</li> <li>I can describe the changes that happened in pre-historic Britain.</li> <li>I can explain the significance of achievements made in early civilizations and how they impacted the future.</li> </ul>		<b>Journey Back in Time: Stone Age to Iron Age</b>	<b>Ancient Egypt</b>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>I can develop historical questions.</li> <li>I can place events from period studied on a timeline</li> <li>I can understand more complex terms e.g. BC/AD</li> <li>I understand how knowledge of the past is assembled through different sources.</li> <li>I can explain how Empires, invasions and conquests impacted Britain's technology, culture and beliefs</li> </ul>		<b>Journey Back in Time: Roman Empire</b>	<b>Anglo Saxons and Vikings</b>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>I can sequence events on a chronological timeline, labelling BC, AD and the year 0.</li> <li>I can compare my life to the lives of people from history.</li> <li>I can describe different sources of historical information.</li> <li>To develop a chronological knowledge of world history.</li> <li>I can recognise Primary and Secondary Sources.</li> </ul>		<b>Journey Back in Time: West Benin</b>	<b>Ancient Greece</b>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>I can start to describe why people behaved in certain ways because the time period they lived in influences their actions and beliefs.</li> <li>I can give an opinion based on Historical knowledge</li> <li>I can evaluate different sources of historical information</li> <li>I can place current study on a timeline in relation to other studies</li> <li>I can compare beliefs and behaviour with another time studied</li> <li>I know key dates, characters and events of the time studied</li> <li>I can bring knowledge gathered from several sources together in a fluent account.</li> </ul>		<b>Journey Back in Time: World War II</b>	

