

# Michael Faraday: History Curriculum Map

	Key Skills	Big Questions	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<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>	<p>How have things changed? What is still the same?</p> <p>Ask historically valid questions</p>	<p><u>All about me - The history of me</u> -My chronology - Family tree</p>	<p><u>Has our world always been this way?</u> - Transport Link to Naughty Bus in English (London Transport Museum)</p> <p>Visit to the Transport Museum</p>	<p>Dinosaurs</p> <p>Visit to the Natural History museum</p>	<p>Dinosaurs + Fossils</p>	<p><u>Has our world always been this way?</u> - Toys</p> <p>Visit to V&amp;A Museum of Childhood</p>	<p><u>Has our world always been this way?</u> - Toys</p>
<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>	<p>What is the same and what is different over time?</p> <p>Ask historically valid questions</p>	<p><u>The lives of significant individuals who have contributed to national and international achievements (compare aspects of life in different periods)</u> Florence Nightingale/Mary Seacole</p>	<p><u>The lives of significant individuals who have contributed to national and international achievements (compare aspects of life in different periods)</u> Florence Nightingale/Mary Seacole</p> <p>Visit to the Florence Nightingale Museum</p>	<p><u>Significant historical events, people and places in our own locality: Great Fire of London</u></p> <p>Guided walk around around the Monument</p>		<p><u>Changes in living memory</u> - Did people from the past always go on holiday? -What were seaside holidays like in the past?</p>	<p><u>Changes in living memory</u> -What were seaside holidays like in the past? Visit to the Beach</p>
<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>	<p>What was life like in ancient times?</p> <p>Ask historically valid questions</p>	<p><u>A local history study</u> London and the River Thames Boat trip along the River Thames/London Walk Visit to Museum of London</p>	<p><u>A local history study</u> London and the River Thames Boat trip along the River Thames/London Walk Visit to Museum of London</p>	<p><u>Changes in Britain from the Stone Age to the Iron Age.</u></p> <p>Workshop with Portals from the Past</p>	<p><u>Changes in Britain from the Stone Age to the Iron Age.</u></p>	<p><u>Ancient Egypt.</u> <u>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of them.</u>  Visit to the British Museum</p>	<p><u>Ancient Egypt.</u> <u>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of them.</u></p>
<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>	<p>Who invaded Britain and when?</p> <p>What changes occurred as a result of the invasions?</p> <p>Ask historically valid questions</p>	<p><u>AD 42 – AD 1066</u> <u>The Roman Empire and its impact on Britain.</u> -The Roman Empire– as before. <i>Link to Geography</i></p> <p>Who were the Vikings?</p> <p>Why did the Vikings travel so far?</p>		<p><u>AD 42 – AD 1066</u></p> <p><u>Britain's settlement by Anglo-Saxons.</u></p>	<p><u>AD 42 – AD 1066</u></p> <p><u>Britain's settlement by Anglo-Saxons.</u></p>	<p><u>AD 42 – AD 1066</u></p> <p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p>	<p><u>AD 42 – AD 1066</u></p> <p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p>
<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>	<p>What do we know about Ancient Greece?</p> <p>What was special about it?</p> <p>What is an empire?</p>	<p><u>Ancient Greece – a study of Greek life and their achievements and their influence on the Western world.</u>  Visit to the British Museum</p>	<p><u>Ancient Greece – a study of Greek life and their achievements and their influence on the Western world.</u></p>	<p><u>A study of an aspect or theme in British history e.g. democracy (including House of Lords and House of Commons and rights to vote), Olympics, architecture</u></p>		<p><u>A non-European study that provides contrasts with British history.</u> Benin (West Africa) c. AD 900-1300</p>	

		Ask historically valid questions How does Benin compare with the UK?						
<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>	Ask historically valid questions	<u>World War II</u>		<u>The Shang dynasty of Ancient China:</u> -the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared		<u>The Victorians:</u> A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.	