



***We are all part of God's vine and are rooted in His rich soil.
We are nurtured and supported so that we may grow and spread out into the world to love and to serve.***

*I am the vine; you are the branches.
If you remain in me and I in you,
you will bear much fruit.*

John 15:5

Goring Church of England Aided Primary School

History

Curriculum Map

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Characteristics of a historian

The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.

A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.

The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.



A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.

A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

Early Years

Early years – Early Learning Goals - Understanding the world

Area of EYFS curriculum	Early Learning Goals
Past and Present	<ul style="list-style-type: none">• Talk about the lives of the people around them and their roles in society;• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;• Understand the past through settings, characters and events encountered in books read in class and storytelling.

Early Years – Expectations of skills

Expectations
<ul style="list-style-type: none">• Listening to stories• Asking how and why• Use the past, present and future tense when talking• Talk about the past and present in their own lives• Recognise the similarities and differences between families and traditions, objects and materials• Role play and make up stories

Aims of the National Curriculum

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

KS1

Look at:

- The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.
- Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.
- Significant historical events, people and places in their own locality.

KS2

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its Impact on Britain.
- Britain's settlement by Anglo Saxons and Scots.
- The Viking and Anglo Saxon struggle for the Kingdom of England.
- A local history study.
- A study of a theme in British history.
- Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.
- Ancient Greece.
- A non- European society that contrasts with British history chosen from: Early Islamic Civilization, Mayan Civilization or Benin.

Threshold Concepts for History

- **Investigate and interpret the past**

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

- **Build an overview of world history**

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

- **Understand chronology**

This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.

- **Communicate historically**

This concept involves using historical vocabulary and techniques to convey information about the past.

Milestones

	Milestone 1	Milestone 2	Milestone 3
<p>A) Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p>1.1. Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>1.2. Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>1.3. Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>1.4. Identify some of the different ways the past has been represented.</p>	<p>2.1. Use evidence to ask questions and find answers to questions about the past.</p> <p>2.2. Suggest suitable sources of evidence for historical enquiries.</p> <p>2.3. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>2.4. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>2.5. Suggest causes and consequences of some of the main events and changes in history.</p>	<p>3.1. Use sources of evidence to deduce information about the past.</p> <p>3.2. Select suitable sources of evidence, giving reasons for choices.</p> <p>3.3. Use sources of information to form testable hypotheses about the past.</p> <p>3.4. Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>3.5. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>3.6. Understand that no single source of evidence gives the full answer to questions about</p>

			the past. 3.7. Refine lines of enquiry as appropriate.
<p>B)Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections</p>	<p>1.1. Describe historical events.</p> <p>1.2. Describe significant people from the past.</p> <p>1.3. Recognise that there are reasons why people in the past acted as they did.</p>	<p>2.1. Describe changes that have happened in the locality of the school throughout history.</p> <p>2.2. Give a broad overview of life in Britain from ancient until medieval times.</p> <p>2.3. Compare some of the times studied with those of other areas of interest around the world.</p> <p>2.4. Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>2.5. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>3.1. Identify continuity and change in the history of the locality of the school.</p> <p>3.2. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</p> <p>3.3. Compare some of the times studied with those of the other areas of interest around the world.</p> <p>3.4. Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>3.5. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
<p>C)Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were</p>	<p>1.1. Place events and artefacts in order on a time line.</p> <p>1.2. Label time lines with</p>	<p>2.1. Place events, artefacts and historical figures on a time line using dates.</p> <p>2.2. Understand the concept of</p>	<p>3.1. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and</p>

happening at similar times in differe

words or phrases such as: past, present, older and newer.

1.3. Recount changes that have occurred in their own lives.

1.4. Use dates where appropriate.

change over time, representing this, along with evidence, on a time line.

2.3. Use dates and terms to describe events.

cultural).

3.2. Identify periods of rapid change in history and contrast them with times of relatively little change.

3.3. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.

3.4. Use dates and terms accurately in describing events.

D)Communicate historically

This concept involves using historical vocabulary and techniques to convey information about the past.

1.1. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

1.2. Show an understanding of the concept of nation and a nation's history.

1.3. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and

2.1. Use appropriate historical vocabulary to communicate, including:

- dates
- time period
- era
- change
- chronology.

2.2. Use literacy, numeracy and computing skills to a good

3.1. Use appropriate historical vocabulary to communicate, including:

- dates
- time period
- era
- chronology
- continuity
- change

peace.

standard in order to communicate information about the past.

- century
- decade
- legacy.

3.2. Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.

3.3. Use original ways to present information and ideas.