



Otterbourne CE Primary School - History

Curriculum Map, Progression and Golden Threads

Curriculum Map

Chronology	Cause and Consequence	Change and Continuity	Historical Enquiry	
	Autumn Term	Spring Term	Summer Term	
Year R	Talk about members of their immediate family and community. Identify where they are positioned in the family; who is older/younger. Explore personal celebrations and how they have changed over time.	Talk about images of familiar situations in the past. How do they compare with what we do now? How have familiar things changed over time?	Create a timeline of themselves from birth to now. What were key milestones? Talk about things they did when they were younger, now and in the future. Consider human lifecycle when talking about other lifecycles.	
Assessment	Talk about the lives of 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.			
Year 1		<p style="text-align: center;">Toys</p> <p>Chronology: Creates simple timelines to sequence processes, events, objects within their own experience. Confidently use vocabulary associated with the past e.g. old/new, then/now.</p> <p>Change and Continuity: Can match old objects to people or situations from the past.</p> <p>Can describe how some aspects of life today differ from the past using simple historical vocabulary.</p> <p>Historical enquiry: Can talk about similarities and differences between two or more historical sources using simple historical terms.</p>	<p style="text-align: center;">Queens: Lives & times Elizabeth I, Victoria and Elizabeth II</p> <p>Chronology sequencing events/ objects in time; using chronological vocabulary Locate each queen's reign/ life on timeline Change/ continuity Similarities & differences between ways of life at different times Examine how communication (information sharing & transport) has changed</p> <p>Significance Create a museum display about the three Queens, but can only choose five items to display for each Queen</p> <p>Historical enquiry – asking/answering questions; using sources to find answers and show understanding</p>	<p style="text-align: center;">Florence Nightingale & Mary Seacole – significant individuals</p> <p>Chronology: Locate their lives on timeline. Cause and consequence: to compare their lives, motivation and achievements</p> <p>Significance - Can recognise and talk about who was important eg is a simple historical account Interpretation: Look at when monuments dedicated to each were erected to see how interest in each has changed over time</p>

			books, websites, royal memorabilia (Victoria and EII) + visit Windsor focusing on Victoria and EII		
Assessment Knowledge Skills		Children can talk about old toys not having batteries or on/off switches. They may talk about brighter colours or plastic as opposed to metal/wood items. Can order up to three or four similar toys correctly by age using terms such as; older, before, after etc Can explain that many toys today are made of plastic, but in the past more items were made of wood or metal	Can match transport/buildings to the correct period. Create a Timeline to sequence events, objects etc. Recognise that buildings, clothing, transport or technology could be different in the past		When they lived/where events took place. Main events of their lives Understands that Florence's changes in hospitals had a wide and lasting impact Recognise and talk about who was important eg in a simple historical account.
Year 2		<p>Local Study Our school</p> <p>Chronology sequencing events/ objects in time; using chronological vocabulary Create a pictorial timeline showing major events</p> <p>Change/ continuity Similarities & differences between ways of life at different times Use pictures/ accounts of to explore how school life has changed over time</p> <p>Historical enquiry – asking/answering questions; using sources to find answers and show understanding Interview adults about their school days and how different they were to today.</p>	<p>Sinking of the Titanic local/ national/ international event</p> <p>Chronology sequencing events/ objects in time; using chronological vocabulary Place event on timeline. Retell story orally/ by pictorial timeline</p> <p>Cause/consequence Why people did things/ causes and results of events and changes Explore Why Titanic sank and changing safety regulations as a result of enquiry findings afterwards</p> <p>Historical enquiry – asking/answering questions; using sources to find answers and show understanding Select sources to tell particular parts of the story. Investigate images/ written accounts, etc Interpretation –Explore ways we find out about the past and how it is represented Explore Titanic memorabilia</p>		<p>Great Fire of London Significant national event beyond living memory</p> <p>Chronology sequencing events/ objects in time; using chronological vocabulary Place event on timeline. Retell story orally/by picture timeline</p> <p>Cause/consequence Why people did things/ causes and results of events and changes Explore causes of the fire and its spread and the changes made when London was rebuilt</p> <p>Characteristic features of period/ person/ events studied Explore the role building materials/ firefighting methods played in the amount of damage Interpretation –explore ways we find out about the past and how it is represented. Books describe the event differently/ give different numbers for those killed. Representations: books/ TV programmes monument</p> <p>Historical enquiry – asking/answering questions; using sources to find answers and show understanding The strengths/ limitations of written accounts and images are highlighted by comparing the information each imparts</p>
Assessment Knowledge Skills		Use phrases describing intervals of time e.g. before, after, after, at the same time etc.	Place events on a timeline How did the sinking of the Titanic help to improve safety at sea? - using		Name characters such as Thomas Fraynor, King Charles II, and Samuel Pepys. Talk about e.g the weather, poor firefighting.

		Talk about similarities and differences not just between then and now but between then and another then	images to prompt cause and consequence responses.		Can describe in simple terms the causes and /or consequences of the Great Fire of London, offering more than one example of its results. Grasps that we only know some details from eyewitness accounts
Year 3/4 Cycle A	Anglo-Saxons: the ruin of Britain? Chronology: Timeline/ map work to see when/ where from. Cause & Consequence – Events happen for different reasons not just human action. Why came to Britain. Why/ how converted to Christianity Change & Continuity - Changing kingdoms. Christian conversion from Paganism Significance: the Saxon legacy - language, learning, Christian centres etc				Viking and Anglo-Saxon Conflict Chronology - Where/ when Vikings came from/ went to via world map & timeline Interpretation - murderous thugs or some positives? Cause & Consequence - Why Vikings came to Britain, conflict with Saxons Significance - Survival/ dominance of Wessex and later Wessex kings.
Assessment Knowledge Skills	Can name the different peoples, where they came from and where they arrived/settled and can give reasons for them coming here. Can explain why different Christian Missionaries arrived here				Understand that historical periods overlap each other and vary in length Know how to find select and utilise suitable information and sources to formulate and investigate hypothesis
Year 3/4 Cycle B	Stone Age to Iron Age Britain Characteristic features - Need to know features of each period to identify changes between them Interpretation - Scarcity of evidence means gaps have to be filled by reasoned interpretation Change & continuity - explore change/ continuity in materials tools, burials, homes, settlements Chronology - Desktop Timeline comparison of durations etc. Historical Enquiry - Deduce information from objects			Roman Impact Change & continuity - Roman Life Significance - what is the most widespread and enduring aspect of their legacy? Cause & Consequence - Why the Romans came to Britain, plus impact – short term long term Chronology - Examine expansion of empire via timeline and world map	
Assessment Knowledge Skills	Can identify the key changes from Stone Age to Iron Age Can describe in simple terms how sources reveal important information about the past			Know that some roads/towns/villas etc survived long after the Romans left. Can identify short term aspects of the Roman impact	
Year 5/6 Cycle A			Ancient Greece Characteristic feature - Explore aspects of Greek culture and knowledge	Non-Euro contrast with Britain (Mayans)	Otterbourne Change & continuity - Explore important historical events that had an impact in your locality – development of the railway at Eastleigh

			<p>Cause & Consequence - How Greek ideas and knowledge survived until today</p> <p>Historical Enquiry - Examine aspects that are still current today</p> <p>Chronology - Briefly explore the history of Greece via timeline/ world map</p>	<p>Characteristic Features – explore Mayan culture</p> <p>Interpretation of the past - Misinterpretation of Maya in past e.g. buildings influenced by Egyptians.</p> <p>Historical Enquiry – Why should we learn about the Mayans?</p> <p>Chronology - Compare to Britain c900 via timelines and locate on world map</p>		<p>(C19th)/ impact of WWII/Proximity to Southampton and Portsmouth</p> <p>Significance - Explore important historical events/people that are remembered locally</p> <p>Historical Enquiry - Examine how aspects of national history are reflected locally eg by monuments.</p> <p>Chronology- Add important local historical events/people to the timeline eg on anniversaries</p>
<p>Assessment Knowledge Skills</p>			<p>Can talk about at least two aspects of Greek culture that are still current today</p> <p>Explain that the Romans adopted or used Greek ideas or knowledge.</p> <p>Explain how these later societies spread Greek ideas and knowledge geographically and over time, allowing them to still influence life today.</p>	<p>Explain that the Maya lasted for a very long period, but the Mayan people still live there now.</p> <p>Can contrast aspects of Maya culture and society with Saxon Britain</p> <p>Can contrast and make some significant links between civilisations/periods</p>		<p>Can give simple explanations with simple examples of why change happened during particular events/periods – the development of the railroad and its impact on Otterbourne</p> <p>Show understanding that changes do not impact everyone in the same way or at the same time.</p>
<p>Year 5/6 Cycle B</p>		<p>Earliest Civilisations- focus on Egypt</p> <p>Chronology - Compare durations/ overlaps via timeline. Compare locations on World map.</p> <p>Characteristic features - Compare civilizations – what is similar, what is different?</p> <p>Significance -Compare/ contrast achievements of each civilization.</p>			<p>1,000 years of Crime and Punishment</p> <p>Chronology - a broad chronological sweep of nearly a thousand years makes a significant contribution to pupils' grasp of the long arc of time. Explore/add relevant event dates on timeline.</p> <p>Change & continuity – changing points</p> <p>Cause & Consequence - informed debate, relating issues to the present day wherever possible</p>	
<p>Assessment Knowledge Skills</p>		<p>Can accurately place civilisations/periods studied, in chronological order and may take account of some overlap in duration and intervals between them.</p> <p>Can contrast and make some significant links between civilisations/periods</p>			<p>Have an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly</p> <p>Identify and make links between significant characteristics of a period/civilisation studied and others studied previously e.g. Saxon justice/punishment</p>	

Progression and Golden Threads

Golden Threads	Chronology	Cause and consequence	Change and Continuity	Historical Enquiry
Year R	Talk about things they did when they were younger, now and in the future.		Talk about images of familiar situations in the past. How do they compare with what we do now? How have familiar things changed over time?	
Year 1	<p>Toys</p> <p>Within living memory: Creates simple timelines to sequence processes, events, objects within their own experience. Confidently use vocabulary associated with the past e.g. old/new, then/now.</p> <p>Queens</p> <p>Events/ objects in time; using chronological vocabulary Locate each queen's reign/ life on timeline Change/ continuity Similarities & differences between ways of life at different times Examine how communication (information sharing & transport) has changed</p> <p>Florence Nightingale & Mary Seacole – significant individuals Locate their lives on timeline.</p>	<p>Significant individuals</p> <p>To compare their lives, motivation and achievements</p>	<p>Toys</p> <p>Can match old objects to people or situations from the past.</p>	<p>Toys</p> <p>Can talk about similarities and differences between two or more historical sources using simple historical terms.</p> <p>Queens</p> <p>Asking/answering questions; using sources to find answers and show understanding books, websites, royal memorabilia (Victoria and EII) + visit Windsor focusing on Victoria and EII</p>
Year 2	<p>Local Study – Our School</p> <p>Sequencing events/ objects in time; using chronological vocabulary. Create a pictorial timeline showing major events</p>	<p>Titanic</p> <p>Why people did things/ causes and results of events and changes Explore Why Titanic sank and changing safety regulations as a result of enquiry findings afterwards</p> <p>The Great Fire of London</p>	<p>Local Study – Our School</p> <p>Similarities & differences between ways of life at different times Use pictures/ accounts of to explore how school life has changed over time</p>	<p>Local Study – Our School</p> <p>Asking/answering questions; using sources to find answers and show understanding Interview adults about their school days and how different they were to today.</p> <p>Titanic</p> <p>Asking/answering questions; using sources to find answers and show understanding</p>

		<p>Why people did things/ causes and results of events and changes</p> <p>Explore causes of the fire and its spread and the changes made when London was rebuilt</p>		<p>Select sources to tell particular parts of the story. Investigate images/ written accounts, etc</p> <p>Interpretation –Explore ways we find out about the past and how it is represented</p> <p>Explore Titanic memorabilia</p> <p>The Great Fire of London</p> <p>Asking/answering questions; using sources to find answers and show understanding</p> <p>The strengths/ limitations of written accounts and images are highlighted by comparing the information each imparts</p>
<p>Year 3/4 Cycle A</p>	<p>Saxons: The ruin of Britain Timeline/ map work to see when/ where from</p> <p>Viking and Anglo-Saxon Conflict Where/ when Vikings came from/ went to via world map & timeline</p>	<p>Saxons: The ruin of Britain Events happen for different reasons not just human action</p> <p>Viking and Anglo-Saxon Conflict Why Vikings came to Britain, conflict with Saxons</p>	<p>Saxons: The ruin of Britain Changing kingdoms. Christian conversion from Paganism</p>	
<p>Year 3/4 Cycle B</p>	<p>Stone Age to Iron Age Britain Desktop Timeline comparison of durations etc.</p> <p>Roman Impact Examine expansion of empire via timeline and world map</p>	<p>Roman Impact Why the Romans came to Britain, plus impact – short term long term</p>	<p>Stone Age to Iron Age Britain Explore change/ continuity in materials tools, burials, homes, settlements</p> <p>Roman Impact Roman Life</p>	<p>Stone Age to Iron Age Britain Deduce information from objects</p>
<p>Year 5/6 Cycle A</p>	<p>Greeks Briefly explore the history of Greece via timeline/ world map</p> <p>Mayan Compare to Britain c900 via timelines and locate on world map</p> <p>Otterbourne Add important local historical events/ people to the timeline eg on anniversaries</p>	<p>Greeks How Greek ideas and knowledge survived until today</p>	<p>Otterbourne</p> <p>Explore important historical events that had an impact in your locality – development of the railway at Eastleigh (C19th)/ impact of WWII/Proximity to Southampton and Portsmouth</p>	<p>Greeks Examine aspects that are still current today</p> <p>Mayans</p> <p>Why should we learn about the Mayans?</p> <p>Otterbourne Examine how aspects of national history are reflected locally eg by monuments.</p>

<p>Year 5/6 Cycle B</p>	<p>Early civilisations Compare durations/ overlaps via timeline. Compare locations on World map.</p> <p>Thematic Study A broad chronological sweep of nearly a thousand years makes a significant contribution to pupils' grasp of the long arc of time. Explore/add relevant event dates on timeline.</p>		<p>Thematic Study Changing points</p>	<p>Thematic Study Informed debate, relating issues to the present day wherever possible</p>
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