



Otterbourne CE Primary School - History

Curriculum Map, Progression and Golden Threads

Curriculum Map

Concepts to know and remember

	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		Toys 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. Change and Continuity: Can match old objects to people or situations from the past. Can describe how some aspects of life today differ from the past using simple historical vocabulary. Historical enquiry: Can talk about similarities and differences between two or more historical sources using simple historical terms.		Queens: Lives & times Elizabeth I, Victoria and Elizabeth II 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 Significance Create a museum display about the three Queens, but can only choose five items to display for each Queen Historical enquiry – asking/answering questions; using sources to find answers and show understanding books, websites, royal memorabilia (Victoria and Eli) + visit Windsor focusing on Victoria and Eli		Florence Nightingale-significant individual Chronology: Locate their lives on timeline. Cause and consequence: to compare their lives, motivation and achievements 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

Assessment Knowledge Skills		To be able to distinguish between an old and a new toy. To explain how they know a toy is old or new referring to materials used and technology. To use simple chronological vocabulary correctly including older, before, after.	To correctly order three significant queens and match an event to the period. To recognise and name differences in buildings, clothing and transport in the past.		To name 2 or 3 impacts that Florence Nightingale had on medical practice. To be able to identify when Florence Nightingale lived on a timeline.
Year 2		Local Study Our school Chronology sequencing events/ objects in time; using chronological vocabulary Create a pictorial timeline showing major events Change/ continuity Similarities & differences between ways of life at different times Use pictures/ accounts of to explore how school life has changed over time 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.	Sinking of the Titanic local/ national/ international event Chronology sequencing events/ objects in time; using chronological vocabulary Place event on timeline. Retell story orally/ by pictorial timeline 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 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		Great Fire of London Significant national event beyond living memory Chronology sequencing events/ objects in time; using chronological vocabulary Place event on timeline. Retell story orally/by picture timeline 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 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 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
Assessment Knowledge Skills		To use phrases describing intervals of time including at the same time, after this, before that, later, next. To talk about similarities and differences not just between then and now but between then and another then eg school now, 30yrs ago, 60ys, 100yrs	To place the key events of the Titanic on a timeline. To describe how one event linked to another event. To name 2 or 3 changes that took place because of the sinking of the Titanic.		To begin to recognise different types of evidence that help us to understand historical events such as a diary and an artist's interpretation. To describe in simple terms the causes and /or consequences of the Great Fire of London, offering more than one example of its results.

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	To name the different people that made up the Anglo-Saxon culture and where they came from. To give reasons why people in this period migrated to Britain. To be able to accurately place the Anglo-Saxon period on a timeline against other periods studied so far.			To know where the Vikings overlapped the Saxon period in Britain and show this on a timeline. To evaluate different sources of evidence to develop their own ideas.	
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, 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	To identify 2 or 3 key changes from Stone Age to Iron Age. To know that archaeological finds during the Stone Age and Bronze Age are the main sources of information to life at this time. To describe in simple terms how a primary source of evidence can reveal important information about the past.		To name some distinctive Roman features that survived long after the Romans left. To name 3 or 4 reasons why the		

			Romans came to Britain.		
Year 5/6 Cycle A			Ancient Greece Characteristic feature - Explore aspects of Greek culture and knowledge Cause & Consequence - How Greek ideas and knowledge survived until today Historical Enquiry - Examine aspects that are still current today Chronology - Briefly explore the history of Greece via timeline/ world map	Non-Euro contrast with Britain (Mayans) Characteristic Features – explore Mayan culture Interpretation of the past - Misinterpretation of Maya in past e.g. buildings influenced by Egyptians. Historical Enquiry – Why should we learn about the Mayans? Chronology - Compare to Britain c900 via timelines and locate on world map	Otterbourne Change & continuity - 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 Significance - Explore important historical events/ people that are remembered locally Historical Enquiry - Examine how aspects of national history are reflected locally eg by monuments. Chronology- Add important local historical events/ people to the timeline eg on anniversaries
Assessment Knowledge Skills			To order the six Ancient Greek time periods. To name and discuss at least two aspects of Greek culture that are still current today. To be able to distinguish between primary and secondary sources.	To order time periods across BCE and CE accurately. To contrast and make some significant links between civilisations/periods studied.	To be able to ask historical questions based on photographic evidence. To be able to explain why Otterbourne village moved. To be able to identify the dates within a century. To use primary data collected to notice patterns and make generalisations.
Year 5/6 Cycle B		Earliest Civilisation Overview – focus on Egypt Chronology - Compare durations/ overlaps via timeline. Compare locations on World map. Characteristic features - Compare civilizations – what is similar, what is different?		1,000 years of Crime and Punishment 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. Change & continuity – changing points Cause & Consequence - informed debate, relating issues to the present day wherever possible	

		Significance -Compare/contrast achievements of each civilization.			
Assessment Knowledge Skills		To calculate duration and intervals between the ancient civilisations. To be able to identify the most prominent achievements of ancient civilisations /periods studied.			To be able to identify changes in crime and punishment over time and give reasons for these changes. To be able to link centuries to periods in time. To accurately add significant dates to a timeline.

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	Toys 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. Queens 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	Significant individuals To compare their lives, motivation and achievements	Toys Can match old objects to people or situations from the past.	Toys Can talk about similarities and differences between two or more historical sources using simple historical terms. Queens 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

	Examine how communication (information sharing & transport) has changed Florence Nightingale & Mary Seacole – significant individuals Locate their lives on timeline.			
Year 2	Local Study – Our School Sequencing events/ objects in time; using chronological vocabulary. Create a pictorial timeline showing major events	Titanic 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 The Great Fire of London 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	Local Study – Our School Similarities & differences between ways of life at different times Use pictures/ accounts of to explore how school life has changed over time	Local Study – Our School Asking/answering questions; using sources to find answers and show understanding Interview adults about their school days and how different they were to today. Titanic 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 The Great Fire of London 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
Year 3/4 Cycle A	Saxons: The ruin of Britain Timeline/ map work to see when/ where from Viking and Anglo-Saxon Conflict Where/ when Vikings came from/ went to via world map & timeline	Saxons: The ruin of Britain Events happen for different reasons not just human action Viking and Anglo-Saxon Conflict Why Vikings came to Britain, conflict with Saxons	Saxons: The ruin of Britain Changing kingdoms. Christian conversion from Paganism	
Year 3/4 Cycle B	Stone Age to Iron Age Britain Desktop Timeline comparison of durations etc. Roman Impact Examine expansion of empire via timeline and world map	Roman Impact Why the Romans came to Britain, plus impact - short term long term	Stone Age to Iron Age Britain Explore change/ continuity in materials tools, burials, homes, settlements Roman Impact Roman Life	Stone Age to Iron Age Britain Deduce information from objects
Year 5/6 Cycle A	Greeks Briefly explore the history of Greece via timeline/ world map Mayan Compare to Britain c900 via timelines and locate on world map Otterbourne Add important local historical events/ people to the timeline eg on anniversaries	Greeks How Greek ideas and knowledge survived until today	Otterbourne 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	Greeks Examine aspects that are still current today Mayans Why should we learn about the Mayans? Otterbourne Examine how aspects of national history are reflected locally eg by monuments.
Year 5/6 Cycle B	Early civilisations Compare durations/ overlaps via timeline. Compare locations on World map.		Thematic Study Changing points	Thematic Study Informed debate, relating issues to the present day wherever possible

	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.			
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