

History

Curriculum and Assessment Map

EYFS

	0-3 Preschool	3-4 EYFS 1	Reception EYFS 2	Links to KS1 Curriculum
EYFS area of Learning	Understanding the World: Past and Present			
Fundamental Knowledge	<p>Has a sense of own immediate family, relations and their own friends.</p> <p>Imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p>	<p>Enjoys discussing and joining in with familiar family customs and routines from past and present</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Comment on images and events from familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
Early Learning Goal	<p><i>Talk about the lives of the people around them and their roles in society.</i></p> <p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p>			

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	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 1	Bradgate Park		Toys		Alma W Thomas (Artist)	
Fundamental Knowledge	significant historical events, people and places in their own locality		changes within living memory – where appropriate, these should be used to reveal aspects of change in national life		the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods	
Learning Checkpoint Tasks	Information text		Toy timeline		Presentation	
Interleaved Knowledge	Opportunities to talk about the past and present in their own lives and the lives of family members.					

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	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 2	Significant People		Great Fire of London		William Morris	
Fundamental Knowledge	the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods		events beyond living memory that are significant nationally or globally		the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods	
Learning Checkpoint Tasks	Information text		Timeline of Great Fire		Presentation	
Interleaved Knowledge	Significant local people and places (Bradgate park/Lady Jane Grey)		Changes in living memory		NA	

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Year 3	Stone Age to Iron Age		Romans		Beacon Hill	
Fundamental Knowledge	changes in Britain from the Stone Age to the Iron Age		the Roman Empire and its impact on Britain		local study of Bronze Age settlement in Leicester	
Learning Checkpoint Tasks	Information text		Timeline of Romans in Britain		Presentation	
Interleaved Knowledge	Life of nationally significant person		Events beyond living memory		NA	

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Year 4	Vikings		Anglo Saxons		Ancient Greeks	
Fundamental Knowledge	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		Britain's settlement by Anglo-Saxons and Scots		Ancient Greece – a study of Greek life and achievements and their influence on the western world	
Learning Checkpoint Tasks	Information Text		Timeline of Viking and Anglo Saxon struggle		Presentation	
Interleaved Knowledge	Roman occupation of Britain		NA		NA	

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Year 5	Poverty		Incas		Early Islamic Civilisations	
Fundamental Knowledge	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		a non-European society that provides contrasts with British history		a non-European society that provides contrasts with British history	
Learning Checkpoint Tasks	Timeline		Information Text		Presentation	

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	Half Term 1	Half-Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 6	Ancient Egyptians		Crime & Punishment		Warfare	
Fundamental Knowledge	the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one civilisation		a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
Learning Checkpoint Tasks	Information text		Timeline of crime and punishment		Presentation	