

<b>BPS Curriculum Map – History</b> 	<b>R</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Skills</b> To investigate and interpret the past	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>		<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>		<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>	
To build an overview of world history		Describe historical events. <ul style="list-style-type: none"> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>		<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> </ul>	

			<ul style="list-style-type: none"> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
To understand chronology	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> </ul> <p>ALL THE TIME</p>
To communicate historically	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> </ul> </li> </ul>

				<ul style="list-style-type: none"> <li>• chronology.</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>		<ul style="list-style-type: none"> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> <li>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>	
<b>Suggested activities</b>	<p>Reception:</p> <p>Changes with living memory: Link t just me and family.</p> <p>Nursery rhymes: Polly put the kettle on – old and new.</p>	<p><u>Year 1</u></p> <p>Autumn – Changes with living memory – Toys focus on technology.</p> <p>Spring -</p> <p>Summer- Local History now and then Homes and buildings Our Town – combined with Geography</p>	<p><u>Year 2</u></p> <p>Autumn2 Worlds First’s: Trains, Planes, Cars Boats, Rockets.</p> <p>Spring1 Local History: Doctor Roberts – significant local – stepping stone for Mary Seacole, Florence Nightingale or Edith Cavel. Summer – Local History – Railway and West Bay. Springboard for Geography</p>	<p><u>Year 3</u></p> <p>Autumn – Changes in Britain; Stone age – iron age. Visit Hill – local Iron age fort. Hunter gatherer. Farming changes. Link to Geography and current farm / land use. Visit Farm.</p> <p>Spring –Local History Rope and Net Industry. Link to trade and Fair trade.</p> <p>Summer – Ancient Civilisations:</p>	<p><u>Year 4</u></p> <p>Autumn –Romans Impact on Britain Local History – Dorchester Town House and museum .</p> <p>Spring – Saxon Settlements.</p> <p>Summer – Local History: visit Hill as smugglers look out point. Isaac Gulliver Abbotsbury.</p>	<p><u>Year 5</u></p> <p>Autumn – Vikings Hook – BBC News Dorset Viking mass grave – (Weymouth) First Sailed into Portland Bay 787 Link to Geography – Snowy Viking tundra .</p> <p>Spring – Ancient Greece; achievements and influences on modern world. Link to music and art Summer –</p>	<p><u>Year 6</u></p> <p>Autumn 1 Baghdad Non European ancient civilisation Aut 2 WW2 Battle of Britain.</p> <p>Spring –.</p> <p>Summer –</p>

				Egyptians Link to Rivers and Nile and Biomes Desert			
<b>Cross curricular links</b>			Autumn 1 Spring –	–science link.	Summer – Write narrative from the hill about the smugglers.		
<b>Visits/trips/enrichment</b>	Welly Walk to Hill	Walk to hill and around locality.	Hook : Walk to hill Trip to Westbay	Walk to Hill – visit local farm River Field Trip Charmouth	Residential Hill Charmouth Life Centre	Hill Magdalen	Hill
<b>Ongoing opportunities</b>	Children will learn about the local geography alongside the local history. Their learning will progress each year and be linked in individual year groups' hills.						