

History Curriculum Map - EYFS & KS1

Information for Reception and KS1 is taken from - History Kapow Scheme - Kapow Primary 2022

| EYFS | | | | | | |
|------------|---|--|--|---|---|---|
| Nursery | Term 1 <i>Who is in my family?</i> | Term 2 <i>What makes a magical place?</i> | Term 3 <i>Where in the world do I live?</i> | Term 4 <i>How do things grow?</i> | Term 5 <i>What do animals need to live?</i> | Term 6 <i>Who will we see on an exciting adventure?</i> |
| | Black History Month Children talk in simple terms about themselves, close family members and key events such as birthdays or family celebrations. | Children recognise themselves as babies and are aware of how they have changed over time. | Children are aware of change in their own lives and will talk openly about this. | Children are wanting to find out more and are asking questions. | Children are developing an awareness of significant historical events in their own lives. | Children will talk in detail about their family. Through topics such as dinosaurs, Guy Fawkes, Transport and the Curiosity Box - children will ask questions, share their own ideas and have discussions. They will develop an understanding that things were different in past. |
| Vocabulary | Me, family, mummy, daddy, sister, brother, grandma, grandad, birthday | Baby, little, grow, tall, big, grow, old, young, same, different | Specific to child e.g. new friends or a house move | What? Why? When? How? | Birthday, Easter, Halloween, Christmas, being born | Names of immediate family members including siblings |
| Reception | Term 1 <i>What makes me special? What is happening to the leaves on the trees?</i> | Term 2 <i>What are those lights in the sky?</i> | Term 3 <i>What happened once upon a time?</i> | Term 4 <i>Why is our world wonderful?</i> | Term 5 <i>How do things change?</i> | Term 6 <i>Who is your favourite superhero?</i> |
| | Black History Month Can talk about themselves and share important | Children describe changes over time. Look, compare and discuss photographs from the past and | Talks about characters in traditional tales and makes comparisons. | | Comparing and contrasting people from the past and now by looking at photographs, | Children identify the ways in which we have grown and changed since starting Reception. |

Words which are identified as especially important for pupils to understand to develop an understanding of the substantive concepts (knowledge about the past: people, events and ideas) are highlighted in pink.

History Curriculum Map - EYFS & KS1

Information for Reception and KS1 is taken from - History Kapow Scheme - Kapow Primary 2022

| | | | | | | |
|------------|---|---|---|--|---|--|
| | <p>information. Talks about their family and who is important to them.</p> <p>Looks at visual timetable each day to find out what is happening. Helps complete calendar using time specific vocabulary.</p> | <p>present. They begin to recognise that events happen in an order. Look at toys from the past.</p> | <p>Explores difference between Victorian bookmarks - links to Art and D&T</p> | | <p>listening to their stories and learning about their achievements.</p> | <p>Children learn about Superhero's - police, fire services and nurses (Florence Nightingale).</p> |
| Vocabulary | <p>Today, tomorrow, yesterday, days of the week, months of the year, next, later, mum, dad, sister, brother</p> | <p>Adult, change, grown, new, past, then, photograph, a long time ago, child, history, now, present, toddler, similar, baby, different, historian, old, teenager, older</p> | <p>Once upon a time, fairy-tale, similarities, differences, retell</p> | | <p>Past, present, toddler, adult, teenager, older, similarities, differences, now, achievement, king, queen, power, rule, hoop, cart, fan, different modes of transport</p> | <p>growing, same, different, older, nurse</p> |

Words which are identified as especially important for pupils to understand to develop an understanding of the substantive concepts (knowledge about the past: people, events and ideas) are highlighted in pink.

History Curriculum Map - EYFS & KS1

Information for Reception and KS1 is taken from - History Kapow Scheme - Kapow Primary 2022

| KS1 | | | | | | |
|----------------------------------|--|--|---|--|--|---|
| Year 1 | Term 1 <i>How am I making history?</i> | Term 2 <i>What is it like here?</i> | Term 3 <i>How have toys changed?</i> | Term 4 <i>What is the weather like in the UK?</i> | Term 5 <i>How have explorers changed the world?</i> | Term 6 <i>What is it like to live in Shanghai?</i> |
| | Black History Month Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born. | | Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future. | | Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered. | |
| <u>Topic specific vocabulary</u> | Siblings, parent, grand parent, great grandparent, childhood time, capsule | | Toy, wooden, plastic, metal, mohair | | Explorer , exploration, achievement , discovery , transport, equipment, yacht, voyage, solo, North Pole, resilience, determination, qualities, coat of arms | |

Words which are identified as especially important for pupils to understand to develop an understanding of the substantive concepts (knowledge about the past: people, events and ideas) are highlighted in pink.

History Curriculum Map - EYFS & KS1

Information for Reception and KS1 is taken from - History Kapow Scheme - Kapow Primary 2022

| | | | | | | |
|----------------------------------|--|---|---|--|---|---|
| <u>Disciplinary concepts</u> | <p><u>Historical enquiry</u> Ask investigate explain question artefacts object sort group compare/ comparison interview photograph similar/similarity different/ difference change same event remember memory celebration special</p> <p><u>Chronological awareness</u> Morning afternoon evening order now present past recent timeline lifetime future date before today tomorrow last week/month/year/day memory within living memory beyond living memory old new sequence modern after long ago</p> | | | | | |
| Year 2 | <p>Term 1 <u>How was school different in the past?</u></p> | <p>Term 2 <u>Would you prefer to live in a hot or cold place?</u></p> | <p>Term 3 <u>How did we learn to fly?</u></p> | <p>Term 4 <u>Why is our world wonderful?</u></p> | <p>Term 5 <u>What is a monarch?</u></p> | <p>Term 6 <u>What is like to live by the coast?</u></p> |
| | <p>Black History Month</p> <p>Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p> | | <p>Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p> | | <p>Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time - Bolsover Castle trip</p> | |
| <u>Topic specific vocabulary</u> | <p>School, log, book, textbook, blackboard, abacus, slate, chalk, pen and ink, stove</p> | | <p>Inventor, flight</p> | | <p>Monarch, power, ruler, absolute monarchy, anointing, armed, forces, attack, bailey, battle, battlements, Bayeux Tapestry, ceremony, concentric, castle, constitutional monarchy,</p> | |

Words which are identified as especially important for pupils to understand to develop an understanding of the substantive concepts (knowledge about the past: people, events and ideas) are highlighted in pink.

History Curriculum Map - EYFS & KS1

Information for Reception and KS1 is taken from - History Kapow Scheme - Kapow Primary 2022

| | | | | | | |
|-------------------------------------|--|--|--|--|--|--|
| | | | | | <p>conquer, coronation, crowning, defend, earl, fortified, manor, house, gatehouse, government, head of state, invade, investing, keep</p> | |
| <p><u>Disciplinary concepts</u></p> | <p><u>Historical enquiry</u> Sources primary source evidence contrast historic historically significant eye witness account eye witness</p> <p><u>Chronological awareness</u> Decade Anglo-Saxon</p> | | | | | |

Words which are identified as especially important for pupils to understand to develop an understanding of the substantive concepts (knowledge about the past: people, events and ideas) are highlighted in pink.