

History – Concept Map 

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|  | Early Years | Year 1&2 | Year 3&4 | Year 5&6 |
| **Investigate and Interpret the past.** | * Handle evidence from the past. * To ask questions: * When did this happen? * What is happening? * Talk about the past in different contexts. * Use own life experiences to explore the past. | * Handle evidence to ask questions and find answers to questions about the past. * Ask questions: * What was it like for people? * What happened? * How long ago? * Use artefacts, photographs, stories and online resources to find out about the past. * Discuss different ways that the past has been represented. | * Use evidence to ask and answer questions about the past. * Suggest suitable evidence for finding out about the past. * Use more than one source of evidence to gain an accurate account of the past. * To understand the difference between primary and secondary sources of evidence. * Describe different accounts of the past, explaining some reasons why differences occur. * Suggest cause and consequence of the main event and changes in history. | * Use sources of information about the past to draw conclusions. * Select sources of evidence and give reasons for the choice. * Use sources of information to test hypothesis about the past. * Seek out and analyse a range of information to justify claims about the past. * Show an awareness of the concept of propaganda and how historians must understand the social context of evidence gathered. * Understand that no single source of evidence gives full answers to questions about the past. * Refine lines of enquire when needed. |
| **Chronology** | * To order simple events over a period of time using photos and simple phrases. * To use vocabulary to talk about the past and chronological order. | * To order events in time using specific dates. * To know the terms BC and AD, and what this means. | * To order events in time using specific dates. * Relate BC and AD to the year 0 and what this means when recording historical information. * To explore and record events and periods of time in relation to world history. | * Order events in time using a range of evidence and statements from the past. * Reason about what order events will be in and explain why. * To understand historical events in time using a world – wide view. * Be able to relate |
| **Build an Overview:**   * **settlements** * **Religious beliefs** * **Culture** * **Farming and agriculture** | * To know that different people over time have lived in different places. * To know about different religious beliefs around the world. * To explain simple aspects of cultures from the past. * To understand that farming is how human societies get their food. | * To know that different people over time have lived in different places called settlements. * To talk about the religious beliefs of particular significant people in the past, and how beliefs have impacted on people. * To explain aspects of different cultures and civilisations in the past – including everyday life. * To understand the importance of farming in past civilisations around the world. | * To know what the key features of settlements are in different time periods around the world. * To state different religious beliefs of periods of time and how these beliefs impacted on everyday life. * To compare different beliefs of civilisations finding similarities and differences. * To understand key aspects of civilisations form the past, including everyday life and society structures. * To discuss the importance of farming and agriculture in the development of settlements over time. * To suggest reasons why things changed over time and between periods. | * To know different settlements in time periods around the world, to know key features human and physical features which have allowed the settlement to develop. * To explain how religious beliefs have changed over time, and how these changes have impacted on civilisations over time. * To compare the different beliefs and cultures from past civilisations and how these have had an impact on modern – day society. * To explain what the key elements of farming and agriculture are in civilisations of different time periods, and how this effected the development of society: * Tools * Cooking methods * Weapons etc… |
| **Communicating historically:** | * To be able to talk about the past. * To present information in a simple way using words, pictures and artefacts. * To compare simple aspects of the past with modern day using historical language:   past, modern day, old, new, history, before, after | * To use historical language to communicate effectively about the past using historical language:   years ago, then, now, before, after   * To write simple stories and information about events from the past using historical language. | * To use ICT, speaking and presentations to talk about the past. * To understand the difference between primary and secondary sources of evidence. * To suggest different ways of presenting specific information. * To use the correct historical language to present information about the past. | * To present information about the past clearly and using the correct historical terms. * To use presentations, power point, graphs, labelled diagrams etc.. to ensure clarity about information. * To accurately use terms and dates. * To consider audience when presenting information. |
| **Vocabulary:** | Past  Present  Yesterday  Today  Modern  Old  Before  After  because | Day year  Month artefact  Archaeologist evidence  Past present  Years ago time  Events significant  Questions cut  Modern old, new, change important, event historical, similar different, | Chronology primary source  Secondary source links  Settlement evidence  Artefacts archaeology  Similarity difference | Reliability chronology  Connections cause/consequence  Similarity difference  Significance relevant  Settlement civilisation  Impact agriculture  Observation analyse |