

 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.
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| **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
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| **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…
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| **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.
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| **Vocabulary:** | PastPresentYesterdayTodayModern OldBeforeAfterbecause | Day yearMonth artefactArchaeologist evidencePast presentYears ago timeEvents significantQuestions cut Modern old, new, change important, event historical, similar different,  | Chronology primary sourceSecondary source linksSettlement evidenceArtefacts archaeologySimilarity difference  | Reliability chronologyConnections cause/consequenceSimilarity differenceSignificance relevantSettlement civilisationImpact agricultureObservation analyse |