



Curriculum Road Map - Morland Area C of E Primary School



History:

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Year 1:

- Describe and talk about significant individuals from the past and why they were important.
- Explain reasons why someone might be significant.

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Year 3:

- Begin to understand that historical significance is a decision that people living modern times make about what they feel are important aspects of the past.
- Find out about the everyday lives of people in time studied compared with our life today.
- Identify key features, aspects and events of the time studied.
- Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us.

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Year 4:

- Explain how people and events in the past have influenced life today.
- Describe connections and contrasts between aspects of history, people, events and artefacts studied.
- Identify historically significant people and events from a period of history and give some detail about what they did or what happened.

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Nursery:

- Develop an understanding of growth, decay and changes over time.
- Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world.
- Bring in photographs, videos, and visitors.
- Preserve memories of special events e.g. make a book, video, photos.
- Share stories about people from the past who have an influence on the present.

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Year 2:

- Talk about why an event was important and what happened.
- Know and recount episodes from stories and significant events in history.
- Understand that there are reasons why people in the past acted as they did.

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Year 5:

- Identify and note connections, contrasts and trends over time in the everyday lives of people.
- Explain that historical significance is a personal decision that people make which means that not everyone agrees on who or what is significant.
- Understand that what we consider to be significant can change throughout different periods.
- Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.

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Year 6:

- Identify a range of historically significant people and events from different periods of history and explain why they were significant.
- Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.
- Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time.
- Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

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Reception:

- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Articulate ideas and thoughts in well-formed sentences.
- Ask questions to find out more and to check understanding of what has been said.

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