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| **Navigation Primary History Knowledge Map** | |
| **EYFS history in continuous provision** | |
| **Indoor** | * Weekly Show and Tell and children encouraged to send pictures and videos from home showing what they have been doing/who their family and friends are etc. All documented on Evidence Me * Role play and small world include occupations * All festivals covered and other countries and religions covered * Open ended questions and adults engage in play * Percussion instruments |
| **Outdoor** | * Role play occupations * Children encouraged to create with a purpose in mind * Open ended questions and resources |
| **See EYFS Full Skills Curriculum document links**  ***NB: yellow relates to nursery*** | |
| Page 1 – Role play  Page 2 – Small world  Page 6 – Mark making  Page 7 – Investigating  Page 10 – Pencil control  Page 12 - Drawing  Page 15 & 16 – Communication | |

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| **EYFS** | | | |
| Nursery | Understanding the World | | * Begin to make sense of their own life-story and family’s history. |
| Reception | Understanding the World | | * Comment on images of familiar situations in the past. * Compare and contrast characters from stories, including   figures from the past. |
| ELG | Understanding the World | Past and Present | * Talk about the lives of people around them and their roles in society. * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. * Understand the past through settings, characters and events encountered in books read in class and storytelling. |

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| **Definitions of stands:** | | | | | | | |
| **Chronological understanding (timelines)** | **Vocabulary** | **Interpretation and Enquiry**  the study of historical evidence dating from after an event, period or the lifetime of a person, reflecting back on it or them from the perspective of a later time. This includes understanding how historical interpretations have been constructed and suggesting reasons why they may differ.’ | **Cause and consequence**  the identification and description of reasons for and results of historical events, situations and changes studied in the past’ | **Change and Continuity**  understanding how and why change occurs in history, why and how things stay the same and analysing trends across time) | **Similarity and Differences**  the ability to identify and explain similarities and differences within and across periods and societies studied) | **Historical Significance**  understanding and suggesting reasons why events, periods, societies and people may be considered historically significant’ | **Sources and Evidence**  understanding the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims |

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|  | **Chronological understanding** | **Vocabulary** | **Interpretation and Enquiry** | **Cause and consequence** | **Change and Continuity** | **Similarity and Differences** | **Historical Significance** | **Sources and Evidence** |
| 1 | I can place significant individuals on a timeline eg. Mary Seacole, Florence Nightingale and Edith Cavell.  I know when the first NHS hospital was founded. | I know and use the following vocabulary:  **(historical terms)**  past, present, long ago, now, then, before, after, change, memory, within living memory beyond living memory.  I know and use the following vocabulary:  **(changes in living memory)**,style, size, material, buildings, greenery, male/female roles, technology, COVID pandemic, cleanliness, medicines, drawings/symbols, printing press, telegrams, email, letters | I know how to compare two versions of a past event. Crimean war- Mary Seacole and Florence Nightingale  I know that there are different types of sources that can be used to help represent the past. Eg. maps, photos | I know some causes of historical events – eg. changes to technology and communication due to computers and phones.  I know some consequences of historical events eg. Hospitals- cleaner, improved medicine, introduction of NHS, female and male roles within hospitals. | I know how to sequence events in my life. Eg. born, crawl, walk, nursery, school.  I know how to describe changes in living memory e.g. to technology and homes such as style, size and materials.  I know about the introduction and the improvements to the NHS eg, male/female roles, technology/cleanliness/medicines  I know how technology has changed over time including cameras and the internet. | I know how to sort artefacts/pictures into now and then.  I know some differences between the past and present. Eg. improvement in technology, more efficient communication methods.  I know some similarities and differences between individuals. Eg. Mary Seacole, Florence Nightingale, Edith Cavell.  I know how my local area has changed and identify this on a map. Eg buildings, greenery.  I can recall facts about early writing systems. Eg drawings/symbols, printing press, telegrams, email, letters. | I know why certain individuals are famous (significant) in history because of their achievements and impact. Eg. Florence Nightingale, William Caxton, Samuel Morse, Alexander Graham Bell, Tim Berners-Lee | I can look at simple artefacts and pictures and ask questions about the past.  I can sort artefacts/pictures into now and then. |
|  | **Chronological understanding** | **Vocabulary** | **Interpretation and Enquiry** | **Cause and consequence** | **Change and Continuity** | **Similarity and Differences** | **Historical Significance** | **Sources and Evidence** |
| 2 | I know how to order three events on a timeline relating to the GFOL including when the fire started and when it stopped. | I know and use the following vocabulary:  **(historical terms)**  timeline, history, sources, evidence eye witness account, decade, century.  I know and use the following vocabulary:  **(Great Fire of London)**, brick/stone, wood  fire brigade,  transport,  technology,  businesses,  city,  photographs,  paintings,  diaries,  Tudor period, explorers | I know how to ask and answer questions about the past showing a good understanding of key events including How is London different now, how did the fire spread so quickly.  I know that there can be more than one version of the same event or story and can identify differences.  I can compare two versions of a past event, including a diary entry and a painting. | I know reasons why people in the past acted in the way they did during the Great Fire of London.  I can identify causes and consequence of events in the past including why the Great Fire of London started and spread so quickly. | I know how to describe changes to life from areas studied including buildings being made from brick/stone, trained fire brigade, houses not as cramped and safer, streets widened and straightened. | I can identify similarities and differences between ways of life in different periods including 1666 and present day. | I know that some have helped us live better lives eg Christopher Columbus, Amelia Earhart, Emmeline Pankhurst, Matthew Henson.  I can describe significant events beyond living memory that are significant nationally or globally e.g. GFOL.  I can describe significant events or people from the local area e.g. introduction of the NHS at Trafford General Hospital and the work of Dr Niven in Manchester, Emmeline Pankhurst | I know the names of different sources eg. maps, photographs, paintings, diaries.  I know that sources help us to find answers to questions about the past.  I can choose evidence from a selection provided and say how it can be used to find out about the past. |
|  | **Chronological understanding** | **Vocabulary** | **Interpretation and Enquiry** | **Cause and consequence** | **Change and Continuity** | **Similarity and Difference** | **Historical Significance** | **Sources and Evidence** |
| 3 | I can place events studied on a timeline including BC/AD and BCE/CE.  I know how to order artefacts from areas studied with support. | I know and can use the following vocabulary:  **(historical terms)**  AD/BC, BCE/CE, civilisation, empire, ancient, modern, artefact, sources, archaeological evidence.  I know and can use the following vocabulary:  **(Stone/Bronze/Iron Age),** Prehistory, Palaeolithic, Mesolithic, and Neolithic, hunter gatherers  I know and can use the following vocabulary:  **(Ancient Civilisations)**  Dynasty, oracle bones. Yellow river, city-state, cuneiform. Stylus, irrigation, domesticate, cultivate, nomadic, floodplain, trade, barter, Ganges.  Pyramid, hieroglyphics, sarcophagus, papyrus, scribe, shaduf | I know reasons why there are different accounts for the same event.  I know how to begin to use research to find out about the past.  I know why interpretations of Stone Age to Iron Age are difficult (due to limited primary sources or written evidence). | I know the causes of civilisations developing in areas (each climate, location by a river)  I can identify key consequences over a period of time give reasons for those changes (eg. discovery of bronze and iron  Environment  The end of the Ice Age led to a gradual warming, which allowed some people to begin farming and herding animals. | I know why the everyday lives of people in ancient civilisations changed (eg. discovery of bronze, iron,   Conflicts and warfare between cities led to the rise of kings, who replaced the authority of city-state rulers.  Movement of people and ideas affected civilizations and led to change. | I know of similarities and differences between ancient civilisations (Stone Age Britain and Ancient Egypt) eg. Ancient Egyptians lived in towns and built permanent structures, while Stone Age people were nomadic and lived in caves or other non-permanent structures. | I know why advancements/inventions in the Stone, Bronze and Iron Ages were significant to the development of Britain. Eg. Agriculture: Improved farming tools led to population growth. The introduction of the iron-tipped ploughshare made it possible to cultivate heavy clay soils.  Metallurgy: People learned to make bronze and extract other metals from rocks. They experimented with different metals and their properties.  Settlements: People settled in permanent communities, and hillforts were built to protect themselves, their land, and their possessions. | I can observe small details in artefacts/pictures.  I know that gathering more detail from sources such as maps builds up a clearer picture of the past.  I know sources of evidence which can help answer questions. |
|  | **Chronological understanding** | **Vocabulary** | **Interpretation and Enquiry** | **Cause and consequence** | **Change and Continuity** | **Similarity and Differences** | **Historical Significance** | **Sources and Evidence** |
| 4 | I can place events and people studied, within and across topics covered using appropriate dates, period labels and terms, on a timeline including BC/AD and BCE/CE. | I know and can use the following vocabulary:  **(historical terms)**  Inference,  bias, one-sided balanced, perspective, cause consequence, impact, conclusion enquiry, supporting evidence, credibility.  I know and can use the following vocabulary:  **(Greeks),** city state, phalanx, hoplite, Athens, Sparta, chariot, democracy, conquest, Hellenistic Period  I know and can use the following vocabulary:  **(Romans)**  Celts, Iceni Tribe, revolt / rebel, myth, invade / invasion, empire, aqueduct, emperor, gladiator, legionary, hypocaust, mosaic, tunic, amphitheatre, centurion. | I understand that sources can contradict each other e.g. Boudicca sources from Celts vs Romans.  I can compare different accounts of an event and explain why they may differ.  E.g. the battle of Watling Street and the death of Boudicca. | I know how people and events in the past have influenced life today. E.g. Alexander the Great and Boudicca.  I can describe connections and contrasts between aspects of history, people, events and artefacts studied. | I can explain why certain changes and developments were of particular significance within topics and across time periods.  I can provide a comprehensive list of the changes to homelife and trade within the period studied.  E.g. Roman roads and trade, Roman baths and hygiene. | I can explain similarities and differences between an aspect of history ie. Greek and Roman armies, homelife. | I know why an individual in history was significant eg. Alexander the Great and the creation of the biggest empire, conquering many countries, spreading Greek culture.  I know how an event shaped our lives today. (eg Roman invasion of Britain) in terms of technology, entertainment.  E.g. legacy of the Olympics | I know how to use a range of sources to answer questions.  I can begin to undertake my own research, devising my own questions to find out about the past.  E.g. How did…  Why were… |
|  | **Chronological understanding** | **Vocabulary** | **Interpretation and Enquiry** | **Cause and consequence** | **Change and Continuity** | **Similarity and Differences** | **Historical Significance** | **Sources and Evidence** |
| 5 | I know where events studied fit on a timeline including BC/AD and BCE/CE and give dates.  I can place 6 events (such as the first Viking raid on Lindisfarne, creation of the Danelaw, end of Viking Britain) on a timeline and provide dates.  I can order artefacts from areas studied independently. | I know and use the following vocabulary:  **(historical terms):**  Reliable, audience purpose, accuracy, interpretation,  I know and can use the following vocabulary:  **(Anglo-Saxons and Vikings)**, Angles, Saxons, Jutes, Frisians, Picts, invasion, settlements, monk, monastery, Lindisfarne, Danelaw, Viking, Scandinavia, long ships, knorr, Pagan, trad, King Canute, Anglo Saxon chronicle  **Industrial Revolution**  change, continuity, invention, innovation, revolution, industry, steam, agriculture, textile, factory, mill, Samuel Greg, Robert Stevenson, Earl of Bridgewater, canal Steam locomotive | I know the difference between fact, opinion and fiction.  I know why interpretations of the same event or person can differ, e.g. can identify a number of differences in the interpretations presented about slavery. | I know why certain events happened as a result of other factors e.g. can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain.  I can place the causes and/or effects in an order of significance and explain why they are arranged in this order, e.g. the reasons why the Vikings left Scandinavia and chose to settle in Britain.  I know how the causes or effects of events within one period impacted those of another, e.g. events in the Viking period with those of other periods studied, such as why the Romans or the Anglo-Saxons chose to settle in Britain. | I know reasons why some changes and developments were of particular importance within the topic, e.g. decide why one or more changes in the Industrial Revolution is of particular importance. | I know connections and contrasts between aspects of history, people, events and artefacts studied (e.g how the industrial revolution impacted our lives and local area today). | I know how a significant individual shaped the country we live in. e.g the contribution of Samuel Greg to the textiles industry  I know how to select the most significant information in a historical account, related to a person’s life, a key event or a theme, e.g can summarise conditions slaves were subjected to from reading written accounts.  I know that some events will have long-term significance and others only short-term significance, e.g. development of steam engine | I understand that the type of information available depends on the period of time studied.  I know that some sources of evidence are more useful than others and say why.  I know how to use a broad range of relevant and varied sources to answer historical questions in detail. |
|  | **Chronological understanding** | **Vocabulary** | **Interpretation and Enquiry** | **Cause and consequence** | **Change and Continuity** | **Similarity and Differences** | **Historical Significance** | **Sources and Evidence** |
| 6 | I know where events studied fit on a timeline including BC/AD and BCE/CE and give dates.  I can place 8 events (such as assassination of Archduke Franz Ferdinand) on a timeline and provide dates.  I can order artefacts from areas studied independently. | I know and use the following vocabulary:  **(historical terms)**  biased, propaganda.  I know and can use the following vocabulary:  **(wars over time)**  helmet, sword, hauberk, lance, pike, musket, rifle parliamentarian, royalist, cavalry, artillery, infantry, archer, tanks, no-man’s land,  influence,  morale, strategy, tactics.  I know and can use the following vocabulary:  **(Early Islamic)**,Civilisations  Societies  Caliph  House of Wisdom  Silk Road  caravanserai  Mongols  River Tigris | I understand ways of checking accuracy of sources.  I know how to interpret historical sources and give reasons for why they are biased.  I know that people in the past represent events or ideas in a way that may be to persuade others.  I can produce a structured argument and build towards reaching an overall conclusion. e.g. “Were the soldiers in WW1 really ‘lions led by donkeys’?” with clear reference made to the preceding arguments and evidence. | I know why significant individuals, e.g. Lord Nelson, acted the way they did.  I know valid detailed reasons why events took place and the effects of those events, e.g. why WW1 happened and the effect on Britain; why the English won the Battle of Agincourt.  I can order these causes and/or effects into a hierarchy of significance.  I know of links between why certain events occurred in the period studied and events taking place in other periods or locations, or note how effects of events could be similar.  I know some of the causes as long or short-term triggers and how some effects can be immediate and others long term, e.g. causes of WW1: economic and political landscape and the assassination of Archduke Franz Ferdinand. | I know a range of links between various changes, e.g. the change in women’s roles during the war with changes in women’s rights.  I know that some of the changes were exceptional or commonplace, e.g. as part of the impact of the war on their locality. | I know and can explain the diverse experiences and ideas, beliefs, attitudes of men, women and children. E.g. during the period of Early Islamic Civilisation and WW1.  I can compare similarities, differences and changes within and across topics, e.g. in terms of importance, progress or the type and nature of the change, e.g. provide some similarities and differences affecting differing locations within the world wars. | I know how to explain how a significant individual shaped world events, e.g. Lord Nelson, Franz Ferdinand | I know how to use sources to form testable hypothesis about the past.  I know how to locate and analyse relevant information to justify claims about the past.  I know how to comment on the value of a range of different types of sources, e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit. |