

Curriculum Map History Skills

EYFS - Nursery			EYFS - Reception			Year 1			Year 2			Skills
Term 1 My Family & Friends Bears	Term 2 My Body Sounds	Term 3 Transport Minibeasts	Term 1 Mice Sun, Moon & Stars	Term 2 Homes and buildings Bears	Term 3 Farms Journeys	Term 1 Homes	Term 2 Toys	Term 3 Holidays	Term 1 Schools	Term 2 The Great Fire of London	Term 3 Famous People (Florence Nightingale, Mary Seacole and Rosa Parks)	
Explore new class Talk – vocabulary and language skills	Use words to answer questions Talk – vocabulary and language skills Ask questions about caterpillar	Talk – vocabulary and language skills	Ask questions about Myself. Ask questions about day & night	Ask questions about events at different times Ask questions about habitats	Ask questions about farms and animals Ask questions about holidays and journeys Ask questions about Year 1	Ask questions about characteristics of homes Develop a series of questions to find out about artefacts from homes Find out about the past by asking questions (visit from elderly)	Ask questions about old toys from the past (visitor)	Use clues from pictures to answer questions about holidays Use information from the past to answer questions about holidays Ask an elderly visitor questions about seaside holidays from the past	Ask and write questions about school artefacts Find out about the past by asking questions (visit from elderly person) Answer questions about school equipment	Answer questions about why they think the Great Fire of London broke out, how it spread and why it went on for so long Answer questions about why cities are safer from fires now	Use primary and secondary sources to ask questions to find out about the life of a famous person Ask questions about Florence Nightingale and Mary Seacole	Ask and understand questions Ask historically valid questions (KS2)
I can listen to a short story (CL) I can talk about a story (L) Talk about events from a similar story (L) Use language from a story to retell (CL) Use imagination to recreate events (EAD)	Talk about my holiday and what happened (CL) (EAD) (past) Talk about what is happening and what might happen next (CL) (Present & Future) Talk about pictures in a book (CL) Talk about process of cooking (sequencing) (CL) Remember the Nursery routine (PSED) Retell a story by looking at pictures (L) (CL) Recall a story using language from the story (L) Show awareness of changes (UW)	Talk about own experiences (CL) (UW) Talk about own experiences in the context of a book, story or conversation (CL) Talk about what I know and what I think will happen (CL) Talk about a story using illustrations (L) Talk about a recent experience (UW) Talk about journey to school (CL) Talk about familiar experiences (CL) Talk about what will happen next (CL) Life cycle of caterpillar	Sequence pictures of events that happen during the day into the night (UW) Talk about different days of the week (UW) Retell events of a story (CL) Retell familiar story using pictures (CL)	Past, Present & Future – know I can do more things now than I could when I was younger. I will be able to do more things when I am older (UW) Talk about events that happen at different times (eg religious events) (UW) Talk about what happens at home at different times of the day (UW) (CL) Bedtime routine (UW) Write about the weekend (UW) (CL) Retell events from walk around local houses Birthdays (ordering) (M)	Discuss my own experience (farm) (UW) Past and future – Farm Visit I will see _____, I saw _____ (UW) Future – Talk about going on a train journey (UW) Past – Explain what I saw and did on journey (UW) Remember a story and sequence the events Retell and describe the events of a story (CL) I can sequence pictures from a story to retell the events (CL) Retell a story using complex words and sentences (CL) Retell something that happened in my favourite story (CL) Life cycle of a plant seed-dead	Identify features of new/modern house and old house on walk Place Saxon mud hut, Tudor home, Victorian home, 1960s home and Modern day home on a timeline Understand that household objects have changed over time (quill, pen, iPad)	Sorting toys into 'old' and 'new' Sort toys on a timeline	sequence holiday photographs into a series of three time periods by finding differences between the present and past. Use the information known about school to place different features on a time line. Place different schools on a timeline (Tudor-Modern)	Place the Great Fire of London on a timeline Sequence the events from the Great Fire of London Sequence events of the plague	Sequence main events of the life of a famous person	Chronological Understanding (sequence)	
Record observations: Talk about my family, my home and my favourite things (CL) Share ideas and experiences Talk about changes Mark making	Record observations: Observation skills to copy Look closely at resources and make observations. Talk about what is seen (UW) Drawing	Record observations: Represent what I see in different ways Roleplay a story Collage	Record observations: Draw picture of myself using 2paint Talk about an experience had Talk about what is happening	Record observations: Talk about when I was younger Talk about my house Talk about what I saw on our buildings walk Draw and label house Roleplay Take photographs Write about holidays Letter to family Talk about celebrations	Record observations: Talk about a journey (past) Talk about what I did on my holiday (past) Talk about what might see on a journey (future) Talk about what will happen next year (future) Explore world around me Roleplay Explore – magnifying glasses Explain my own experiences	Record observations: Present information in PowerPoint Sort old and new pictures – cut & stick Role play Explore pictures of artefacts and take photograph after sorting Use different art mediums to represent understanding of old home (make collage) Build an old house with artefacts	Record observations: Describe favourite toy Saying how they know a toy is old or new Describe features of toys (old and new) Present understanding of old and new toys using labels, class museum, guidebooks	Record observations: Describe own experience of a holiday Postcard Painting/drawing sequence holiday photographs into a series of three time periods by finding differences between the present and past. Write a report Make a holiday souvenir	Record observations: Sort artefacts into then and now Present information in PowerPoint Roleplay day in life of Victorian school child Report about Victorian schools Describe characteristics of school equipment	Record observations: Make comic strip/report/newspaper article retelling the events of the Great Fire of London Make a London street in 1666 using a variety of materials Make costume from the past Diary entry	Record observations: Write a report Sort pictures into then and now Make a portrait of a famous person (As) Write biography of a famous person (As) Write newspaper report Write letter Character description	Presenting, Organising and Communicating
Sort and match objects Compare objects *Sort, match and compare may not be history related but are general skills that need to be developed. These skills will be used in KS1 to sort, match and compare historical artefacts.			Sort Match Compare	Sort materials (building) Reasoning eg in Maths why do I brush my teeth at the end of the day?	Identify & sort objects	Make inferences about aspects of home life a long time ago	Sorting old and new toys into Venn Diagram using different criteria	Use clues from pictures to answer questions about holidays Interpret holiday pictures, stick in books and describe what is happening in each picture. Use information from the past to answer questions about holidays Sequence holiday photographs into a series of three time periods by finding differences between the present and past. Recognise that some things change and others stay the same	Compare old and new School objects Compare old and new school lessons Make inferences about aspects of school life a long time ago	Say why the Great Fire of London broke out and how it spread Know why the fire spread for so long and so far Say why the plague spread in London	Find out why a person from the past or present is famous Infer information from a written or visual account of a person's life Understand cause of Civil Rights movement	Think Critically / Reasoning / Interpretation
	Titch (text) compare siblings – big, medium, little. Compare appearance and skills	Talk about what I like and dislike	Talk about similarities and differences about why children are special (UW) Explain differences between day and night (CL)	Describe differences between buildings (UW) (CL) Describe different parts of house (UW) (CL) Describe different types of buildings (UW) (CL) Describe own home (UW) (CL)	Compare weekends and weekdays	Compare different types of houses Compare features of Saxon mud hut, Tudor home, Victorian home, 1960s home and Modern day home Compare old and new household objects	Comparing old and new toys – materials used, appearance, function Sorting old and new toys into Venn Diagram using different criteria	State similarities and differences about past and present holidays. Say what is the same and what's different about how people travel to the seaside now and in the past. Compare holiday clothes from now and in the past	Compare old and new schools Use artefacts to compare old and new school objects Compare school lessons from now and the past Compare the differences between clothes worn at school today and clothes worn at school in Victorian times Say how school/playground (Victorian) games have changed over time.	Say why the Great Fire of London wouldn't happen today – say how cities are safer today Compare cities now and in the past Compare clothes from now and in the past	Recognise similarities and differences between what people wear today and what people wore a long time ago Identify similarities and differences between Florence Nightingale and Mary Seacole	Identify similarities and differences Make connections, draw contrasts and analyse trends (KS2)
Explore small world toys (UW) Video Photographs Real objects Materials to sort	Explore small world toys (UW) Video Photographs Real objects Materials to sort	Explore small world toys (UW) Video Photographs Real objects Materials to sort Visit linked to journeys (trains) and zoo	Explore small world toys (UW) Video Photographs Real objects Materials to sort	Video Photographs Real objects Materials to sort	Video Photographs Real objects Materials to sort Visit to farm	Use photographs of Saxon mud hut, Tudor home, Victorian home, 1960s home and Modern day Explore old artefacts from houses built a long time ago.	Find out about old and new toys by: Exploring real old and new toys Looking at photographs and videos of old toys Asking elderly visitor questions about what toys and games they played		Look at photographs of old school buildings and their artefacts Explore old school artefacts Visit to Ragged School Museum	Photographs of London in 1666 Artefacts Samuel Pepys Diary	Internet – research famous person know that different sources (primary and secondary) For example: newspaper, video, maps, internet, diaries, photographs, written/visual accounts etc) can help us understand (infer) about a person's life.	Identify different ways in which the past is represented