



### History Curriculum Map

*At the Minster Nursery and Infants School, we want all children to be curious about people and events from the past and how they have influenced the lives we lead today. In Nursery and Reception, planning follows the Early Years Foundation Stage, enabling children to develop an early understanding of past and present, and changes over time. Historical skills and concepts, such as chronology and significance are fostered through the use of a class memory box. In KS1, we build on the skills and knowledge developed in the EYFS through our use of the Kapow history scheme. Children will develop their ability to think like historians, asking questions and thinking critically. By the end of their time with us, we aim that all children will have a keen interest in learning about the significance of people and events both local and global, and in using the past to make sense of the present.*

	Autumn	Spring	Summer
<b>Nursery</b>	Children make sense of their own life-story and family's history. <ul style="list-style-type: none"> <li>Children talking about their family,</li> <li>Children talking about who they live with and any pets.</li> <li>Children talking about their past life experiences e.g. birthdays, Christmas</li> </ul>	Children make sense of their own life-story and family's history. They show an interest in different occupations and develop a positive attitude about the differences between people. <ul style="list-style-type: none"> <li>Understanding the terms 'old' and 'new' and recognising old and new objects e.g. cars, shops, photos.</li> <li>Looking at and commenting on old and new houses, shops, cars, statues or memorials on a local walk.</li> <li>Identifying photos/objects or books from the past.</li> <li>Talking about past experiences, i.e. Easter, Christmas.</li> </ul>	Children make sense of their own life-story and family's history. They show an interest in different occupations and develop a positive attitude about the differences between people. <ul style="list-style-type: none"> <li>Talk about who they are and who they live with, exploring their family tree.</li> <li>Understand how two sequence two or three events, i.e. sequencing family members e.g. baby, mum, grandma.</li> </ul>
<b>Key Vocabulary</b>	now, next, family, family members names, mum, dad, brother, sister, dog, cat, rabbit, pets, past, before, events, now, then, before, next.	new, old, past, present, now, different, same, rusty, black and white, modern, past, happens, events, experiences, Easter, egg hunt, same, different, old, new.	family, live with, family tree, old, new, past, questions, happens, sequence, first, last, then, before, family, names, family tree.
<b>Reception</b>	They talk about members of their own immediate family and community. They recognise that people have different beliefs and celebrate special times in different ways. They name and describe people who are familiar to them. They talk about and recall familiar past events. They comment on images of familiar situations in the past. <ul style="list-style-type: none"> <li>Know that they started life as a baby but have since grown and changed.</li> <li>Comment on family events and photos of birthdays &amp; celebrations, for instance, Eid, Christmas, Harvest time.</li> <li>Starting collecting and commenting on class photos and objects from school events and activities in their class memory box.</li> <li>Using past, present and future forms.</li> </ul>	They talk about and recall familiar past events. They comment on images of familiar situations in the past. They comment and contrast characters from stories, including figures from the past. They comment on images of familiar situations in the past. <ul style="list-style-type: none"> <li>Comment on images of past birthdays &amp; celebrations, for instance, Christmas, Easter, New Year, Lunar New Year and Eid.</li> <li>Know about and talk about significant people in the world linked to the class interests.</li> <li>Sequence events when describing them (e.g. daily routine, events in a story.)</li> <li>Compare and contrast historical people and objects linked to class interests, sharing similarities and differences.</li> <li>Continue collecting and commenting on class photos and objects from school events and activities in their class memory box.</li> <li>Know some language for talking about the passing of time and events that have already happened.</li> </ul>	They talk about and recall familiar past events. They comment on images of familiar situations in the past. They comment and contrast characters from stories, including figures from the past. They comment on images of familiar situations in the past. <ul style="list-style-type: none"> <li>Know about and talk about significant people in the world linked to the class interests.</li> <li>Compare and contrasting historical people and objects linked to class interests, sharing similarities and differences.</li> <li>Talking about past events in the world and changes over time.</li> <li>Continue collecting and commenting on class photos and objects from school events and activities in their class memory box.</li> <li>Begin to use common words and phrases for the passage of time.</li> </ul>
<b>Key Vocabulary</b>	family, family member, mum, dad, brother, sister, granddad, grandmother, aunt, uncle, cousin, Eid, Christmas, Harvest time, memory, remember, past, last year, last week, yesterday, time.	Christmas, Eid, New Year, Lunar New Year, memory, remember, past, last year, last week, yesterday, time, old, new, long ago, people, same/different, change, lives, history, object.	Memory, remember, past, last year, last week, yesterday, time, old, new, long ago, people, same/different, change, lives, history, object, event.
<b>Year 1</b>	<u>How Am I Making History?</u> Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.	<u>How Have Toys Changed?</u> Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.	<u>How Have Explorers Changed The World?</u> Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past



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					with exploration today. Finally, they discuss ways in which these significant people could be remembered.	
<b>Key Vocabulary</b>	celebrate celebration change childhood different event family future grandparent lifetime living memory	memory now present past remember significant similar time capsule timeline	artefact century decade different evidence historian living memory memory modern now past	present remember sequence similar source special	achievement beyond living memory coat of arms determination discovery equipment event exploration explorer historical significance living memory	North Pole past present qualities remember resilience solo timeline transport voyage
<b>Year 2</b>	<u>How Was School Different in the Past?</u> Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.		<u>How Did We Learn to Fly?</u> Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight		<u>What is a Monarch?</u> Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.	
<b>Key Vocabulary</b>	past timeline date different decade present important	similar modern living memory evidence source decade beyond living memory memory preferred	beyond living memory decade evidence eyewitness flight historic historically significant inventor	living memory past present primary source source	absolute monarchy Anglo-Saxon anointing Archbishop of Canterbury armed forces attack bailey battle battlements Bayeux Tapestry ceremony concentric castle constitutional monarchy	crowning defend earl Edward the Confessor fortified manor house gatehouse government Harold Godwinson, Earl of Wessex Harald Hardrada Head of State invade investing