



KS1 History Concept and Curriculum Map



Empire	Economy	Invasion	Society	Civilization	Conflict	Culture	Religion	Democracy
A group of countries or people under one ruler	People can freely buy and trade goods and services for money.	An act of an army that invades for conquest or revenge.	What life was like for others in different times of history	People living together peacefully in communities . The society, culture and way of life of a particular area or time period.	A disagreement or argument about something important – a fight, battle or war .	A pattern of behaviour shared by a society or group of people.	A set of beliefs held by a group of people	When the Government listens to the views of the people living in that country.
Nightingale				Bowie				
<u>Curriculum Content</u> Changes within Living Memory <ul style="list-style-type: none"> Focus on toys, food and technology changes within living memory Significant individuals in the past <ul style="list-style-type: none"> Florence Nightingale and Mary Seacole Events beyond living Memory <ul style="list-style-type: none"> The Moon Landing 				<u>Curriculum Content</u> Events beyond living memory that are significant nationally or globally <ul style="list-style-type: none"> Bonfire Night and Guy Fawkes Great Fire of London The lives of significant individuals in the past (compare aspects of life in different periods) <ul style="list-style-type: none"> Henry V111 Queen Victoria Significant historical events, people and places in their own locality <ul style="list-style-type: none"> Changes within living memory focused on own locality; changes to schooling, changes to housing locally, changes to transport (linked with Railway line), changes within sport 				
<u>Skill progression:</u> Chronological Understanding <ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages Range and depth of historical understanding <ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives Know and recount episodes from stories about the past Interpretations of history				<u>Skill Progression:</u> Chronological Understanding <ul style="list-style-type: none"> Sequence artefacts closer in time (checking with reference books) Sequence photographs from different periods of their lives Describe memories of key events in lives Range and depth of historical understanding <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences from ways of life at different times Interpretations of History <ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/accounts/stories 				

<ul style="list-style-type: none">• Use stories and a range of texts to distinguish between fact and fiction• Compare adults talking about their past and discuss the reliability of their memories <p>Historical enquiry</p> <ul style="list-style-type: none">• Find answers to simple questions about the past from sources of information <p>Organisation and Communication</p> <ul style="list-style-type: none">• Communicate their knowledge through discussion, drawing pictures, drama/role play, making models, writing and the use of ICT	<p>Historical Enquiry</p> <ul style="list-style-type: none">• Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. <p>Organisation and Communication</p> <ul style="list-style-type: none">• Communicate their knowledge through discussion, drawing pictures, drama/role play, making models, writing and the use of ICT
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