



**Tarvin Primary School**  
History National Curriculum Mapping



**RISING  STARS**

# National Curriculum Mapping

## How this document works:

This is a whole school overview, demonstrating where the objectives, laid out in the National Curriculum, are covered.

## EYFS

This table demonstrates how each unit of work links to the Early Learning Goals and the Development Matters 2021 statements.

## KS1 & 2

These tables identify the National Curriculum objectives for each year group and how they are mapped to each unit taught.

## EYFS

<b>Early Years Foundation Stage (Reception)</b>  <b>Unit of Work</b>	<b>Early years outcomes: Prime Areas</b> Development Matters 2021 statements <i>Early Learning Goals</i>	<b>Early years outcomes: Specific Areas</b> Development Matters 2021 statements <i>Early Learning Goals</i>
Understanding the world	Begin to make sense of their own life-story and family's history. <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul> Understand the past through settings, characters and events encountered in books read in class and storytelling.
Past and Present		<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul> Understand the past through settings, characters and events encountered in books read in class and storytelling.

# KS1

<b>National Curriculum Objectives</b>	Great Fire of London and Curriculum A	Great Inventions-Transport Curriculum A	The Greatest Explorers Curriculum A	Our Local Heroes and Remembrance Curriculum B	My Family History Curriculum B	Queen Elizabeth, Queen Victoria and Holidays Curriculum B
<u>KS1 objectives</u>						
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.	✓	✓	✓	✓	✓	✓
To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods	✓	✓	✓	✓	✓	✓
Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life				✓	✓	
Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life				✓	✓	
To recall and study events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	✓	✓		✓		
To study the lives of significant individuals in the past who have contributed to national and international achievements, some			✓			✓

should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]						
To study significant historical events, people and places in their own locality				✓	✓	

## LKS2

National Curriculum Objectives	Stone Age Curriculum A	Bronze Age and Iron Age Curriculum A	Our Local History Curriculum A	Egyptians Curriculum B	Roman Britain Curriculum B	Greeks Curriculum B
To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	✓	✓			✓	
To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind				✓	✓	✓
To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'				✓	✓	✓

To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions	✓	✓		✓	✓	✓
To create their own structured accounts, including written narratives and analysis						✓
To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	✓	✓	✓	✓	✓	✓
To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales	✓				✓	
Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	✓	✓	✓	✓	✓	✓
Note connections, contrasts and trends over time and develop the appropriate use of historical terms	✓	✓	✓	✓	✓	✓
Construct informed responses that involve thoughtful selection and organisation of relevant historical information	✓	✓	✓	✓	✓	✓

They should understand how our knowledge of the past is constructed from a range of sources.	✓	✓	✓	✓	✓	✓
To recognise and comment upon changes in Britain from the Stone Age to the Iron Age	✓	✓				
Gain an understanding of the Roman Empire and its impact on Britain.					✓	
A local history study			✓			
The achievements of the earliest civilizations					✓	✓
A study of Greek life and achievements and their influence on the western world						✓

## UKS2

<b>National Curriculum Objectives</b>	The Impact of War Curriculum A	Journeys Curriculum A	Crime and Punishment Curriculum A	The Maya Curriculum B	Anglo-Saxons Curriculum B	Vikings Curriculum B
To know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	✓	✓			✓	✓
To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind				✓		✓

To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'	✓			✓		
To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions	✓	✓	✓	✓	✓	✓
To create their own structured accounts, including written narratives and analysis	✓			✓		
To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	✓		✓	✓	✓	✓
To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales	✓			✓	✓	✓
A non-European society that provides contrasts with British history				✓		