

History Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		<p>Old and New Toys Changes within living memory</p> <p>Be introduced to historical concepts, vocabulary and representations through exploring the ways in which life has changed over the time of our parents, grandparents and great-grandparents. Develop a chronology</p>		<p>Great Fire of London Events Beyond Living Memory and Historical Events in Own Locality</p> <p>Generate questions about the Great Fire of London, research the answers Understand the impact the past has on how we live today</p>		<p>Mary Seacole and Florence Nightingale The lives of significant individuals in the past</p> <p>Know where all people/events studied fit into a chronological framework Identify similarities / differences between ways of life at different times Talk about who was important e.g. in a simple historical account</p>
Year 2		<p>Remembrance Day</p> <p>Events Beyond Living Memory Remembrance Day Describe social, cultural, religious and ethnic diversity in Britain & the wider world</p>		<p>Queen Elizabeth I and Queen Victoria I</p> <p>Significant Individuals</p> <p>Kings and Queens Identify similarities /</p>		<p>Keeping In Touch</p> <p>Changes Within Living Memory</p> <p>Keeping in Touch Know about similarities and differences between themselves and others, and among families, communities and traditions Use a wide vocabulary of everyday historical terms.</p>

		Continue to develop chronologically secure knowledge of history.		<p>differences between periods</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p>		
Year 3		<p>Pre-Roman Britain Stone Age to the Iron Age</p> <p>Describe events and periods using the words: BC, AD and decade. Describe events from the past using dates when things happened. Describe events and periods using the words: ancient and century. Use a timeline within a specific time in history to set out the order things may have happened. Use their mathematical knowledge to</p>		<p>Non-European Study</p> <p>Indus Valley</p> <p><i>A study of the Indus Valley Civilisation, achievements and what we know.</i></p> <p>Appreciate that the early civilizations would not have communicated as we do or have eaten as we do. Begin to picture what life would have been like for people in the Indus Valley.</p>		<p>Local History Victorian London/ The Great Stink Local History</p> <p><i>A study of Local History taking account of a period of history that shaped the locality</i></p> <p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Use various sources of evidence to answer questions? Use various sources to piece together information about a period in history? Research a specific event from the past? Use their 'information finding' skills in writing to help them write about</p>

		<p>work out how long ago events would have happened. Recognise that Britain has been involved by several different groups over time.</p>				<p>historical information. Identify similarities and differences between given periods in history through research.</p>
Year 4		<p>Roman Britain</p> <p>Learn about the Roman Empire and its impact on Britain at the time and the legacy it left us. Consider life in Britain before the Romans arrived and how the arrival of the Roman armies affected the Celtic tribes Establish clear narratives within and across periods studied Understand how knowledge of the past is constructed from</p>		<p>Anglo-Saxons and Scots Britain's settlement by Anglo-Saxons and Scots</p> <p>Note connections, contrasts and trends over time Understand that different versions of the past may exist, giving some reasons for this Understand the nature of invasion and settlement in history. Study of</p>		<p>Extended Chronological Study Crime and Punishment in the 20th Century</p> <p>Understand the development of the system of courts, police and different approaches to punishment from the Anglo-Saxon times to the modern day. Describe / make links between main events, situations and changes within and across different periods/societies Identify and give reasons for, results of, historical events, situations, changes</p>

		a range of sources		the broad social context of the Anglo-Saxon period, children learn how this important group of settlers fits into the chronology of Britain.	
Year 5		<p>Ancient Greece A study of Greek life and achievements, and their influence on the western World</p> <p>Who were the Ancient Greeks and what did we learn from them? What is democracy and what part did the Greeks have in creating it? Explore different historical sources</p>		<p>Anglo Saxons and Vikings. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Use dates and historical language in their work Draw a timeline with different time and create outline the development of</p>	<p>Extended Chronological Study Hitler's invasion of Europe and its impact on Britain</p> <p>World War 2 start and what part did Hitler have in it? Why did the Jewish nation suffer as a result of Hitler coming to power? What can we learn about this period from the Anne Frank diaries? What happened in Munich in 1938; did Britain feel betrayed by Hitler? Why was the Battle of Britain significant in World War 2?</p>

		<p>and evaluate their usefulness. Use dates and historical language in their work Draw a timeline with different time periods Use their mathematical skills to work out time scales and differences</p>		<p>specific features, such as medicine; weaponry; transport, etc.</p> <p>Describe historical events Make comparisons between historical periods Appreciate that significant events in history have helped shape the country Test out a hypothesis and historical artefacts tell us about British lives in the present and past</p>		<p>Do they know the names of the major leaders in Europe and America during World War 2</p>
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<p>Year 6</p>	<p>Local History Shakespeare Use historical terms and concepts in increasingly sophisticated ways Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies</p>			<p>Ancient Civilizations Ancient Egypt</p> <p>Investigate the men and women who studied the kingdoms of Egypt and explore their discoveries. Look at some of the Pharaohs and the development of the pyramids, as well as the mythology that permeated Ancient Egypt. Look at the role the Nile had in allowing this civilisation to flourish and examine daily life, comparing it to our own. Extend and deepen their chronologically secure knowledge of history and a well- informed</p>		<p>Non-European Study Islamic Civilisation</p> <p>Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. Identify and explain change and continuity within and across periods. Learn in detail about the significance and importance of Baghdad in helping to build and shape this early civilisation and examine how and why it developed into such a major world power. Study in detail about how early Islamic doctors made significant contributions to the development of medicine and surgery and how their work still influences the medical profession today.</p>
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				context for further learning. Discern how and why contrasting arguments and interpretations of the past have been constructed		
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