George Fentham Subject Leader Curriculum Map

History (September 2024)

**Please note- Opportunities for the revision of History skills are provided in Geography units where appropriate. Please see curriculum subject maps by year group.*

History	Autumn		Spring		Summer	
	1	2	1	2	1	2
	Changes within living memory	Events beyond living memory	Significant individuals and their contributions		Significant people/events in locality	
EYFS						
Nursery	**'Marvellous Me'** **Study of** Establish daily routines (eg snack-time) Discuss sequence of seasons – Autumn. Experience life- cycle of a human looking at how we change from babies and grow into adults. Begin to make sense of their own life-story and family history through discussions and looking at photographs of key events.	**Let's Celebrate** **Study of** Christmas (Bible story/ Nativity play/role play etc) Diwali story. Explore key events in different religions.	**'A Long Time Ago'** **Study of** Discuss sequence of seasons – Winter Notice when story/nursery rhyme characters are from the past (eg old-fashioned clothing) Learn about our current King and past monarchs. Look at the coronation of the king and similarities and differences between his coronation and that of other monarchs.	**'Growth and Spring'** **Study of** Discuss sequence of seasons - Spring. Experience plant growth and life- cycle through gardening activities. Experience plant life-cycle through stories (eg Little Red Hen)	**Amazing Animals** **Study of** Find out about the lifecycle of butterfly or hen through egg hatching/caterpillars in the classroom. Think about our ourselves and how we have changed/will change	'Journeys' **Study of** Discuss sequence of seasons – Summer. Learn about Amelia Earhart and look closely at the changes in aviation over time.
	Changes within living memory		**Changes within living memory** / **Events beyond living memory**			**Significant individuals and their contributions**

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Reception	**'Marvellous Me!'** **Study of** New start – changes in routines between nursery and reception Where did I go on holiday? – relating to history in their own lives. How have I changed – baby to now (growth)		**Let's Celebrate** **Study of** Bonfire night – Who is Guy Fawkes? Remember day – Why do we remember? Christmas traditions – in our lives and the lives of others		**'A Long Time Ago'** **Study of** Learn about our current King and past monarchs. Look at the coronation of the king and similarities and differences between his coronation and that of other monarchs.		**'Growth and Spring'** **Study of** How has my bean seed changed – recording and reporting changes in the growth of a bean seed Easter story – using the bible and discovering how Easter became an important event		**'Amazing Animals'** **Study of** The story of Noah's Ark and Jonah and the Whale – stories from a long time ago		**'Journeys' Study of** Review of the year and transition to Year One. Comparing old and new modes of transport Learn about Amelia Earhart and look closely at the changes in aviation over time.	
	Changes within living memory		**Significant individuals and their contributions**		**Changes within living memory**	**Events beyond living memory**					**Changes within living memory**	**Significant individuals and their contributions**
KEY STAGE 1												
Year 1			**'William Shakespeare- A famous person in locality'** **Study of:** Significant individuals (comparison) Local significant events, people or places in their own locality. Vocabulary – everyday historical terms Key events Similarities and differences Ways the past is represented/how we find out about the past Ask and answer questions						**'Toys-Victorian to present day'** **Study of:** Changes in living memory Significant individuals (comparison) Vocabulary – everyday historical terms Similarities and differences Ways the past is represented/how we find out about the past Ask and answer questions			
			Significant people/events in locality						**Changes within living memory**			

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<table>
<tr><td rowspan="2">Year 2</td><td>'Queen Victoria vs Queen Elizabeth'

<u>Study of</u>
Significant individuals (comparison)
Vocabulary – everyday historical terms
Similarities and differences
Ways the past is represented/how we find out about the past
Ask and answer questions</td><td>'The Plague'
<u>Study of</u>
National/global significant event
Vocabulary – everyday historical terms
Key events
Ways the past is represented/how we find out about the past
Ask and answer questions</td><td>'The Great Fire of London'
<u>Study of</u>
National/global significant event
Vocabulary – everyday historical terms
Key events
Ways the past is represented/how we find out about the past
Ask and answer questions</td><td></td><td></td></tr>
<tr><td><s>Significant individuals and their contributions</s></td><td colspan="2"><s>Significant Events beyond living memory</s></td><td></td><td></td></tr>
<tr><td colspan="6">KEY STAGE 2</td></tr>
<tr><td colspan="2">Stone age to iron age</td><td>Roman empire and its impact on Britain</td><td>Britain's settlement by Anglo Saxons and Scots</td><td>Vikings/Anglo Saxons to Edward the Confessor</td><td>Local history study</td><td>British history beyond 1066</td><td>Achievements of the earliest civilisations/ Ancient Greece/Non-European society</td></tr>
<tr><td rowspan="2">Year 3</td><td colspan="3">'Ancient Egypt'
<u>Study of:</u>
Achievements of the earliest civilisations
The appropriate use of historical terms
Knowledge and understanding of significant aspects of history
Placing growing knowledge into different contexts
Connecting and contrasting
Establishing narratives
Ask and answer questions about cause, change, significance, difference and similarities
Understanding how knowledge of the past is constructed</td><td></td><td></td><td colspan="2">'Stone Age to Iron Age'
<u>Study of:</u>
Changes in Britain from stone age to the iron age.
The appropriate use of historical terms
Knowledge and understanding of significant aspects of history
Placing growing knowledge into different contexts
Connecting and contrasting
Establishing narratives
Ask and answer questions about cause, change, significance, difference and similarities
Understanding how knowledge of the past is constructed</td></tr>
<tr><td colspan="3">Achievements of the earliest civilisations</td><td></td><td></td><td colspan="2">Stone age to iron age</td></tr>
<tr><td colspan="8"></td></tr>
</table>

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Year 4	**'Romans in Britain'** **Study of:** The Roman Empire and the impact on Britain (55BC to 400AD) The appropriate use of historical terms Knowledge and understanding of significant aspects of history Developing an understanding of why the Romans came to Britain Develop a chronological narrative about the Roman Empire	**'The Mayans'** **Study of:** Non-European Society study The appropriate use of historical terms Knowledge and understanding of significant aspects of history: Placing growing knowledge into different contexts Connecting and contrasting between different civilisations Establishing narratives Ask and answer questions about cause, change, significance, difference and similarities Understanding how knowledge of the past is constructed Developing knowledge of the Mayan civilisation and what life was like as a Mayan.			
	Roman empire and its impact on Britain	**Non-European Society**			
Year 5	**'Ancient Greeks'** **Study of:** Ancient Greece The appropriate use of historical terms Knowledge and understanding of significant aspects of history Placing growing knowledge into different contexts Connecting and contrasting Ask and answer questions about cause, change, significance, difference and similarities Understanding how knowledge of the past is constructed			**'Anglo Saxons/Vikings '** **Study of:** British settlement by Anglo Saxons and scots The Viking Anglo-Saxon struggle for England to Edward the Confessor The appropriate use of historical terms Knowledge and understanding of significant aspects of history Placing growing knowledge into different contexts Connecting and contrasting Establishing narratives Ask and answer questions about cause, change, significance, difference and similarities Understanding how knowledge of the past is constructed	
	Ancient Greece			**Britain's settlement by Anglo Saxons and Scots**	**Vikings/Anglo Saxons to Edward the Confessor**

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Year 6	**'Hampton-in-Arden and the surrounding area in WW1 and WW2'** **Study of:** Thematic study in British History to extend chronological knowledge beyond 1066. Local History study The appropriate use of historical terms. Knowledge and understanding of significant aspects of history. Placing growing knowledge into different contexts. Connecting and contrasting. Establishing narratives. Ask and answer questions about cause, change, significance, difference and similarities. Understanding how knowledge of the past is constructed.				**'Hampton-in-Arden through the ages'** **Study of:** Thematic study in British History to extend chronological knowledge beyond 1066. Local History study. Location of counties and cities of UK; how land use has changed over time. The appropriate use of historical terms. Knowledge and understanding of significant aspects of history. Placing growing knowledge into different contexts. Connecting and contrasting. Establishing narratives. Ask and answer questions about cause, change, significance, difference and similarities. Understanding how knowledge of the past is constructed. Use of world maps, atlases, globes, digital/computer mapping to locate countries. Use of symbols and keys. Use 8-point compass directions	
	British history beyond 1066	**Local history study**			**British history beyond 1066**	**Local history study**