



History Curriculum Map

	Autumn Term		Spring Term		Summer Term	
	Au1	Au2	Spr1	Spr2	Su1	Su2
Nursery	How have I changed? – Taught through the whole Nursery curriculum <ul style="list-style-type: none"> • Talk about events in their own lives (e.g. birthdays, celebrations, holidays). • Look at photographs of themselves as a baby and now. • Begin to use simple time vocabulary: <i>yesterday, today, tomorrow, before, after, old, new.</i> • Sequence simple routines and events using language such as <i>first, next, then.</i> • Share family stories and talk about who is in their family. • Explore familiar objects from the past (e.g. old toys, old phones, old photos) and compare to today. 					
Key Vocabulary	<i>Past, present, old, new, before, after, yesterday, today</i>					
Reception	What has changed?	What is that light?	Why is it cold?	Where did it come from?	How can we help?	Where are we going?
Prior Learning	<i>Talking about their past</i>	<i>Learning about the history of the Earth and beyond</i>	<i>Discuss temperature and the weather.</i>	<i>Ideas of time, family, and personal experiences in everyday life and play.</i>	<i>Using stories, visual timelines, role play, and talking about familiar events from home and school.</i>	<i>Sequence events, recognise changes over time, and explore simple historical concepts such as “then and now.”</i>
Key Vocabulary	<i>Change, same</i>	<i>Past, present</i>	<i>Older, younger</i>	<i>Memory, photograph</i>	<i>Timeline, before</i>	<i>After, future</i>
Year 1	How am I making History? Develop understanding of personal chronology.		How have toys changed?		How have explorers changed the world? Explain what explorers do	

	<p>Learn more about own history</p> <p>Explore how we remember events</p> <p>Finding out what childhood was like for parents and grandparents</p> <p>Compare childhood now with childhood in the past.</p> <p>Identify that some things change and some things stay the same.</p>		<p>Discuss their favourite toy using language related to the past.</p> <p>Ask questions about toys in the past.</p> <p>Make comparisons between toys in the past and present.</p> <p>Sequence artefacts from different periods of time.</p> <p>Identify changes between teddy bears today and those from 100 years ago.</p> <p>Describe how toys have changed over time.</p>		<p>Name equipment or transport an explorer would need.</p> <p>Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley).</p> <p>Identify where they travelled and write a sentence about the achievements of one explorer.</p> <p>Sequence events on a timeline and use this to retell the story.</p> <p>Make inferences about what a person in an image could be saying and ask questions to further their understanding.</p> <p>Understand events in relation to the present day and compare how exploration has changed over time.</p> <p>Describe how an explorer is significant and how they impacted events or people's ideas.</p>	
Prior Knowledge	<i>Rec- What has changed?</i>		<i>Rec- Exploring how themselves have changed</i>		<i>Y1- How have toys changed? Rec- Where are we going?</i>	
Key Vocabulary	<i>Change, different, event future, memory, present, past, similar, timeline</i>		<i>Artefact, different, memory, past, present, similar</i>		<i>Different, event, explorer, past, present similar, timeline</i>	

Year 2	<p>How is school different in the past?</p> <p>Make one comparison between schools in the past and present. Use sources to research and develop an understanding of what schools were like 100 years ago. Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. Recognise two similarities and two differences between schools now and schools in the past.</p>		<p>How did we learn to fly?</p> <p>Identify important events surrounding the history of flight. Explain how a significant event has changed the lives of others. Ask questions about people and events in the past. Use primary sources to find out about people and events in the past. Correctly order five events on a timeline.</p>			<p>What is a monarch?</p> <p>Identify some of the monarch's roles. Name some of the main steps in the coronation ceremony. Use sources to explain how William the Conqueror became King of England. Explain how William the Conqueror kept order and conquered England. Explain how castles have changed over time. Identify that the power of monarchs has changed over time. Make comparisons between past and present monarchies.</p>
Prior Knowledge	Y1 – How have explorers changed the world?		Y1- How was school different in the past?			Y2- How did we learn to fly?
Key Vocabulary	beyond living memory living memory period		beyond living memory inventor lifetime			king monarchy power queen, ruler

<p>Year 3</p>		<p>Would you prefer to live in the Stone Age, Iron Age or Bronze age? (British History 1)</p> <p>Accurately place AD and BC on a timeline. Identify conclusions that are certainties and possibilities based on archaeological evidence. Explain the limitations of archaeological evidence. Use artefacts to make deductions about the Amesbury Archer's life. Identify gaps in their knowledge of the Bronze Age. Explain how trade increased during the Iron Age and why coins were needed. Identify changes and continuities between the Neolithic and Iron Age periods. Explain which period they would prefer to have lived in, providing evidence for their choice.</p>		<p>Why did the Romans settle in Britain? (British History 2)</p> <p>Explain what was important to people in Ancient Rome. Explain the meaning of the words 'empire', 'invasion' and 'settlement'. Analyse the different reasons for the Roman invasion of Britain. Explain how the Celts responded to the Roman invasion. Explain how the Roman army's structure, discipline and equipment made it so successful. Use artefacts to make deductions about the lives of Roman soldiers in Britain. Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.</p>		<p>What was important to the Ancient Egyptians?</p> <p>Identify where and when ancient civilisations first appeared. Ask historically valid questions about sources. Identify Ancient Egypt's location and its key geographical features. Explain why the River Nile was important to ancient Egyptians. Explain the significance of the Rosetta Stone. Explain the importance of gods and goddesses to people in Ancient Egypt. Analyse mummification's connection to Ancient Egyptian beliefs about the afterlife. Decide what was important to people in Ancient Egypt.</p>
<p>Prior Knowledge</p>		<p>Y2- What is a monarch?</p>		<p>Y3- Would you prefer to live in the Stone Age, Iron Age or Bronze age? (British History 1)</p>		<p>Why did the Romans settle in Britain? (British History 2)</p>

<p>Key Vocabulary</p>		<p>AD, BC, primary source, secondary source, evidence, trade, import</p>		<p>Archaeology, civilisation, empire, conquer, invasion, settlement, chronology</p>		<p>Afterlife, chronological, civilisation, continuity, creation, source, trade</p>
<p>Year 4</p>		<p>How have children's lives changed?</p> <p>Make inferences and deductions from primary and secondary sources. Explain why children needed to work. Identify the jobs Tudor and Victorian children had. Describe the working conditions of Tudor and Victorian children. Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. Use sources to identify leisure activities and compare them over time. Identify diseases past children suffered from and discuss how</p>		<p>How hard was it to invade and settle in Britain? (British History 3)</p> <p>Explain how the Britons felt when the Romans left Britain. Suggest reasons for the Anglo-Saxon invasion of Britain. Name the key features of Anglo-Saxon settlements. Identify changes and continuities in settlements from prehistoric Britain. Make inferences about artefacts. Describe how Anglo-Saxon beliefs changed. Explain how missionaries spread Christianity.</p>		<p>How did the achievements of the Maya civilisation influence their society and beyond?</p> <p>Sequence the key periods of the Ancient Maya civilisation. Identify periods that were happening in Britain at the same time. Explain how the Ancient Maya settled in the rainforest and the challenges they faced. Name the features of the Ancient Maya cities. Make deductions about the Ancient Maya cities. Evaluate the reasons for the decline of the Maya civilisation. Understand the importance of archaeologists, archivists and historians</p>

		effective the treatments were.		Explain the threat the Vikings posed to the Anglo-Saxons. Identify the qualities needed to be a monarch in 1066.		in constructing our understanding of the past.
Prior Knowledge		Y3- What was important to the Ancient Egyptians?		Y4- How have children's lives changed?		Y4- How hard was it to invade and settle in Britain? (British History 3)
Key Vocabulary		apprentice, class, law, master, poverty, servant, wealthier		Cause, consequence, deduction, evidence, invasion, kingdom, monastery, settlement		Achievement, afterlife, ancient, creation, currency, decline, gods/goddesses, ritual
Year 5		<p>Were the Vikings raiders, traders or something else? (British History 4)</p> <p>Explain where the Vikings came from and why they invaded Britain.</p> <p>Sequence events according to their significance for groups of people.</p> <p>Find evidence and make inferences from sources.</p> <p>Name Viking trade routes.</p> <p>Explain why trade routes were important to the Vikings.</p> <p>Identify the differences between Viking sagas.</p> <p>Evaluate the impact of Viking achievements.</p>		<p>What was life like in Tudor England? (British History 5)</p> <p>Extract information about Henry VIII from portraits and written records.</p> <p>Justify their interpretation of Henry VIII using evidence from sources.</p> <p>Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating his marriage requirements in the context of the Tudor period.</p> <p>Make deductions from a range of sources about marriage, power and punishment.</p> <p>Identify primary and secondary sources and</p>		<p>What is the legacy of the ancient Greek civilisation?</p> <p>Describe the features of Ancient Greece.</p> <p>Identify the key periods in the ancient Greek civilisation.</p> <p>Make inferences about Greek gods.</p> <p>Research a Greek god.</p> <p>Compare Athens and Sparta.</p> <p>Understand the different types of democracy.</p> <p>Explain how Athenian democracy worked.</p> <p>Explain what philosophy is.</p> <p>Identify the achievements of the ancient Greek philosophers.</p>

				<p>begin to explore their reliability.</p> <p>Select the relevant evidence required from sources and write an eyewitness account of Elizabeth I's Worcester Progress.</p> <p>Make deductions using inventories about the wealth and position of an ordinary Tudor person.</p> <p>Explain how inventories are useful to historians.</p> <p>Use their knowledge of inventories, to create a realistic Tudor inventory.</p>		<p>Identify the ancient Greeks' legacies and their impact.</p>
Prior Knowledge		<p>Y4- How did the achievements of the Maya civilisation influence their society and beyond?</p>		<p>Y5- Were the Vikings raiders, traders or something else? (British History 4)</p>		<p>Y5- What was life like in Tudor England? (British History 5)</p>
Key Vocabulary		<p>exchange trade route</p>		<p>democracy enslaver merchant parliament perspective propaganda sovereign state tyrant</p>		<p>citizen democracy legacy</p>
Year 6		<p>What does the Census tell us about our local area?</p> <p>Identify the type of information the census gives about people.</p>		<p>What was the impact of WW2 on the people of Britain?</p> <p>Identify the causes of World War 2.</p>		<p>Unheard histories: Who should go on the £10 banknote?</p> <p>Name the features of a banknote.</p>

		<p>Use the census to make inferences about people from the past.</p> <p>Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child.</p> <p>Identify and describe the changes between periods of time using the census.</p> <p>Use other primary and secondary sources to verify the data in a census.</p> <p>Use a range of sources, including the census, to build an understanding of a period.</p> <p>Describe the changes in the 1921 census.</p> <p>Plan a local history enquiry using the census.</p>		<p>Identify the different phases in the Battle of Britain.</p> <p>Make deductions about the Blitz from photographs.</p> <p>Describe how children may have felt when evacuated.</p> <p>Evaluate the accuracy, reliability and usefulness of sources.</p> <p>Describe the impact WW2 had on women's and African-Caribbean migrant lives.</p>		<p>Make inferences about a historical figure using a banknote.</p> <p>Research and explore the achievements of different historical figures.</p> <p>Make inferences about historical figures from sources.</p> <p>Describe the legacies of historically significant people</p> <p>Apply criteria to decide if a person is historically significant and explain why.</p>
Prior Knowledge		Y5- What is the legacy of the ancient Greek civilisation?		Y6- What can the census tell us about local areas?		Y6- What was the impact of WW2 on the people of Britain?
Key Vocabulary		<p>decade</p> <p>historical enquiry</p> <p>occupation</p> <p>politics</p> <p>reliable</p> <p>suffrage</p>		<p>advancement</p> <p>alliance</p> <p>cause</p> <p>conflict</p> <p>cultural exchange</p> <p>emigration</p> <p>evacuation</p> <p>immigration</p> <p>migration</p> <p>propaganda</p>		<p>alliance</p> <p>legacy</p> <p>politics</p> <p>society</p>