



History Curriculum Map

	Autumn Term		Spring Term		Summer Term	
	Au1	Au2	Spr1	Spr2	Su1	Su2
Nursery						
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?
Year 1	<p>How am I making History?</p> <p>Develop understanding of personal chronology. Learn more about own history Explore how we remember events Finding out what childhood was like for parents and grandparents Compare childhood now with childhood in the past. Identify that some things change and</p>		<p>How have toys changed?</p> <p>Discuss their favourite toy using language related to the past. Ask questions about toys in the past. Make comparisons between toys in the past and present. Sequence artefacts from different periods of time. Identify changes between teddy bears today and those from 100 years ago.</p>		<p>How have explorers changed the world?</p> <p>Explain what explorers do Name equipment or transport an explorer would need. Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley). Identify where they travelled and write a sentence about the achievements of one explorer.</p>	

	some things stay the same.		Describe how toys have changed over time.		Sequence events on a timeline and use this to retell the story. Make inferences about what a person in an image could be saying and ask questions to further their understanding. Understand events in relation to the present day and compare how exploration has changed over time. Describe how an explorer is significant and how they impacted events or people's ideas.	
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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>	
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Key Vocab

	<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>	
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<p>Year 2</p>	<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>	
<p>Prior Knowledge</p>						
	<p>Y1 – How have explorers changed the world?</p>		<p>Y1- How was school different in the past?</p>		<p>Y2- How did we learn to fly?</p>	
<p>Key Vocab</p>						
	<p>beyond living memory living memory period</p>		<p>beyond living memory inventor lifetime</p>		<p>king monarchy power queen, ruler</p>	

<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>

Key Vocab						
		AD, BC, primary source, secondary source, evidence, trade, import		Archaeology, civilisation, empire, conquer, invasion, settlement, chronology		Afterlife, chronological, civilisation, continuity, creation, source, trade
Year 4		How have children's lives changed?		How hard was it to invade and settle in Britain? (British History 3)		How did the achievements of the Maya civilisation influence their society and beyond?

		<p>Make inferences and deductions from primary and secondary sources.</p> <p>Explain why children needed to work.</p> <p>Identify the jobs Tudor and Victorian children had.</p> <p>Describe the working conditions of Tudor and Victorian children.</p> <p>Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.</p> <p>Use sources to identify leisure activities and compare them over time.</p> <p>Identify diseases past children suffered from and discuss how effective the treatments were.</p>		<p>Explain how the Britons felt when the Romans left Britain.</p> <p>Suggest reasons for the Anglo-Saxon invasion of Britain.</p> <p>Name the key features of Anglo-Saxon settlements.</p> <p>Identify changes and continuities in settlements from prehistoric Britain.</p> <p>Make inferences about artefacts.</p> <p>Describe how Anglo-Saxon beliefs changed.</p> <p>Explain how missionaries spread Christianity.</p> <p>Explain the threat the Vikings posed to the Anglo-Saxons.</p> <p>Identify the qualities needed to be a monarch in 1066.</p>		<p>Sequence the key periods of the Ancient Maya civilisation.</p> <p>Identify periods that were happening in Britain at the same time.</p> <p>Explain how the Ancient Maya settled in the rainforest and the challenges they faced.</p> <p>Name the features of the Ancient Maya cities.</p> <p>Make deductions about the Ancient Maya cities.</p> <p>Evaluate the reasons for the decline of the Maya civilisation.</p> <p>Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.</p>
Prior Knowledge						
		Y3- What was important to the Ancient Egyptians?		Y2- Y4- How have children's lives changed?		Y4- How hard was it to invade and settle in Britain? (British History 3)

Key Vocab

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

**Were the Vikings
raiders, traders or
something else?
(British History 4)**

Explain where the
Vikings came from and
why they invaded
Britain.

**What was life like in
Tudor England?
(British History 5)**

Extract information
about Henry VIII from
portraits and written
records.

**What is the legacy of
the ancient Greek
civilisation?**

Describe the features of
Ancient Greece.
Identify the key periods
in the ancient Greek
civilisation.

		<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>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 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>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>Identify the ancient Greeks' legacies and their impact.</p>
Key Vocab						
		exchange trade route		democracy enslaver merchant parliament		citizen democracy legacy

				perspective propaganda sovereign state tyrant		
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Prior Knowledge

		Y4- How did the achievements of the Maya civilisation influence their society and beyond?		Y5- Were the Vikings raiders, traders or something else? (British History 4)		Y5- What was life like in Tudor England? (British History 5)
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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. Use the census to make inferences about people from the past.</p>		<p>What was the impact of WW2 on the people of Britain?</p> <p>Identify the causes of World War 2. Identify the different phases in the Battle of Britain.</p>		<p>Unheard histories: Who should go on the £10 banknote?</p> <p>Name the features of a banknote. Make inferences about a historical figure using a banknote.</p>
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		<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>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>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>
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Key Vocab

		<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>
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Prior Knowledge

		<p>Y5- What is the legacy of the ancient Greek civilisation?</p>		<p>Y6- What can the census tell us about local areas?</p>		<p>Y6- What was the impact of WW2 on the people of Britain?</p>
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