



History Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Transitions to school Orientation: Who am I?	Journeys & festivals: Where are they/we going?	Winter: What happens in winter?	Spring: What happens in springtime in London?	Fairy stories: What happened in the story?	Transition to Year 1: What makes us healthy?
<p><i>Early Learning Goal (end point) Understanding the World: Past & Present: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i></p>						
Year 1	<p>Memory Box: How can you capture your memories?</p> <p><i>changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</i></p> <p><i>the lives of significant individuals in the past who have contributed tonational and international achievements</i></p> <p><i>significant historical events, people and places in their own locality.</i></p>	<p>Bright Lights, Big City: Where should Everywhere Bear visit when he travels to London? Why?</p> <p><i>Learn about events beyond living memory that are significant nationally or globally</i></p> <p><i>significant historical events, people and places in their own locality.</i></p>	<p>Dinosaurs: How do we know dinosaurs existed?</p> <p><i>Learn about events beyond living memory that are significant nationally or globally</i></p> <p><i>the lives of significant individuals in the past who have contributed to national and international achievements</i></p>	<p>Moon Zoom: How could you send Beegu back to the moon?</p> <p><i>the lives of significant individuals in the past who have contributed to national and international achievements</i></p> <p><i>events beyond living memory that are significant nationally or globally.</i></p>	<p>Splendid Skies: How does the weather change?</p> <p><i>the lives of significant individuals in the past who have contributed to national and international achievements.</i></p>	<p>Rio de Vida: What is Brazil like compared to the UK?</p> <p><i>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</i></p>
Year 2	<p>Street Detective: What is the geography of where I live?</p> <p><i>significant historical events, people and places in their own locality.</i></p> <p><i>changes within living memory – where appropriate, these should be used to reveal aspects</i></p>	<p>Land Ahoy: Why do we love being beside the sea so much?</p> <p><i>events beyond living memory that are significant nationally or globally</i></p> <p><i>the lives of significant individuals in the past who have contributed to</i></p>	<p>Fire, Fire! (Great Fire of London): How do we know so much about what happened in the Great Fire of London?</p> <p><i>changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life</i></p> <p><i>events beyond living</i></p>	<p>Muck, Mess and Mixtures: Can you create a marvellous mixture that is better than George's?</p> <p><i>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</i></p>	<p>The Scented Garden: Can Trent's garden be beautiful and useful?</p>	<p>Beat, Band, Boogie: What makes music?</p> <p><i>significant historical events, people and places in their own locality.</i></p> <p><i>the lives of significant individuals in the past who have contributed to national and international</i></p>



	<p><i>of change in national life</i></p> <p><i>Learn about events beyond living memory that are significant nationally or globally</i></p>	<p><i>national and international achievements. Some should be used to compare aspects of life in different periods</i></p>	<p><i>memory that are significant nationally or globally</i></p> <p><i>the lives of significant individuals in the past who have contributed to national and international achievements.</i></p>			<p><i>achievements.</i></p>
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Year 3	<p>Stone: How do we know what happened in the Stone Age?</p> <p><i>changes in Britain from the Stone Age to the Iron Age</i></p>	<p>Bronze and Iron: How did they change lives?</p> <p><i>changes in Britain from the Stone Age to the Iron Age</i></p>	<p>Tremors: Why do some earthquakes cause more damage than others?</p>	<p>Gods and Mortals: What was the ancient Greeks' greatest achievement?</p> <p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p>	<p>Predator: Which animal is the ultimate predator and why?</p>	<p>Urban Pioneers: Is graffiti art or vandalism? Why?</p>
Year 4	<p>Ruthless Romans: How did the arrival of the Romans change Britain?</p> <p><i>Roman Empire and its impact on Britain</i></p>	<p>Road Trip: USA: What could I see out of my window?</p>	<p>Anglo-Saxons: Who were the Anglo-Saxon and how do we know what was important to them?</p> <p><i>Britain's settlement by Anglo-Saxons and Scots</i></p>	<p>Raging River: What is a river?</p>	<p>Seen and not heard (Victorians and Queen Victoria): Who held the power in Victorian society?</p> <p><i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>	<p>Bottoms, burps and bile: What do our bodies do with the food we eat?</p>
Year 5	<p>(Vikings + Anglo-Saxons): Raiders or settlers: how should we remember the Vikings?</p> <p><i>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the</i></p>	<p>Pharaoh: How can we know so much about the ancient Egyptians as they lived so long ago?</p> <p><i>the achievements of the earliest civilizations - Ancient Egypt</i></p>	<p>Scream Machine: What is needed to make a spine-tingling ride?</p>	<p>Stargazer: Could humans live on another planet?</p>	<p>Misty Mountain: Mountains: natural wonders or danger zones?</p>	<p>Allotment: Can you grow a sandwich?</p>



	<i>Confessor</i>					
Year 6	<p>Battle of Barnet: What happened in Barnet in 1471?</p> <p><i>a local history study</i></p> <p>Britain at War: What was life like during World War 2?</p> <p><i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>	<p>Britain at War: Why was winning the Battle of Britain in 1940 so important?</p> <p><i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>	<p>Frozen Kingdoms: Antarctica: everlasting winter wonderland or treacherous terrain?</p> <p><i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p>	<p>Hola Mexico: Why did the ancient Maya change their way of life?</p> <p><i>a non-European society that provides contrasts with British history – ancient Maya</i></p>	<p>Breathing Spaces: Who are Britain's National Parks for?</p>	<p>Gallery Rebels: What makes art rebellious?</p>