



History curriculum map

Year Group	Autumn Term	Spring Term	Summer Term
Foundation	<p>What is Old and what is New?</p> <ul style="list-style-type: none"> - Growing and changing <ul style="list-style-type: none"> - Different stages of growth: baby, toddler, child - Use a timeline to show the different stages of development. - Past and Present - Today and Yesterday - Same and Different - My baby photo and my photo now - Old and new tables to explore - Curiosity shop – sorting artefacts into past and present/old, older and oldest - Traditional stories and rhymes <ul style="list-style-type: none"> • Begin to use common words or phrases relating to the passing of time. 	<p>Why were castles built?</p> <ul style="list-style-type: none"> - Discuss types of houses, new and old. - Who lived in them? - Who is in our current Royal Family? - Who could afford them? Rich/poor. - How does this relate to my own family tree? - Explore stories about the Tower of London, Learn nursery rhymes, Explore pictures of castles – describe their physical characteristics. - Begin to use key terminology e.g. Moat, guard, turret, Draw bridge, ballrooms. - Discuss the use of castles to defend towns/areas, some were built on hills etc. Identify changes within living memory which reveal changes to aspects of national life” e.g. The Royal Wedding/Royal Baby. 	<p>Can you name the dinosaurs who used to roam the Earth?</p> <p>Do we still have animals that evolved from dinosaurs?</p> <ul style="list-style-type: none"> - Pronounce the names of key dinosaurs - Use of the term ‘Mesozoic era’ to describe the time of the dinosaurs. - Plot a class timeline. - Discuss the cause of the end of dinosaurs – use of term ‘asteroid’ - What food did they live on? Why are there no dinosaurs today? - Explore physical characteristics of dinosaurs compared to present day animals..
Year One	<p>How are toys from the past the same and different to toys from today?</p> <ul style="list-style-type: none"> - An in-depth study into Victorian Toys - Choose artefacts from Curiosity Shop. - Use phrases; old, new, young, days, months. 	<p>Why is Florence Nightingale still remembered today?</p> <ul style="list-style-type: none"> - Where does Florence Nightingale fit on our timeline? - Is she before or after our Victorian Toys? - Today/past/future 	<p>How are seaside’s in the past different today?</p> <ul style="list-style-type: none"> - Visit to Hunstanton - Look at the beach houses and compare to - Victorian seaside

	<ul style="list-style-type: none"> - Remember parts of stories/memories from the past. - Explore toys owned by children their age. - Ask and answer key questions about their toys. - Develop a sense of chronology through ordering toys by age. <ul style="list-style-type: none"> • Answer questions using key historical vocabulary – using parts of stories heard to show understanding of the feature(of Victorian Toys). - Listen and respond to visit from the Toy Man. - Show understanding about the past in different way; role play, art, writing, talking. 	<ul style="list-style-type: none"> - Explore jobs in the past in comparison to jobs today: <ul style="list-style-type: none"> • Used to compare aspects of life in different periods. - First police, fire officers, miners, fishermen etc - What did Florence Nightingale do that was so special? - Use terminology to discuss the key features of her life. - Look at evidence from a range of sources, e.g. eye-witness, photos, artefacts. <ul style="list-style-type: none"> • Explore the lives of significant individuals who contributed to international achievement. 	<ul style="list-style-type: none"> - Read stories about seaside new and old. - Why did people visit the seaside then and why do they now? - Make links to their learning about Victorian toys. - Look at the lives of children at the seaside then and now. - Who could/could not go to the seaside? (rich/poor). <ul style="list-style-type: none"> • Begin to use common words or phrases relating to the passing of time. • Identify similarities and differences between ways of life in different periods.
<p>Year Two</p>	<p>Why do we remember Guy Fawkes?</p> <ul style="list-style-type: none"> - Why is Guy Fawkes remembered and what actions is he remembered for? -What impact did the Gunpowder Plot have on Britain. -compare aspects of life in 1600 vs 2020 e.g. electricity, poverty, living conditions. - Develop a sense of chronology – when did these people live? - Use key words or phrases to describe these peoples' achievements/actions <ul style="list-style-type: none"> • Who are the significant people in our lives now? – “changes within living memory” – e.g. the Prime minister etc. • Use knowledge to compare aspects of life in different periods • explore the lives of significant individuals who have contributed to national/international achievement (or change) • Explore events beyond living memory... reveal a change in national life. • Handle stories and other sources to show they understand key features of events • Look at “significant historical events, people and 	<p>Why did the Great Fire of London spread so far and so fast?</p> <ul style="list-style-type: none"> - Explore the development and make-up of Tudor houses. How do they compare to our houses? <ul style="list-style-type: none"> • Identify similarities and differences between ways of life in different periods. - Why did poor peoples' houses burn quickly? <ul style="list-style-type: none"> • Explore events beyond living memory... reveal a change in national life. - Use key sources of information (i.e. Samuel Pepys diaries) to find out about the past. - Look critically at different presentations of the same event. - Answer questions themselves using <ul style="list-style-type: none"> • Handle stories and other sources to show they understand key features of events • Look at “significant historical events, people and places” in Britain. • Look at “significant historical events, people and places” in Britain 	<p>How did people in the past travel?</p> <ul style="list-style-type: none"> - recount changes in transport in own lifetime, e.g. electric cars, bullet train etc. - Use words/[phrases such as recently, before, after, now, later' to describe changes in transport. <ul style="list-style-type: none"> • Identify similarities and differences between ways of life in different periods. - Look at a range of evidence from different sources; eye-witness accounts, pictures, artefacts etc to discuss changes. - begin to order/place photos of different modes of transport. - Look at major inventions in British transport e.g. the railways in 1830, including a brief introduction to early flight. - Explore pre-car transport, e.g. horse and trap, stagecoaches etc.

	places" in Britain		
Year Three	<p>Would you have preferred to live in the Stone Age, the Iron Age or the Bronze Age? Why?</p> <ul style="list-style-type: none"> • Pupils should be taught about changes in Britain from the Stone age to the Iron Age. <p>- Look in-death at:</p> <ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers e.g. Skara Brae. • Bronze Age religion, technology and travel, e.g. Stonehenge. • Iron Age Hill Forts: tribal kingdoms, farming, art and culture. <p>- Use timelines to place events and civilization in chronological order. Divide a timeline into BC and AD.</p> <p>- Use words/phrases; century, decade to describe the passing of time.</p> <p>- Use a range of sources and evidence to describe each civilization; houses and settlements, cultural and leisure activities, clothes and way of life.</p> <p>- Show changes on timelines, construct own timelines, representing information about the three periods in chronological order.</p> <ul style="list-style-type: none"> • Children will ask relevant question about causes and changes. – ‘how did people...’, ‘what did people do for...’. <p>- Explore life of children in each of the three periods to draw own response to question.</p> <p>- Draw their own conclusion based on evidence and facts</p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<p>How do ancient tombs and artefacts help us learn about Ancient Egypt?</p> <p>- Begin to use words and phrases; century, decade, BC, AD, after, before, during, to describe the passing of time.</p> <p>- Name and place significant dates of Ancient Egyptian period on a timeline.</p> <p>- Identify where Ancient Egypt sits on a timeline in relation to other key periods.</p> <ul style="list-style-type: none"> • Begin to explore “the achievements of the earliest civilizations – an overview of where and when the earliest civilizations appeared”. • “an in-depth study into ... Ancient Egypt”. <p>- Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, evidence from historic buildings.</p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. <p>- Identify some key aspects of culture, religion, ideologies of Ancient Egyptian men and women.</p> <p>- Use key terminology to describe the life of Ancient Egyptians; sphynx, sarcophagus, canopic jars, tomb, Pharaoh, pyramid.</p> <p>- explore why and how the reign of the Ancient Egyptians came to an end.</p> <p>- look at war and conflict between other civilizations.</p> <p>- identify how the Ancient Egyptians impacted the rest of the world.</p> <p>- Explore key people, Cleo Patra, Tutankhamun.</p>	<p>How does the Ancient Mayan civilization differ from aspects of British history?</p> <ul style="list-style-type: none"> • A non-European society that provides contrast with British history. <p>- Begin to use words and phrases; century, decade, BC, AD, after, before, during, to describe the passing of time.</p> <p>- Name and place significant dates of Mayan period on a timeline.</p> <p>- Identify where the Mayans sit on a timeline in relation to other key periods.</p> <p>- Explore key inventions from the Ancient Maya.</p> <p>- Explore how the Ancient Maya were unique from ours and other societies; own language, number, letter and calendar systems.</p> <p>- Look at location of their settlement in South America.</p> <p>- Look at aspects of Ancient British history and how this differs/contrast from that of the Ancient Maya.</p> <p>- how they defended their settlement from neighbouring civilizations.</p> <p>- Use key terminology to describe the civilization.</p> <p>- Explore secondary sources and how information has been documented from such ancient times.</p> <ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources.

<p>Year Four</p>	<p>Why did the Romans invade Britain and why did they choose to settle?</p> <p>- Place events of the Roman Empire in and around Britain on a chronological timeline.</p> <ul style="list-style-type: none"> • a local history study – Look at the Roman link to Cambourne based of artefacts and evidence found locally. <p>- Look at “Julius Caesar’s attempted invasion in 55BC”, explore reasons for his attempted invasion e.g. goods, natural resources, island security etc.</p> <ul style="list-style-type: none"> • The power of the Roman Empire by AD 42” – where was Roman occupation at this point? Look at strength of army as to why they were so successful. • outline events of the “successful invasion by Emperor Claudius”, including significance of Hadrian’s Wall. <p>- How did Britain resist? – story of Boudica’s rebellion, Celtic stronghold in the North.</p> <p>- In depth study of</p> <ul style="list-style-type: none"> • ‘Romanisation’ of Britain, sites e.g. Caerwent, impact on technology, roads, culture and beliefs, including early Christianity. • Explore events of Roman’s “withdrawal from Britain in c. AD410”. <p>- What led to the fall of Western Rome?</p> <p>- Introduce the Anglo-Saxon invasion of Roman Britain and settlements e.g. The Seven Kingdoms, identifying place names in use today.</p> <ul style="list-style-type: none"> • Introduce the “Christian conversion”. <p>- Use a range of primary/secondary sources to draw evidence based conclusions.</p> <ul style="list-style-type: none"> • A study over time tracing how several aspects of national history are reflected in the locality 	<p>How did the Anglo-Saxons shape Britain? (Autumn 2)</p> <ul style="list-style-type: none"> • Explore the key events of “the Viking and Anglo-Saxon struggle for the Kingdom of England up to the time of Edward the confessor”. <p>Explore why and how the Anglo-Saxons arrived in Britain following the fall of the Roman Empire.</p> <p>- Explore the conflicts that led to the conflicts that led to the partition of England.</p> <p>Look at the establishment of the ‘Seven Kingdoms’ – how has this shaped the British Isles as we know them today?</p> <p>- Use timelines to place and sequence local, national and international events.</p> <p>- Produce more complex timelines that require a description of changes through time.</p> <p>- describe events using words/phrases; century, decade, BC/AD, after, during, before.</p> <p>- Look at the features of Anglo-Saxon life in Britain</p> <p>- Anglo Saxon Runes as a method of communication – comparison with other ancient forms of communication e.g. Maya/Roman numerals.</p> <p>- Explore the actions of Alfred the Great – establish how far he could be seen as ‘great’.</p> <ul style="list-style-type: none"> • understand significance of “resistance by Alfred the great and Athelstan (first King of England)”. <p>- use documents, printed sources, internet, databases, pictures and artefacts to collect information.</p> <p>- Choose own reliable sources of evidence to ask and answer questions.</p>	<p>The Vikings: Traders or Raiders? Farmers or Pillagers?</p> <ul style="list-style-type: none"> • Explore the key events of “the Viking and Anglo-Saxon struggle for the Kingdom of England up to the time of Edward the confessor”. <p>- Use timelines to place and sequence local, national and international events.</p> <p>- Produce more complex timelines that require a description of changes through time.</p> <p>- describe events using words/phrases; century, decade, BC/AD, after, during, before.</p> <p>- compare timing of Vikings in comparison to civilizations previously taught; Ancient Egyptians, Maya, Romans and Anglo-Saxons.</p> <p>- Identify key changes within and across historical periods.</p> <p>- identify social/cultural/religious diversities of societies studies in Britain and wider world.</p> <ul style="list-style-type: none"> • Explore events of key Viking raids and invasions and “further Viking invasions and Danegeld”. <p>- Look at the features of Viking life in Britain; farming, trading, invading and pillaging.</p> <ul style="list-style-type: none"> • Look at the role of “Edward the Confessor and events of his death in 1066”. <p>- Begin to view 1066 as a turning point in British History.</p> <p>- use documents, printed sources, internet, databases, pictures and artefacts to collect information.</p> <p>- Choose own reliable sources of evidence to ask and answer questions.</p>
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<p>Year Five</p>	<p>What legacy did the Ancient Greeks leave for us?</p> <ul style="list-style-type: none"> • a study of Greek life and achievements and their influence on the western world. <p>- Use timelines to place and sequence local, national and international events. - Produce more complex timelines that require a description of changes through time. - describe events using words/phrases; century, decade, BC/AD, after, during, before. - use documents, printed sources, internet, databases, pictures and artefacts to collect information. - Choose own reliable sources of evidence to ask and answer questions e.g. debate on Athens and Sparta, where would you rather live and why? - Explore beginnings of Western style democracy – all civilians expected to vote on passing of all laws. - Look at the development of the government with elected representatives, explore similarities/differences between democracy today – trip to London to look at modern day houses of parliament. - identify social/cultural/religious diversities of societies studies in Britain and wider world – the Theatre, sporting events etc. - The Olympics – look at the make-up of the Olympic track, what legacy did this leave for our own Olympic games?</p>	<p>How did Britain change under Henry VIII?</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066 <p>- Who was Henry VIII? How did he become King? (Defeats Richard III at Battle of Bosworth 1485</p> <ul style="list-style-type: none"> • A changing power of monarchs using case studies. <p>- which were the monarchs that led Britain before and after him. - What was the role of a monarch in Britain in 14/1500s? (Divine Right, Linked to Pope and Catholic Church). - What was life like for people in 14/1500s? E.G. Rich and Poor, fear of God and Catholic Church, going to Church seen as obligatory. - How did people live? (Link to Year 2 study of Tudor Houses). What impacts did he have on British life? - Marries Elizabeth of York an unites two houses, ending War of the Roses). - What was the impact of wanting divorce from Catherine of Aragon? (Divorce was seen as sinful under the Catholic Church – so Henry VIII split from Catholic Church, making England a Protestant Country – known as the Reformation). <ul style="list-style-type: none"> • Christian Conversion – Canterbury - People forced to changed their beliefs based on views of the Monarch. - What was the lasting Impact of Henry VIII’s reign over Britain? -Use a wide range of historical sources from our local area to seek out evidence and draw conclusions.</p>	<p>In depth study Cambridge: local study of history of Cambridge</p> <ul style="list-style-type: none"> • A study over time tracing how several aspects of national history are reflected in the locality <p>- the evolution of education for children and young people in Britain over time, explore Cambridge colleges. - changes to people allowed to access education, rich/elite to working class, first female college, education for all girls. - Look at the impact of the Royal family on the development of Cambridge Colleges e.g. King Henry VI founding King’s College. - Key people and their impact on Cambridge e.g. William Etheridge’s Mathematical Bridge, James Watson and Frances Crick discovery of DNA in the Eagle Pub. -Use a wide range of historical sources from our local area to seek out evidence and draw conclusions. - Look at the significance and impact of farming and trading from the Fens to Britain.</p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
<p>Year Six</p>	<p>What was life like for rich and poor children in Victorian times?</p>	<p>What was life like for a child in the 2nd World War?</p>	<p>What did these people do for equal rights around the world?</p>

	<ul style="list-style-type: none"> • study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <p>- Place the Victorian era on a chronological timeline amongst periods and civilizations previously studied.</p> <p>- understand the changing of monarchs using case studies of King John, Queen Anne and subsequently Queen Victoria.</p> <ul style="list-style-type: none"> • "explore significant changes to British life" during the Victorian era, e.g. crime and punishment (modern prison systems), leisure and entertainment and education systems for children. <p>- Look at the changing rights of the child and how they differ from ours, e.g. school, child labourers, workhouses.</p> <p>- in-depth study into lives of rich vs poor, the workhouses etc.</p> <p>- Look at the legacy left by key people e.g. Charles Dickens, and key inventions e.g. bicycles, rubber tyres, railways (changes to travel).</p> <p>- Makes links between some features of past societies.</p> <p>- Place pictures, artefacts and other sources in the correct chronological order through the application of period knowledge.</p> <p>- Produce complex timelines that require a description of changes through time.</p> <p>- Gain in-depth knowledge of how key aspects of the industrial revolution have impacted upon life today.</p> <p>- Take part in activities requiring the accurate use of historical terminology; BC, AD, Ancient, medieval, century, decade, modern.</p> <p>- Draw own opinion based on their focus question using a range of sources.</p>	<ul style="list-style-type: none"> • study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <p>- Establish where WW2 sits on a chronological timeline of periods/events both studied or not studied.</p> <p>- Explore an in-depth comparison between how children were affected by WW2 and how they are affected by wars today.</p> <p>- How did WW2 affect British families; rationing, evacuation.</p> <p>- Who is similar to WW2 evacuees, look at refugees from modern day conflicts.</p> <p>- develop a brief timeline of events of WW2 in preparation for KS3.</p> <p>- Critically analyse primary and secondary sources, e.g. look at the audience and purpose of propaganda sources, e.g. women in work/growing own produce/rationing campaign posters.</p> <ul style="list-style-type: none"> • Outline events of the Battle of Britain "as a significant turning point in British history". <p>- Consider what life was like in the Blitz, look at primary sources to gain a human perspective.</p> <p>- what was the necessity of air raid shelters, what were they like, how were they made?</p> <p>- develop their own arguments, viewpoints and debates based on historical evidence.</p> <p>- Trip to Stibbington to look at the disruption to transport in Britain.</p>	<p>(Spring 2)</p> <p>Emmeline Pankhurst Martin Luther King Nelson Mandela</p> <p>- Place key people on self-constructed chronological timeline.</p> <p>- identify how key inventions have impacted upon us and the wider world; education, transport, science, medicine.</p> <p>- Nobel Peace Prize winners, how have these people impacted upon resolution of conflict around the world.</p> <p>- How have they impacted upon British democracy? E.g. Emily Pankhurst, women's suffrage, democracy today.</p> <p>- Choose own reliable sources of information to draw sound and balanced arguments based on significance of key individuals.</p> <p>- describe key similarities and differences between key people and events.</p> <p>- Begin to explore WW1 poets in relation to Remembrance Day e.g. Owens, Sassoon, Brooks.</p> <p>- begin to critically analyse sources, acknowledging a potential bias e.g. newspapers/magazines/blogs.</p> <p>- Evaluate the usefulness and accuracy of different sources of evidence.</p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information".
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Themes across History at Jeavons Wood

History through the eyes of a child

Rich/Poor

Democracy/Rule of law

Conflict and Resolution

Significant People in history inventors, artists, musicians

Settlements

Farming/Trading

Transport through time

Key Inventions

Legacy