

## History Curriculum Map

Year 1	Autumn Half Term	Spring Half Term	Summer Half Term
	<b>Nurses</b>	<b>Travel</b>	<b>Our School</b>
Fundamental Knowledge	Use historical words and phrases. Can explain why an important person from history acted the way they did and what the impact of this was. Know about significant people and events from history.	Use historical words and phrases. Sequence some events or objects in chronological order. Can identify things that are the same and things that are different within a period studied and the modern day.	Use historical words and phrases. Can ask questions from sources. Can identify things that are the same and things that are different within a period studied and the modern day.
End of unit task	Choose a nurse. Why are they famous?	Sequence photos of cars or aeroplanes in chronological order. Label two photos of cars from different eras. What is the same and what is different?	Choose a Victorian school object and explain its purpose.
Interleaved links	Reception - talk about significant people in the past (monarchy)	Reception - talk about similarities and differences between the past and today	Reception - talk about similarities and differences between the past and today History - Toys (yr2),
Enrichment opportunities		Visit to Coventry Motor Museum	The Black Country Living Museum Victorian School Experience

Year 2	Autumn Half Term	Spring Half Term	Summer Half Term
Year 2	<b>Explorers from history</b>	<b>The Great Fire of London</b>	<b>Toys</b>
Fundamental Knowledge	Use historical words and phrases. Can explain why an important person from history acted the way they did and what the impact of this was. Know about significant people and events from history.	Use historical words and phrases. Sequence some events or related objects in order.	Use historical words and phrases. Can ask questions from sources. Sequence some related objects in order. Can identify some things that are the same or different within a period studied and the modern day. Can identify things that have changed or stayed the same during their own lifetime.
End of unit task	<b>How has exploration changed over time?</b>	<b>Write a recount of The Great Fire of London.</b>	<b>Sequence photos of toys in chronological order.</b> <b>Choose two related toys from different time periods. What is the same? What is different?</b> <b>Have you noticed any changes to toys in your lifetime?</b>
Interleaved links	Reception - talk about significant people in the past (monarchy) History - Nurses (yr1)	Reception - talk about how people lived in the past	Reception - talk about similarities and differences between the past and today History - Travel (yr1),
Enrichment opportunity			Cannock Chase Toy museum Invite a parent or grandparent in to talk about toys in the past

Year 3	Autumn Half Term	Spring Half Term	Summer Half Term
	<b>Ancient Egypt</b>	<b>Stone Age</b>	<b>Bronze Age</b>
Fundamental Knowledge	Use words and phrases BC/AD or BCE/CE. Use timelines to place events in order. Understand how historians use different sources to make inferences about the past. Can explain similarities and differences between a period of history and now.	Use words and phrases BC/AD or BCE/CE. Use timelines to place events in order. Can explain how significant changes or developments changed the way people lived.	Use words and phrases BC/AD or BCE/CE. Use timelines to place events in order. Can explain how significant changes or developments changed the way people lived. Understand how historians use different sources to make inferences about the past (Amesbury archer)
End of unit task	What is similar and what is different about life in ancient Egypt and life today?	Explain a significant change during the stone age.	What do the historical sources tell you about the Amesbury Archer and life in the Bronze age?
Interleaved links	History - comparing toys (yr2), comparing school life (yr1) English reading - The Sun King	History - Ancient Egypt (yr3) Art - sculpture prehistoric pots (yr3)	History - Stone Age (yr 3)
Enrichment opportunities			

Year 4	Autumn 2	Spring	Summer
	<b>Greeks</b>	<b>The Roman Empire and its impact on Britain</b>	<b>Leisure and entertainment</b>
Fundamental Knowledge	Use words and phrases: chronological, era. Locate current study period on timeline in relation to present day and other periods previously studied. Understands how historical artefacts can be used to build up a picture of the past. Presents historical information in a variety of ways.	Use words and phrases: chronological, era. Locate current study period on timeline in relation to present day and other periods previously studied. Can describe similarities and differences within a time period in relation to groups, places or societies. Can explain how a historical event impacted on personal life, power or progress. Aware of pivotal people and events in world history and why historians see them as significant. Can explain what changed and what stayed the same between two periods of history.	Use words and phrases: chronological, era. Locate current study period on timeline in relation to present day and other periods previously studied. Can explain what changed and what stayed the same between two periods of history.
Composite Knowledge	<b>Which is the most important legacy of the Ancient Greeks? Why?</b>	<b>How did the Roman invasion of Britain impact on life in Britain?</b>	<b>How has technology changed people's leisure and entertainment?</b>
Interleaved links	History - Ancient Egypt (yr3)	History - Stone Age (yr3), Bronze Age (yr4)	History - KS1 comparing toys (yr2), comparing schools (yr 1)
Enrichment opportunity		Lunt Fort Coventry - 2025	

Year 5	Autumn Half Term	To be completed during Summer Half Term from 2024-5	Spring Half Term	Summer Half Term
	<b>Anglo Saxons and Scots</b>	<b>Anglo Saxons and Vikings</b>	<b>Mayans</b>	<b>Crime and punishment</b>
Fundamental Knowledge	<p>Describes events using words and phrases such as decade, century millennium.</p> <p>Sequences historical periods studied so far.</p> <p>Can summarise the main events in a period of history, explaining the order and making connections between them.</p> <p>Understand how historians have used sources, including sources that show bias to answer questions about the past.</p>	<p>Describes events using words and phrases such as decade, century millennium.</p> <p>Sequences historical periods studied so far.</p> <p>Can summarise the main events in a period of history, explaining the order and making connections between them.</p> <p>Understand the reasons why some people and events are deemed to be significant.</p> <p>Uses a range of information, including own research, to present a historical argument.</p>	<p>Describes events using words and phrases such as decade, century millennium.</p> <p>Sequences historical periods studied so far.</p> <p>Understand how historians have used sources, including sources that show bias to answer questions about the past.</p> <p>Can explain the differences in lives of the people from different social classes, cultures, religions or race.</p> <p>Understand the impact of historical events in a historical period or on later periods in history.</p>	<p>Describes events using words and phrases such as decade, century millennium.</p> <p>Uses a range of information, including own research, to present a historical argument.</p> <p>Understand how historians have used sources, including sources that show bias to answer questions about the past.</p>

End of unit task	What does the Anglo Saxon hoard tell us about life in Anglo Saxon Britain?	Life was better for people in Britain under Viking rule. Do you agree?	What do historical ar tell us about Mayan life? How was life different for different people in Mayan society? How have the Mayans impacted on our lives today?	A loaf of bread has been stolen! What might happen to the perpetrator in different historical times?
Interleaved learning	History - Stone Age (yr3), Bronze Age (yr3), Romans (yr4)	History - Stone Age (yr3), Bronze Age (yr3), Romans (yr4), Anglo Saxons and the Scots (yr5) English - persuasive writing	History - Ancient Egypt (yr 3), Ancient Greeks (yr4)	History - The Romans (yr4)
Enrichment opportunity	Tamworth Castle to see The Anglo Saxon Hoard.		Visit from Mayan archaeologist Dr Diane Davies	

Year 6	Autumn Half Term	Spring Half Term	Summer Half Term
	<b>Local History Unit: The Battle of Bosworth</b>	<b>The Shang Dynasty</b>	<b>Britain at War</b>
Fundamental Knowledge	<p>Uses these key periods as reference points - Stone Age, Roman Empire, World Wars etc.</p> <p>Name and date any significant event studied from the past and place it correctly on a time line.</p> <p>Can undertake research in order to find similarities and differences between groups, places or societies and draw conclusions.</p> <p>Can explain a range of factors that caused historical events.</p> <p>Can justify an opinion about how or why things changed or did not change over time in relation to personal life, power or progress.</p> <p>Aware of a range of significant people from British and world history and their relative importance.</p>	<p>Uses these key periods as reference points - Stone Age, Roman Empire, World Wars etc.</p> <p>Name and date any significant event studied from the past and place it correctly on a time line.</p> <p>Ask thought provoking questions and can make comparisons between periods studied.</p> <p>Aware of a range of significant people from British and world history and their relative importance.</p> <p>Aware of a range of significant people from British and world history and their relative importance.</p>	<p>Uses these key periods as reference points - Stone Age, Roman Empire, World Wars etc.</p> <p>Name and date any significant event studied from the past and place it correctly on a time line.</p> <p>Can undertake research in order to find similarities and differences between groups, places or societies and draw conclusions.</p> <p>Can justify an opinion about how or why things changed or did not change over time in relation to personal life, power or progress.</p>
Composite Knowledge	<p><b>Place Bosworth Battle on a timeline.</b></p> <p><b>Why was Henry VII successful at Bosworth?</b></p>	<p><b>Place The Shang Dynasty on a timeline.</b></p> <p><b>What similarities/ differences are there between The Shang Dynasty and the Mayan civilisation?</b></p>	<p><b>Place World War 2 on a timeline.</b></p> <p><b>Place Battle of Britain on a timeline of World War 2 events.</b></p> <p><b>Why was the Battle of Britain a turning point in the second World War? How did it impact different groups?</b></p>

Interleaved links	History - throughout KS2 use of artefacts and sources to tell us about the past Geography - throughout KS2 map reading and topography	History - ancient Egyptians (yr3), ancient Greeks (yr 4), Mayan Geography - China (yr2)	History- throughout KS2 use of artefacts and sources to tell us about the past, Battle of Bosworth (yr6) Geography - Eastern Europe (yr6)
Enrichment opportunities	Visit to Bosworth Battlefield		