

History curriculum map 2016-17

FS/Key Stage 1	Autumn	Spring	Summer
Nursery/ Reception	<p><u>Cycle 2 – 2016-2017</u> Stories that develop an understanding of change / families and communities.</p>	<p>How do our toys differ from the past? Old and new. Past and Present in our world.</p>	<p>Great Fire of London. What emergency services would have looked like in the past.</p>
	<p><u>Cycle 1 – 2017-2018</u> Our families and memories of growing up/houses and homes from the past.</p>	<p>Moon landing</p>	<p>Changes in transport over time.</p>
	<p>Early Years Outcomes for History:</p> <p><u>Nursery</u> <u>22-36 months:</u> Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p><u>30-50 months:</u> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p><u>Reception</u> <u>40-60 months:</u> Enjoys joining in with family customs and routines.</p> <p><u>Early learning Goals:</u> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>		
Year 1	<p>The Gunpowder Plot 1605- Life in the times of Guy Fawkes</p> <p>KS1a- significant historical events, people and places in their own locality.</p>		<p>A comparison of the seaside then and now</p> <p>KS1b- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>

	<p><i>Aims- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</i></p>		<p><i>Aims- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</i></p>
Year 2	<p>The Great Fire of London 1666 – The diary of Samuel Pepys – Tudor houses</p> <p>KS1c- events beyond living memory that are significant nationally or globally</p> <p><i>Aims- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</i></p> <p><i>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</i></p>	<p>A comparison of the lives of Mary Seacole, Florence Nightingale and Edith Cavell.</p> <p>KS1d- 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</p> <p><i>Aims- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</i></p>	

Key Stage 2	Autumn	Spring	Summer
Year 3		<p>Ancient Greece</p> <p>KS2a- Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><i>Aims- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</i></p> <p><i>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</i></p>	<p>Ancient Egypt</p> <p>KS2b- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p><i>Aims- Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</i></p>
Year 4	<p>The Stone Age to Iron Age</p> <p>KS2c- Changes in Britain from Stone Age-Iron Age</p> <p><i>Aims- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and</i></p>	<p>The Romans</p> <p>KS2d- The Roman Empire and its impact on Britain</p> <p><i>Aims- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</i></p>	

	<p><i>been influenced by the wider world</i></p> <p><i>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</i></p>	<p><i>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</i></p> <p><i>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</i></p>	
Year 5	<p>The Anglo-Saxons</p> <p>KS2e i- Britain's settlement by Anglo-Saxons and Scots. KS2e ii- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><i>Aims- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</i></p>		<p>The Mayan Civilisation</p> <p>KS2f- a non-European society that provides contrasts with British history</p> <p><i>Aims- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</i> <i>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</i></p>

<p>Year 6</p>	<p>The changing power of monarchs (focussing on Queen Victoria) KS2g- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><i>Aims- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</i></p> <p><i>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</i></p>	<p>The effects of the roads and railways on Hoddesdon</p> <p>KS2h- A local history study</p> <p><i>Aims- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</i></p>	
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