

History curriculum map 2024-2025

FS	Autumn	Spring	Summer
Nursery/ Reception	<p><u>Cycle 2 – 2024-2025</u> Stories that develop an understanding of change / families and communities, including memories of growing up.</p>	<p>Memories of toys as a baby compared to the toys the children have now. How do toys differ from the past? Old and new.</p>	<p>What emergency services would have looked like in the past.</p>
	<p><u>Cycle 1 – 2025-2026</u> Our families and memories of growing up/ houses and homes from the past.</p>	<p>Moon landing and space timeline.</p>	<p>Food past and present... things we eat now that we did not before... rationing. Extinction of animals.</p>
<p>Early Years Outcomes for History:</p> <p><u>Nursery</u> <u>UW- Three and Four-Year-Olds</u> Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.</p> <p><u>Reception</u> <u>UW- Children in Reception</u> Talk about members of their family and immediate community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p><u>Early Learning Goals</u> <u>Past and Present</u> 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 story settings, characters and events encountered in books read in class and storytelling.</p>			

Key Stage 1	Autumn	Spring	Summer
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><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>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- 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 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 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 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 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>The Romans 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>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>	

<p>Year 5</p>	<p>The Anglo-Saxons 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 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' 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 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>