

History Curriculum Map

EYFS	0 – 3 Preschool	3 – 4 EYFS 1	Reception EYFS 2	Links to KS1 Curriculum
EYFS area of Learning	Understanding the World: Past and Present			
Foundational Knowledge	<p>Has sense of own immediate family, relations and their own friends.</p> <p>Imitates everyday actions and events from own family and cultural backgrounds, e.g., making and drinking tea.</p>	<p>Enjoys discussing and joining in with familiar family customs and routines from past and present.</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Exploring past and present in relation to self and understanding changes in own lives and times (Superhero Me!)</p> <p>Understanding the importance of 'Remembrance Sunday' (Sparkle and Shine).</p> <p>Exploring past and present in relation to self and understanding changes in own lives and times (Once Upon a Time).</p> <p>Understand how, when and why questions (Incredible Eggs).</p> <p>Comment on images and events from similar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Pupils will develop knowledge an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday historical terms. They will ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways we find out about the past and identify different ways in which it is represented.</p>
Early Learning Goal	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>			

History Curriculum Map

Year 1	Autumn (1.1)	Spring (1.2)	Summer (1.3)
National Curriculum	<ul style="list-style-type: none"> changes within living memory (where appropriate, these should be used to reveal aspects of change in national life). the lives of significant individuals in the past who have contributed to national and international achievements. events beyond living memory that are significant nationally or globally. <ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time. know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. use a wide vocabulary of everyday historical terms. ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. understand some of the ways in which we find out about the past and identify different ways in which it is represented. 		
	How has travel changed and why?	How has medicine changed and why?	How have toys changed and why?
Substantive Knowledge	<p>How did people move around in the past? (Similarity and difference)</p> <ul style="list-style-type: none"> Horse, horse drawn vehicles, boats, Different power sources e.g. steam, wind, <p>Find out about George Stephenson's life and inventions, understanding how trains changed people's lives in the 19th century.</p> <ul style="list-style-type: none"> Stephenson created the Rocket. <p>How did railways change Britain? (Continuity and change)</p> <ul style="list-style-type: none"> Initial used for mining, moving materials backwards and forwards. Public trains meant people could move across the country more quickly, going wherever they wanted. <p>Has flight made the world smaller? (Cause and consequence)</p> <ul style="list-style-type: none"> The Wright Brothers (Wilbur and Orville) were American inventors. 	<p>Place the life of Florence Nightingale on a timeline and to be able to place the dates of the Crimean War.</p> <p>Learn about key figures Florence Nightingale, Mary Seacole.</p> <p>How was medicine different 200 years ago? (Similarity and difference)</p> <ul style="list-style-type: none"> Hospitals were dirty, dark and cold. People who had diseases often died. Most 'medicine' was herbal. Scientists did not yet understand germs or hygiene. <p>Why was Florence Nightingale important? (Historical significance)</p> <ul style="list-style-type: none"> Nightingale was born in 1820. She was a nurse who saved many soldiers during the Crimean War. 	<p>What do we play with?</p> <ul style="list-style-type: none"> Modern toys are often made of plastic and/or are powered by electricity. <p>What did our grandparents play with?</p> <ul style="list-style-type: none"> Toys in the past were made from natural materials such as wood, paper, fabric, leather or wool. They were not powered by electricity. <p>How old is my teddy?</p> <ul style="list-style-type: none"> The teddy bear was named after US President Theodor Roosevelt in 1902. <p>How did Lego change the world? (Cause and consequence)</p> <ul style="list-style-type: none"> Ole Kirk began making toys in 1932. Ole first made toys from wood and then began using plastic.

History Curriculum Map

	<ul style="list-style-type: none"> On 17th December 1903 they achieved one of the first flights with a powered airplane. It flew for 59 seconds. Amelia Earhart was the first female pilot to fly across the Atlantic Ocean on 20th May 1932. This inspired more women to become pilots. In March 1937 she set off to fly around the world. On 2nd July Amelia and her crew went missing and were never seen again. <p>How do we know about the moon landing? (Sources and evidence)</p> <ul style="list-style-type: none"> On 21st July 1969 Neil Armstrong became the first man to walk on the Moon alongside Buzz Aldrin and Michael Collins. The was part of the Apollo 11 space mission. 	<ul style="list-style-type: none"> She told people to wash their hands in hospitals. <p>Why was Mary Seacole important? (Historical significance)</p> <ul style="list-style-type: none"> Seacole was a British-Jamaican nurse born in 1805. She wanted to help at the Crimean War, but the Government refused. She saved her money and went anyway. <p>How has the work Florence Nightingale and Mary Seacole shaped lives and resulted in positive change? (Cause and consequence)</p> <ul style="list-style-type: none"> Hospitals are now clean and safe. We have learnt the importance of washing our hands to stay healthy. <p>How has medicine changed? (Continuity and change)</p>	<ul style="list-style-type: none"> Lego is used around the world. Legoland, films, Duplo. <p>How have toys changed? (Continuity and change /Materials and gender debate)</p> <ul style="list-style-type: none"> Materials, technology, gender. <p>Compare and contrast images and toys from different time periods (within and beyond living memory).</p>
<p>Disciplinary Knowledge</p>	<p>Place events in their own life along a simple timeline. Place significant people such as their parents and grandparents on the same timeline. Understand that the people being studied were alive before their grandparents. Use the words recently, before, after, now and past to talk about their timeline.</p> <p>Ask questions about range of objects from the past e.g. gas lamp, railway ticket etc</p> <p>Ask questions about photographs of old methods of transport e.g. steam trains</p> <p>Use sources of evidence (e.g. photographs, diary entries) to describe how the first trains and aeroplanes are different to those that they travel in now.</p>	<p>Understand that the people being studied were alive before their grandparents. Use words such as before, after, now and past to compare the modern day with events in the life of Florence Nightingale and Mary Seacole.</p> <p>Ask questions about sources of evidence about the lives of Florence Nightingale and Mary Seacole e.g. photographs, paintings, newspaper reports</p> <p>Use sources of evidence (e.g. photographs, paintings, diary entries, newspaper reports) to describe how</p>	<p>Place toys along a timeline from oldest to newest, giving reasons for placement. Use words old, new, now and past to discuss toy timeline.</p> <p>Examine old toys (or replicas) and ask questions about them.</p> <p>Ask questions about photographs of old toys.</p> <p>Use a variety of sources of evidence to describe how toys have changed.</p>

History Curriculum Map

	Give reasons for why George Stephenson, Amelia Earhart and Neil Armstrong are significant.	hospitals were different during the Crimean war to modern hospitals. Give reasons for why Florence Nightingale and Mary Seacole are significant.	Talk to people older than themselves (e.g. parents, grandparents, visitors) about how toys are different now to those from the past.
Curriculum Links	In EYFS, the children were able to comment on images and events from familiar situations in the past. They began to make sense of their own life-story and family's history. In 2.2, children will use their knowledge of chronological order to explore The Great Fire of London. The local history unit in 3.2 explores the historical use of our local area before it was developed for housing. The children will use their knowledge of transport in 1.1 to support the development of their learning about the old railway line (the Greenway), the Long Marston Airfield and the RAF base where our school is now stood.	In EYFS, children comment on images and events from familiar situations in the past. In 1.2, we explore this further by developing an understanding of unfamiliar events in the past. In 2.1, children will use the foundations taught in 1.2 to explore more than one significant person and use skills first taught in EYFS to compare and contrast them as people and the periods of time in which they were alive. In 6.3, 'what have we learnt?', the children will use their foundational knowledge of medicine and how this has changed to explore the Coronavirus pandemic and how this historical event has once again changed the way nurses and doctors work and how people live their everyday lives.	In EYFS, children compared and contrasted characters from stories, including figures from the past. Children will need their skills of comparing when looking at the similarities and differences of toys over the years. In 2.3, children will explore these aspects of history in more depth through the development of technology, specifically at the development of computer games and consoles as a new era of toys. When exploring 'what did the Egyptians give us?' in 3.3, the children will develop understanding of how the Egyptians invented and used many simple machines, such as ramps and levers, to aid construction processes. A different aspect to 'technology' that the children will learn about.
Assessment	<p>Teacher assessment shows that child:</p> <ul style="list-style-type: none"> - Uses words and phrases: old, new, young, days, months, recently, before, after, now, later, past, change. - Sequences some events or related objects in order. - Can ask questions from sources e.g.: when was this written/made? What is this object? What was it used for? - Can identify things that are the same and different within a period studied and the modern day - Can explain why an important person from history acted the way they did and what the impact of this was. - Can identify things that have changed or stayed the same during own lifetime - Know about some significant people or events from past 		

History Curriculum Map

Enriching Experiences	<ul style="list-style-type: none"> • Poetry – Now We Are Six – A. A. Milne • Newspaper Article – 3:56am Man Steps on to the Moon – Anthony Tucker • Visit to the National Space Centre/Central Railway 	<ul style="list-style-type: none"> • Visit from actor in role as Florence Nightingale/Mary Seacole • BBC article: David Nott: The war surgeon helping doctors save lives in Ukraine. • Artefact collection from Museum Service 	<ul style="list-style-type: none"> • Art – The Hobby Horse – Robert Peckham • Artefact collection from Museum Service
Vocabulary	<p>young, old, new, days, months, now, later, recently</p> <p>different, museum</p>		

History Curriculum Map

Year 2	Autumn (2.1)	Spring (2.2)	Summer (2.3)
National Curriculum	<ul style="list-style-type: none"> changes within living memory (where appropriate, these should be used to reveal aspects of change in national life). the lives of significant individuals in the past who have contributed to national and international achievements. events beyond living memory that are significant nationally or globally. <ul style="list-style-type: none"> develop an awareness of the past, using common words and phrases relating to the passing of time. know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. use a wide vocabulary of everyday historical terms. ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. understand some of the ways in which we find out about the past and identify different ways in which it is represented. 		
	Why is Stratford famous? (Shakespeare)	Why did London burn?	How has technology changed our lives?
Substantive Knowledge	<p>Why is William Shakespeare famous? (Historical significance)</p> <ul style="list-style-type: none"> He was a famous playwright. He was born in Stratford-upon-Avon in 1564. He wrote plays more than 400 years ago. People still go to theatres to watch his plays now. He helped build the Globe Theatre in London. <p>How was Shakespeare's childhood similar and different to mine? (Similarity and difference)</p> <ul style="list-style-type: none"> Differences: clothes, poor children would go to work, food, entertainment. Similarities: rich children (boys) would go to school, games played. <p>What did Shakespeare give us? (Historical significance)</p> <ul style="list-style-type: none"> Plays, theatres, language 	<p>How was London different in 1666? (Similarity and difference)</p> <ul style="list-style-type: none"> London was very crowded. The Plague (1665). Most houses were timber framed and very close together. There were no firemen to stop fires. <p>Why is Samuel Pepys significant? (Historical significance)</p> <ul style="list-style-type: none"> Born in London in 1633. He wrote a diary about The Great Fire of London. <p>Why did the fire do so much damage? (Cause and consequence)</p> <ul style="list-style-type: none"> The fire began on 2nd September 1666 in the premises of the King's baker in Pudding Lane. The fire raged for the days. 	<p>How has technology changed the way we write? (Similarity and difference)</p> <ul style="list-style-type: none"> Samuel Morse created morse code as a way of communicating using dots and dashes (rhythm). We can read about information on the World Wide Web (WWW) create by Sir Tim Burners-Lee. <p>How has technology changed how we talk? (Cause and consequence)</p> <ul style="list-style-type: none"> Alexander Graham Bell invented the telephone on 10th March 1876. We can speak to anyone around the world at any time. We can talk to someone via a message, not necessarily with spoken language.

History Curriculum Map

		<ul style="list-style-type: none"> Water sources were cut off so no fires could be put out. <p>How did London change after the fire? (Continuity and change)</p> <ul style="list-style-type: none"> More than 100,000 people lost their homes. When rebuilding, they used less wood, made wider streets, and no houses built near the river 	<p>How has technology changed how we are entertained? (Cause and consequence)</p> <ul style="list-style-type: none"> Radio, TV, films, games consoles.
Disciplinary Knowledge	<p>Understand that the person being studied was alive before their grandparents. Use words such as past and present to compare the modern day with events in the life of William Shakespeare.</p> <p>Ask questions about sources of evidence about the life of William Shakespeare e.g. photographs, paintings, newspaper reports, diary entries.</p> <p>Use sources of evidence (e.g. photographs, paintings, diary entries, newspaper reports) to compare their lives with the lives of children during this time.</p> <p>Give reasons for why William Shakespeare is significant.</p>	<p>Use sources of evidence (e.g. photographs, paintings, newspaper articles, transcripts, maps) to learn about what life was like in London in 1666.</p> <p>Place the events of 1666 onto a chronological timeline.</p> <p>Use recounts of the events to understand the causes and consequences.</p> <p>Ask questions about sources of evidence about the events of 1666 e.g. photographs, newspaper articles, maps.</p> <p>Ask questions about range of objects from the past e.g. leather water bucket, fire hook, maps.</p> <p>Examine Samuel Pepys diary entries from this time period (eyewitness account).</p>	<p>Explore how we know about the past. Recall different sources of evidence e.g. photographs, newspaper articles, diaries, paintings, artifacts.</p> <p>Place inventions of technology on a timeline.</p> <p>Examine old forms of technology (or replicas) and ask questions about them.</p> <p>Ask questions about photographs of old computers/phones/entertainments devices.</p> <p>Use a variety of sources of evidence to describe how technology has changed.</p> <p>Talk to people older than themselves (e.g. parents, grandparents, visitors) about how technology is different now to in the past.</p>
Curriculum Links	<p>In 1.2 the children learnt about Florence Nightingale and Mary Seacole and the changes they made within history. In 2.1 the children will be able to compare the lives of Nightingale in the 1800s to the life of Shakespeare, over 200 years before.</p>	<p>In 1.2 the children learn about an event in history that has helped to shape the world we live in today. In 2.2, they will learn about another event that has changed our world. The children will be able to compare these events and these times in history,</p>	<p>In 1.3 the children will learn about the journey of toys through history, from their grandparent's era to now. In 2.3 they will use their knowledge developed during 1.3 to now learn about technology during these times, including the development of using technology as toys, such as games consoles.</p>

History Curriculum Map

	<p>During the local history unit in 3.2, the foundational knowledge developed in 2.1, about Shakespeare and Stratford, will deepen and expand.</p> <p>Also in 3.2, the children will learn that the Anglo Saxons founded Stratford-upon-Avon. In 4.3, they will explore who the Anglo Saxons were and what impact they left behind.</p>	<p>exploring how both have led us to be where we are in the world today and what we have learnt from them. During this unit the children will discuss what England was like in 1666 and compare this to today's life. They will explore the spread of the Great Plague and the effects of this, and lessons learnt. In 6.3 the children will explore the effects of the Coronavirus pandemic and what we have learnt from this. They will be able to compare these events within history in two very different times of life.</p>	<p>Whilst exploring the history of toys and technology, we will also be thinking about what life was like for children during these times within living memory. What was life like for our grandparents and parents? During 5.3, whilst learning about the Victorians, their will again be a focus on what life was like for children during this era. The children will be able to compare what they have learnt in 1.3 and 2.3 with this, thinking about what technology they had and what toys children played with.</p> <p>In 6.1, when thinking about what life was like for children during the war, the children will be able to reflect upon what they have previously learnt and think about their lives now to develop an understanding of how life was for children in the war.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessment</p>	<p>Teacher assessment shows that child:</p> <ul style="list-style-type: none"> - Uses words and phrases such as: past, present, memory, timeline - Puts people, events or objects in order using a given scale - Can use two different sources to make inferences about the past - Can identify things that are the same and different within a period studied and the modern day - Can explain why a historical event happened and what happened as a result. - Can identify things that have changed or stayed the same by comparing the present with a time before they were born - Can explain how historical events and people changed things 		

History Curriculum Map

Enriching Experiences	<ul style="list-style-type: none">• Song – Shakespeare Rocks – Shakespeare birthplace trust• Artifacts from Shakespeare Birthplace Trust	<ul style="list-style-type: none">• Poetry – The Great Fire of London – Paul Perro	<ul style="list-style-type: none">• Book – Unplugged – Steve Antony• Artefact collection from Museum Service
Vocabulary	present, past, before, after, modern, timeline, living memory, similar, change, significant, evidence		

History Curriculum Map

Year 3	Autumn (3.1)	Spring (3.2)	Summer (3.3)
National Curriculum	<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age a local history study 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 		
	Stone Age to Iron Age Britain	Local History: Meon Hill	Ancient Egypt
Substantive Knowledge	<p>Chronology</p> <ul style="list-style-type: none"> Stone Age is the period of time from when humans began to use stone tools until about 3300 BC. No one knows exactly how long this was. Broken into three periods: Palaeolithic (during the ice age), Mesolithic (post ice age) and Neolithic (beginning of farming) Bronze Age: No defined beginning – between 3300 and 2500 BC in Britain. Iron Age: No defined beginning – around 800 BC <p>Personal Life Houses and Settlements:</p> <ul style="list-style-type: none"> Natural materials: wood, turf, animal skins, stone, thatch Round houses in Bronze and Iron ages. Use of wattle and daub. Temporary/seasonal camps and use of caves in Palaeolithic and Mesolithic periods (e.g. Cresswell Crags, Bradgate Park, Star Carr) Permanent houses used from Mesolithic period (Howick House, Skara Brae) Settlements became larger and more complex. Surrounded by palisade fencing in Bronze age. Hill forts in Iron age. 	<p>Chronology</p> <ul style="list-style-type: none"> Locate focus of local study on timeline Draw links to KS1 curriculum (e.g. before/after Great Fire of London) <p>Personal Life</p> <ul style="list-style-type: none"> Life within a hill fort Production of food and clothing <p>Power</p> <ul style="list-style-type: none"> Authority structure within hill fort <p>Progress</p> <ul style="list-style-type: none"> Construction of hill fort 	<p>Chronology</p> <ul style="list-style-type: none"> Rule of the Pharaohs – from 3100 BC Covers Bronze Age and Iron Age Ended around 30BC when became part of Roman empire. Time of Pharaohs divided into three periods: Old Kingdom, Middle Kingdom and New Kingdom <p>Personal Life Nile:</p> <ul style="list-style-type: none"> All settlements built along Nile Annual flooding dictated farming calendar Transport and trade mostly dependant on Nile <p>Power Pharaohs:</p> <ul style="list-style-type: none"> King of whole country. Worshipped as gods. Famous Pharaohs: Akhenaten and Nefertiti, Tutankhamun, Ramesses the Great <p>Religion:</p> <ul style="list-style-type: none"> Many gods Priests and priestesses - very wealthy and powerful

History

Curriculum Map

	<p>Food:</p> <ul style="list-style-type: none"> - Movement from hunter gatherer in Stone Age to farmers in Iron Age - Tools for food preparation and farming changed from bone and stone(e.g. antler picks, saddle querns) to include metal (e.g. iron ploughs) <p>Power</p> <p>Government:</p> <ul style="list-style-type: none"> - Change from smaller groups of nomadic people to settled tribal kingdoms. <p>Religion:</p> <ul style="list-style-type: none"> - <p>Progress</p> <p>Technology:</p> <ul style="list-style-type: none"> -Arrival of metal (Beaker people, Great Orme Copper Mine). Tools, weapons, jewellery - Arrival of iron technology. Sharper, stronger tools. <p>Travel:</p> <ul style="list-style-type: none"> - Change from nomadic movement of small groups of people to organised trade route, shipping ports and trade across Europe. 		<ul style="list-style-type: none"> - Belief in afterlife – pyramids, tombs, mummification <p>Progress</p> <p>Pyramids:</p> <ul style="list-style-type: none"> - Tombs for kings - Great Pyramid of Giza – largest building in ancient world, one of 7 wonders of ancient world - Complex structure to protect treasures and body <p>Mummification:</p> <ul style="list-style-type: none"> - Canopic jars, natron salts, linen wrapping - Mask and treasures - Initially just pharaohs but by end of period many people and animals were embalmed. <p>Hieroglyphics:</p> <ul style="list-style-type: none"> - Written and read by scribes (boys from noble families) - Rosetta stone
<p>Disciplinary Knowledge</p>	<p>Understand how historians learn about homes in the past by reconstructing buildings, using evidence such as materials that would have been available and holes left in the ground (e.g. Howick House).</p> <p>Can describe similarities and differences personal life and power in the Stone Age and now.</p> <p>Can explain how the arrival of metal changed the way that people lived.</p>	<p>What gives Meon Hill its distinctive shape? (Earthworks from hill fort)</p> <p>Why would Meon Hill have been chosen as the site for a hill fort?</p> <p>How do we know about the Meon Hill Iron Age fort? (Iron Age hill fort)</p> <p>What can place names tell us about our local area?</p>	<p>Understand how historians used:</p> <ul style="list-style-type: none"> - the Rosetta stone to unlock the mystery of hieroglyphics. - Contents of tombs and pyramids to learn about what was important to ancient Egyptians. <p>Can research information to answer the question: Why was the Nile so important in Ancient Egypt?</p> <p>Can describe similarities and differences between the way Ancient Egypt was governed and modern-day</p>

History Curriculum Map

		What can ancient maps tell us about our local area?	government in Britain (e.g. absolute monarchy vs democracy). Can explain how religion affected different aspects of life in ancient Egypt.
Curriculum Links	<p>3.1 is where the curriculum begins to be taught in chronological order. Knowledge and skills taught in Key Stage 1 are used to support the children's understanding of chronology and the past.</p> <p>Themes within 3.1 (chronology, personal life, power, and progress) will be revisited throughout all future units allowing the children to compare the lives and events of different civilisations throughout history.</p> <p>In 3.2, Local History, when the children learn about the Iron Age hill fort on Meon Hill, their knowledge developed in 3.1 will be crucial.</p>	<p>In 3.2, the children will have a brief introduction to the Anglo Saxons. They will then revisit this in 4.3 when Anglo Saxons are taught in more detail.</p> <p>In 3.1, the children developed an understanding of the events within the Iron Age. This knowledge will be used in 3.2 when the children explore what happened on Meon Hill.</p> <p>In this unit of learning the children will explore what the Romans left behind in Stratford-upon-Avon (Tiddington settlements). Romans will be further explored, in 4.2, in more detail.</p> <p>'What was here before our school?' will lead to the children finding out about the RAF base that was on our school site in the past. The children will be able to revisit this learning in 6.1 when learning about the World Wars.</p>	<p>The children must use their knowledge of chronology in relation to Bronze Age and Iron Age (3.1) to understand that the Egyptians were living during the same period in history. They will also learn that this period of history ended when they became part of the Roman empire. This discussion around chronology and time periods will support the children's understanding when they learn about the Romas in 4.2.</p> <p>The children will now be able to compare the themes of chronology, personal life, power, and progress with knowledge learnt in 3.1.</p>
Assessment	<p>Teacher assessment shows that child:</p> <ul style="list-style-type: none"> - Uses words and phrases: BC/AD or BCE/CE - Uses timelines to place events in order. - Understands how historians use different sources to make inferences about the past. - Can research information to answer specific historical questions. - Can describe similarities and differences between a period of history and now. - Can identify and give reasons for historical events and explain the impact. - Can explain how significant changes or developments changed the way that people lived. - Aware of some pivotal events and people in British history and why historians see them as significant 		

History Curriculum Map

Enriching Experiences	<ul style="list-style-type: none"> • Art - Stone Age cave paintings • Explore Meon Hill (Iron Age fort) • Artefact collection from Museum Service 	<ul style="list-style-type: none"> • Photograph – Stratford upon Avon, ‘Terriers’ Railway Engines – Our Warwickshire Archives • Artifacts from Shakespeare Birthplace Trust • Visit old Long Marston Airfield runway 	<ul style="list-style-type: none"> • Sculpture – Egyptian sculptures virtual tour– British Museum website
Vocabulary	BC, AD, prehistory, settlement, nomad, hunter-gatherer, tribe, rebellion, hieroglyphics, irrigation, cultivation, archaeology, ancient civilisation		

History Curriculum Map

Year 4	Autumn (4.1)	Spring (4.2)	Summer (4.3)
National Curriculum	<ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots • the Roman Empire and its impact on Britain • Ancient Greece – a study of Greek life and achievements and their influence on the western world 		
	Ancient Greeks	Romans	Anglo Saxons and Scots
Substantive Knowledge	<p>Chronology</p> <ul style="list-style-type: none"> - Multiple ancient civilisations in Greece - Focus: 850BC – 146BC – Classical Golden Age until absorption into Roman Empire - Concurrent with Iron Age in Britain and New Kingdom in Ancient Egypt <p>Personal Life</p> <p>Homes/Architecture:</p> <ul style="list-style-type: none"> - Different for rich and poor - In rich home: <ul style="list-style-type: none"> - separate area for women - built around central courtyard - Use of columns in formal buildings - Influence of style on buildings until modern times <p>School:</p> <ul style="list-style-type: none"> - Boys went to school. Girls learnt household tasks. - Spartan boys taught by army. - Education only for those who could afford to pay for it. <p>Power</p> <p>City States:</p> <ul style="list-style-type: none"> - Collection of city states rather than single country - Cooperated and fought with each other 	<p>Chronology</p> <ul style="list-style-type: none"> - Followed Iron Age in Britain - Attempted invasions in 55-54BC by Julius Caesar. - Successful invasion in AD43 by Emperor Claudius - Most troops leave Britain in AD410 <p>Personal Life</p> <p>Homes</p> <ul style="list-style-type: none"> - Villas for Romans alongside roundhouses for Britons - Mosaics - Hypocaust <p>Power</p> <p>Invasion</p> <ul style="list-style-type: none"> - Spread of Roman Empire into Europe, Asia and Africa - Reasons for invasion of Britain: wealth, infighting amongst tribes made them an easy target - Resistance from tribes e.g. Boudicca <p>Army</p> <ul style="list-style-type: none"> - Armour, training battle formations, legions and auxiliaries 	<p>Chronology</p> <ul style="list-style-type: none"> - Increasing settlement by Angles, Saxons and Jutes from end of Roman occupation in AD 410 - Anglo Saxon Kingdoms approx.. AD 650 – 800 - Anglo Saxon era in Britain ended in AD 1066 <p>Personal Life</p> <p>Home Life</p> <ul style="list-style-type: none"> - Wooden structure, thatched roof, single room, central fire, no chimney - Importance of resource production: food, heating, lighting, clothing etc all had to be grown, farmed, hunted or traded. <p>Crafts</p> <ul style="list-style-type: none"> - Spinning, weaving, carpentry, metalwork, pottery <p>Power</p> <p>Invasion and Settlement</p> <ul style="list-style-type: none"> - Angles, Saxons and Jutes invited to help Britons defend against Picts (from Scotland) - Picts defeated and replaced by Scots (from Ireland) - Angles and Saxons settled in east, pushing Britons to west (modern day Cornwall and Wales)

History Curriculum Map

	<ul style="list-style-type: none"> - Sparta and Athens were most powerful <p>Democracy:</p> <ul style="list-style-type: none"> - System of government developed in Athens - Rule by citizens – both rich and poor <p>Religion:</p> <ul style="list-style-type: none"> - Many gods - Beliefs told through Greek myths <p>[Teaching of myths will happen through Latin curriculum]</p> <p>Progress</p> <p>Medicine:</p> <ul style="list-style-type: none"> - Development from belief that illness was punishment from gods to use of science to explain disease. - Hippocrates – beginning of modern medicine based on observation of symptoms <p>Olympic Games:</p> <ul style="list-style-type: none"> - Originated in 776BC as festival for Zeus - Male athletes from all over Greece competed - Modern Olympic Games began in 1896 	<p>Religion</p> <ul style="list-style-type: none"> - Many gods (including those from invaded countries such as Egypt and Greece) - Gradually replaced by Christianity which became official religion across empire in AD380 <p>Progress</p> <p>Roads:</p> <ul style="list-style-type: none"> - Construction - Network across Britain - Local examples of Roman Roads e.g. Fosse Way <p>Baths/Aqueducts:</p> <ul style="list-style-type: none"> - Fresh water brought into towns - Running water in wealthy homes - Public baths [taught through Latin curriculum] 	<p>Kingdoms</p> <ul style="list-style-type: none"> - Emergence of 7 kingdoms - Power structure: Eoldermen (king and family), thegns (local leaders), ceorls (farmers and craftsmen), thralls (slaves). <p>Progress</p> <p>‘Dark’ ages</p> <ul style="list-style-type: none"> - Term used by Petrarch in 14th century - Referred to abandoning of Roman roads, buildings and rule of law in Britain - Term now challenged as simplistic
<p>Disciplinary Knowledge</p>	<p>Place Ancient Greece on timeline which also includes Stone Age, Bronze Age and Iron Age in Britain, Ancient Egypt and modern day.</p> <p>Refer to these time periods as ‘eras’.</p> <p>Use replica artefacts or a trip to a museum to learn about daily life in Ancient Greece.</p> <p>Describe how life would have been different in Ancient Greece for rich and poor (including slaves) and for male and female.</p>	<p>Place Roman invasion and occupation of Britain on timeline which also includes Stone Age, Bronze Age and Iron Age in Britain, Ancient Egypt, Ancient Greece and modern day.</p> <p>Know where BC and AD (or BCE and CE) fit on timeline.</p> <p>Use replica artefacts and/or a trip to a museum to see genuine artefacts to learn about daily life in Roman Britain.</p> <p>Present historical information in a variety of ways including annotated maps (e.g. of the extent of Roman</p>	<p>Place Anglo-Saxon and Scot settlement of Britain on timeline which also includes Stone Age, Bronze Age and Iron Age in Britain, Ancient Egypt, Ancient Greece and Roman occupation of Britain and the modern day.</p> <p>Understand how archaeological discoveries, such as Sutton Hoo, help us to learn about the past.</p> <p>Present historical information in a variety of ways including annotated maps (of the movement of people in the settlement of Britain and the 7 kingdoms).</p>

History

Curriculum Map

	<p>Explain how Hippocrates teachings changed the way people lived.</p> <p>Understand why the introduction of democracy in Athens was so influential on world history.</p>	<p>Empire) and labelled diagrams (e.g. structure of Roman villa).</p> <p>Describe how life was different for Roman soldiers, Roman citizens and tribal Britons in Roman Britain.</p> <p>Understand how the development of Roman roads increased travel around the country.</p> <p>Describe ways in which life in Britain changed after Roman invasion.</p>	<p>Explain how the removal of the Roman army changed life for those remaining in Britain.</p>
Curriculum Links	<p>In 1.2 we explore the life and work of Florence Nightingale. We think about how she helped the development of medicine. In 4.1, we will compare Florence Nightingale and Hippocrates.</p> <p>We are now able to compare the Ancient Greeks to other world ancient civilisations taught in 3.1 and 3.3.</p> <p>This unit of learning also links to learning taught in geography during Year 4 about Europe and Greece.</p> <p>The Latin curriculum contains lessons about Greek myths and other aspects of Ancient Greek culture. Having these cross-curricular links supports the children's long-term memory and allows for a deeper understanding.</p>	<p>The beginning of the Roman empire is a significant event within history that marks the end of other world ancient civilisations, such as Ancient Egypt (3.3) and Ancient Greeks (4.1).</p> <p>In 2.3, children learn about how technology has changed over time. In 4.2, they will consider a different element of technology, such as the development roads and running water.</p> <p>The Latin curriculum contains many lessons to support the teaching of the Roman civilisation.</p>	<p>The teaching of this unit of learning now enables the children to compare five world ancient civilisations (3.1, 3.3, 4.1, 4.2, 4.3) using the same themes to support the development of skills and knowledge and support long-term memory.</p> <p>In 3.2, during the Local History unit of learning, the children will learn that it was the Anglo Saxons who first founded Stratford-upon-Avon. This will hook the children in and allow them to make connections during 4.3.</p> <p>This unit of learning also links to learning taught in geography during Year 4 about Europe.</p>

History Curriculum Map

Assessment	<p>Teacher assessment shows that child:</p> <ul style="list-style-type: none"> - Uses words and phrases: chronological, era - Can 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. - Can describe similarities and differences within a time period in relation to groups, places or societies. Eg: how did the Roman invasion of Britain affect different groups or places? - Can explain how a historical event impacted on personal life, power or progress. - Can explain what changed and stayed the same between 2 periods of history - Aware of some pivotal events and people in world history and why historians see them as significant 		
Enriching Experiences	<ul style="list-style-type: none"> • Artefact collection from local library or museum service • Museum visit (either in person or virtual) 	<ul style="list-style-type: none"> • Visit to Lunt Fort (Coventry) or interactive session in school led by experts. • Explore the history of Tiddington (7.5 miles from Meon Vale). 	<ul style="list-style-type: none"> • Artefact collection from local library or museum service
Vocabulary	<p>era, chronological order</p> <p>migration, myth/legend</p> <p>empire, emperor, Republic, conquest, invasion, monarchy</p> <p>runes</p> <p>artefact</p>		

History Curriculum Map

Year 5	Autumn (5.1)	Spring (5.2)	Summer (5.3)
National Curriculum	<ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 		
	Vikings	Ancient Maya	Early Islamic Civilisations
Substantive Knowledge	<p>Chronology AD 793 Attack on Lindisfarne AD 850 Beginning of invasion AD 878 Danelaw AD 1066 Final invasion and defeat</p> <p>Personal Life Homes - longhouse</p> <p>Power Raiding: - Attack on Lindisfarne - Viking longships Invasion: - Raids changed to invasion and settlement - Invasion routes: Norway to Western Isles, Ireland, Wales and Cornwall; Denmark to east and south coast of England. Conflict with Anglo-Saxons: - Power struggle for England between Anglo Saxons and Vikings from AD 850 until AD 1066 - Alfred the Great (Anglo Saxon king) - division of England and creation of Danelaw</p>	<p>Chronology Ancient civilisations date from 1800 BC but focus is Classical Period from AD 250 – 900 AD 900 cities abandoned AD 1500 invasion by Spanish conquistadors Concurrent with Anglo-Saxon/Viking Age in Britain</p> <p>Personal Life Homes: - Villages and cities - Houses – single room, central fire, wood/mud/thatch</p> <p>Cities: - Plazas, causeways, pyramids - Very large e.g., Tik’al (more than 16km²)</p> <p>Food/Farming - Slash and burn, irrigation - Maize, cacao, beehives</p> <p>Power City states: - Ruled by king (believed to be god)</p>	<p>Chronology Focus on rise of Islamic civilisation (from AD 637) until the destruction of Baghdad (in AD 1258) - understanding that Islamic culture and influence extends beyond this time. c. AD 760 Baghdad built as capital city c. AD 780 House of Wisdom established AD 1258 Mongol army destroy Baghdad Make links between other time periods studied (i.e. concurrent with Viking era in Britain and Ancient Maya in Central America)</p> <p>Personal Life Homes: - Nomadic: living in tents whilst herding animals - Settled: cities with mudbrick or stone houses built around central courtyard - Baghdad: largest city in world in AD900, concentric circles, architecture</p> <p>Food: - Farming: land irrigated by Tigris river - Silk Trade route gave access to wide variety of foods/spices</p>

History Curriculum Map

	<ul style="list-style-type: none"> - Cnut (Viking king) – king of England, Norway and Denmark. <p>Progress</p> <p>Travel/Discovery:</p> <ul style="list-style-type: none"> - Explorers discovered and settled in Greenland and Canada 	<p>Religion:</p> <ul style="list-style-type: none"> - Many gods (main god: Itzamna) - Priests were very powerful <p>Progress</p> <p>Writing:</p> <ul style="list-style-type: none"> - Extensive writings - hieroglyphs - Folded strip, made from fig bark - Almost all books destroyed by invaders <p>Calendar:</p> <ul style="list-style-type: none"> - Multiple calendars including 260 and 365 day calendars - Long Count calendar 	<p>Power</p> <p>Caliphates:</p> <ul style="list-style-type: none"> - Regions under the control of a caliph (ruler) - Rashidun Caliphate (AD 632-661), Umayyad Caliphate (AD 661-750), Abbasid Caliphate (AD 750-945) <p>Religion:</p> <ul style="list-style-type: none"> - One god (supreme power) <p>Invasion:</p> <ul style="list-style-type: none"> - Empire expanded through military invasion - During Umayyad Caliphate, empire stretched from Northern India to Spain and North Africa. <p>Progress</p> <p>House of Wisdom</p> <ul style="list-style-type: none"> - Contributions to Maths, Science, Medicine, Astronomy - Legacy – contribution to world knowledge - Destruction
<p>Disciplinary Knowledge</p>	<p>Describes events using words and phrases such as: century, decade,</p> <p>Sequences historical periods studied so far along a timeline. Understand that Viking Age in Britain overlapped with Anglo-Saxon Age.</p> <p>Understand how historians have used sources (e.g. accounts of attack on Lindisfarne), including sources that show bias, to answer questions about the past.</p>	<p>Describes events using words and phrases such as: century, decade,</p> <p>Sequences historical periods studied so far along a timeline. Understand that period of Maya Civilisation studied was concurrent with Anglo-Saxon and Viking Age in Britain.</p> <p>Understand how historians have used sources (Mayan codex, archaeological remains, accounts from European invaders), including sources that show bias, to answer questions about the past.</p>	<p>Describes events using words and phrases such as: century, decade,</p> <p>Sequences historical periods studied so far along a timeline. Understand that period of Early Islamic Civilisation studied was concurrent with Viking era in Britain and Ancient Maya in Central America.</p> <p>Understand how historians have used sources (images and maps of Baghdad, written descriptions from era), including sources that show bias, to answer questions about the past.</p>

History

Curriculum Map

	<p>Uses a range of information, including own research, to present a historical argument (e.g. reconstructions of longships and longhouses, sagas, archaeological discoveries, place names on modern and ancient maps)</p> <p>Can explain the differences in the lives of people from different social classes, cultures, religions or race (e.g. consider the different rights of Anglo-Saxon and Viking women. Was becoming a Viking wife an attractive or unattractive option to women living in Britain?). Understand the impact of defeat of Vikings at Battle of Edington on Britain – division of country/ Danelaw.</p> <p>Can summarise the main events from the period – raids, invasion, power struggle with Anglo-Saxons for England, defeat in 1066.</p>	<p>Uses a range of information, including own research, to present a historical argument (e.g. Why were the ancient Mayan cities abandoned?)</p> <p>Can explain the differences in the lives of people from different social classes, cultures, religions or race (e.e compare the experience of a farmer and priest)</p> <p>Understand the impact of the burning of Mayan books by Bishop Deigo de Landa in 1562 on the Maya at the time and on the understanding now of this time period.</p> <p>Can summarise the main events from this period – rise of large city states, conflict between city states, eventual abandonment of cities, arrival of Spanish conquistadors.</p>	<p>Uses a range of information, including own research, to present a historical argument (e.g. How important was the House of Wisdom in the development of world knowledge?)</p> <p>Can explain the differences in the lives of people from different social classes, cultures, religions or race (e.g. compare the life of a nomadic herder and an intellectual living in Baghdad)</p> <p>Understand the impact of the House of Wisdom on the development of world knowledge.</p> <p>Can summarise the main events from a period of history, explaining the order of events and making connections between them – spread of Islam/expansion of the Islamic empire, founding of Baghdad and the House of Wisdom, invasion by Mongol army)</p> <p>Understand why Harun al-Rashid (founder of the House of Knowledge) is considered to be a person of historical significance.</p>
<p>Curriculum Links</p>	<p>The Vikings (5.1) are a concurrent British civilisation with the Anglo-Saxons, taught in 4.3. Teaching these units of learning in chronological order enables the children to understand them as separate civilisations but also understand that they lived in the same period of British history. The children will be able to compare using the themes that knowledge and skills are taught through. When learning about how Vikings travelled (the Viking longboat), the children can reflect on what they learnt in 1.1 when exploring the history of travel and transport.</p>	<p>The Mayans (5.2) are a concurrent world civilisation to the Ancient Egyptians (3.3), Anglo Saxons (4.3), the Ancient Greeks (4.1). and the Vikings (5.1). Once again, the children will be able to compare these ancient civilisations using the themes threaded through the curriculum. This unit of learning has cross-curricular links to learning taught in the Year 5 geography unit ‘The Americas’.</p>	<p>Early Islamic Civilisations (5.3) are concurrent with the Viking (5.1) era in Britain and Ancient Maya (5.2) in Central America. Having emerged within these historic civilisations the children can now compare and empathise with each. Early Islamic Civilisations (5.3) also links with learning taught in RE about the religion of Islam.</p>

History Curriculum Map

	This unit of learning also has cross-curricular links to learning taught with the Year 4 geography unit of Europe.		
Assessment	<p>Teacher assessment shows that child:</p> <ul style="list-style-type: none"> - Describes events using words and phrases such as: century, decade, millennium, - Can sequence historical periods studied so far. - Understand how historians have used sources, including sources that show bias, to answer questions about the past. - Uses a range of information, including own research, to present a historical argument - Can explain the differences in the lives of people from different social classes, cultures, religions or race - Understand the impact of historical events in a historical period or on later periods of history - Can summarise the main events from a period of history, explaining the order of events and making connections between them. - Understand the reasons why some events or people are deemed to be significant 		
Enriching Experiences	<ul style="list-style-type: none"> • Artefact collection from local library or museum service • Viking experience day 	<ul style="list-style-type: none"> • Artefact collection from local library or museum service • Make a Mayan circular calendar. 	<ul style="list-style-type: none"> • Early Islamic Civilisations drama workshop.
Vocabulary	<p>decade, century, millennium, beliefs, culture, trade, democracy, city-state, aristocrat, citizen, slave, dynasty, caliphate, caliph, chieftain, raid, comparison</p>		