



Woodlands Park Primary and Nursery School

History Curriculum Map



Term	Early Years Not limited to specific terms	Year One	Year Two	Years 3 and 4 (Robins) Cycle A	Years 4 and 5 (Otters) Cycle A	Years 5 and 6 (Wolves) Cycle A
Autumn 1	Children will be Provided with opportunities to compare and contrast 'past' and 'present' via considering photographs of objects and real objects where possible e.g. School Uniform – What is the same about their uniform and what is different in comparison to adults' school uniform of the past?, How do people communicate now and in the past? – telephones etc., How do we find out information? – books versus computers, Toys – What do children play with now? What did children play with 10–20–30 years ago? Think about children's specific interests – e.g. changes to vehicles over time Growth – JIGSAW PSHE CHANGING ME PUZZLE (TERM 6) PIECE 3 – changes from baby to toddler to child and beyond BOOK HOOK – 'Tell Me What It's Like to be Big' by Joyce Dunbar and Debi Gliori. encouraged to make links between how 'moments' in the present are impacted by 'historical moments' from the past e.g. 5th November – Bonfire Night – Guy Fawkes Night – PRESENT – firework parties or displays PAST – Gunpowder Plot, (Potential Links – PAST – King James PRESENT – Queen Elizabeth II) Armistice Day	Castles <i>Knowledge of facts</i> about battle between Harold and William <i>Identify and name</i> parts of a castle and their use Why they were needed <i>Understand differences</i> in lives of people who lived and worked in castles Tower of London – <i>its change in use over time.</i> Visit to Windsor Castle.	The Great Fire of London <i>Knowledge of facts</i> about the GfOL Reasons why it spread How do we know about it? Eyewitness – <i>sources of evidence and which are most useful</i> <i>Present information about the event in different ways</i> Why would it not happen again in modern times? – <i>compare now and then</i>	Prehistoric Britain <i>Understand the term 'prehistoric'</i> <i>Knowledge</i> of three periods of pre-history and the etymology of the words <i>Knowledge</i> of different species of early man, <i>Palaeolithic, Mesolithic and Neolithic</i> periods, <i>Bronze and Iron age.</i> <i>Explain how life changed</i> in Britain during pre-history and how long it was.	Anglo Saxons, Picts and Scots Understand the work of an <i>archaeologist</i> . Learn about objects discovered at Sutton Hoo – what they tell us about the past? <i>Difference between invasion and settlement</i> Who were Scots and Picts Every day life in Anglo-Saxon times – how do we know? <i>Sources of evidence.</i> Link to story of Beowulf <i>Factors that helped Britain to convert to Christianity</i> <i>Different interpretations of history</i>	Changes in Leisure and Entertainment <i>Locate the start of the 20th Century</i> on a timeline <i>Recall some key events or periods</i> of British history How were leisure activities were affected during the war? Festival of Britain and London Olympics (1948) <i>Explain how developments in technology</i> affected music production <i>Recognise the history skills they have used.</i>
Autumn 2		Guy Fawkes and The Gunpowder Plot Know who <i>King James 1 and Elizabeth 1</i> of England were Find out who Guy Fawkes was <i>Understand what the Gunpowder plot was and why it happened.</i>				
Spring 1			Famous Queens What is a monarch? <i>Recall facts</i> about monarchs <i>Differences in time periods</i> <i>Changes over time</i> <i>Similarities and differences</i> between Queens <i>Use knowledge</i> to create a piece of written work	Great British Heroes Understand the <i>Transatlantic Slave Trade</i> Understand why <i>William Wilberforce</i> is considered a hero by many people Understand what prisons were like in early 19 th Century Understand what life was like for children in Victorian era – <i>Lord Shaftesbury</i> <i>Florence Nightingale</i> Role of women <i>Elizabeth Fry</i>	Invaders and Settlers: A Roman Case Study <i>Build on the understanding of invaders and settlers</i> Life in the Roman army Who were the Celts? Use correct <i>historical vocabulary</i> <i>Recall events</i> of Boudicca's revolt <i>History is represented in different ways</i> by different groups of people <i>Different points of view</i> <i>Use a variety of sources</i>	Children of World War II <i>Understand when</i> the Second world war took place <i>How were people protected?</i> Why were children evacuated – <i>empathy</i> Why rationing happened and <i>what affect</i> did it have on children and families? Understand that <i>different people had different experiences</i> –Diary of Anne Frank

	(Remembrance Day) – PRESENT – acts of remembrance, poppies etc. PAST – World War I and other conflicts Themes: bravery, valour, peace, thoughtfulness, kindness. CBeebies Poppies Animation https://www.bbc.co.uk/programmes/p02qubd9 Chinese Lunar New Year – Zodiac Story – PRESENT – Year of the PAST – animal race determines the order of the zodiac today Themes: personality and attributes CBeebies Chinese New Year Zodiac Story https://www.youtube.com/watch?v=eVCIAj8q_IY					
Spring 2						
Summer 1		Homes in the past Key features of homes now Features of homes build a long time ago Use terms relating to the <i>passing of time</i> Use of <i>photographs as evidence</i> Identify <i>features of a Victorian home using appropriate vocabulary</i> <i>Communicate their knowledge</i> in a variety of ways.	Seaside Holidays <i>Sources of evidence –</i> photographs <i>Make deductions about the past</i> from a variety of sources <i>Changes over time</i> in leisure activities Order photographs <i>chronologically</i> <i>Understand reasons why</i> they became popular	Ancient Egypt <i>Understand difference between</i> ancient and modern <i>Use appropriate vocabulary</i> when asking and answering questions <i>Importance of artefacts</i> in finding out about life in the past <i>Use a variety of historical sources</i> <i>Infer and deduce</i> information about the past from objects <i>Understand and organise information</i> <i>Recall facts and details</i> about the past	Children in Victorian Homes <i>Understand where the Victorian era sits on the timeline.</i> Understand what the lives of Victorian children were like Understand and explain some of the <i>educational reforms</i> that took place in 19 th Century <i>Explain differences</i> between Victorian and modern schools Past-times of Victorian children. <i>Present information</i> about what they have learned.	
Summer 2					The Shang Dynasty <i>Knowledge</i> of Shang Dynasty of China <i>Different sources of evidence</i> to help us understand how they lived <i>Understand their importance</i> in inventing writing and calendars What did they achieve? Why did the dynasty end?	