



Woodlands Park Primary and Nursery School

History Curriculum Map



Term	Early Years Not limited to terms	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
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		<u>The Great Fire of London</u> <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>	<u>Prehistoric Britain</u> <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.	<u>Ancient Greece</u> To place the Ancient Greek civilisation in time. To learn about the differences between <i>Athens and Sparta</i> and to understand the term ' <i>democracy</i> ' To learn about ancient Greek warfare. To learn about the impact of the ancient Greek civilisation on the modern world.	<u>Medicine and Disease</u> To learn about the <i>medical practices of prehistoric civilisations and Ancient Egyptians</i> To discover the <i>Roman attitude towards health and medicine</i> and how this was influenced by the Greeks To investigate <i>Medieval medicine</i> and the events during the <i>Black Plague.</i> To explore the medical practices of <i>the Tudor period.</i>	
Autumn 2		<u>Guy Fawkes and the Gunpowder plot</u> 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>					<u>Leisure and Entertainment in the 20th Century</u> <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?

	<p>be Big' by Joyce Dunbar and Debi Glori.</p> <p>encouraged to make links between how 'moments' in the present are impacted by 'historical moments' from the past e.g. 5th</p>						<p>Festival of Britain and London Olympics (1948)</p> <p><i>Explain how developments in technology affected music production</i></p> <p><i>Recognise the history skills they have used.</i></p>
Spring 1	<p>November – Bonfire Night – Guy Fawkes Night – PRESENT – firework parties or displays PAST – Gunpowder Plot, (Potential Links – PAST – King James PRESENT – Queen Elizabeth II)</p> <p>Armistice Day (Remembrance Day) – PRESENT – acts of remembrance, poppies etc. PAST – World War I and other conflicts</p> <p>Themes: bravery, valour, peace, thoughtfulness, kindness. CBeebies Poppies Animation</p> <p>https://www.bbc.co.uk/programmes/p02qybd9</p>	<p>Famous Queens</p> <p>What is a monarch?</p> <p><i>Recall facts</i> about monarchs</p> <p><i>Differences in time periods</i></p> <p><i>Changes over time</i></p> <p><i>Similarities and differences</i></p> <p>between Queens</p> <p><i>Use knowledge</i> to create a piece of written work</p>	<p>Great British Heroes</p> <p>Understand the <i>plight</i> of child evacuees on the eve of the <i>Second World War</i></p> <p>Understand why <i>Sir Nicholas Winton</i> is considered a hero.</p> <p>Understand what prisons were like in early 19th Century</p> <p><i>Elizabeth Fry</i></p> <p>Understand the importance of the <i>Industrial Revolution</i></p> <p><i>Isambard Kingdom Brunel</i></p> <p>Role of women</p> <p><i>Elizabeth Fry and Grace Darling</i></p>	<p>Wild West</p> <p>To find out about the <i>European settlement of America</i> and to find out how pioneers crossed the <i>Western frontier</i>.</p> <p>To find out what happened to <i>Native Americans</i> when European settlers arrived in America.</p> <p>To find out who the <i>homesteaders</i> were and how they lived their lives on the <i>Great Plains</i>.</p>	<p>A Roman Case Study</p> <p><i>Build on the understanding of invaders and settlers</i></p> <p>Life in the Roman army</p> <p>Who were the Celts?</p> <p>Use correct <i>historical vocabulary</i></p> <p><i>Recall events</i> of Boudicca's revolt</p> <p><i>History is represented in different</i> ways by different groups of people</p> <p><i>Different points of view</i></p> <p><i>Use a variety of sources</i></p>	<p>Children in World War 2</p> <p><i>Understand when</i> the Second world war took place</p> <p><i>How were people protected?</i></p> <p>Why were children evacuated – <i>empathy</i></p> <p>Why rationing happened and <i>what affect</i> did it have on children and families?</p> <p>Understand that <i>different people had different experiences</i> – Diary of Anne Frank</p>	
Spring 2	<p>Chinese Lunar New Year – Zodiac Story – PRESENT – Year of the PAST – animal race determines the order of the zodiac today</p> <p>Themes: personality and attributes CBeebies</p> <p>Chinese New Year Zodiac Story</p> <p>https://www.youtube.com/watch?v=eVClAj8q_IY</p>	<p>Castles</p> <p><i>Knowledge of facts</i> about battle between Harold and William</p> <p><i>Identify and name</i> parts of a castle and their use</p> <p>Why they were needed</p> <p><i>Understand differences</i> in lives of people who lived and worked in castles</p> <p>Tower of London – <i>its change in use over time.</i></p>				<p>Elizabethan England</p> <p><i>Discuss some of the issues</i> Elizabeth faced during her reign.</p> <p>Children to give their own <i>viewpoints and opinions on events in history.</i></p> <p><i>To explain the outcome</i> of the invasion of the <i>Spanish Armada</i>.</p> <p>Discuss the <i>believed and actual causes</i> of the <i>plague</i> and understand the <i>effect it had on Elizabethan England.</i></p>	

		Visit to Windsor Castle.					Describe what life for like for the rich in the Elizabethan era. Know about the achievements of Queen Elizabeth and the Elizabethan era
Summer 1			<p>Seaside Holidays Sources of evidence – photographs Make deductions about the past from a variety of sources Changes over time in leisure activities Order photographs chronologically Understand reasons why they became popular</p>	<p>Ancient Egyptians Understand difference between ancient and modern Use appropriate vocabulary when asking and answering questions Importance of artefacts in finding out about life in the past Use a variety of historical sources Infer and deduce information about the past from objects Understand and organise information Recall facts and details about the past</p>	<p>Norman Conquest To understand who were the contenders for the throne in 1066 To understand the significance of the Battle of Stamford Bridge and the Battle of Hastings To know about life in Norman times under the feudal system To find out about the compilation and importance of the Domesday book</p>	<p>Children in Victorian Times Understand where the Victorian era sits on the timeline. Understand what the lives of Victorian children were like Understand and explain some of the educational reforms that took place in 19th Century Explain differences between Victorian and modern schools Past-times of Victorian children. Present information about what they have learned.</p>	
Summer 2		<p>Homes of the past Key features of homes now Features of homes build a long time ago Use terms relating to the passing of time Use of photographs as evidence Identify features of a Victorian home using appropriate vocabulary</p>					

		<i>Communicate their knowledge</i> in a variety of ways.					
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