

Woodlands Park Primary and Nursery School

History Curriculum Map – CYCLE A

Term	Early Years Not limited to terms	Year One & Year Two	Year Three & Year Four	Year Five	Year Six
Autumn 1	<p>Stories and Role-Play: Using historical stories, imaginative play, and dressing up.</p> <p>Artefacts and Photographs: Handling old and new objects to compare and discuss.</p> <p>Discussion and Observation: Encouraging children to notice changes and ask questions about the past.</p> <p>Visits and Experiences: Local landmarks, and community elders sharing their experiences.</p> <p>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? –</p>	<p><u>The Great Fire of London</u> To understand where and when the Great Fire of London started. To understand the events of the Great Fire of London. To find out why the fire spread so quickly and stayed alight for so long. To find out about Samuel Pepys and his diary. To recap what we have found out about the Great Fire of London.</p> <p><i>Understanding the past – learning about events that happened a long time ago.</i> <i>Ordering events – placing key moments of the Great Fire of London in the chronological order.</i> <i>Asking and answering questions – finding out who, what, where, and why about the fire.</i> <i>Using simple sources – learning from pictures, stories, and Samuel Pepys' diary.</i> <i>Talking about what we have learned – recalling and sharing facts about the Great Fire of London.</i> <i>Historical vocabulary</i></p>	<p><u>Ancient Greece</u> To place the Ancient Greek civilisation in time. To learn about the differences between Athens and Sparta and to understand the term 'democracy'. To learn about ancient Greek warfare. To learn about the impact of the ancient Greek civilisation on the modern world.</p> <p><i>Chronology –putting events in order.</i> Using <i>timelines</i> – placing Greece alongside other civilisations Comparison – <i>identifying similarities and differences.</i> <i>Understanding key concepts</i> (e.g. democracy, citizenship, government) <i>Cause and consequence</i> – why wars happened and what resulted from them. <i>Using evidence – learning from artefacts, texts, and images</i> <i>Historical vocabulary</i></p>	<p><u>Medicine and Disease</u> To learn about the medical practices of prehistoric civilisations and Ancient Egyptians. To discover the Roman attitude towards health and medicine and how this was influenced by the Greeks. To investigate Medieval medicine and the events during the Black Plague. To explore the medical practices of the Tudor period. To research the medical advancements and significant people during the Victorian period. To explore medicine in the 20th and 21st centuries.</p> <p><i>Chronology</i> –changes over time from prehistoric to modern day <i>Change and continuity</i> – <i>identifying</i> what stayed the same and what developed across different periods. <i>Cause and consequence</i> – <i>explaining</i> why medical ideas and practices changed. <i>Significance</i> – judging which discoveries, events, and people were most important <i>Source analysis – interpreting historical evidence</i> (e.g. texts, artefacts, illustrations, records) <i>Historical vocabulary</i></p>	

	<p>telephones etc., How do we find out information?</p> <p>– 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</p> <p>Growth – JIGSAW PSHE CHANGING ME PUZZLE (TERM 6) PIECE 3 –</p>				
Autumn 2	<p>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.</p> <p>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 (Remembrance Day) – PRESENT – acts of remembrance, poppies etc. PAST – World War I and other conflicts</p> <p>Themes: bravery, valour, peace, thoughtfulness, kindness. CBeebies</p>				<p><u>Leisure and Entertainment in the 20th Century</u></p> <p>To find out about leisure and entertainment at the start of the 20th Century, and consider how these pastimes have changed.</p> <p>To consider how leisure and entertainment activities were affected during World War Two.</p> <p>To consider how trends in leisure and entertainment were affected by significant events in national and international history after World War Two.</p> <p>To consider ways in which music trends and technology have changed over time.</p> <p>To consider ways in which British people have influenced, and been influenced by, other countries through film and television.</p> <p>To consider how holidays in Britain have changed over time.</p> <p>To show what you have learned and understood about how leisure and entertainment in Britain have changed during the 20th and 21st Centuries.</p>

	<p>Poppies Animation https://www.bbc.co.uk/programmes/p02qybd9 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</p>				<p>Chronology – placing changes across the 20th and 21st centuries Change and continuity – identifying what has changed and what has stayed the same over time Cause and consequence – understanding how wars, technology, and major events affected leisure Comparing past and present forms of entertainment and holidays Historical interpretation & communication – explaining and presenting what has been learned clearly Use historical vocabulary</p>
Spring 1	<p><u>Famous Queens</u></p> <p>To understand what a monarch is and where monarchs live. To explore Tudor life and Queen Elizabeth I. To explore who Queen Victoria was. To explore the Victorian period. To explore the life of Queen Elizabeth II. To compare three major time periods. To compare the three significant queens.</p> <p>Understanding the past – learning about people and times from long ago. Using timelines – placing queens and periods in the correct order. Finding information – learning from pictures, stories, and simple sources.</p>	<p><u>Wild West</u></p> <p>To find out about the European settlement of America and to find out how pioneers crossed the Western frontier. To find out about the Native American way of life. To find out what happened to Native Americans when European settlers arrived in America. To find out who the homesteaders were and how they lived their lives on the Great Plains. To investigate the life of cowboys in the American west.</p> <p>Chronology Cause and consequence – understanding why events happened and what their effects were (e.g., on Native Americans) Using sources and evidence – learning from photographs, diaries, maps, artefacts, and written accounts Comparing ways of life – identifying similarities and</p>	<p><u>A Roman Case Study</u></p> <p>To understand the terms 'invade' and 'settle' and to place the romans on a timeline. To find out why and how the Roman's successfully invaded Britain. To find out who was in Britain when the Roman's invaded. To explore who Boudica was from different points of view. To find out about life in Roman Britain. To know how the Romans influenced our lives.</p> <p>Chronological understanding – placing events and periods accurately on a timeline. Cause and consequence – explaining why the Romans invaded Britain and what happened as a result. Using sources as evidence – finding information from different sources to learn about Roman Britain.</p>	<p><u>Children in World War 2</u></p> <p>To find out what World War II was and where and when it took place. To find out what the Blitz was and which areas were most likely to be affected. To learn about the effects of air raids and the causes of evacuation. To find out about the experiences and feelings of evacuees. To find out what rationing was, why it was necessary and how it impacted on people's lives. To learn about the experiences of Jewish children during the war and that the war created many refugees. To consider how the war affected people's everyday lives.</p> <p>Chronology – understanding when World War II happened and placing events in time</p>	

		<p>Comparing – noticing similarities and differences between queens and time periods.</p> <p>Talking about history – describing what life was like in different times.</p> <p>Historical vocabulary</p>	<p>differences between settlers, Native Americans, cowboys, and homesteaders</p> <p>Historical perspectives – understanding how different groups of people experienced life</p> <p>Historical vocabulary</p>	<p>Interpreting different viewpoints – exploring events and people from multiple perspectives.</p> <p>Identifying change and continuity – recognising how Roman influence still affects our lives today.</p> <p>Historical vocabulary</p>	<p>Cause and consequence – explaining why things happened and their effects</p> <p>Historical enquiry – asking questions and finding out about people's experiences</p> <p>Empathy and interpretation – understanding how people felt and lived during the war</p> <p>Using sources – learning from photos, letters, diaries, and stories</p>
Spring 2					
Summer 1		<p><u>Seaside Holidays</u></p> <p>To identify features of a seaside holiday.</p> <p>To use photographs to find clues as to what seaside holidays were like in the past.</p> <p>To find out when and how seaside holidays became popular.</p> <p>To find out what seaside holidays were like 100 years ago.</p> <p>To be able to order seaside holidays in chronological order.</p> <p>To be able to identify similarities and differences between seaside holidays now and in the past.</p> <p>Using sources – looking at photographs to find clues about the past.</p> <p>Ordering events – placing seaside holidays in chronological order.</p> <p>Understanding change – noticing how seaside holidays have changed over time.</p> <p>Comparing – finding similarities and differences between holidays past and present.</p>	<p><u>Norman Conquest</u></p> <p>To understand who were the contenders for the throne in 1066.</p> <p>To understand the significance of the Battle of Stamford Bridge and the Battle of Hastings</p> <p>To understand William's problems after the Battle of Hastings.</p> <p>To find out about Norman castles.</p> <p>To know how to become a knight.</p> <p>To know about life in Norman times under the feudal system.</p> <p>To find out about the compilation and importance of the Domesday book.</p> <p>Comparison – comparing contenders for the throne</p> <p>Change and continuity – understanding what changed after 1066 and what stayed the same</p> <p>Interpretation – recognising that different sources may tell the story differently (e.g. Bayeux Tapestry)</p> <p>Enquiry and questioning – asking historical questions and investigating answers</p> <p>Using historical vocabulary – feudalism, vassal, motte-and-bailey, conquest, heir, etc.</p>	<p><u>Children in Victorian Times</u></p> <p>To place the Victorians on a timeline and consider what life was like for children in this period.</p> <p>To find out what life was like for poor children in Victorian Britain.</p> <p>To understand some of the changes that took place for poor children in the 19th century.</p> <p>To be able to compare modern and Victorian schooling.</p> <p>To investigate how Victorian children spent their leisure time.</p> <p>To find out about daily life for children in Victorian Britain.</p> <p>To recall information about the life of children in Victorian times</p> <p>Chronology – placing the Victorians on a timeline.</p> <p>Comparing Victorian and modern childhood and schooling.</p> <p>Change and continuity – identifying what changed and what stayed the same for children over time</p> <p>Historical enquiry – asking questions and investigating daily life, work, and leisure</p>	<p><u>Elizabethan England</u></p> <p>To know about the reign of Queen Elizabeth I.</p> <p>To find out about exploration and trade in the Elizabethan era.</p> <p>To find out about the attack of the Spanish Armada.</p> <p>To explore the believed causes and cures of the bubonic plague.</p> <p>To find out about daily life in the Elizabethan era.</p> <p>To find out about Elizabethan leisure Activities.</p> <p>The understand the achievements of Queen Elizabeth and the Elizabethan Era.</p> <p>Bias and reliability – recognising that some sources may be one-sided or inaccurate</p> <p>Summarising – selecting key facts and ideas from what is learned</p> <p>Chronology – placing the Elizabethan era and key events in time.</p> <p>Cause and consequence – explaining why events happened and their effects.</p>

		<i>Talking about the past – describing what seaside holidays were like long ago.</i> <i>Use historical vocabulary</i>	<i>Drawing conclusions from evidence – making judgments based on what sources show</i> <i>Empathy – understanding how life felt for peasants, knights, nobles, and rulers</i>	<i>Communication – presenting and recalling information clearly about what was learned</i> <i>Use historical vocabulary</i>	<i>Historical enquiry – investigating daily life, leisure, exploration, and beliefs</i> <i>Significance – understanding why Queen Elizabeth I and this era were important</i> <i>Using sources & historical vocabulary</i>
Summer 2					