

**HISTORY CURRICULUM MAP - CONTENT**

Yr Group	Autumn	Spring	Summer
Throughout the year, pupils will develop their understanding of the world by gaining knowledge of past and present. They will: <ul style="list-style-type: none"> • Know about lives of people around them and their roles in society • Know some similarities and differences between things in the past and now • Understand the past through settings, characters and events encountered in books. 			
EYFS	<p>FAMILY When I was a baby When Mum and Dad were young When Grandparents were young</p> <p>Guy Fawkes Children learn about King James I and Guy Fawkes</p> <p>For the history theme of democracy, children learn what voting is throughout Reception, voting fairly to name their doll</p> <p>Children read books to celebrate the historical theme of diversity (It's OK to be Different and Happy to be Me) Children read books to learn about The Great Big Book of Families</p>	<p>TOYS Changes to toys over time Advances in materials and technology</p> <p>For the history theme of democracy, children learn what voting is throughout Reception, voting fairly to name their ducklings.</p>	<p>TRANSPORT Changes to transport over time. Advances in materials and technology.</p>
Y1	<p>Changes within living memory which reveal aspects of change in national life; HOW HAVE PEOPLE'S LIVES CHANGED OVER THE LAST 70 YEARS?</p>	<p>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 WHO WERE BRITAIN'S FAMOUS MONARCHS?</p>	<p>Lives of significant individuals in the past who have contributed to National/ international achievements; WHO WAS GRACE DARLING AND WHAT WAS HER LEGACY?</p>
Y2	<p>Significant historical people in their own locality. WHO WAS GEORGE FORMBY AND WHY DO WE REMEMBER HIM?</p>	<p>Events beyond living memory that are significant nationally or globally; WHAT WAS THE IMPACT OF THE GREAT FIRE OF LONDON?</p>	<p>Lives of significant individuals in the past who have contributed to national/international achievements; Florence Nightingale, Mary Seacole and Edith Cavell NURTURING NURSES; HOW DID FLORENCE NIGHTINGALE, MARY SEACOLE AND EDITH CAVELL IMPROVE NURSING?</p>
Y3	<p>Changes in Britain from Stone Age to Iron Age Including Skara Brae, Stone Henge HOW DID BRITAIN CHANGE FROM THE STONE AGE TO IRON AGE?</p>	<p>Achievements of early civilisations - An overview of where and when the first civilisations appeared and an in depth study. WHAT WAS IT LIKE TO LIVE IN ANCIENT EGYPT?</p>	<p>Study of Ancient Greek life, achievements and influence in western world; HOW DID ANCIENT GREECE INFLUENCE THE WESTERN WORLD?</p>



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Y4	The Roman empire and its impact on Britain WHAT IMPACT DID THE ROMANS HAVE ON BRITAIN?	Britain's settlement by the Anglo Saxons and Scots. Roman Withdrawal from Britain The Viking and Anglo-Saxon struggle for the Kingdom of England WHO WERE THE ANGLO-SAXONS AND VIKINGS AND WHY DID THEY INVADE AND SETTLE IN BRITAIN?	
Y5	Non-European society contrasting with British history; WHO WERE THE MAYA?	Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 WHO WERE THE TUDORS?	Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 JOURNEYS; WHO MIGRATED TO BRITAIN AND WHY?
Y6	Study of British history beyond 1066 with significant turning points in history & links to local history study which traces how aspects of history are reflected in the locality (mining, railways, canals etc); HOW DID THE INDUSTRIAL REVOLUTION AFFECT OUR LOCAL AREA?	Study of British history beyond 1066 with significant turning points in history. HOW DID WORLD WAR 2 AFFECT THE PEOPLE OF BRITAIN FROM 1939—1945?	