

History Curriculum Map 2016-17

Foundation Stage

St. Paul's School



	Autumn	Spring	Summer
Nursery and Reception	<p><u>Ourselves</u> <u>Light and Dark</u> 22-36 Months Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea</p> <p>30-50 months Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.</p> <p>40-60 months People and communities Enjoys joining in with family customs and routines.</p>	<p><u>Fairy Tales</u> <u>The Rainbow</u> 22-36 Months Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea</p> <p>30-50 months Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.</p> <p>40-60 months People and communities Enjoys joining in with family customs and routines.</p>	<p><u>Growing and Food</u> <u>Journeys</u> 22-36 Months Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea</p> <p>30-50 months Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.</p> <p>40-60 months People and communities Enjoys joining in with family customs and routines.</p>

Key Stage 1

	Autumn	Spring	Summer
Year 1	<p>Me, myself and I My family, parents and grandparents: Aims: Knows the difference between past and present in their own and other people's lives. Can place a few simple events and objects in correct order. Can use everyday terms about the passing of time (e.g. before, after, a long time ago). Can find answers to some simple questions about the past from sources of information. Can recount things and episodes from stories about the past. Create a toys time line.</p>		<p>Studying the lives of significant individuals. Aims: compare aspects of life in different periods (Elizabeth I and Elizabeth II) and compare the lives of the individuals.</p> <p>To compare aspects of life in different periods of two explorers (Neil Armstrong and Christopher Columbus)</p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time. To 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. To use a wide vocabulary of everyday historical terms. To ask and answer questions.</p>
Year 2	<p>The Great Fire of London Aims: To develop an awareness of the past. To ask and answer questions. To be aware of events beyond living memory that are significant nationally.</p>	<p>Rosa Parks and Emily Davison Aims: To find out about the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Seaside in the past Aims: To find out about changes within and beyond living memory To develop an awareness of the past, using common words and phrases relating to the passing of time. To 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. To use a wide vocabulary of everyday historical terms. To ask and answer questions.</p>

Key Stage 2

	Autumn	Spring	Summer
Year 3	<p><u>Changes in Britain from the Stone Age to the Iron Age</u> A study of:</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture <p>Aims: Identify some of the different ways in which the past is represented. Recognise similarities and differences between periods of time in history. Use a range of information to ask and answer questions about events related to Stone Age, Bronze Age and Iron Age Britain. Know about aspects of life in Celtic Britain. Present information they have researched, using the terminology appropriate to the period.</p> <p>Trip to Celtic Harmony <u>Chipperfield Evacuees during WW2</u> <i>Local study (Chipperfield during the war)</i> Aims: Identify some of the different ways in which the past is represented. Recognise similarities and differences between periods of time in history. Use a range of information to ask and answer questions about events related to Chipperfield. Know about aspects of life in Chipperfield</p>	<p><i>Continue with:</i> <u>Chipperfield Evacuees during WW2</u> <i>Local study (Chipperfield during the war)</i> <i>Including learning about:</i> Learn about life during the Blitz and its effects. Christmas during WW2 Rationing during WW2 and why it was introduced Dig for victory campaign Trip to Lincolnsfield – 1940’s experience Victory Celebrations!</p>	<p><u>British Adventures</u> Aims: Recognise that the past can be divided into different periods of time. How a knowledge and understanding of the main events, people and changes they have studied. Begin to give a few reasons for and results of the main events and changes. Use sources of information beyond simple observations to answer questions about the past. Identify some of the different ways in which the past is represented. Research about the life of famous British Adventurers. Represent information they have researched, using the terminology appropriate to the period. <i>Including learning about:</i> Sir Walter Raleigh Captain James Cooke Ernest Shackelton Ranulph Fiennes Bear Grylls</p>

	<p>during WW11. Present information they have researched, using the terminology appropriate to the period. <i>Including learning about:</i> Know where, when and why WWII took place and the countries that fought. Learn about the leaders, key events and dates of the war. Create a timeline of important events Find out about evacuees from a wide range of information sources.</p>		
Year 4	<p><u>The Romans.</u> To understand the extent of the roman empire and what allowed it to become so big and powerful. To know the key points of Caesars life. To compare life in Roman times to modern day life.</p>	<p><u>The Egyptians</u> To investigate the most famous things about the ancient Egyptians. Then to focus on everyday life in Egypt. To explain why the Egyptians built pyramids and question how they created them. To describe the process of mummification.</p>	<p><u>Native American History.</u> To research the life style of native Americans and contrast with the Romans and Egyptians. To look at the use of stories in native American culture.</p>
Year 5	<p><u>The Victorians</u> <i>To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i> - <i>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i> - <i>To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i> - <i>To construct informed responses that involve thoughtful selection and</i></p>	<p><u>The Ancient Greeks</u> <i>The legacy of Greek culture (art, architecture or literature) on later period in British History, including the present day.</i> <i>Ancient Greece – a study of Greek Life and achievements and their influence on the western world.</i> - <i>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i> - <i>To regularly address and sometimes devise historically valid questions about</i></p>	

	<p><i>organisation of relevant historical information.</i></p> <p><i>- To understand how our knowledge of the past is constructed from a range of sources.</i></p>	<p><i>change, cause, similarity and difference, and significance.</i></p> <p><i>- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p>	
Year 6	<p><u>Aztecs and Mayans</u> Study all elements of their lives, through writing, acting, art and music, and compare to Britain at the same time. Study society, living, entertainment, beliefs, food and shopping etc...Use a range of books, primary and secondary sources and internet.</p> <p>AIMS: To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - To understand how our knowledge of the past is constructed from a range of sources. Use sources of information beyond simple observations to answer questions about the past.</p>	<p><u>Vikings</u> Study Viking Britain and the reason they came to Britain. Use range of sources to collect evidence and study their lives, alongside the Saxons. Research battles and Alexander the Great.</p> <p><u>Changes in Britain</u> Study music and art changes over the 20th century and the reasons for them. Write biographies and make presentations.</p> <p>AIMS: To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. - To note connections, contrasts and trends over time and develop the appropriate use of historical terms. Give reasons for and results of the main events and changes. Use sources of information beyond simple observations to answer questions about the past.</p>	