

History Curriculum Map

Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Are all our histories the same? Children look at the timelines of their own life and that of their parents and grandparents. They compare them with their peers'. Building on: Reception Autumn 1 Leading to: Year 2, Spring 1 Educational visits/experience: parents and families invited in to share their stories. Rationale: Children can develop their use of language to describe the past. They begin to recognise that not everyone has the same experiences. Develops the concept of community and culture.		How has Olga school changed over time? Children explore the three Olga buildings and compare and contrast. Building on: EYFS Leading to: Year 2, Autumn 1 Educational visits/experience: Ragged School Museum; walk around the old school building; visit to the school timeline. Rationale: Children have the opportunity to study the past through looking at buildings and objects. They take their history learning back beyond living memory. Develops the concept of community and culture.		Who has explored the world and beyond? Children learn about a range of explorers, and the transport and tools they used, dating back to the 1300s. Building on: Reception Spring 1 Leading to: Year 3, Spring 1 Educational visits/experience: N/A Rationale: Children learn about the achievements of other people. They begin to understand that things were often different in the past due to the technology available at the time. Develops the concepts of technology and progress.	

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How has London changed since The Victorian Era? Children learn about transport and jobs in the Victorian Era and compare it to today, relating their ideas to advances in technology. Building on: Year 1, Spring 1 Leading to: Year 4, Autumn 1 Educational visit/Experience: London Transport Museum Rationale: Children study local history. Develops the concepts of community and culture. Develops the concepts of technology and progress.		How have individuals made change throughout history? Children learn about the work of various individuals who have worked for better lives for others. Within this, they will explore the historical context of the person's life. Building on: Year 1, Summer 1 Leading to: Year 6 Autumn 1, Summer 1 Educational visit/Experience: N/A Rationale: Children begin to learn how people in the past have responded to their environment and made changes that can still be felt today. Develops the concept of democracy and rights.		What did the Great Fire do to London? The children look at what London was like before and after the fire and how the events led to a restoration of the city. Building on: Year 1, Spring 1 Leading to: Year 5, Summer 1 Educational visits/Experience: N/A Rationale: Children can assess the impacts of an event. They understand the change and continuity. Develops the concepts of technology and progress.	

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	In what ways did Britain change after WWII? Children will learn about how much changed after WWII with specific reference to how the Windrush Generation helped rebuild Britain after the war, the cultural changes and legacies. Building on: Year 2, Spring 1 Leading to: Year 6, Summer 1 Educational visit/Experience: N/A Rationale: This unit focuses on a significant turning point and traces the legacies to the present day. The unit allows the children to link history from the 1600s with its impact through time, especially the impact it had on local history. Develops the concept of community and culture. Develops the concept of democracy and rights. Begins to explore the concept of power and conflict.		How did humans survive the Stone Age in Britain? Children learn about how early humans developed tools and technology in order to not just survive but to thrive as a species. They begin to use BC/BCE and AD/CE date formats. Building on: Year 2, Summer 1 Leading on: Year 4, Summer 1 Educational visit/Experience: British Museum Rationale: Children learn about prehistory. They learn that technological advances took many years to come about. Develops the concepts of technology and progress. Focuses on the changes from the Stone Age to Iron Age.		What did the Ancient Egyptians achieve? Children learn about the advancement the Ancient Egyptians made in literature, agriculture, architecture and science. Building on: Year 3, Spring 1 Leading to: Year 5, Spring 1 Educational visit/Experience: n/a Rationale: Children learn about the achievements of a non-European society. Children to assess the significance of the Nile to developments in society. Develops the concepts of technology and progress.	

Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How are we influenced by the Ancient Greeks?		How did people react to the Roman Empire in Britain? Children learn about the Roman invasion of Britain and how some Brits rebelled.		How did power in England swing between Anglo-Saxons and Vikings from 793 to 1066?	

	Children learn about how today's government, architecture, language and sport/recreation is inspired by the Ancient Greeks. Building on: Year 3, Summer 1 Leading to: Year 5, Spring 1 Educational visit/Experience: N/A Rationale: National Curriculum requirement. Develops the concepts of community and culture. Develops the concepts of technology and progress.		Building on: Year 3, Spring 1 Leading to: Year 5, Autumn 1 Educational visit/Experience: Museum of London Rationale: Children study the impact of migration; to look at how people stand up for their rights. Develops the concept of democracy and rights. Develops the concept of power and conflict. Study of Roman Empire and impact on Britain.		Children learn about how The Anglo Saxons and The Vikings came to Britain after The Romans had left. They learn about how they changed the country and what legacy they left behind. Building on: Year 4, Spring 1 Leading to: Year 5, Autumn 1 Educational visit/Experience: N/A Rationale:The unit shows the changing shape of Britain over several centuries and the struggle for power, and leads to the next unit in Year 5. Develops the concept of power and conflict. The unit meets the requirements of the national curriculum: 'Britain's settlement by Anglo-Saxons and Scots' and 'The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor'.	
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Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What led to the Battle of Hastings? Children learn about the struggle for power of England leading up to 1066. Building on: Reception, Summer 1 Leading to: Year 5, Summer 1 Educational visit/Experience:N/A Rationale: This unit takes the chronological journey of British history to 1066. It explores the concept of power and conflict. This unit focuses on the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.		If objects could speak, what story would they tell? Benin 1000-1500 Children learn about the culture and technological advances of this society and by studying primary sources. Building on: Year 3, Autumn 1 Leading to: Year 6, Summer 1 Educational visit/Experience: British Museum Rationale: To study a non-European society that provides contrast to British history. Allows children to study the period of time in contrast to their learning in Autumn term. Develops the concepts of technology and progress. Develops the concept of power and conflict.		Why is The Tower of London significant? Children learn about the building and development of the tower from 1070 to present day and the significance it had in the area during different historical events. Building on: Year 2, Autumn 1 Leading to: Year 6, Autumn 1 Educational visit/Experience: Tower of London Rationale: To study a local building with a historical significance. Allows the children to explore many historical events in London/UK across 1000 years. Develops the concept of power and conflict.	

Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How have Brits fought for their rights over time? Women's suffrage Environmental activism Building on: Year 1, Summer 1 Leading to: N/A Educational visit/Experience: visit to local landmarks such as the suffragette mural at The Lord Morpeth. Rationale: This unit focuses on the fight for women's suffrage and extent of continuity and change during this period. It then traces the legacies of the methods and approaches to contemporary environmental movements and activism. This unit is an opportunity for local history and highlights several significant turning points in British history. It focuses on changes in social and cultural history. It is a study over time tracing how several aspects of national history are reflected in the locality. Pupils are taught about changes within living memory to reveal aspects of change in national life. As well, this unit extends pupils' chronological understanding beyond 1066. Develops the concept of democracy and rights.		How have Brits fought for their rights over time? Workers' rights LGBTQ+ rights Building on: Year 4, Spring 1 Leading to: N/A Educational visit/Experience: n/a Rationale: This unit focuses on the miners' strike of the 1980s and the impact this had on their everyday lives. It covers the support the miners received from the LGBTQ+ community and traces the ongoing activism within the community for societal change. Pupils are taught about changes within living memory to reveal aspects of change in national life. As well, this unit extends pupils' chronological understanding beyond 1066. Develops the concept of democracy and rights.		How have Brits fought for their rights over time? Racial equality in the workplace Equality in society Building on: Year 3, Autumn 1 Leading to: N/A Educational visit/Experience: London Museum Docklands Rationale: This unit focuses on the Bristol Bus Boycott and the miners' strikes to trace the longstanding history of the fight against racial discrimination and prejudice in Britain. Pupils are taught about changes within living memory to reveal aspects of change in national life. As well, this unit extends pupils' chronological understanding beyond 1066. Develops the concept of democracy and rights.	