



## History Curriculum Map

### The National Curriculum aims for Key Stage 1 and Key Stage 2 are:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

<b>Nursery</b>	<b>Curriculum content (Development Matters) Understanding of the World:</b>					
	<ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> </ul>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 1</b>
<b>My History</b> Name and talk about their family and memories. Children share photos of family and favourite toy.	Develop positive attitudes about the differences between people  <b>Remembrance Day</b>	Show an interest in different occupations linked to role-play areas.	A look at toys through the ages.	Documenting the growth of growing plants. Children will be able to talk about how the plant has changed over time.	Documenting and talking about the life cycle of a butterfly. Children will talk about the change over time.	



		Making handprint poppies				
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Use simple words to talk about the passing of time - old, new.</li> <li>• Remember and talk about significant events in their own lives.</li> <li>• Recognise and describe special times or events for family or friends.</li> <li>• Identify simple similarities and differences.</li> </ul>					
<b>Assessment:</b>	Teacher assessments					

<b>Reception</b>	<b>Curriculum content (Development Matters [DM] &amp; Early Learning Goals [ELG]):</b>					
	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Past and Present ELG.</li> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 1</b>
<b>How have I changed since I was a baby?</b>  My Family – Children will bring in photos of their family on holiday and share during our settling in weeks. History bring in baby pictures how	<b>Why do we wear different clothes at different times of Year?</b>  Bonfire Night – Children will talk about their experiences of Bonfire Night and will learn about the story of Guy Fawkes.	<b>Firefighters Then and Now</b> ‘Modern Day Superheroes’ visitors will be invited to talk to Reception - children will talk about their roles in society.	<b>What are our favourite celebrations each year?</b>	Compare and contrast characters from different stories and figures from the past.  Exploring artefacts.  Exploring dinosaur bones at our excavation site.	<b>Travel Then and Now</b> An exploration of how people travelled across the globe through the ages.  Who is David Attenborough? Learn about David Attenborough’s life and work.	



	<p>have I changed? Guess who? Exploring artefacts: Children will look at terry towel nappies, baby toys from the past and modern toys.</p>	<p><b>Remembrance Day</b> Significance of poppies, the children will paint poppies using watercolours and look at images of the fields covered in poppies.</p>				
<b>Skills:</b>	<ul style="list-style-type: none"> <li>• Use simple words to talk about the passing of time – oldest, newest, older, younger.</li> <li>• Talk about past and present events in their own lives and in the lives of family members.</li> <li>• Identify and talk about simple similarities and differences – patterns and changes.</li> <li>• Sequence pictures to show time order.</li> <li>• Listen to and recall simple Historical stories – be curious about people and show an interest in the stories. Ask and answer questions and explain their own knowledge.</li> </ul>					
<b>Assessment:</b>	<b>Initial artefact assessment</b>					<b>Final artefact assessment</b>

<b>Key Stage 1</b>	<p><b>Curriculum content (National Curriculum):</b>  Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• The 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>
--------------------	--

Year 1	Autumn	Spring	Summer
	<p><b><u>My family history</u></b>  <b>What was it like when my grandparents, great-grandparents were children?</b></p> <ul style="list-style-type: none"> <li>• Identify similarities and differences between the ways of life and household objects of the past</li> <li>• Interview older relatives/friends and research through artefacts</li> </ul> <p>LINKS: Local history</p>	<p><b><u>The Greatest Explorers</u></b>  <b>Who were some of the great explores? Why were they great – what did they do?</b></p> <p>Lives of significant others Roald Amundsen, Ibn Battuta, Captain Cook, Roberts Falcon Scott and Sunita Williams</p> <p>LINKS: Exploration and Invention</p>	<p><b><u>The Greatest inventions – transport</u></b>  <b>How did the car and transport change the world?</b></p> <ul style="list-style-type: none"> <li>• Events beyond living memory nationally and globally</li> <li>• The Wright Brothers</li> <li>• Stephenson</li> <li>• Vehicular advances and development</li> <li>• How did Britain change?</li> </ul> <p>LINKS: Invention</p>



<b>Skills:</b>	<b>Please see the Key historical skills document</b>		
<b>Assessment</b>	<b>Initial artefact assessment</b>  <b>KWL (What is already known (K), What would like to be known (W) and What has been learnt (L))</b>  <b>End of unit assessment key question</b> <b>What was it like when my grandparents, great-grandparents were children?</b>	<b>KWL</b>  <b>End of unit assessment key question</b>  <b>Who were some of the great explores? Why were they great – what did they do?</b>	<b>KWL</b>  <b>End of unit assessment key question</b> <b>How did the car and transport change the world?</b>

<b>Year 2</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b><u>The Great fire of London</u></b> <b>Who was to blame for the fire of London?</b> <ul style="list-style-type: none"> <li>• Causes of the GFOL</li> <li>• Reliability of the sources</li> <li>• Reasons and causes of GFOL</li> <li>• Life in London and changes that took place</li> <li>• Compare London now and then</li> </ul> <b>LINKS: Local history</b>	<b><u>People who have influenced our lives - Emily Pankhurst and Rosa Parks</u></b> <b>How did these two women change history?</b> <ul style="list-style-type: none"> <li>• Roles of women and how they have not always been treated equally</li> <li>• How people have been treated differently due to their colour and gender and the fight to stop this</li> </ul> <b>LINKS: Civilisation</b>	<b><u>Cuffley ( Local History)</u></b> <b>How has our area changed over time?</b> <ul style="list-style-type: none"> <li>• Cuffley high-street then and now</li> </ul> <b>Significant historical buildings and events around Cuffley</b>  <b>LINKS: Local history</b>
<b>Skills:</b>	<b>Please see the Key historical skills document</b>		
<b>Assessment:</b>	<b>Initial artefact assessment</b> <b>KWL (What is already known (K), What would like to be known (W) and What has been learnt (L))</b>  <b>End of unit assessment key question</b>	<b>KWL</b>  <b>End of unit assessment key question</b> <b>How did these two women change history?</b>	<b>KWL</b>  <b>End of unit assessment key question</b> <b>How has our area changed over time?</b>



	<b>Who was to blame for the fire of London?</b>		
--	---	--	--

<b>Key Stage 2</b>	<p><b>Curriculum content (National Curriculum):</b>  Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.  Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a local history study</li> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>
--------------------	---

<b>Year 3</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
---------------	---------------	---------------	---------------



	<p><b><u>The Stone Age</u></b>  <b>How did life change during the period?</b>  <b>What was new about the Stone Age?</b></p> <ul style="list-style-type: none"> <li>• Changes and developments during the different periods of the Stone Age</li> <li>• Compare the new stone age to earlier periods</li> <li>• Look at archaeological evidence and the Neolithic settlement at Skara Brae</li> </ul> <p>LINKS: Civilisation and Invention</p>	<p><b><u>The Bronze Age and the Iron Age</u></b>  <b>Which was most impressive – the Bronze Age or the Iron Age?</b></p> <ul style="list-style-type: none"> <li>• Key features of the periods</li> <li>• Achievements of the Bronze and Iron age people</li> <li>• Amesbury Archer</li> <li>• The Lindow Man</li> <li>• Roman accounts of the Celts</li> <li>• Were the Celts civilised?</li> </ul> <p>LINKS: Civilisation and Invention</p>	<p><b><u>Egyptians - Indus Valley, Ancient Sumner and Shang</u></b>  <b>How much did the Ancient Egyptians Achieve?</b></p> <ul style="list-style-type: none"> <li>• Who were the Ancient Egyptians and why do we remember them?</li> <li>• Ancient Egypt in relation to the Shang Dynasty, Ancient Sumner and the Indus Valley</li> <li>• What did we learn from the Egyptians?</li> </ul> <p>LINKS: Civilisation and Invention</p>
<b>Skills:</b>	<b>Please see the Key historical skills document</b>		
<b>Assessment:</b>	<p><b>Initial artefact assessment</b>  <b>KWL (What is already known (K), What would like to be known (W) and What has been learnt (L))</b></p> <p><b>End of unit assessment key question</b>  <b>How did life change during the period?</b></p> <p><b>What was new about the Stone Age?</b></p>	<p><b>KWL</b></p> <p><b>End of unit assessment key question</b>  <b>Which was most impressive – the Bronze Age or the Iron Age?</b></p>	<p><b>End of year artefact assessment</b></p> <p><b>KWL</b></p> <p><b>End of unit assessment key question</b>  <b>How much did the Ancient Egyptians achieve?</b></p>

<b>Year 4</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<p><b><u>Ancient Greece</u></b>  <b>What did the Greeks do for us?</b></p>	<p><b><u>The Romans</u></b>  <b>What was the Roman Empire and its impact on Britain?</b></p>	<p><b><u>Local History</u></b>  <b>Which historical events happened in our locality?</b>  <b>London</b></p>



	<ul style="list-style-type: none"> <li>An investigation into the beginnings of democracy and Empire</li> <li>Develop an understanding on the main features of Ancient Greek life( political, cultural and social)</li> <li>Development of democracy and its impact</li> <li>Compare life in the different city states</li> <li>Compare with life now and what came before</li> <li>The Olympic legacy</li> </ul> <p>LINKS: Civilisation and Invention</p>	<ul style="list-style-type: none"> <li>The continuation of the invasion of Britain and the nature of Empires</li> <li>The impact of the Roman invasion on the Celts.</li> <li>The Vindolanda Tablets, Hadrian's Wall</li> <li>Exploring sources written by Tacitus and Dio Cassius</li> <li>What was the legacy of the Roam Empire for Britain?</li> <li>St. Albans and the Verulamium</li> </ul> <p>LINKS: Invasion and settlement, exploration, local history and Invention</p>	<ul style="list-style-type: none"> <li>How has London changed over the centuries? (Celts to present day)</li> <li>Leaders, political events and the changing social and economics of the capital</li> <li>Why is London the capital city?</li> <li>Major events that occurred in London – The Plague, ship building and exploration capital</li> <li>London Museum</li> </ul> <p>LINKS: Local History, invasion and settlement, exploration and Invention</p>
<b>Skills:</b>	<b>Please see the Key historical skills document</b>		
<b>Assessment:</b>	<p><b>Initial artefact assessment</b></p> <p><b>KWL(What is already known (K), What would like to be known (W) and What has been learnt (L))</b></p> <p><b>End of unit assessment key question</b> <b>What did the Greeks do for us?</b></p>	<p><b>KWL</b></p> <p><b>End of unit assessment key question</b> <b>What was the Roman Empire and its impact on Britain?</b></p>	<p><b>End of year artefact assessment</b></p> <p><b>KWL</b></p> <p><b>End of unit assessment key question</b> <b>Which historical events happened in our locality?</b></p>

Year 5	Autumn	Spring	Summer
	<p><b><u>The Anglo – Saxons</u></b> <b>Was the Anglo – Saxon period really a dark period in history?</b></p> <ul style="list-style-type: none"> <li>The struggles for the kingdom of England continue.</li> </ul>	<p><b><u>The Vikings</u></b> <b>What did the Vikings want?</b></p> <ul style="list-style-type: none"> <li>Why did the Vikings raid and settle in Britain?</li> <li>Monk accounts from Lindisfarne</li> <li>King Alfred's struggle and victory.</li> </ul>	<p><b><u>The Maya</u></b> <b>Why do we remember the Maya? Were the Maya clever? How do you know?</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of the main features of Maya society.</li> </ul>



	<ul style="list-style-type: none"> <li>Evidence from a range of sources – Sutton Hoo ship burial and Staffordshire hoard.</li> <li>Beowulf.</li> </ul> <p>LINKS: Invasion and settlement, exploration and Invention</p>	LINKS: Invasion and settlement, exploration and Invention	<ul style="list-style-type: none"> <li>Theories of why the Maya city stat declined after 900AD.</li> <li>Recent discoveries about the Maya.</li> <li>Links to the Egyptians and compare their civilisations – Were they in fact civilised?</li> <li>Accounts from the Spanish Conquistadors.</li> </ul> <p>LINKS: Invasion and settlement, exploration, civilisation and Invention</p>
<b>Skills:</b>	<b>Please see the Key historical skills document</b>		
<b>Assessment:</b>	<p><b>Initial artefact assessment</b>  <b>KWL(What is already known (K), What would like to be known (W) and What has been learnt (L))</b></p> <p><b>End of unit assessment key question</b>  <b>How did the Anglo Saxons and Scots influence our lives today?</b>  <b>Was the Anglo – Saxon period really a dark period in history?</b></p>	<p><b>KWL</b></p> <p><b>End of unit assessment key question</b>  <b>What did the Vikings want?</b></p>	<p><b>End of year artefact assessment</b></p> <p><b>KWL</b></p> <p><b>End of unit assessment key question</b>  <b>Why do we remember the Maya?</b>  <b>Were the Maya clever? How do you know?</b></p>

Year 6	Autumn	Spring	Summer
	<p><b><u>WW1</u></b>  <b>Why did WW1 happen and what was its impact locally, nationally and globally? Did The Treaty of Versailles lead to WW2?</b></p> <ul style="list-style-type: none"> <li>Focus on the trench.</li> </ul>	<p><b><u>WW2</u></b>  <b>Why did WW2 happened and what was its impact on Britain and our locality? Why and how did Hitler rise to power?</b></p> <ul style="list-style-type: none"> <li>Did the Treaty of Versailles work?</li> </ul>	<p><b><u>The Tudors</u></b>  <b>Why do we remember the Tudor period?</b></p> <ul style="list-style-type: none"> <li>How did the Tudor period begin?</li> <li>Introduce the concept of civil war and the impact of war on Britain</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore the links made by countries and their impact on world events.</li> <li>• Use of sources to explore life during the war and its impact on the Empire.</li> <li>• The impact of war, the aftermath of war – What did we learn?</li> <li>• Events related to WW1 in Cuffley – William Leefe Robertson.</li> </ul> <p>LINKS: Empire, conflict and local history Ancient. Greece and Romans</p>	<ul style="list-style-type: none"> <li>• Home front and life in Britain during the War – evacuation, black out, The Battle of Britain.</li> <li>• The similarities and differences between WW1 and WW2</li> <li>• The political leadership of the time.</li> <li>• Contribution of the Empire.</li> <li>• How did the war end and its impact? The Windrush.</li> </ul> <p><b>LINKS: Empire, Conflict, civilisation, invaders and settlers</b> and Invention</p>	<ul style="list-style-type: none"> <li>• Why did Henry VIII create the Church of England?</li> <li>• Reasons for breaking with Rome and its impact on life.</li> <li>• The Reformation.</li> <li>• Exploration during the period - Drake, Raleigh links to Spanish Conquistadors and the Maya.</li> <li>• Growth of the Empire and its impact on other world civilisation – links to slavery and impact of Britain at the time – beginnings of the slave trade.</li> <li>• Hatfield House, Forty Hall or Hampton Court for local history</li> </ul> <p><b>LINKS: Exploration, Empire, local history</b> and Invention</p>
<b>Skills:</b>	<b>Please see the Key historical skills document</b>		
<b>Assessment:</b>	<p><b>Initial artefact assessment</b></p> <p><b>KWL(What is already known (K), What would like to be known (W) and What has been learnt (L))</b></p> <p><b>End of unit assessment key question</b>  <b>Why did WW1 happen and what was its impact locally, nationally and globally?</b>  <b>Did The Treaty of Versailles lead to WW2?</b></p>	<p><b>KWL</b></p> <p><b>End of unit assessment key question</b>  <b>What was the impact of WW 2 after the War had finished?</b>  <b>Why did WW2 happen and what was its impact on Britain and our locality?</b></p>	<p><b>End of year artefact assessment</b></p> <p><b>KWL</b></p> <p><b>End of unit assessment key question</b>  <b>In your opinion, why do we study the Tudor period?</b></p>