

- Curriculum Provision Mapping –

HISTORY

Year Group/Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	YEAR 1	<i>Toys Victorian to present day</i>		<i>Queen Victoria People, places and home. Now and then.</i>		<i>Rosa Parks Famous people from the past.</i>	
	YEAR 2	<i>Seaside holidays Changes within living memory. Victorians – present day.</i>		<i>Famous people in history -A study of Florence Nightingale, Mary Seacole and Edith Cavell.</i>		<i>The Great Fire of London – Major events in our history: a study. Sir Christopher Wren Samuel Pepys</i>	
KS2 Lower	YEAR 3		<i>Stone age to Iron age: A study</i>	THE VIKINGS The struggle for the Kingdom of England		EGYPTIANS The Pharaohs of Egypt, civilisation, culture and customs.	
	YEAR 4		THE ROMANS & ANGLO-SAXONS Life for a typical Anglo-Saxon family. Roman Britain and the fall of the Roman Empire.		Tudor Britain The life and times of Henry VIII his wives and successors!		The Indus Valley Bronze age civilization
KS2 Upper	YEAR 5	BRITISH HISTORY WW1 & WW2 The Battle of Britain				Ancient Greece Culture, customs and civilisation.	The Industrial Revolution Famous inventors and engineers.
	YEAR 6		The Suffragette Movement		Ancient Civilisations Study of The Mayans		Life in Victorian Britain

**- Curriculum Aims Mapping –
HISTORY**

Year Group/Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	YEAR 1	<p align="center"><u>Toys</u> <u>Victorian to present day</u></p> <p><i>- Pupils should develop an awareness of the past, using common words and phrases.</i></p> <p><i>- Pupils should identify similarities and differences between ways of life in different periods.</i></p> <p><i>- Pupils should use a wide vocabulary of everyday historical terms.</i></p> <p><i>- Pupils should ask and answer questions about the past.</i></p> <p><i>- Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – related back to the topic of <u>'Toys'</u>.</i></p>		<p align="center"><u>Queen Victoria</u> <u>People, places and home. Now and then.</u></p> <p><i>- Pupils should develop an awareness of the past, using common words and phrases.</i></p> <p><i>- Pupils should identify similarities and differences between ways of life in different periods.</i></p> <p><i>- Pupils should use a wide vocabulary of everyday historical terms.</i></p> <p><i>- Pupils should ask and answer questions about the past.</i></p> <p><i>- Pupils should be taught about the lives of significant individuals in the past who have contributed to national achievements – <u>Queen Victoria.</u></i></p>		<p align="center"><u>Rosa Parks</u> <u>Famous people from the past.</u></p> <p><i>- Pupils should develop an awareness of the past, using common words, phrases and a wider vocabulary of historical terms.</i></p> <p><i>- Pupils should be taught about the lives of significant individuals in the past who have contributed to international achievements – <u>Rosa Parks.</u></i></p> <p><i>- Pupils should understand some of the ways in which we find out about the past and different ways in which it is represented.</i></p> <p><i>- Pupils should ask and answer questions about the life of Rosa Parks.</i></p>	

	<p>YEAR 2</p>	<p><u>Seaside holidays</u> <u>Changes within</u> <u>living memory.</u> <u>Victorians – present</u> <u>day.</u></p> <ul style="list-style-type: none"> - Pupils should develop an awareness of the past, using common words and phrases. - Pupils should identify similarities and differences between ways of life in different periods. - Pupils should use a wide vocabulary of everyday historical terms. - Pupils should ask and answer questions about the past. - Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – related back to the topic of '<u>Seaside Holidays</u>'. 		<p><u>Famous people in</u> <u>history -A study of</u> <u>Florence</u> <u>Nightingale, Mary</u> <u>Seacole & Edith</u> <u>Cavell.</u></p> <ul style="list-style-type: none"> - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements – <u>Florence Nightingale, Mary Seacole & Edith Cavell.</u> - Pupils should compare aspects of life in different time periods: Florence Nightingale compared to Edith Cavell. - Pupils should ask and answer questions; and understand some of the ways in which we find out about the past. - Pupils should develop an awareness of the past, using common 		<p><u>The Great Fire of</u> <u>London – Major</u> <u>events in our</u> <u>history: a study.</u></p> <ul style="list-style-type: none"> - Pupils should be taught about events beyond living memory that are significant nationally or globally: <u>The Great Fire of London.</u> - Pupils should be taught about the lives of significant individuals during this time period: Christopher Wren & Samuel Pepys. - Pupils should know where the people and events they study fit within a chronological framework - Pupils should develop an awareness of the past, using common words, phrases and a widening historical vocabulary. - Pupils should ask and answer questions, choosing and using parts of stories and other 	
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				words, phrases and a widening historical vocabulary.		sources to show that they know and understand key features of events.	
KS2 Lower	YEAR 3		<p><u>Stone Age to Iron Age: A study</u></p> <p>- Pupils should be taught about changes in Britain from the <u>Stone Age to the Iron Age</u>. This is to include:</p> <ul style="list-style-type: none"> *hunter-gatherers and early farmers, e.g. Skara Brae * Bronze Age technology and travel, e.g. Stonehenge * Iron Age hill forts: tribal kingdoms, farming, art and culture <p>- Pupils should continue to develop a chronologically secure knowledge and understanding of periods they study.</p> <p>- Pupils should note connections, contrasts and trends over time & develop the appropriate use of historical terms.</p> <p>- Pupils should</p>	<p><u>THE VIKINGS</u></p> <p><u>The struggle for the Kingdom of England</u></p> <p>- Pupils should be taught about the <u>Viking and Anglo-Saxon</u> struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>- Pupils should be taught about:</p> <ul style="list-style-type: none"> * Viking raids and invasion * resistance by Alfred the Great and Athelstan, first king of England * further Viking invasions and Danegeld * Anglo-Saxon laws and justice * Edward the Confessor and his death in 1066 <p>- Pupils should continue to develop a chronologically secure knowledge and understanding of</p>		<p><u>EGYPTIANS</u></p> <p><u>The Pharaohs of Egypt, civilisation, culture and customs.</u></p> <p>- Pupils should be taught about the achievements of the earliest civilizations: <u>Ancient Egyptians</u>.</p> <p>- Pupils should be taught an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>- Pupils should continue to develop a chronologically secure knowledge and understanding of periods they study.</p> <p>- Pupils should note connections, contrasts and trends & develop the appropriate use of historical terms.</p> <p>- Pupils should understand how our</p>	

			<p><i>understand how our knowledge of the past is constructed from a range of sources.</i></p>	<p><i>periods they study.</i></p> <p><i>- Pupils should note connections, contrasts and trends over time & develop the appropriate use of historical terms.</i></p>		<p><i>knowledge of the past is constructed from a range of sources.</i></p>	
YEAR 4			<p><u>THE ROMANS & ANGLO-SAXONS</u></p> <p><u>Life for a typical Anglo-Saxon family. Roman Britain & the fall of the Roman Empire.</u></p> <p><i>- Pupils should be taught about the <u>Roman Empire</u> and its impact on Britain. This is to include:</i></p> <ul style="list-style-type: none"> <i>*Julius Caesar's attempted invasion in 55-54 BC</i> <i>* the Roman Empire by AD 42 and the power of its army.</i> <i>* the fall of the Roman Empire.</i> <p><i>- Pupils should be taught about Britain's settlement by <u>Anglo-Saxons</u>. This is to include:</i></p> <ul style="list-style-type: none"> <i>* Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i> 		<p><u>Tudor Britain</u></p> <p><u>The life and times of Henry VIII, his wives and successors!</u></p> <p><i>- Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: <u>Tudor Britain</u></i></p> <p><i>- Pupils should be taught about:</i></p> <ul style="list-style-type: none"> <i>* the changing power of monarchs;</i> <i>* changes in an aspect of social history, such as crime & punishment or leisure</i> <i>* Tudor culture, art, architecture & literature.</i> <p><i>- Pupils should continue to develop a chronologically secure knowledge and understanding of periods they study.</i></p> <p><i>- Pupils should note</i></p>		<p><u>The Indus Valley</u></p> <p><u>Bronze age civilization.</u></p> <p><i>- Pupils should be taught about the achievements of the earliest civilizations: <u>The Indus Valley</u>.</i></p> <p><i>- Pupils should be taught an overview of where and when the first civilizations appeared and a depth study of The Indus Valley.</i></p> <p><i>- Pupils should continue to develop a chronologically secure knowledge and understanding of periods they study.</i></p> <p><i>- Pupils should note connections, contrasts and trends & develop the appropriate use of historical terms.</i></p> <p><i>- Pupils should</i></p>

			<p><i>* Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i></p> <p><i>* Anglo-Saxon art and culture.</i></p> <p><i>- Pupils should study the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day.</i></p>		<p><i>connections, contrasts and trends & develop the appropriate use of historical terms.</i></p>		<p><i>understand how our knowledge of the past is constructed from a range of sources.</i></p>
<p>KS2 Upper</p>	<p>YEAR 5</p>	<p><u>BRITISH HISTORY</u> <u>WW1 & WW2</u> <u>The Battle of Britain</u></p> <p><i>- Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Britain at War – <u>WW1 & WW2</u></i></p> <p><i>- Pupils should be taught about a significant turning point in British history: <u>The Battle of Britain</u></i></p> <p><i>- Pupils should</i></p>				<p><u>Ancient Greece</u> <u>Culture, customs and civilisation.</u></p> <p><i>- Pupils should be taught about <u>Ancient Greece</u>.</i></p> <p><i>- Pupils should study Greek life and achievements and their influence on the western world.</i></p> <p><i>- Pupils should study the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.</i></p> <p><i>- Pupils should</i></p>	<p><u>The Industrial Revolution</u> <u>Famous inventors and engineers.</u></p> <p><i>- Pupils should be taught about a significant turning point in British history: <u>The Industrial Revolution</u>.</i></p> <p><i>- Pupils should continue to develop a chronologically secure knowledge and understanding of periods they study.</i></p> <p><i>- Pupils should note connections, contrasts and trends over time & develop</i></p>

		<p><i>continue to develop a chronologically secure knowledge and understanding of periods they study.</i></p> <p><i>- Pupils should note connections, contrasts and trends over time & develop the appropriate use of historical terms.</i></p> <p><i>- Pupils should understand how our knowledge of the past is constructed from a range of sources.</i></p>				<p><i>continue to develop a chronologically secure knowledge and understanding of periods they study.</i></p> <p><i>- Pupils should note connections, contrasts and trends over time & develop the appropriate use of historical terms.</i></p> <p><i>- Pupils should understand how our knowledge of the past is constructed from a range of sources.</i></p>	<p><i>the appropriate use of historical terms.</i></p> <p><i>- Pupils should understand how our knowledge of the past is constructed from a range of sources.</i></p>
YEAR 6			<p><u>The Suffragette Movement & Life in Victorian Britain</u></p> <p><i>- Pupils should be taught about a significant turning point in British history: <u>The Suffragette Movement.</u></i></p> <p><i>- Pupils should continue to develop a chronologically secure knowledge and understanding of periods they study.</i></p> <p><i>- Pupils should note connections, contrasts and trends</i></p>		<p><u>Ancient Civilisations Study of The Mayans</u></p> <p><i>- Pupils should be taught about a non-European society that provides contrasts with British history: <u>Mayan civilization</u> c. AD 900</i></p> <p><i>- Pupils should continue to develop a chronologically secure knowledge and understanding of periods they study.</i></p> <p><i>- Pupils should note connections, contrasts and trends over time &</i></p>		<p><u>History in our locality: How have things changed?</u></p> <p><u>Life in Victorian Britain</u></p> <p><i>- Pupils should be taught about a <u>Local History Study.</u> This is to include:</i></p> <p><i>* a study over time, tracing how several aspects of national history are reflected in the locality;</i></p> <p><i>* a study of an aspect of history or a site that is significant in the locality.</i></p>

			<p><i>over time & develop the appropriate use of historical terms.</i></p> <p><i>- Pupils should understand how our knowledge of the past is constructed from a range of sources.</i></p>		<p><i>develop the appropriate use of historical terms.</i></p> <p><i>- Pupils should understand how our knowledge of the past is constructed from a range of sources.</i></p>		<p><i>- Pupils should continue to develop a chronologically secure knowledge and understanding of local history.</i></p> <p><i>- Pupils should note connections, contrasts and trends over time & develop the appropriate use of historical terms.</i></p> <p><i>- Pupils should address change, cause, similarity and differences within their local area.</i></p>
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