



History Curriculum Map

<p>EYFS</p>	<p>By the end of the EYFS will have:</p> <ul style="list-style-type: none"> • Shared photographs of their families, friends, pets or favourite people. • Read stories and information books about places, such as a zoo or the beach, to remind children of visits to real places. • Looked closely at similarities, differences, patterns and change. • Developed an understanding of growth, decay and changes over time. • Shown interest in the lives of people who are familiar to them. • Remembered and talked about significant events in their own experience. • Recognised and described special times or events for family or friends. • Commented and asked questions about aspects of their familiar world, such as the place where they live or the natural world. • Talked about some of the things they have observed, • Talked about why things happen and how things work. • Developed an understanding of growth, decay and changes over time. • Looked closely at similarities, differences, patterns and change. <p>ELG Know about similarities and differences in relation to places, objects, materials and living things. Talk about the features of their own immediate environment and how environments might vary from one another.</p>					
	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p>Autumn</p>	<p>Toys</p>	<p>WW2: Remembrance Remembering...</p>	<p>Stone Age</p> <p>Life – food, animals, shelter, relationships, art, myths,</p> <p>Text: The Boy with Bronze Axe</p>	<p>Ancient Greece</p> <p><i>(Life – food, clothing, houses, achievements, influence on western world)</i></p>	<p>Vikings</p> <p><i>(Who they were? Raids, invasions, Edward the confessor, Battle of Hastings, Bayan tapestry, Domesday Book)</i></p>	<p>Early Islamic Civilisation</p> <p>Civilisation</p> <p><i>(How the Islamic civilisation spread so fast, what can we learn from early Islamic practice for setting up the capital in Baghdad, What</i></p>



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						<p><i>was so special about Baghdad in its golden age, Just how amazing was life for rich people in Baghdad, which of the earliest Islamic achievements impacts our life? What achievement was most important?)</i></p>
Spring	Great Fire of London	<p>Significant People: Florence Nightingale compared with Mary Seacole</p> <p>Victorians and their life</p> <p>peasantry</p>	<p>Bronze Age</p> <p>Stonehenge</p> <p>Iron Age</p>	<p>The Roman invasion of Britain empire (<i>Empire, Invasions, Julius Caesar, Impact on Britain, Roman Town, Lasting legacy of the Romans – art, architecture or literature</i>)</p>	<p>Changing power of monarchs throughout History: Change of Thrones</p> <p>The Civil War</p> <p>(A plotted history of interesting Monarchs – then focus on Charles 1st, Oliver Cromwell, Charles 2nd in relation to The Civil War)</p> <p>parliament</p>	<p>Crime and Punishment throughout History</p> <p>(Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perception and judgements)</p>



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Summer	<p>Famous Historians: Mary Seacole</p>	<p>A local History study: Railways and waterways</p>	<p>Ancient Egyptians</p>	<p>Anglo Saxons <i>(Roman withdrawal from Britain, Scots invasion from Ireland to North Britain, Anglo Saxons invasions, settlements and kingdoms: place names and village lives.)</i></p>	<p>History Study: Local History - Buckingham <i>(Where Buckingham begins in chronology of time – link to Anglo Saxons, historic points of interested linked back across the ages – what can we see today / or not that tells us about the past in different period of history.)</i></p>	<p>History Study: Significant People throughout History <i>Inspirational legacies - look at acts and policies – like human rights / equality act, UN rights of a child</i> <i>(Albert Einstein, Rosa Parks, Emily Pankhurst – link significant events/themes (racial equality, gender equality, poverty, equality, technology, medicine, education) to the people who were a part of them – people who overcame massive struggles, how they have made a difference for how we live – link to school values and work towards</i></p>
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						<i>writing a persuasive piece as to why that significant person links to the value</i>
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Early Civilisation

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-what-food-did-they-eat-in-baghdad-900ad/zdxc8xs>