#### <u>Curriculum Map – History 2023 - 2024</u>

#### **EYFS - History Curriculum Map**

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2

ELG 'Past and Present'.

#### a) Name and describe people who are familiar to them

Talk about the lives of the people around them and their roles in society, such as the police, the fire service, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them.

#### b) Comment on images of familiar situations in the past

Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

#### c) Compare and contrast characters from stories including figures from the past

Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past, using songs, poems, puppets, role play and other storytelling methods.

# Year 1 - History Curriculum Map

Autumn Term 1	Autumn Term 2	Spring Term 1 & 2	Summer Term 1	Summer Term 2
All About Castor	<u>Pastime</u>	Why will Queen Elizabeth be		All at sea
		<u>remembered?</u>		
The 'Big Picture':	The 'Big Picture':			The 'Big Picture':
(Rationale for the Theme)	(Rationale for the Theme)	The 'Big Picture':		(Rationale for the Theme)
This unit will teach and encourage	This unit will continue to teach and encourage the	(Rationale for the Theme)		This unit will continue to teach and encourage the ongoing
the ongoing use of common words	ongoing use of common words and phrases	This unit will continue to teach and encourage		use of common words and phrases relating to the passing
and phrases relating to the passing	relating to the passing of time. This will link with	the ongoing use of common words and		of time.
of time. This will link with learning	learning in maths.	phrases relating to the passing of time.		Exploring the life of Grace Darling will provide
in maths.	Our leisure activities, toys and games will be the	Exploring the life of Queen Elizabeth 11 will		opportunities to develop curiosity and knowledge about
Our school and our village will the	inspiration to be used to explore change over	provide opportunities to develop curiosity		change over time and also about a significant female
inspiration to be used to explore	time.	about changes within living memory and an		individual who made a huge impact. A visit to Hunstanton
change over time. A visit from a	A visit from Peterborough Museum will be	understanding of the ways we can find out		Lifeboat Station will be arranged to give a context to the
villager will be arranged to give	arranged to give first-hand knowledge about toys	about these changes.		learning and a further layer to the learning experience. This
first-hand knowledge about	from the past.	Relevance to school community/locality		will link to learning in geography.
changes in our locality. This will	Relevance to school community/locality	How has the Queen influenced our school,		Relevance to school community/locality
link with learning in geography.	How have our lives changed over time?	village and families?		Coastal resorts within easy reach of our village – how has
Relevance to school	How has the way we spend our leisure time in and	How can we find out?		travel to these seaside towns changed over time?
community/locality:	out of school changed over time?	What questions can we ask?		How can we find out?
How has our school changed over	How can we find out?	Link to local Platinum Jubilee Celebrations in		What questions can we ask?
time?	What questions can we ask?	2022		The RNLI – how can we show our support as a
How has the village changed over	Builds on prior learning in	Builds on prior learning in		class/school?
time?	This builds upon learning in term 1 in relation to:	This builds upon learning in term 1 in relation		Builds on prior learning in
How can we find out?	Their knowledge and understanding of words and	to:		This builds upon learning in term 1 in relation to:
What questions can we ask?	phrases relating to the passing of time.	Their knowledge and understanding of words		Their knowledge and understanding of words and phrases
Builds on prior learning in	This unit builds on learning in EYFS in relation to:	and phrases relating to the passing of time		relating to the passing of time
EYFS in relation to:	The sequencing of events across the day and the	'All about Castor' topic from term 1		Term 3 learning about Queen Elizabeth II (developing an
Their knowledge and	lives of their peers	This unit builds on learning in EYFS in relation		understanding of the past and how other people are
understanding of the	Similarities and differences between themselves.	to:		different from them yet share some of the same
world: everyday language about	Creates readiness for This unit will form the	The 'Are we nearly there yet?' theme –		characteristics
the passing of time, ordering and	foundations of all future history learning as it is a	London buildings.		This unit builds on learning in EYFS in relation to:
sequencing familiar events.	core unit in relation to the understanding of basic	Creates readiness for This unit will form the		Learning about the past through talking to their parents,
Creates readiness for This unit will	chronology.	foundations of all future history learning as it		grandparents, and friends.
form the foundation for further	In Year 1 they will start to investigate time beyond	is a core unit in relation to the understanding		Creates readiness for This unit will form the foundations of
work undertaken in Y1 and Y2	living memory	of basic chronology.		all future history learning as it is a core unit in relation to
where children will be increasingly	Vocabulary:	In Year 2 the children will look at life in		the understanding of basic chronology. In Year 2, the role
looking a events and individuals	similarities, differences, past, grandparents, old,	castles - Norman and Victorian		of women in history will be explored through Florence
from the past.	new, decade, chronological, compare and contrast,	Vocabulary:		Nightingale, Amy Johnson, Mae Jemison
Vocabulary:	timeline, museum.	Queen, London, monarch, palace,		In Year 5, the children will look at the impact of the railway
days, months, today, yesterday,		Buckingham, king, timeline, Royal family,		during the Industrial Revolution
tomorrow, similarities, differences,		generations, line of succession, birth,		Vocabulary:
sources of information, changes		coronation, jubilee, flag.		RNLI, charity, volunteer, rescue, lifeboat, Skegness,
over time.				lighthouse, lamp, candle, Grace Darling, Victorian, heroine,
				courage, Queen Victoria, seaside, invention

# Year 2 - History Curriculum Map

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Location, Location!	Remembering Heroes and	From Castor to Beijing	The 'Big Picture':	The Stone Age	The 'Big Picture':
Understand that we can learn a great	Celebrating Heroines	An overview of where and	(Rationale for the Theme)		(Rationale for the Theme)
deal form life in the past from castles	The 'Big Picture':	when the first civilizations	Understand how people's lives	The hunters of Doggerland	To learn about events beyond
that still stand today. The children will	(Rationale for the Theme)	appeared- The Shang	have shaped the nation, how	Hunter-gatherers	living memory that are of
learn that not all castles are ruins and	It is important that the children	Dynasty.	the lives of significant	What do we mean by 'pre-	national significance and people
that some are still working castles.	know the sacrifice made by	We will learn about Fu hao	individuals have contributed to	historic'?	who contributed to this event.
They will learn that life for the rich	local people during the Great	and her importance in the	national and international	Skara Brae	To know how life was different
and poor was very different within	War and subsequent conflicts. It	Shang Dynasty and	achievements, How the lives of	Stonehenge	in the past.
the castle walls and will compare this	is important that during the	studying artefacts that	these individuals compare in	How was Stonehenge built?	To know there are many ways
to life today.	worst conflicts, people can	were buried in her tomb.	different time periods.		we can find out about the past
They will consider how people use	make a difference to others		Women explorers have been	Builds on prior learning in	even when they occurred many
the physical landscape to their	during very difficult times and	Builds on prior learning in	chosen as they challenged	Fantastic Fantasy in Year 1.	years before living memory.
advantage and why castle design	that they leave a legacy for	Pastimes in year 1	stereotypes, are pioneers,		To know that we can learn from
evolved over time.	future generations.		explorers and the first in their	Creates readiness for Roman	events that have happened.
	Relevance to school	Creates readiness for	field.	Empire and Roman Britain in	To consider what we can learn
Builds on prior learning in	community/locality	The Indus Valley in year 4	To give children ambition and	Year 4 (tools, weapons and their	from the Great Fire of London
Looking at village life in Year 1 and	Who, why, what and how do we		aspiration to achieve.	uses over time).	Key enquiry question – How did
Queen Elizabeth II. In EYFS, looking at	remember on Remembrance				London change after the
castles in 'Jack and the Beanstalk' and	Day?		Builds on prior learning in		GFOL?
landmarks in London- looking at	How important was the work of		EYFS- Transport		Relevance to school
Buckingham Palace)	Florence Nightingale and Mary				community/locality
	Seacole in the Crimean War?		Creates readiness for		Local Fire Station in
Creates readiness for Y2 revisit the	Why was Mary Seacole not		Year 5 - Space		Peterborough
social hierarchy of the 17th century in	acknowledged for her		Year 6 - WWII RAF		
the summer term as well as thinking	achievements at the time?				Builds on prior learning in
about the Tower of London.					Reflection on personal
The power of the monarchy will be	Builds on prior learning in				experiences of Remembrance
revisited throughout KS2, including	Reflection on personal				Day
the Tudors in Y4 and the Victorians in	experiences of Remembrance				
Year 5. The importance of developing	Day				Creates readiness for
a strong fort will also be studied in					WWII in Year 6 and the legacy of
KS2 (Stone to Iron Age Y3 and the	Creates readiness for				the war (the formation of the
Anglo-Saxons and Vikings Y6.	WWII in Year 6 and the legacy				NHS)
	of the war (the formation of the				
	NHS)				

# Year 3 - History Curriculum Map

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Ancient Egypt	Cradles of Civilisation	Indus Valley Civilisation	Persia and Greece	Ancient Greece	Alexander the Great
Location, origin in settlements	The land between two rivers:	Sites and artefacts in the Indus	Start with ancient Persia and its	Athenian democracy and	Where did Alexander come
around the Nile, living by the	Ancient Mesopotamia – the	Valley (including the dancing	empire to set geographical &	empire Art, culture & learning in	from? Backstory of Philip of
Nile, the role of the Nile in	unique 'cradle' (development of	girl, the priest king, seals, the	political context. Ancient Greek	Ancient Greece Greek	Macedon and the Macedonian
developing belief systems as	writing to record trade). Then,	threshing platforms, pots and	city states, inc. Sparta and	architecture, inc. Parthenon	empire.
well as agriculture. How the	geographical overview of	potsherds, beads, weights,	Athens. Why/how did they	Greek religion in Greek stories	cp.i c.
power structures (pharaohs, the	ancient civilisations of the	toys)	form? Homer's Iliad	(use stories to revisit content	Alexander the Great: childhood.
double crown) were linked to	world, inc. big map seeing		Tomm Homer o maa	from Greek politics, culture and	education (link to Aristotle in
the geography of Egypt; how	where they all were &	Bricks, buildings, baths,	Greco-Persian wars, inc. battle	religion in Spring 2)	Summer 1), early battles,
they were sustained through	geographical similarities.	bathrooms, drainage Mohenjo	of Marathon.		conquest of Persia, death.
art, writing, belief systems.		Daro, Harappa, Lothal	,	Greek literature, inc. epic poetry	,
Ancient Egyptian religion,	Depth study of ancient Sumer in	Similarities and differences	Thermopylae, Salamis	– inc. Homer's Odyssey.	Library of Alexandria (laying the
government, art, great	Mesopotamia via rivers &	between Indus Valley and	., ,	, ,	ground for Y4 Rome and Y5
monuments, beliefs about	settlements (reinforce	Sumer and Egypt (e.g. writing,	Ancient Greek language	Tragedy in Greek theatre	Baghdad)
death, farming.	geography knowledge so far)	monuments)			
	and via art of ancient		Peloponnese War Greek religion	Philosophy and enquiry in	Meanwhile in Egypt Egypt
How Egypt changed through	civilisations. Ziggurats	Craftsmanship, trade, barter	– gods and goddesses	Ancient Greece, inc. Aristotle –	under the Ptolemy family.
time - kingdoms, art, pyramids,		Puzzles for historians, including		depth on Aristotle.	Greece and Egypt – where do
beliefs and writing	Disciplinary focus: similarity and	rulers and religion	Disciplinary focus: similarity and		our stories converge? Why did
	difference How similar and how		difference What did Greek city-	Disciplinary focus: evidential	the Egyptian empire last so
Disciplinary focus:	different were Ancient Egypt	Disciplinary focus: evidential	states have in common?	thinking What can historians	long? Why did it fizzle out this
change/continuity How much	and Ancient Sumer?	thinking How do we know a		learn from the sources from	time? What have we learned
did Ancient Egypt change over			Builds on prior learning in	Ancient Greece?	about why empires rise and
time?	Builds on prior learning in	Builds on prior learning in	Cradles of Civilisation		fall?
	Ancient Egypt	Explorers in Year 2 and Cradles		Builds on prior learning in	
<b>Builds on prior learning in</b> Fire		of Civilisation	Creates readiness for Ancient	Ancient Egypt, Indus Valley and	Disciplinary focus: causation
Fire! and Real-Life Superheroes	Creates readiness for Rivers in		Greece and Alexander the	Persia and Greece in	How did Alexander the Great
in Year 2.	Geography Year 3	Creates readiness for Roman	Great		conquer so much land?
		Empire and Roman Britain in		Creates readiness for Roman	
Creates readiness for: Roman		Year 4, Ancient Greece in Year 3		Empire and Roman Britain in	<b>Builds on prior learning in</b> Persia
Empire and Roman Britain in		(ancient civilizations)		Year 4 (ancient civilizations,	and Greece
Year 4, Indus Valley and Ancient				empire)	
Greece in Year 3 (rulers/ruling,					Creates readiness for Roman
ancient civilizations)					Empire and Roman Britain in
					Year 4

# Year 4 - History Curriculum Map

Roman Britain	i		
Noman britain	Christianity in three empires (300-600CE)	Islamic civilisations (1)	Islamic civilisations (2) Cordoba:
		Arabia and early Islam	city of light
	· · · · · · · · · · · · · · · · · · ·		
	· · · · · · · · · · · · · · · · · · ·		The Rise of Islam Depth focus:
migrants (e.g. Celts).			Cordoba - city of light (draw on
		,	geography on trade, climate,
			locational knowledge). The
culture.	1		glories of Islamic achievement
	as follows:		in art, architecture, learning and
,		the world.	science in Cordoba.
Boudicca.	I		
			How Muslims, Christians and
Roman town: Aquae Sulis			Jews lived and worked together,
	!		collaborated on great
		,	architectural projects together
Hadrian's Wall	1		and built a culture of learning
		Islam.	together.
Black Romans in Britain			
			The great library of Cordoba –
		,	how knowledge of medicine,
			technology, art, theology and
_	_ ·	_	geography was built through
		in Arabia?	the work of peoples from all
	l		three religions.
sources?			
	<u> </u>	·	Disciplinary focus: similarity and
· · · · · ·			difference How did worlds come
Roman Empire in Year 4.			together in Cordoba?
	Christianity in Aksum.	Cordoba: city of light	Duilds on original comics in
	Distriction of the start of the Aliff		Builds on prior learning in
•			Christianity in three Empires
	made each early Christian state special?		and Arabia and early Islam
	Ruilds on prior learning in Poman Empire and		Creates readiness for: The
life).			
	Noman britain in Teal 4.		round city: Baghdad
	Creates readiness for: Angle Savens in Veer E		
	(Ciristianity in the billion isles).		
	The ancient Britons – a land of diversity, a land of migrants (e.g. Celts).  Celtic language, Celtic culture.  Rebellions: Caractacus, Boudicca.  Roman town: Aquae Sulis  Life on the frontier: Hadrian's Wall  Black Romans in Britain  Disciplinary focus: evidential thinking What kinds of knowledge about Roman Britain have historians been able to build from the sources?  Builds on prior learning in Roman Empire in Year 4.  Creates readiness for: Christianity in Three Empires in Year 4 (understanding of Roman life).	of diversity, a land of migrants (e.g. Celts).  Celtic language, Celtic culture.  Rebellions: Caractacus, Boudicca.  Roman town: Aquae Sulis  Life on the frontier: Hadrian's Wall  Black Romans in Britain  Disciplinary focus: evidential thinking What kinds of knowledge about Roman Britain have historians been able to build from the sources?  Builds on prior learning in Roman Empire in Year 4.  Creates readiness for: Christianity in Three Empires in Year 4 (understanding of Roman Empires in Year 4 (understanding of Roman Empires)  Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows:  1.Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire.  2.Constantine and Battle of Milvian Bridge.  Christianity in Rome. Persecution etc. Constantinople as follows:  1.Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge.  Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge.  Christianity becoming official religion of Roman Empire.  2.Constantine and Battle of Milvian Bridge.  Christianity in Rome. Persecution etc. Constantinople as follows:  1.Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge.  Christianity in Rome. Persecution etc. Constantinople as follows:  1.Revisit Christianity in Rome. Persecution etc. Constantinople as follows:  2.Constantine pud of Christianity in Rome. Persecution etc. Constantinople as follows:  1.Revisit Christianity in Rome. Persecution etc. Constantinople as follows:  2.Constantine and Battle of Milvian Bridge.  Christianity in Engine and Engine and Engine as follows:  2.Constantine and Battle of Milvian Bridge.  Christianity in Rome. Persecution etc. Constantinople as follows:  2.Constantine and sattle of Milvian Bridge.  2.Constant	of diversity, a land of migrants (e.g. Celts).  Celtic language, Celtic culture.  Rebellions: Caractacus, Boudicca.  Roman town: Aquae Sulis  Life on the frontier: Hadrian's Wall  Black Romans in Britain  Disciplinary focus: evidential thinking What kinds of knowledge about Roman Britain have historians been able to build from the sources?  Builds on prior learning in Roman Empire in Year 4.  Creates readiness for: Christianity in Three Empires in Year 4 (understanding of Roman life).  Constantinople and Adulis (in the African empire and Roman Britain in Year 4.  Creates readiness for: Celtic language, Celtic empire, of Aksum), representing three types of Christianity in Indivence on functional people of Aksum), representing three types of Christianity and intended by and influenced by and influencing local culture. Stories examine the role of rulers and influenced by and influencing local culture. Stories examine the role of rulers and influenced by and influencing local culture. Stories examine the role of rulers and influenced by and influencing local culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world.  An oral culture and a land of poetry. Stories about the birth of Islam.  An oral culture and a land of poetry. Stories about the birth of Islam.  Medina and the birth of Islam.  Disciplinary focus: challed the birth of Islam.

# Year 5 - History Curriculum Map

round city. When the looked like have what and show it was built. What it looked like have we have a disciplinary focus: shapids and paper, translation of the ancient tests from Greek.  The flueue of Wisdom, books and paper, translation of the ancient tests from Greek.  The contribution of Rapids and Bastronom, mathematics and mapping the world; science, but when she is cholarly and medicine.  How kalmic scholars ro learning of the ancient, tests from greater of the ancient, and the advances in European knowledge that came in the Remahasince.  Builds on prior learning in Crades of Civilization in year 2 and Cortobas and in Raping May were there so many reselless minds in Cortobas and in Raping for the members.  The first Viking raids and invasions  The first Viking and invasions  The first Viking raids and invasions  The first Viking and raids on the Kingdom of Wessex  The first Viking and raids on the Kingdom of Wessex  The first Viking and raids on the Kingdom of Wessex  The first Viking and raids on the Kingdom of Wessex  The first Viking and raids on the Kingdom of Wessex  The first Viking and raids on the Kingdom of Wessex  The first Viking and raids on the Kingdom of Wessex  The first Viking and raids on the Kingdom of Wessex  The first Viking and raids on the Kingdom of Wessex  The first Viking and raids on the Kingdom of Wessex  The first Viking and invasions  The first Vik	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Beginn focus. Baghdad—the round city. Where, with his flooked like. How we know about it it mough archaeology attelacts and written sources. Why it is so important in understand medieval blaum. The House of Wisdom, books and paper, translation of the mission to the Angles Source of Wisdom, books and paper, translation of the mission to the Angles (Poper Astronomy, mathematics and and startomer), mathematics and and mapping the world; science, deceiping the world; science, deceiping the world; science, deceiping the world; science, deceiping the Wisdom of Sandhars removed and moved it for loval and moved of the ancient tests from endicine. How Wisings changed as the temperature of the science of the sci	Islamic Civilisations (3) The	Anglo-Saxon Britain	Lady of the Mercians	Norse culture	Changing Rulers, Changing Worlds	Local history study – school
Depth focus: Baphdad—the round city. Where, why and how it was built. What it looked like How we know about it through archaeology, artefacts and written sources. Why it is on it is fall in the British Isles [1] (utish rule in the Br	round city: Baghdad					planned unit
Anglo-Sexon kingdoms only it was bulk. What it looked like. How we know about it through a chaelegy, artefacts and written sources. Why it is so important in understand medieval Islam.  The House of Wisdom, books and paper, translation of the massion to the Angles (Potes and paper, translation of the massion to the Angles (Potes and paper, translation of the massion to the Angles (Potes and paper, translation of the massion to the Angles (Potes and paper, translation of the massion to the Angles (Potes and paper, translation of the massion to the Angles (Potes and paper, translation of the massion to the Angles (Potes and paper, translation of the massion to the Angles (Potes and paper, translation of the massion to the Angles (Potes and paper, translation of the massion to the Angles (Potes and paper, translation of the massion to the Angles (Potes and paper, translation of the massion to the Angles (Potes and paper, translation of the massion to the Angles (Potes and paper, translation of the massion to the Angles (Potes and paper, translation of the massion to the Angles (Potes and Potes and paper, translation of the massion to the Angles (Potes and Potes		Reasons for migration	The first Viking raids and invasions			
how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is of in Kent: Ethelentria and gerta) including Augustine etc., up to Synod of Whitby and paper, translation of the ancient texts from Greek.  The contribution of Baghdad and Islamic scholars to learning astronomy, mathematics and mapping the work) scholars to learning astronomy, mathematics and mapping the work) scholars to learning astronomy, mathematics and mapping the work) scholars to learning astronomy, mathematics and mapping the work) scholars to learning astronomy, mathematics and mapping the work) scholars to learning to the ancient exts from Greek.  How Marnis scholars preserved the learning of the ancient exception and adult and moved it forwards, feeding into all the advanced in Curpopean knowledge that came in the Renaissance.  Builds on prior learning in Cradles of Civilisation in year 2 and Cordbox of Civilisation in year 2 and Cordbox of Civilisation in year 3 and Cordbox for United Processions and Cordbox of Civilisation in year 3 and Cordbox for United Procession and Cordbox of Civilisation in year 3 and Cordbox for United Procession and Cordbox of Civilisation in year 3 and Cordbox for United Procession and						
Like How we know about it through archeads part of the through archeads grade and written sources. Why it is so important in understand written sources. Why it is so important in understand and sharing the House of Wisdom, books and paper, translation of the analient tests from Greek.  The House of Wisdom, books and paper, translation of the mission to the Angles (Pape Gregory: front Angles but angels').  The Coreat Heathen Army'  Affred in Athelney  What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epts such angular people, men, women and civilisations?) (e.g. epts such angular people, men, women and civilisations?) (e.g. epts such angular people), men, women and civilisations?) (	round city. Where, why and	Anglo-Saxon kingdoms	King Alfred of the Kingdom of Wessex	gods, goddesses, stories	children. Consolidates stories from	
through archaeology, artefacts and written sources. Mily it is so in Kent: Etholephart and Berta) including Augustine etc, up to Symod of Whitby daptoms the House of Wisdom, books and paper, translation of the ancient texts from Greek.  The contribution of Baghadd and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and moved it forwards, feeding into all the advances in the Renalssance.  How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in the Renalssance.  Disciplinary focus: evidence How have historians learned about Anglo-Saxon Britain?  Disciplinary focus: causation Why were there so many were there so many were there so many were tere so many were tere so many were tere so many were tere so many for relating in Cradles of Givillisation in year 3 and Cordoba and in Baghadar?  Sullds on prior learning in Cradles of Givillisation in year 3 and Cordobas for Givillisation in year 3 and Cordobas (Iv) of light, Christianity in three empires.  Creates readiness for: Cadey of Civillisation in year 3 and Cordobas for Givillisation in year 3 and Cordobas for	how it was built. What it looked			and customs. Beowulf -	· ·	
in kent: Ethelberht and moved inderstand moved stand moved it forwards, freeding into all the advances in the learning of the ancient world and moved it forwards, freeding into all the advances in European knowledge that came in the Renaissance.  Disciplinary focus: causation Why were there so many resitiess minds in Cordoba and in Baghdad?  Builds on prior learning in Cradles of Civilisation in year 3 and Cordoba: Cradles of Civilisation in year 3 and Cordoba: Cradles for Civilisation in year 3 and Cordoba: Cradles of Civilisation in year 3 and Cordoba: Cradles for Civilisation in year 3 and Cordoba: Creates readiness for: Landy of the Mercians, Norse Culture and Vikings in Anglo-Saxon Britain, Creates readiness for: Landy of the Mercians for creates readiness for: geometry  Affed in Athelney  Affed in Athelney  Affed in Athelney  Affed in Athelney  Affed is victory over Guthrun, Guthrun's baffed sylvictory over Guthrun, Guthrun's baffed s	like. How we know about it	· · · · · · · · · · · · · · · · · · ·	The 'Great Heathen Army'	depth.	Wessex/Mercia from perspective of	<u> </u>
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in the Renaissance.    learned about Anglo-Saxon Britain?   learned about Anglo-Saxon Britain?   learned about Anglo-Saxon Britain?   her own right from 911 as Lady of the Mercians.   her own right from 911 as Lady of the Mercians.   her own right from 911 as Lady of the Mercians.   Builds on prior learning in Roman Britain, Rivers (year 3)   Builds on prior learning in Roman Britain, Rivers (year 3)   Builds on prior learning in Roman Britain, Rivers (year 3)   Builds on prior learning Rivers (year 3), Anglo-Saxon Britain   Creates readiness for: Lady of the Mercians, Norse Culture and Vikings in Britain (2), Migration   Britain (2), Migration   Mercians   her own right from 911 as Lady of the Mercians.   Builds on prior learning in Anglo Saxon Britain, The round city: Baghdad   Disciplinary focus: change/continuity How did Angles, Saxons and Vikings shape England?   Creates readiness for: Changing Rulers, Changing Worlds   Builds on prior learning in Anglo Saxon Britain   Disciplinary focus: change/continuity How did He Vikings (year 3), Anglo-Saxon Britain   Disciplinary focus: change/continuity How did He Vikings (year 3), Anglo-Saxon Britain   Creates readiness for: Changing Rulers, Changing Worlds   Creates readiness for: Changing Worlds   C	_		· ·			
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Disciplinary focus: causation Why were there so many restless minds in Cordoba and in Baghdad?  Builds on prior learning in Roman Britain, Rivers (year 3)  Builds on prior learning in Roman Britain, Rivers (year 3)  Builds on prior learning in Creates readiness for: Lady of the Mercians, Norse 3 and Cordoba: city of light, Christianity in three empires.  Creates readiness for: geometry  Disciplinary focus: change/continuity How did the Vikings change England?  Builds on prior learning in Anglo Saxon Britain, The round city: Baghdad  Creates readiness for: Changing Rulers, Changing Rulers, Changing Worlds  Creates readiness for: Changing Rulers, Changing Worlds and Norse Culture  Creates readiness for: geometry  Creates readiness for: Changing Rulers, Changing Worlds and Norse Culture  Builds on prior learning in Anglo Saxon Britain, The round city: Baghdad  Creates readiness for: Changing Rulers, Changing Worlds  Builds on prior learning in Anglo Saxon Britain, The round city: Baghdad  Creates readiness for: Changing Rulers, Changing Worlds  Builds on prior learning in Anglo Saxon Britain, The round city: Baghdad  Creates readiness for: Changing Rulers, Changing Worlds  Builds on prior learning in Anglo Saxon Britain, The round city: Baghdad  Creates readiness for: Changing Rulers, Changing Worlds  Changing Worlds  Creates readiness for: Changing Worlds  Creates readiness for: Changing Worlds  Creates readiness for: Changing Worlds	in the Renaissance.	1	1	ancient epics)		
Why were there so many restless minds in Cordoba and in Baghdad?  Builds on prior learning in Roman Britain, Rivers (year 3)  Builds on prior learning in Creates readiness for: Lady of the Mercians, Norse Culture and Vikings in Britain (2), Migration  Creates readiness for: geometry  Builds on prior learning in Roman Britain, Rivers (year 3), Anglo-Saxon Britain, The round city: Baghdad  Disciplinary focus: change/continuity How did Angles, Saxons and Vikings shape England and Scotland?  Creates readiness for: Creates readiness for: Changing Rulers, Changing Rulers, Changing Worlds  Creates readiness for: Geometry  Creates readiness for: Geometry  Disciplinary focus: change/continuity How did Angles, Saxons and Vikings shape England and Scotland?  Creates readiness for: Changing Rulers, Changing Rulers, Changing Worlds  Creates readiness for: Changing Rulers, Changing Worlds  Creates readiness for: Changing Worlds		Britain?	Mercians.		southern Scotland)	
restless minds in Cordoba and in Baghdad?  Builds on prior learning in Cradles of Civilisation in year 3 and Cordoba: city of light, Christianity in three empires.  Creates readiness for: geometry  Creates readiness for: geometry  Creates readiness for: geometry  Creates minds in Cordoba and in Baghdad?  In Roman Britain, Rivers (year 3)  did the Vikings change England?  Creates readiness for: Changing Rivers (year 3), Anglo-Saxon Britain  Creates readiness for: Changing Rulers, Changing Rulers, Changing Worlds and Norse Culture  Creates readiness for: geometry  Creates readiness for: Changing Rulers, Changing Worlds and Norse Culture  Creates readiness for: geometry  Creates readiness for: Changing Rulers, Changing Worlds and Norse Culture  Creates readiness for: Changing Rulers, Changing Worlds and Norse Culture  Creates readiness for: geometry						
Baghdad?  (year 3)  Builds on prior learning in Creates readiness for: Lady of the Mercians, Norse 3 and Cordoba: city of light, Christianity in three empires.  (year 3)  Builds on prior learning Rivers (year 3), Anglo-Saxon Britain  Anglo-Saxon Britain  Creates readiness for: Changing Rulers, Changing Worlds and Norse Culture  Creates readiness for: Creates readiness for: Changing Worlds						
Builds on prior learning in Cradles of Civilisation in year 3 and Cordoba: city of light, Christianity in three empires.  Creates readiness for: Lady of the Mercians, Norse Culture and Vikings in Britain (2), Migration  Builds on prior learning Rivers (year 3), Anglo-Saxon Britain  Creates readiness for: Changing Rulers, Changing Worlds  Creates readiness for: Changing Rulers, Changing Worlds  Creates readiness for: Changing Worlds		7	did the Vikings change England?	The round city: Baghdad	9 ,	
Builds on prior learning in Cradles of Civilisation in year 3 and Cordoba: city of light, Christianity in three empires.  Creates readiness for: geometry  Creates readiness for: Lady of the Mercians, Norse Culture and Vikings in Britain (2), Migration  Anglo-Saxon Britain Changing Rulers, Changing Rulers, Changing Worlds  Changing Rulers, Changing Worlds	Baghdad?	(year 3)			shape England and Scotland?	
Cradles of Civilisation in year 3 and Cordoba: city of light, Christianity in three empires.  Creates readiness for: geometry  Of the Mercians, Norse Culture and Vikings in Britain (2), Migration  Creates readiness for: Changing Rulers, Changing Worlds  Changing Worlds  Changing Worlds  Changing Worlds  Changing Worlds  Changing Worlds						
3 and Cordoba: city of light, Christianity in three empires.  Creates readiness for: Changing Rulers, Changing Worlds and Norse Culture  Creates readiness for: geometry		1	Angio-Saxon Britain			
Christianity in three empires. Britain (2), Migration Changing Worlds and Norse Culture  Creates readiness for: geometry	,			Changing Worlds	Saxon Britain, Lady of the Mercians	
Creates readiness for: geometry		S	,			
	Christianity in three empires.	Britain (2), Migration	Changing Worlds and Norse Culture			
	Creates readiness for: geometry					
(Editive in trians)	learning in maths					

# Year 6 - History Curriculum Map

Autumn Term 1	Autumn Term 2	Spring Term 1 & 2	Summer Term 1	Summer Term 2
Changing Rulers, Changing Worlds (Yr5)	The Maya	Ethiopia and Benin	WW2 – The Battle of Britain	
Case study of Jorvik in 910, told through	Geography of Maya on Yucatán	This half-term's unit will focus on	This term's unit will focus on an aspect of history, of a site dating	
fictional story of two Viking children.	peninsula (link to Y5 North and South	(i) material culture, society and technology in the	from a period beyond 1066, spec	
Consolidates stories from Norse culture	America). Maya rulers, customs and	kingdom of Benin and (ii) a second, East African		
and views expansion of Wessex/Mercia	structure of society Maya agriculture	kingdom, contemporary to Benin, which builds on	It will include focussing on the ev	ents that led to the outbreak of
from perspective of Vikings.	including maize, chocolate. Maya	pupils' earlier knowledge of East African worlds	WW2, the meaning of appeasem	ent, who Winston Churchill was
	language, art, cities and architecture	gained in Years 3 and 4, especially the Year 4 work	and why we remember him, the	events of Dunkirk, what the 'Battle
Why we must tell differing stories	(with links to Y3 including hieroglyphs	on the empire of Aksum.	of Britain' was and how this was	a turning point in WW2 for
(Vikings & Anglo-Saxon; rulers and	and ancient monuments such as		Britain, aspects about 'The Blitz'.	
ordinary people; men, women and	pyramids). Maya calendar and	Disciplinary focus:		
children); and reasons why some stories	mathematics.		Consider how WW2 affected the	children in Britain, specifically a
go missing (interpretations of the period		Builds on prior learning in	child who was evacuated to Casto	or (Jim's Diary), studying local
involving Aethelflaed only surfacing more	Maya religious belief and practice	Ancient Egypt in Year 3	logbook entries and the attendar	nce records of evacuees to Castor
recently).	including creation myth and ritual	Christianity in three Empires in year 4	during this time.	
	bloodletting. Historians' explanations			
Aethelflaed presses north into	for what happened to the Maya	Creates readiness for	Whether men and women did sir	
Tamworth, Derby and Leicester, her	civilisation.	Political power, industry and empire in KS3	life and food supplies changed du	uring the war and if this led to
closeness to attacking York and uniting			positive changes for future gener	ations.
the country before her death in 918.	Disciplinary focus: evidential thinking	(This unit will be completed in the second week of		
	How do historians know about the	the second term.)	A study of the D-Day landings and	
Athelstan coronation and creation of	Maya?		campaign and what it took for th	e war to eventually come to an
England. Vikings shaping Britain: i)		SATs revision and preparation for the remaining	end.	
government (focus on Canute); ii) Viking-	Builds on prior learning in	2.5 weeks so as not to start a new unit before		
British cultural fusions (the case of the	Ancient Egypt and Agriculture in Year 3	having a 2 week break at Easter.	Disciplinary focus: a study of Jim	•
hogsbacks – Cumbria and southern	North and South America in Year 5		Castor during the war. The diaries	
Scotland)			remembering his time in Castor.	
	Creates readiness for		evacuee from a first hand, local a	ccount.
Disciplinary focus: change/continuity	Agriculture in Science in KS3			
How did Angles, Saxons and Vikings				oia and Benin in year 6 (leadership
shape England and Scotland?			and power), in PSHE lessons abou	ut Remembrance Sunday
			throughout all year groups.	
Builds on prior learning in Anglo Saxon				
Britain, Lady of the Mercians			_	for Britain, Europe and the wider
			world 1901 to the present day in	KS3.
Creates readiness for: KS3 the teaching				
of development of Church, state and				
society in Medieval Britain 1066-1509				
society in Medieval Britain 1066-1509				