































































































History whole school curriculum map





















































Whole School History Curriculum Content Map



Main events covered through every history topic – understanding chronology

	Year R	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn	<p>1 Me and my world We will use the words ‘old’ and ‘new’ to describe objects. We will find out about some events in the past that are commemorated (Gunpowder Plot and Remembrance)</p> <div></div> <p>2 Around Me Local history study - Has our school always been the same?</p> <div></div>	<p>A What’s around us? School and homes past and present. (Changes within living memory. Places in their own locality.)</p> <div></div> <p>Study of WW1 – links with war memorial and local history study</p> <div></div> <p>Local history focus - How does a war memorial help us remember the past?</p> <div></div> <p>B Wonderful events (Significant historical events, people and places in their own locality.) Significant events in British History Battle of Hastings, Gunpowder Plot, Great Fire of London, Significant people in British History Robin Hood (links to local area) Queen Victoria, Queen Elizabeth</p> <div></div>	<p>A What makes something memorable? (The Roman Empire and its impact on Britain) Why were the Roman armies so successful and the lasting impact they had on Britain through technology/ Romanisation?</p> <div></div> <p>B Blue planet</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England</p> <div></div>	<p>A Blood, chills and thrills (A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066) Crime and punishment from Anglo Saxons to present.</p> <div></div> <p>Local history - What is the relationship between Lord Bryon and Ada Lovelace and what legacies did they leave behind?</p> <div></div> <p>B Who loved chocolate? Achievements of earliest civilisations, a non-European society that provides contrast with British History - Study Mayan’s and history of chocolate.</p> <div></div>
Spring	<p>1 Journeys We will ‘time travel’ to the land of the dinosaurs We will explore the evidence of dinosaurs (bones, fossils) We will find out about transport in the past and make links to local transport in the past (trains)</p> <div></div>	<p>A What’s under our feet? (Links to significant individuals of the past. Events beyond living memory) Howard Carter, Mary Leakey, Mary Anning</p> <div></div> <p>B Wonderful World (The lives of significant individuals in the past who have contributed to national and international achievements.) Historical explorers – Christopher Columbus, Shackleton and Cook race to the Poles.</p> <div></div>	<p>A Is it better to stand out or fit it? (A study of an aspect of social history.) Clothing throughout history and a comparison between different cultures. Focus on Tudor period.</p> <div></div> <p>B Rainforests</p> <p>(Changes in Britain from Stone Age to Iron Age) The changes in how we have lived – the movement from hunter/gatherer to farming (Stone Age to Iron Age)</p> <div></div>	<p>A What a wonderful world The study of Africa focusing on Benin. Links to slavery and apartheid. Comparing Wonders around the world. What makes something a wonder to you? (Non-European society that provides contrasts with British History)</p> <div></div> <p>B Survive or thrive Study of WW2</p> <div></div> <p>Local history -Do you agree? The legacy of the rail system in our area can still be seen today.</p> <div></div>
Summer	<p>A The wider world and the outdoors We will look at photographs of seaside holidays in the past. We will look at personal history and listen to stories about the past.</p>	<p>A What’s up? (Events beyond living memory that are significant nationally or globally. Lives of significant people.) Wright brothers and the first flight. Moon Landing,</p>	<p>A It’s a kind of magic. (The achievements of the earliest civilizations – Ancient Egypt) A study of Ancient Egyptian beliefs and an In depth study of life during this time.</p>	<p>A Healthy world (Ancient Greece – a study of Greek life and achievements and their influence on the Western World.) A study of the Olympics and life in Ancient Greece</p>



	<div><div> Location</div><div> Culture and pastimes</div><div> Artefacts</div><div> Travel and exploration</div></div>	<div><div> Location</div><div> Beliefs</div><div> Society</div><div> Travel and exploration</div><div> Conflict</div><div> Settlements</div></div> <div><div>B Wonderful me (Changes within living memory. Significant historical events, people, and places in their own locality.) Understanding chronology through studying family trees and changing toys over times. Study of significant people in history - Florence Nightingale, Marie Curie, Tim Berners Lee</div><div><div> Culture and pastimes</div><div> Society</div><div> Artefacts</div><div> Conflict</div></div><div><div>Local history focus - What impact did the brewery have on Kimberley?</div><div><div> Society</div><div> Location</div><div> Artefacts</div></div></div></div>	<div><div> Location</div><div> Society</div><div> Beliefs</div><div> Settlements</div><div> Artefacts</div><div> Conflict</div><div> Food and farming</div></div> <div><div>Local history - The Erewash canal and Nottingham canal... friends or foe?</div><div><div> Food and farming</div><div> Travel and exploration</div><div> Society</div></div></div> <div><div>B Inventors and inventions (A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066) Focus on local British history – steel industry and its impact. Links to industrial revolution.</div><div><div> Location</div><div> Society</div><div> Food and farming</div><div> Artefacts</div></div></div> <div><div>Local history - How did developing technologies impact the rise and fall of mining in Nottingham?</div><div><div> Location</div><div> Society</div><div> Artefacts</div><div> Location</div></div></div>	<div><div> Location</div><div> Society</div><div> Beliefs</div><div> Conflict</div><div> Food and farming</div><div> Settlements</div><div> Culture and pastimes</div></div> <div><div>B Space Space race – significance of first man on the moon. Explorers through time - Leif Eriksson, Columbus, Cook, Amundsen, Earhart, Hillary, Armstrong.</div><div><div> Society</div><div> Travel and exploration</div><div> Beliefs</div></div></div> <div><div>Indepth study of Victorian Britain and the legacy of the Victorian era.</div><div><div> Culture and pastimes</div><div> Location</div><div> Conflict</div><div> Society</div><div> Artefacts</div><div> Travel and exploration</div></div><div><div> Location</div></div></div>
--	--	---	---	---