



History Curriculum Map

Skills Progression	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KS1 recognise identify describe observe select categorise classify sequence compare and contrast recall reason/speculate	<u>Dinosaurs</u> <u>Significant people</u> Mary Anning	Our school, our homes Change within living <u>memory</u> How have our homes changed? <u>Local History</u> How has Market Bosworth changed? Introduce the battle of Bosworth. History of St Peters School. Church			The Great Fire of London <u>A significant event beyond living memory</u> -The Great Fire of London Where did it start and why did it spread so quickly? -Who was the Monarch at the time? -What Laws did they put in place after? <u>Significant people</u> Samuel Pepys What was life like in this time? Monarch	Sails, Rails, Wheels and Wings <u>Significant individuals in the past who have contributed to national and international achievements</u> Look at and compare lives of inventors Leonard Da Vinci and the Wright Brothers. Look at the history of Airplanes. Amelia Earhart. How has the developments in transport effected where we go on Summer holiday?
LKS2 Apply all of the above plus: summarise synthesise explain demonstrate understanding		The Super Stone Age <u>How did man evolve over time?</u> MIGRATION, TRADE	Mysteries of Pompeii/ Rome wasn't built in a day <u>What did the Greeks do for us?</u> <u>What happened when the Romans came to Britain?</u> CIVILISATION, INVASION, EMPIRE, MIGRATION, class, power, government		The Steam Revolution <u>What impact did the Victorian Age have on our transport and way of life today?</u> MIGRATION, class, trade	
UPKS2 Apply all of the above plus: Empathise, reach informed conclusions make reasoned judgements, justify, apply, evaluate, critique, hypothesise	History of the canals (Geog topic – Water friend or foe?)	Incredible India – Geog focus but looking at British Empire.	A study of Baghdad c. AD 900/ <u>Can you contrast a Non- European society with British history?</u> CIVILISATION, EMPIRE, government, power, trade		Ancient Egyptians (A1) / Shang Dynasty (A2) <u>How much did they achieve?</u> CIVILISATION, POWER, MONARCH	That's Entertainment How has entertainment changed over the years?



Year B

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KS1 recognise identify describe observe select categorise classify sequence compare and contrast recall reason/speculate	Superheroes	Arctic <u>Significant people</u> Roald Amundson- Polar explorer and first the get to the South Pole.	Toys <u>Change within living memory</u> How were the toys and games our parents and Grandparents played similar or different to what we play now? How have world events effected toys? (moon landing/ wars)	Down at the bottom of the garden	Space and beyond <u>Significant people and events beyond living Memory</u> Neil Armstrong The first Moon landing.	Castles <u>Significant people Monarchs</u> Elizabeth 1 and Queen Victoria-Compare life <u>Local History</u> Lady Jane Grey-Queen for 9 days Why were castles built? What is it like to live in a castle? What are the parts of a castle?
LKS2 Apply all of the above plus: summarise synthesise explain demonstrate understanding	Awesome Ancient Greeks <u>Would you rather be a Spartan or Athenian?</u> <u>Why?</u> CIVILISATION, EMPIRE, democracy, government, power, trade	Under the Carpark <u>Who was found under the carpark and what impact does this have on our local history?</u> MONARCH, monarchy, power				The effects of Anglo-Saxon, Viking and Scots settlement in Britain <u>Was the Anglo-Saxon period really a Dark Age?</u> <u>What took place during the Viking and Anglo- Saxon struggle for control of the kingdom of England to the time of Edward the Confessor?</u> INVASION, MIGRATION, trade, class, power, church
UPKS2 SEE YEAR A	Magnificent Mayans/Ancient Benin <u>Can you contrast a Non- European society with British history?</u> CIVILISATION, class, trade, power	WWII <u>Did WW1 or WW2 have the biggest impact on our locality?</u> INVASION, government, power			The Tudors (B1) (H)and Elizabethans (B2) <u>How have Monarchs through time changed our history?</u> MONARCH, EMPIRE, Church, power, class, trade, government	



Objectives for KS1 (covered in many different Learning Journeys)



Changes within living memory.

Events beyond living memory that are significant nationally or globally

The lives of significant individuals in the past who have contributed to national and international achievements.

Significant historical events, people and places in their own locality

Key for KS2

A local history study

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Ancient Greece – a study of Greek life and achievements and their influence on the western world

Early Civilization

A non-European society that provides contrasts with British history

Changes in Britain from the Stone Age to the Iron Age

The Roman Empire and its impact on Britain

Britain's settlement by Anglo-Saxons and Scots

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor