

History curriculum map

Our curriculum aims to inspire children to provide interesting, exciting and memorable lessons which will inspire children's curiosity to think critically, weigh evidence, sift arguments, and develop perspective and judgement about the past. Children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically using different sources to support their knowledge and skills.

	Autumn	Spring	Summer	Key Vocabulary
Nursery	<p><u>Similarity and difference</u> Name people in immediate family and changes that are occurring</p> <p>Discuss differences between babies, toddlers and the children now</p> <p>Shows interest in the lives of people who are familiar to them</p> <p><u>Cause and consequence</u> Begin to understand why poppies are worn and why we have a 2 minute silence</p>	<p><u>Chronology</u> Introduce everyday language related to time e.g. today, yesterday, soon, tomorrow</p>	<p><u>Similarity and difference</u> Name a significant events in their own experience</p> <p>Recognise special times or events for family or friends</p>	<p>yesterday today before old past new</p>
Reception	<p><u>Similarity and difference</u> Describe changes from baby to now</p> <p>Name the members of your family</p> <p>Describe how your grandparents are different to you (Grandparents Tea Party)</p> <p><u>Cause and consequence</u> Recall why poppies are worn and why we have a 2 minute silence</p>	<p><u>Cause and consequence</u> Discuss changes in national life when applicable e.g. Royal weddings and babies, elections, sporting events</p> <p>Name the Royal family and discuss their roles</p> <p><u>Similarity and difference</u> Compare lives of different family members, discuss similarities and differences between themselves, others, communities and traditions</p> <p>Discuss 'People who help us' and various job roles that help the community</p>	<p><u>Similarity and difference</u> Name important landmarks in London and around the UK</p>	<p>event people place important remember past present</p>
Year 1	<p><u>Chronology</u> Place toys on timeline from old to new to discuss change in the production of toys over the years</p> <p><u>Cause and consequence</u> Comment on why poppies are worn and why we have a 2 minute silence</p>	<p><u>Cause and consequence</u> Describe historical events related to space e.g. first landing on the moon and first aeroplane flight</p> <p>Name a historical fact on Columbus and Black Beard, Neil Armstrong and Tim Peake and the Wright brothers, Christopher Collumbus. Explain the difference that these key people made.</p> <p>Look at old maps to imagine how Christopher Collumbus planned his journey to Asia, and found</p>	<p><u>Chronology</u> Organise thoughts into a timeline based on important ages e.g. age 1,2,3,4 etc</p> <p><u>Cause and consequence</u> Research changes in family members and important individuals linked to sporting events</p> <p>Discuss and research important sporting or cultural events e.g. Tokyo Olympics</p>	<p>source primary source secondary source important difference timeline events lifetime date</p>

		America.	<p>Ask questions about different sources and objects</p> <p>Research and discuss important landmarks (St Pauls Cathedral) in London and their history e.g. who built them such as Sir Christopher Wren</p>	
Year 2	<p>Cause and consequence Organise and write the main events of the Great Fire of London e.g.diary entry</p> <p>Interpret different sources to name facts (diary entries, maps, pictures, books) Interpret extracts from <i>Samuel Pepys</i> diary and looking at plans of London from <i>Christopher Wren</i> so children can redesign London.</p> <p>Explain why the fire spread and how they tried to stop the fire and describe how firefighting has changed over time as a result of GFOL and how the GFOL affected people</p> <p>Debate what would happen nowadays</p> <p>Present evidence to explain reasons why people in the past acted as they did e.g Samuel Pepys, the baker, King George II</p> <p>Burning boxes to recreate <i>Great fire of London</i> and imagining life during the week of 02/09/1966 through writing diary entries.</p>	<p>Cause and consequence Order event cards of Florence Nightingale's life</p> <p>Compare victorian objects to find out about the past. Discuss what we use instead now and explain why these objects are better</p> <p>Comparing the work of Florence Nightingale and Mary Seacole explaining the difference they made to medicine</p> <p>List the ways hospitals have changed as a result of Florence Nightingale and writing about what life was like in the Crimean war and how it compares to now and why FN went to Crimea.</p>	<p>Chronology Create a timeline of their lives which includes important events that have happened in their lives e.g.tooth falling out and historical events e.g. elections, Royal marriages</p> <p>Similarity and difference Choose favourite school memories and share in front of an audience</p> <p>Cause and consequence UK study- Name the patron saints and explain the story behind the saint</p>	<p>source primary source secondary source compare difference similarities events significant</p>