

History curriculum map

Our curriculum provides interesting, exciting and memorable lessons which 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 communicate historically using different sources to support their knowledge and skills.

	Autumn	Spring	Summer	Historical figures	Key Vocabulary
Nursery	<p>Name people in immediate family.</p> <p>Discuss differences between babies, toddlers and children as well as between baby and adult animals.</p> <p>Begin to understand why poppies are worn and why we have a 2 minute silence</p> <p>Introduce celebrations ie the Christmas story, Diwali and Guy Fawkes.</p> <p>Shows interest in the lives of people in stories, photos of themselves and those who are familiar to them</p>	<p>Name people in extended family ie grandparents, uncles, auntie and pets</p> <p>Introduce celebrations ie the Easter story, Chinese New Year and Mothers Day.</p> <p>Observe differences over time in nature ie bulbs turning into flowers, eggs hatching into chicks.</p> <p>Introduce and use everyday language related to time e.g. today, yesterday, soon, tomorrow</p>	<p>Remembers and talks about a significant special events in their own experience eg first day at school</p> <p>Take part in different celebrations ie Fathers Day, Diwali, Leaving Nursery etc</p> <p>Recognise special times or events for school, family or friends.</p> <p>Introduce and use chronological language ie first, next, soon, last, then.</p> <p>Observe differences over time when growing vegetables.</p> <p>Name days of the week through songs</p>	Julia Donaldson	yesterday today before old past new day family special
Reception	<p>Describe changes from baby to now. Know that some of the things that make them unique.</p> <p>Remember and talk about significant events in their own life through Marvellous Me bags. Talk about similarities and differences in relation to family and friends and about past and present</p>	<p>Discuss changes in national life when applicable e.g. Royal weddings and babies, elections, sporting events</p> <p>Compare lives of different family members, discuss similarities and differences between themselves, others, communities and traditions, link to festivals e.g. Chinese New Year, Easter</p>	<p>Explore New Malden- old and new photographs. Discuss changes in New Malden on trip to Beverley Park. <i>Comment on photographs from the past of New Malden</i></p> <p>Discuss the Royal family and describe their roles. <i>Understand we have a queen who rules us and that Britain has had a queen or king for many years</i></p>	Royal family	event people place important remember present calendar month yesterday

	<p><i>events in own lives and in lives of family members.</i></p> <p>Describes special times and events for family and friends. Talks about past and present events in their own life and in the lives of family members</p> <p>Name the members of your family. Talk about members of their immediate family.</p> <p>Grandparents Tea Party- describe how your grandparents helps you and how are they different to you.</p> <p>Recall why poppies are worn and why we have a 2 minute silence</p> <p>Describe the Christmas story using visual stimulus</p>	<p>Discuss 'People who help us' and name the various job roles that help the community. Show interest in different occupations.</p>	<p>Explore historical landmarks in London e.g. Big Ben, Tower of London. Create a landmark using junk modelling.</p> <p>During transitions, discuss changes since the beginning of Reception. Know some things that make them unique</p> <p>Name a festival that we celebrate and talk about why we celebrate it.</p>		<p>the past week memory the future remember long ago lifetime</p>
<p>Year 1</p>	<p>Place toys on timeline from old to new to discuss change in the production of toys over the years. Use correct vocabulary when explaining timeline.</p> <p>Use sources to find out about recent changes in history eg. toys.</p> <p>Ask and answer questions about different sources and old and new toys.</p> <p>Identify toys from the past and the differences between old and new toys. Know how toys have changed.</p> <p>Name a toy they played with when they were younger.</p> <p>Know that the toys I played with are different from those my parents and grandparents played with.</p> <p>Recognise why we celebrate certain events eg Remembrance day, Diwali, Bonfire night</p>	<p>Describe historical events related to space e.g first landing on the moon and first aeroplane flight</p> <p>Recall historical facts on historical figures including Christopher Columbus and Black Beard, Neil Armstrong and Tim Peake, the Wright brothers and Mae Jemison. Explain the significance of these people. Recall dates of significant events.</p> <p>Use sources of evidence to research Neil Armstrong and Christopher Columbus.</p> <p>Organise historic events into a timeline.</p> <p>Know how some people have helped our lives be better today.</p>	<p>Organise events into a timeline based on important ages e.g. age 1,2,3,4 etc</p> <p>Research changes in family members and important individuals linked to sporting events.</p> <p>Explain how New Malden was different in the past.</p> <p>Describe New Malden using maps, photos and first hand experience</p>	<p>Neil Armstrong Tim Peake Mae Jemison The Wright Brothers Black Beard Christopher Columbus Christopher Henson</p>	<p>source primary source secondary source important difference similarities / similar timeline events lifetime date explorers travel investigate chronological order moon landing survive opinion inventions artefact</p>

<p>Year 2</p>	<p>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 The Great fire of London and imagining life during the week of 02/09/1966 through writing diary entries.</p>	<p>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>Answer and ask questions about Victorian artefacts using correct vocabulary.</p> <p>Give a plausible explanation about what a Victorian object was used for in the past.</p> <p>Explain why certain objects were different in the past</p>	<p>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. Explain how they have changed since they were born.</p> <p>Choose favourite school memories and share in front of an audience</p> <p>UK study- Name the patron saints and explain the story behind each saint</p>	<p>Florence Nightingale Mary Seacole Kofoworola Abeni Pratt Christopher Wren Samuel Pepys Thomas Farriner Elsie Owusu</p>	<p>compare significant gunpowder plot danger research evidence impact rescue memorial expert extracts elections Victorian era</p>
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