

History curriculum map

Our curriculum provides 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	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 and who are familiar to them.</p> <p>Introduce names of days of the week through song.</p>	<p>Name people in extended family ie grandparents, uncles, auntie.</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 everyday language related to time e.g. today, yesterday, soon, tomorrow</p>	<p>Discuss significant special events in their own experience.</p> <p>Introduce Celebrations ie Fathers Day, Leaving Nursery</p> <p>Recognise special times or events for school, family or friends.</p> <p>Introduce chronological language ie first, next, soon, last, then.</p> <p>Observe differences over time when growing vegetables.</p>	Julia Donaldson	yesterday today before old past new day family special
Reception	<p>Describe changes from baby to now</p> <p>Marvellous Me bags discussed in class (items from home)</p> <p>Name the members of your family, how many people live in your house?</p> <p>Grandparents Tea Party- describe how your GP help you, how are they different to you?</p> <p>Recall why poppies are worn and why we have a 2 minute silence</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>Discuss 'People who help us' and various job roles that help the community</p>	<p>Explore New Malden- old and new photographs</p> <p>Discuss the Royal family and describe their roles</p> <p>Explore historical landmarks in London e.g. Big Ben, Tower of London</p> <p>Transition- discuss changes since the beginning of Reception</p>	Royal family	event people place important remember present present calendar month yesterday the past week memory the future remember long ago

	Describe the Christmas story using visual stimulus				lifetime
Year 1	<p>Place toys on timeline from old to new to discuss change in the production of toys over the years.</p> <p>Use sources to find out about recent changes in history eg. toys.</p> <p>Ask questions about different sources and objects.</p> <p>Comment on why poppies are worn and why we have a 2 minute silence</p> <p>Research history of guide dogs.</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 and recall dates of significant events.</p> <p>Organise historic events into a timeline.</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>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>
Year 2	<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 <i>The Great fire of London</i> 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>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>Choose favourite school memories and share in front of an audience</p> <p>UK study- Name the patron saints and explain the story behind the 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>

