

Essendon C of E Primary School (VC)

Encouraging Everyone's Light To Shine (Matthew 5:16)

History Curriculum Map – Year A

Value	Essendon Way	Love Yourself	Love Others	Love God	Love Learning	Love the World You Live In
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pantherswood	Changes within living memory linking to personal life and people I know.	Recall some facts about people/events in their own past.	Begin to ask questions about the past, both within and beyond their living memory.	Begins to use word Indicating time more consistently.	Changes of plants and animals within the known world.	Changes of plants and animals within the known world.
Homewood			<p>The Great Fire of London</p> <p>Events beyond living memory that are significant nationally or globally Compare aspects of life in different periods.</p> <p>Exploring events leading up to The Great Fire, its causes and why it spread and what London was like afterwards. Finding out about significant people at the time and their roles during and after the fire.</p>		<p>Seaside</p> <p>Changes within living memory which reveal aspects of change in national life.</p> <p>Comparing similarities and differences between holidays in the past and now, asking questions, such as: where did/do people go, what did/do they do, how did/do they get there? How have holidays changed over time?</p>	
Warrenwood			<p>The Stone Age</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Finding out about early man and the way people lived, including food and clothing.</p>		<p>The Vikings and Saxons</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England.</p>	
Harefield	<p>Ancient Greece</p> <p>Understanding daily life in Ancient Greece and use appropriate historical language to explain.</p>		<p>World War 2</p> <p>Explore the significance of key events and explain how and why the changing role of</p>		<p>Maya Civilisation</p> <p>Explain different ritual elements of the ancient Maya religion and describe some of</p>	

	<p>Use primary and secondary sources to gather evidence and consider the sources reliability.</p>	<p>women was significant to the war effort. Recall key facts about rationing, evacuation and the Holocaust.</p>	<p>the main gods in detail. Research and provide some of their own ideas about the significance of corn and chocolate. Describe the different features of Maya cities and be able to appreciate what it would have been like to live there.</p>
--	---	---	---

Essendon C of E Primary School (VC)

Encouraging Everyone's Light To Shine (Matthew 5:16)

History Curriculum Map – Year B

<i>Value</i>	<i>Essendon Way</i>	<i>Love Yourself</i>	<i>Love Others</i>	<i>Love God</i>	<i>Love Learning</i>	<i>Love the World You Live In</i>
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pantherswood	Changes within living memory linking to personal life and people I know.	Recall some facts about people/events in their own past.	Begin to ask questions about the past, both within and beyond their living memory.	Begins to use word Indicating time more consistently.	Changes of plants and animals within the known world.	Changes of plants and animals within the known world.
Homewood	<p style="text-align: center;">Who do you think you are?</p> <p>The Lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Challenging Stereotypes focusing on significant women in history. Knowing who Amelia Earhart is and why her flights were so significant. Finding out about Mae Jemison and why she is remarkable.</p>		<p style="text-align: center;">Toys</p> <p>Changes within living memory</p> <p>Finding out about the toys their parents and grandparents played with. Comparing the similarities and differences between toys from the past and now, and learning how to play some old games.</p>			
Warrenwood			<p style="text-align: center;">The Romans</p> <p>The Roman Empire and its impact on Britain</p> <p>Finding out how the Roman Empire was formed, its expansion and the invasion of Britain.</p> <p>Looking at Roman society, daily life and entertainment, and learning about Roman Gods and beliefs.</p>		<p style="text-align: center;">Hatfield House</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>A local study unit about one of our most famous landmarks and how it has changed since Tudor times.</p>	

Harefield	Ancient Egypt	Shang Dynasty	Leisure and Entertainment
	<p>Know where and when the Egyptians lived through looking at maps and artefacts. Learning about the daily lives of many ancient Egyptian people. Understand how evidence can give us different answers about the discovery of Tutankhamun's tomb, noting connections, contrasts and trends over time.</p>	<p>Explain different ritual elements of the Shang religion and describe how ancestor worship worked. Describe the processes involved in making bronze, jade and pottery items. Understand who Fu Hao was and why the discovery of her tomb was significant.</p>	<p>Describe the changes that took place in football over the century by comparing football kits and thinking about significant players who helped to make the game famous. Understand the importance of film posters in attracting audiences and compare the similarities and differences of the 1930s examples.</p>

	End of Key stage expectations
Early Years	<p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
Key Stage 1	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.</p> <p>Pupils should be taught about: changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Significant historical events, people and places in their own locality.</p>

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- **Changes in Britain from the Stone Age to the Iron Age**

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- **The Roman Empire and its impact on Britain**

Examples (non-statutory)

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- The Roman Empire by AD 42 and the power of its army
- Successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- **Britain's settlement by Anglo-Saxons and Scots**

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life

- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfame
- **The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**

Examples (non-statutory)

This could include:

- Viking raids and invasion
- Resistance by Alfred the Great and Athelstan, first king of England
- Further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066
- **A local history study**

Examples (non-statutory)

- A depth study linked to one of the British areas of study listed above
- A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- **A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066**

Examples (non-statutory)

- The changing power of monarchs using case studies such as John, Anne and Victoria
- Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- A significant turning point in British history, for example, the first railways or the Battle of Britain
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

