



## History Curriculum Map – Autumn Term



Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		<b>The Great Fire of London</b> H2	<b>The Victorians</b>  H5, H6	<b>Ancient Egypt</b>  H7	<b>Ancient Greece</b>  H8	<b>World War Two</b>  H6
Autumn 2	<b>Landmarks of Shoreham (Short Unit)</b> H1					
<b>History Curriculum Map – Spring Term</b>						
Spring 1	<b>London &amp; The Royal Family (1 Session)</b> H3	<b>Neil Armstrong</b> H1, H3				
Spring 2		<b>Christopher Columbus</b> H3	<b>The Mayans</b> H9			
<b>History Curriculum Map – Summer Term</b>						
Summer 1	<b>Knights and Castles</b>  H4		<b>Roman Britain</b>  H2	<b>The Tudors</b>  H6	<b>Invaders and Settlers (Anglo-Saxons and Vikings)</b>  H3, H4	<b>Prehistory</b>  H1
Summer 2		<b>Victorian Seaside (1 Session)</b> H4				

## Key Stage 1

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (H1)
- 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] (H2)
- 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] (H3)
- significant historical events, people and places in their own locality. (H4)

## Key Stage 2

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 (H1)
- the Roman Empire and its impact on Britain (H2)
- Britain's settlement by Anglo-Saxons and Scots (H3)
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (H4)
- a local history study (H5)
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (H6)

- 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 (H7)
- Ancient Greece – a study of Greek life and achievements and their influence on the western world (H8)
- 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. (H9)