







The Magdalen Church of England / Methodist School : History Curriculum Map

 History	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	All about Me – how have I changed since I was a baby?	What have we been learning this term, what can you remember?	Compare and contrast characters from stories including figures from the past	Looking at objects from the past. What was this used for?	Comment on images of familiar situations in the past	Change is all around us.
	<i>Please note : this curriculum map demonstrates the planned learning opportunities that relate to this subject – it is understood that the nature of Early Years provision means that spontaneous subject –specific learning opportunities will also present themselves and will be exploited and developed as they arise.</i>					
	Why this? Why now?	Why this? Why now?	Why this? Why now?	Why this? Why now?	Why this? Why now?	Why this? Why now?
	Starting from what we know best – ourselves. The children will be introduced to the concept of the past using visual images of themselves to demonstrate change over time. They will begin to understand that things happened before they were born.	Extending the concept of the past – introducing chronology based upon activities that have been recorded in our Curriculum Book. Children will exercise their C&L skills to sequence events from their own experience in school.	The over arching theme of ‘Helping hands’ lends itself to learning about people from the past such as Mary Seacole, Florence Nightingale etc Children will be encouraged to channel their curiosity and to want to find out about a person from the past.	This unit gives children the opportunity to interrogate sources. Children will look at, handle, and suggest uses for a range of household artefacts. These artefacts will be linked to story whatever possible to provide a context.	Further extending the concept of the past – revising simple chronology based upon activities that have been recorded in our Curriculum Book. Children will exercise their C&L skills to sequence an increased number of events from their own experience in school.	Linked to our work on seasons and transitions the children will be given opportunities to build upon their knowledge of change over time and chronology.
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
	Past, present, change, Everyday language associated with time,	Memory, past, remember, first, next	Names of people, places, history	Old, new, names of objects, compare, change,	Everyday language associated with time,	Past present, then, now, first, before, then, next, change

	Autumn	Spring	Summer
Year 1 	Great Explorers Who were the greatest explorers?	My Family History What was life like when our grandparents were children?	Great Inventions – transport. How did the first flight change the world/Why were the Rainhill Trials important?
	Why this? Why now?	Why this? Why now?	Why this? Why now?
	Build on prior learning to know where the people they study fit within a chronological framework, developing an awareness of the past, using common words and phrases relating to the passing of time, deepen their understanding of some of the ways in which we find out about the past.	Children will build on developing an awareness of the past they know, where the people and events they study fit within a chronological framework, identifying similarities and differences between ways of life in different periods.	Children continue to develop an awareness of the past particularly beyond their living memory and build on their chronological awareness.
	Key Vocabulary	Key Vocabulary	Key Vocabulary
	Explorer, map, discover, equipment, adventure, trade, great, desert, caravan, Hajj, uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, replica, polar, hero, equipment, race, recent, astronaut, space, memorial, achievement, significant	Oral history, same, different, compare, before, after, past, now, timeline, 20th century, 1950s, 1960s, 21st century, grandparent, growing up, year, clue, object-artefact, matching, modern, old, vocabulary related to different types of house (terraced, flats, bungalow, semi-detached) and features of houses (bathrooms, heating etc.), inventions, materials, condition, design, packaging, similar, comics, classify, locality, supermarket, shopping mall, shopkeeper, parade of shops, grocer, greengrocer, tobacconist, market, delivery vans, cash register, rationing, playground games, punishments, rote, 3Rs (Reading, wRiting and aRithmetic), school, chalk board, dip pen and ink.	Inventor, invented, flight, century, eyewitness account, travel, journey, evidence, aviation, transport, propeller, steer, pilot, glider, modern, cockpit, elevators, engine, fuselage, jet, landing gear, rudder, impact, trade, leisure, inventor, canal, toll, source, locomotive, freight, significance, commemorate, livery.
	Autumn	Spring	Summer
Year 2 	Bonfire Night and the Great Fire of London Should we still celebrate Bonfire Night/Did the Great Fire make London a better or worse place?	Our Local Heroes Who are our local heroes? Lives of significant individuals.	Toys How have toys changed over time?
	Why this? Why now?	Why this? Why now?	Why this? Why now?
	Children build on prior knowledge of events that occurred beyond their living memory nationally and/or globally, and the impact these have on their lives today.	Children gain an understanding of the breadth of contributions people can make in order to become significant, making links prior learning in Year 1.	Children build on their prior knowledge of changes within and beyond living memory.

		Children will build on the skills introduced throughout the KS1 particularly the use of sources. It will revisit and embed some of the key vocabulary and concepts from previous topics, and introduces new and more challenging terms ready for study at Key Stage 2.	
	Key Vocabulary	Key Vocabulary	Key Vocabulary
	Stuart period, King James 1, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally, hero, villain, terrorist, treason, customs, tradition, commemorate, importance, relevance, effigy, law, repeal, now, then, cause, important, water squirt, fire bucket, fire hook, eyewitness, diary, interpretation, consequences, impact, benefit.	Portrait, hero, significant, local, courage, past, sequence, chronological order, source, image, photograph, experts, observe, heroes, evidence, clues, artefact, fragile, experts, objects (and related words e.g. texture, material, inscription), document (and related vocabulary, e.g. census return, handwritten), information, significant, museum, display, exhibit, curator.	Recent, past, twentieth century, leisure, souvenir, bank holiday, infer, entertainment, fiction, fact, research, continuity, change, same, different, modern, interpretation
	Autumn	Spring	Summer
Year 3  Knowledge skills and concepts.	The Stone Age What was new about the new Stone Age?	The Bronze Age and Iron Age Which was more impressive?	Local History Why should we preserve our locality?
	Why this? Why now?	Why this? Why now?	Why this? Why now?
	Links are made to the types of evidence introduced at Key Stage 1, and prior knowledge and skills will be further developed.	Links will be made to the Stone Age period, which they studied in the autumn term. Children will use a variety of sources of evidence to investigate the period, including the introduction of archaeological evidence	Children are encouraged to engage directly with the history of their locality. Through their investigations, they make their own contribution to writing its story and celebrating the local history of the area around their school.
	Key Vocabulary	Key Vocabulary	Key Vocabulary
	Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution.	Impressive, smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort.	Significant, listed, period names, architecture, names of features related to the buildings, architectural terms, terms related to time periods, campaign, migration, leisure, worship, heritage
	Autumn	Spring	Summer
Year 4 	THE ANCIENT EGYPTIANS: How much did the Ancient Egyptians achieve? <ul style="list-style-type: none"> • study the achievements of the earliest civilisations • develop a chronologically secure knowledge and 	ROMAN BRITAIN: What happened when the Romans came to Britain? <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history 	CRIME AND PUNISHMENT: How has Crime and Punishment changed over time? <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history

Knowledge skills and concepts.	<ul style="list-style-type: none"> understand of British, local and world history note connections, contrasts and trends over time develop the use of historical terms understand how our knowledge of the past is constructed from a range of sources address and devise historically valid questions about similarity, difference and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<ul style="list-style-type: none"> address historically valid questions about change, cause and significance construct informed responses that involve the thoughtful selection and organisation of historical information understand how our knowledge of the past is constructed from a range of sources note connections, contrasts and trends over time and develop the appropriate use of historical terms address and devise historically valid questions about similarity and difference. 	<ul style="list-style-type: none"> establish clear narratives over periods of study note connections, contrasts and trends over time and develop the use of historical terms understand how our knowledge of the past is constructed from a range of sources address historically valid questions about continuity, and change and cause address and devise historically valid questions about continuity and change, similarity and difference, and significance construct informed responses that involve thoughtful selection and organisation of relevant historical information
	Why this? Why now?	Why this? Why now?	Why this? Why now?
	Children make comparisons with what was happening in Britain at the same time, linking back to prior learning in Year 3. Helping children to understand why the achievements of the Ancient Egyptians should be regarded as so significant. There is a strong focus on sources of evidence.	children will learn about the Roman invasion of Britain and its impact on the lives of the Celts. Opportunities to link back to prior learning undertaken in Year 3 about The Bronze Age and the Iron Age.	Children build on developing an understanding of change and development over a long period of time.
	Key Vocabulary	Key Vocabulary	Key Vocabulary
	Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, lever, construction, sphinx, creation, mummification, canopic jar, shabti, time capsule.	Invade, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, impact, transport system, positive, negative, significant, representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion, names of uniform and equipment.	Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, police, highwayman, smuggling, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, prison, transportation, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, change parliament, continuity, attitudes, values.
	Autumn	Spring	Summer
Year 5	Anglo-Saxons Was the Anglo-Saxon period a dark age?	Vikings Would the Vikings do anything for money?	Journeys What makes people go on a journey?

Knowledge skills and concepts.	<ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history • establish clear narratives • address and devise historically valid questions about significance and cause and change • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time. 	<ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods • develop the appropriate use of historical terms • address historically valid questions about cause and significance • construct informed responses that involve the thoughtful selection and organisation of relevant historical information • note contrasts and connections over time 	<ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British and world history • develop the appropriate use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • note connections, contrasts and trends over time • regularly address and devise historically valid questions about significance
	Why this? Why now?	Why this? Why now?	Why this? Why now?
	Links will be made to prior learning, particularly to Year 4: Roman Britain.	Linking back to The Anglo-Saxons, links will also be made to Year 4 Roman Britain.	Links to the journeys made by those peoples already studied in earlier Key Stage 2 units, such as those covered in Year 4: Roman Britain, Year 5 The Anglo-Saxons and The Vikings. They will also be prompted to remember the journeys made by the explorers studied in Year 1, the Greatest Explorers.
	Key Vocabulary	Key Vocabulary	Key Vocabulary
	Invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench.	Raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, significant, Wessex, monarch, cult, runes, longhouses, saga.	Journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, status, Tudor, indigenous, portrait, symbol, adventurer, charter, Edwardian, sentimental, class, fact, opinion, persecution, anti-Semitism, pogrom, Kindertransport, Great Depression, prejudice, discrimination, settle, interpretation, British Empire, calypso, colour-bar, asylum seeker, economic migrant, illegal immigrant.
	Autumn	Spring	Summer
Year 6	The impact of war Did WWI or WWII have the biggest impact on our locality?	Maya Civilisation Why should we remember the Maya?	The Ancient Greeks What did the Greeks do for us?

Knowledge skills and concepts.	<ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British, local and world history • Address and devise historically valid questions about change, cause and significance • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends • construct informed responses that involve thoughtful selection and organisation of historical information • develop the use of appropriate historical terms 	<ul style="list-style-type: none"> • Establish clear narratives within and across periods they study • regularly address historically valid questions about similarity and difference and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time • develop the appropriate use of historical terms • address and devise historically valid questions about change, cause and significance 	<ul style="list-style-type: none"> • develop the use of historical terms • address and devise historically valid questions • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • continue to develop a chronologically secure knowledge and understanding of world history • answer and ask historically valid questions about similarity and difference
	Why this? Why now?	Why this? Why now?	Why this? Why now?
	The purpose here is not to study the World Wars, as this is covered in the secondary curriculum – but the children will use the skills they have developed studying history, particularly those relating to local history, and back to EYFS why we remember.	children will make links to other societies they have studied, including those covered in Year 3 The Stone Age and The Ancient Egyptian	Children will utilise a variety of sources of evidence to develop their knowledge and understanding of the time period. Links will be made to prior learning on the nature of empires, particularly Year Roman Britain
	Key Vocabulary	Key Vocabulary	Key Vocabulary
	Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning	Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence, reconstruction, archaeology, city state, sacrifice, Meso-America, nobles, creation, hierarchy, sacrifice, bloodletting, conquistadors, technology, culture, glyphs, agriculture, astronomy, calendar, trade, interpretations, theory, climate change, conquer, decline, codex/codices, pagan, scribe, significance.	Minoan, Mycenaean, Classical, Hellenistic, Roman Greek, city-state, democracy, architecture, empire, culture, terrain, predict, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, revival, marathon, myth, temple, priest, hoplite, phalanx (strong block formation), interpret, legacy, impact