



History Curriculum map 2023/24



	Autumn	Spring	Summer
Year 1 <u>Term 1</u>	Gunpowder Plot – Why do we remember Bonfire Night? NC ref: events beyond living memory SC: Power DC: Historical significance	Year 1/2 <u>Term 1</u>	Great Fire of London – How did the Great Fire change London in 1666? NC ref: events beyond living memory SC: Civilisation (social and cultural change) DC: Change and continuity
Year 2 <u>Term 1</u>	Our Local Area – How has West Rainton changed over time? NC ref: Changes within living memory SC: Civilisation DC: Similarity and difference.		
Year 3 <u>Term 2</u>	Stone-Age to Iron Age – Did anything change from the Stone Age to the Iron Age? NC ref: changes in Britain from the Stone Age to the Iron Age SC: Civilisation, Trade, Power DC: Change and continuity Similarity and difference	Year 2/3 <u>Term 1</u>	George Stephenson – How did George Stephenson impact our lives today? NC ref: the lives of significant individuals in the past. Changes within living memory (medicine) SC: Civilisation (social and cultural change) DC: Historical significance
Year 4 <u>Term 2</u>	Stone-Age to Iron Age - Did anything change from the Stone Age to the Iron Age? (expand) NC ref: changes in Britain from the Stone Age to the Iron Age SC: Civilisation, Trade, Power DC: Change and continuity Similarity and difference		
Year 5 <u>Term 2</u>	DLI – Why do historians remember the soldiers of the DLI? NC ref: a local history study SC: Power, Invasion, Civilisation, (political history) DC: Historical significance Sources and evidence Historical interpretations	Ancient Civilisations – Which Ancient Civilisation had the greatest achievement? NC ref: achievements of earliest civilisations SC: Power, Civilisation, Religion, Trade, Empire DC: Historical significance and interpretation Sources and evidence Similarity and difference	Anglo-Saxons and Vikings – How did the Anglo-Saxon and Viking struggle impact Britain? NC ref: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor SC: Power, Invasion, Civilisation, Trade, Religion DC: Change and continuity, Cause and consequence, Historical significance and interpretation, Sources and evidence
Year 6 <u>Term 2</u>	Titanic – Who was to blame? NC ref: aspect in British history that extends pupils' chronological knowledge beyond 1066 SC: Civilisation, Power DC: Historical significance and Interpretation Sources and evidence	Maya – Who achieved more: The Maya or The Vikings? NC ref: a non-European society that provides contrasts with British history SC: Civilisation, Trade, Religion DC: Similarity and difference, Historical significance and interpretation, Sources and evidence	Ancient Greece – How did the Ancient Greeks influence our lives today and were these achievements 'great'? NC ref: study of Greek life, achievements and influence on western world SC: Civilisation, Trade, Power, Invasion, Religion, Empire DC: Change and continuity, Historical interpretations



Our EYFs curriculum is planned to be rich, inspiring and broad to allow all of children to widen their horizons in each subject, through **holistic learning**. It provides the depth that enables our children to become confident independent learners and are supported to have in depth knowledge and skills essential for all areas of development. Our Early Years provision provides children with a wide range of rich, first hand learning experiences to take the curriculum beyond the classroom and develop their love of learning, independence and creative thinking. Our curriculum has been developed to offer children a wide range of opportunities to personalise their learning in order to develop existing talents and interests and discover new ones. Our foundation stage raises children's aspirations and equips them with the knowledge and skills to flourish in their next stage of their education.

Reception

Autumn1- Me, my family and my village
Harvest/ Autumn

Autumn 2- Heroes People who help us, Why do we wear poppies?

Bonfire night
Christmas

Spring 1 - Winter

Chinese New Year
Africa

Spring 2 - Traditional Tales

Growing plants
Easter/ Spring

Summer 1 - Lifecycle

Summer 2 - Transport and Travel
Pirates/ The Seaside

Nursery 2 (3-4 Year Olds)

Autumn 1 - All about me (when I grow up)

Autumn - Forest Classroom

Autumn 2 - Colour and Celebrations, (Diwali, Christenings, Christmas, Halloween and Bonfire night)

Spring 1 - Winter

Once upon a time and rhyme,

Chinese New Year

Spring 2 - Mr Wolf's Pancakes

Bible stories - Noahs Ark and Animals

Spring / Easter

Summer 1 - Lifecycle/ Growing

Summer 2 Healthy foods,

People Who Help Us

Nursery 1 (2-3 Year Olds)

Term1- Nursery rhymes / I Can.. (new skills routines, sensory experiences)

Term 2- Animals/ Pets / Textures and Colours

Term 3- Teddy Bears Picnic

Possible extra topics - Easter, Christmas, Halloween, Mother's Day and Father's Day

Understanding the World Understanding

The world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

The most relevant statements for history are taken from the following areas of learning:

- Mathematics
- Understanding the World

History			
Two and Three Year -Olds	Mathematics	I am starting to understand the daily routine 1/2/3	
	Understanding the World	I can make connections between my family and other families. 2/3 I notice differences between people. 3	
Three and Four-Year-Olds	Mathematics	I understand positional language. 1/2/3 I can tell you my daily routine. 1/2/3	
	Understanding the World	I can tell you about my family including people who do not live with me. 1/2 I can bake and explore ingredients for a variety of recipes. I can tell you what happens when something goes into the oven. (recall) 1/2/3	
Reception	Understanding the World	I can share something from home to tell you more about my family. I can answer questions about my family life. I can tell three members of staff from the school and their roles. I can tell you what people in our community do to help us. I can explore old artefacts and tell you why they are old.	
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	<ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.