



## History Curriculum map 2025/26

	Autumn	Spring	Summer	
<b>Year 1</b> <b>Term</b> <u>1</u>	<b>Transport - How significant were the changes in rail and flight transport over time?</b> NC ref: Changes within living memory. The lives of significant individuals in the past. <b>SC: Civilisation (social and cultural change)</b> <b>DC: Similarity and difference</b>	<b>Great Fire of London – How did the Great Fire change London in 1666?</b> NC ref: events beyond living memory <b>SC: Civilisation (social and cultural change)</b> <b>DC: Change and continuity</b>	<b>Coal Mining – What was life like for a coal miner and his family in County Durham during early 1900s?</b> NC ref: Changes within living memory (compare people's lives then to now) Significant historical events, places and people in locality. <b>Civilisation (social and cultural change)</b> <b>DC: Sources and evidence</b>	
<b>Year 2</b> <b>Term</b> <u>1</u>	<b>Our Local Area – How has West Rainton changed over time?</b> NC ref: Changes within living memory <b>SC: Civilisation</b> <b>DC: Similarity and difference.</b>	<b>Florence Nightingale – How did the lady of the lamp light our future?</b> NC ref: the lives of significant individuals in the past. <b>SC: Civilisation (social and cultural change)</b> <b>DC: Historical significance</b>	<b>Castles – Why is Durham called the Land of the Prince Bishops?</b> NC ref: Significant historical events, places and people in locality. <b>SC: Civilisation, Power, Religion</b> <b>DC: Historical significance, Cause and consequence</b>	
<b>Year 3</b> <b>Term</b> <u>1</u>	<b>Stone-Age to Iron Age – Did anything change from the Stone Age to the Iron Age?</b> NC ref: changes in Britain from the Stone Age to the Iron Age <b>SC: Civilisation, Trade, Power</b> <b>DC: Change and continuity</b> <b>Similarity and difference</b>	<b>Riotous Royals – How have the monarchs in British History shaped life today?</b> NC ref: aspect in British history that extends pupils' chronological knowledge beyond 1066 <b>SC: Religion, Power, Empire</b> <b>DC: Cause and consequence</b>	<b>The Romans – Why did the Romans want an empire?</b> NC ref: The Roman Empire and its impact on Britain <b>SC: Power, Invasion, Empire, Civilisation</b> <b>DC: Cause and consequence, Historical interpretations</b>	
<b>Year 4</b> <b>Term</b> <u>2</u>	<b>DUI – Why do historians remember the soldiers of the DUI?</b> NC ref: a local history study <b>SC: Power, Invasion, Civilisation, (political history)</b> <b>DC: Historical significance</b> <b>Sources and evidence</b> <b>Historical interpretations</b>	<b>The Romans – Why did the Romans march through County Durham?</b> NC ref: a local history study The Roman Empire and its impact on Britain <b>SC: Power, Invasion, Empire, Civilisation</b> <b>DC: Cause and consequence, Historical interpretations</b>	<b>Anglo-Saxons and Scots – What was the impact of the settlement of the Anglo-Saxons and Scots on Britain?</b> NC ref: Britain's settlement by Anglo-Saxons and Scots <b>SC: Power, Civilisation, Trade, Invasion</b> <b>DC: Similarity and difference</b> <b>Sources and evidence</b>	<b>Ancient Egypt – Which Ancient Egyptian achievement was the most significant?</b> <b>Which Ancient Civilisation had the greatest achievement?</b> NC ref: achievements of earliest civilisations <b>SC: Power, Civilisation, Religion, Trade, Empire</b> <b>DC: Historical significance and interpretation, Sources and evidence, Similarity and difference</b>
<b>Year 5</b> <b>Term</b> <u>2</u>	<b>Industrial Revolution – Did the industrial revolution change the lives of everyone in Britain?</b> NC ref: aspect in British history that extends pupils' chronological knowledge beyond 1066 <b>SC: Civilisation (social and cultural change), Power</b> <b>DC: Change and continuity</b> <b>Sources and evidence</b>	<b>The Tudors – How did Henry VIII change England?</b> NC ref: aspect in British history that extends pupils' chronological knowledge beyond 1066 <b>SC: Power, Religion, Empire</b> <b>DC: Change and continuity</b> <b>Historical interpretations</b>	<b>Ancient Civilisations – Which Ancient Civilisation had the greatest achievement?</b> NC ref: achievements of earliest civilisations <b>SC: Power, Civilisation, Religion, Trade, Empire</b> <b>DC: Historical significance, Similarity and difference</b>	<b>Anglo-Saxons and Vikings – How did the Anglo-Saxon and Viking struggle impact Britain?</b> NC ref: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <b>SC: Power, Invasion, Civilisation, Trade, Religion</b> <b>DC: Change and continuity, Cause and consequence, Historical significance and interpretation</b>
<b>Year 6</b> <b>Term</b> <u>2</u>	<b>Titanic – Who was to blame?</b> NC ref: aspect in British history that extends pupils' chronological knowledge beyond 1066 <b>SC: Civilisation, Power</b> <b>DC: Historical significance and Interpretation</b> <b>Sources and evidence</b>	<b>Maya – Who achieved more: The Maya or The Vikings?</b> NC ref: a non-European society that provides contrasts with British history <b>SC: Civilisation, Trade, Religion</b> <b>DC: Similarity and difference, Historical significance and interpretation, Sources and evidence</b>	<b>Ancient Greece – How did the Ancient Greeks influence our lives today and were these achievements 'great'?</b> NC ref: study of Greek life, achievements and influence on western world <b>SC: Civilisation, Trade, Power, Invasion, Religion, Empire</b> <b>DC: Change and continuity, Historical interpretations</b>	



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 talk about them. 2/3 I notice differences between people. 3 I am starting to have new experiences and talk about them 123
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 tell you about someone with a helpful job (nurse, doctor, fire fighter, police officer) 3 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 tell you what they do when I'm at school. 1 I can share something from home to tell you more about my family. 1 I can answer questions about my family life. 1 I can tell you about the present. 1 I can tell you a story from the past. 3
ELG	Understanding the World	People, Culture and Communities
		<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• 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.</li> </ul>

		The Natural World	<ul style="list-style-type: none"><li>• 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.</li><li>• Understand some important processes and changes in the natural world around them, including the seasons.</li></ul>
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