

History Curriculum Map

By the end of EYFS, we expect pupils to be able to:

- ✓ Show interest in the lives of people who are familiar to them.
- ✓ Remember and talk about significant events in their own experiences.
- ✓ Recognise and describe special times or events for family or friends.
- ✓ Show interest in different occupations and ways of life.
- ✓ Know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.
- ✓ Develop an understanding of growth, decay and changes over time.
- ✓ Look closely at similarities, differences, patterns and change.
- ✓ Talk about past and present events in their own lives and in the lives of family members.
- ✓ Know about similarities and differences between themselves and others, and among families, communities and traditions.

By the end of Key Stage One, we expect pupils to be able to:

- ✓ Develop an awareness of the past, using common words and phrases relating to the passing of time.
- ✓ 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.
- ✓ Use a wide vocabulary of everyday historical terms.
- ✓ Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- ✓ Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

By the end of Key Stage Two, we expect pupils to be able to:

- ✓ 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.
- ✓ Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- ✓ Regularly address and sometimes devise historically valid questions about change, cause, 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.

| Year 1 | Autumn Kings and Queens | Spring George Stephenson and the first Steam Train | Summer Florence Nightingale, Mary Seacole, Edith Cavell |
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| National Curriculum Programme of Study | <p>Study the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Compare aspects of life in different periods.</p> | <p>Study the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Learn about significant historical events, people and places in their own locality</p> | <p>Study the lives of significant individuals in the past who have contributed to national and international achievements.</p> |
| RDPS Knowledge and Skills | <p>Know and explain what a monarch is, and the qualities needed to be a good monarch.</p> <p>Know and explain how the title of king or queen is inherited.</p> <p>Name the titles and roles of members of the current Royal Family and explain their ancestry.</p> <p>Know and explain about the lives and achievements of the current and past Kings and Queens of England and the impact they left on the country.</p> <p>Find out about how family history, such as Queen Victoria's, can be represented by a family tree.</p> <p>Compare the lives of Elizabeth 1st and Queen Victoria.</p> | <p>Know and explain who George Stephenson was and about his achievements in the transport industry.</p> <p>Know and explain how trains changed people's lives in the 19th Century.</p> <p>Compare steam trains to the modern-day railways.</p> <p>Know and explain about future developments in the railways such as The Bullet Trains.</p> <p>Enrichment: Trip to The Stephenson Railway Museum</p> | <p>Know the biography and achievements of Florence Nightingale, Mary Seacole and Edith Cavell.</p> <p>Know the similarities and differences in the biographies and achievements of Mary Seacole, Florence Nightingale and Edith Cavell.</p> <p>Know and explain the legacies that all three women left on the nursing sector.</p> <p>Compare the experiences of the three nurses with the nursing profession today.</p> |

| Year 2 | Autumn Explorers including Neil Armstrong and James Cook | Spring The Great Fire of London and The Great Fire of Gateshead | Summer The Sinking of The Titanic |
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| National Curriculum Programme of Study | <p>Study the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Learn about events beyond living memory that are significant nationally or globally.</p> | <p>Study events beyond living memory that are significant nationally or globally.</p> <p>Learn about significant historical events, people and places in their own locality.</p> | <p>Study events beyond living memory that are significant nationally or globally.</p> |
| RDPS Knowledge and Skills | <p>Know and explain what it means to be an explorer.</p> <p>Know the biography and achievements of Neil Armstrong and James Cook.</p> <p>Identify the similar characteristics of successful explorers.</p> <p>Know the impact that both men left on the world of exploration.</p> <p>Decide where in the world they would like to explore and how this could be achieved.</p> <p>Enrichment: Trip to The National Museum of the Royal Navy – Hartlepool</p> | <p>Know the chronological events that led to The Great Fire of London, including:</p> <ul style="list-style-type: none"> • When it happened? • What caused it? • Who was involved? <p>Know about Samuel Pepys and how he documented the event.</p> <p>Know the chronological events that led to The Great Fire of Gateshead, including:</p> <ul style="list-style-type: none"> • When it happened? • What caused it? • Who was involved? <p>Compare both events and know about the aftereffects on both localities.</p> | <p>Know and explain about the construction of The Titanic and some key information about the configuration of the vessel.</p> <p>Plot the route of The Titanic on a modern-day world map.</p> <p>Know who was on board The Titanic and where and why they were positioned on the ship.</p> <p>Plot the chronological events that led to the sinking of The Titanic.</p> <p>Explain how the sinking of The Titanic influenced modern day sea travel.</p> |

| Year 3 | Autumn The Stone Age to The Iron Age | Spring The Romans | Summer The achievements of the Ancient Egyptians |
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| National Curriculum Programme of Study | Study the changes in Britain from The Stone Age to The Iron Age including ancient farming, technology and travel. | Study The Roman Empire and its impact on Britan, including the successful invasion by Claudius and conquest, including Hadrian's Wall. | Study the achievements of the earliest civilisations, an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt. |
| RDPS Knowledge and Skills | <p>Place the period of The Stone Age to Iron Age onto a chronological framework.</p> <p>Know how people survived as hunter-gatherers during The Stone Age, Bronze Age and Iron Age including: farming, travel, and technology.</p> <p>Explain how people's lives changed from the Stone Age to The Bronze Age.</p> <p>Explain how people's lives changed from the Stone Age to The Iron Age.</p> <p>Recognise the significance in the arrival of Celtic tribes to Britain, including their impact on the landscape in the Iron Age.</p> <p>Children can recognise and describe the chronology of Prehistoric Britain from the Stone Age to the Iron Age.</p> | <p>Locate The Roman Empire on a modern-day world map.</p> <p>Know and explain who the Romans were and how they built their empire.</p> <p>Know about the life of a Roman child.</p> <p>Compare the life of a Roman child to present day children.</p> <p>Know and explain why and how The Romans invaded Britain.</p> <p>Know about Claudius and how he successfully invaded Britain.</p> <p>Know the significance of Hadrian's Wall in relation to The Roman Empire and The Northeast of England.</p> <p>Enrichment: Trip to The Sill</p> | <p>Place The Ancient Egyptians onto a chronological framework.</p> <p>Locate Egypt on a modern-day world map.</p> <p>Know about the daily life of ancient Egyptian people.</p> <p>Compare daily life to the present day.</p> <p>Explain the ancient Egyptian ritual of mummification.</p> <p>Know and explain about the discovery of Tutankhamun's tomb.</p> <p>Compare the ancient technique of writing hieroglyphics with the modern-day alphabet.</p> |

| Year 4 | <u>Summer</u> The Industrial Revolution | <u>Spring</u> The Viking Raid of Lindisfarne | <u>Summer</u> The Shang Dynasty of Ancient China |
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| National Curriculum Programme of Study | <p>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Study a significant turning point in British history.</p> | <p>Study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> | <p>Study the achievements of the earliest civilisations, an overview of where and when the first civilisations appeared and a depth study of The Shang Dynasty of Ancient China.</p> |
| RDPS Knowledge and Skills | <p>Know and explain why The Industrial Revolution was a significant turning point in history.</p> <p>Know the impact of The Industrial Revolution on energy, technology, work, transport and engineering.</p> <p>Know what the living and working conditions were like during the Industrial Revolution?</p> <p>Compare the lives of children during The Industrial Revolution with the present day.</p> <p>Compare energy, technology, work, transport and engineering from 1750-1900 to the present day with a focus on The North-East of England.</p> | <p>Know about the Angles, Saxons and Jutes and where they came from?</p> <p>Know why did they came to Britain?</p> <p>Know how Anglo-Saxon Britain ruled? And by whom?</p> <p>Know the causes, events and consequences that led to The Viking Raid of Lindisfarne including:</p> <ul style="list-style-type: none"> • Where it took place? • Who was involved? • Why it happened? • What happened during the raid? • What happened next? <p>Explain the impact of the raid on The Northeast of England.</p> <p>Enrichment: Trip to Holy Island</p> | <p>Locate China on a modern-day world map.</p> <p>Place the period of The Shang Dynasty onto a chronological framework.</p> <p>Know how the Shang Dynasty was established.</p> <p>Know how a dynasty similar/different from other rulings?</p> <p>Know what it was like for people living in The Shang Dynasty.</p> <p>Know how the people of The Shang Dynasty were responsible for:</p> <ul style="list-style-type: none"> • The invention of writing. • The development of a stratified government. • The advancement of bronze technology; and the use of the chariot and bronze weapons in warfare. <p>Know how The Shang Dynasty came to an end.</p> |

| Year 5 | <u>Autumn</u> Changes in an aspect of social history: Crime and Punishment | <u>Spring</u> The achievements of the Ancient Greeks | <u>Summer</u> Coalmining in The Northeast of England |
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| National Curriculum Programme of Study | Study of an aspect of history or a site dating from a period beyond 1066. | Study Greek life and achievements and their influence on the western world. | Study an aspect of local history. Study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. |
| RDPS Knowledge and Skills | <p>Know what defines right, rule of law and punishment. Discuss the development and changes in rules of law.</p> <p>Know about the development of the rule of law in British History from 1066 to present – e.g. The Magna Carta.</p> <p>Compare and contrast how criminals from the past were treated in comparison to present day.</p> <p>Compare and contrast the history of Witch Trials with how trials are carried out today.</p> <p>Know about how the police force was formed and when.</p> <p>Compare and contrast how the police force has change over time and be able to explain the impact of these changes on society.</p> | <p>Locate Ancient Greece on a modern-day map.</p> <p>Place The Ancient Greeks to Iron Age onto a chronological framework.</p> <p>Know and explain about the belief systems of the Ancient Greeks.</p> <p>Know about Athens and Sparta and how these city states were governed.</p> <p>Compare the different roles and responsibilities of men and women in Ancient Greece with the present day.</p> <p>Make an informed decision about which city state you would live in and why?</p> <p>Research key Ancient Greek figures such as Socrates, Alexander the Great and Aristotle.</p> <p>Explain how The Ancient Greeks have influenced modern day life.</p> | <p>Know that coal mining was once the main industry in Northeast England.</p> <p>Know how The River Tyne and Newcastle's seaport allowed for transportation of the region's rich coal supplies.</p> <p>Know and explain how coal was mined from the ground.</p> <p>Know about the different jobs in a coal mine and about the roles that children played in the industry.</p> <p>Know and explain the main uses of mined coal.</p> <p>Compare fossil fuels with energy sources of the present day.</p> <p>Research the British Coal Mining strikes and the impact they had on the Northeast of England.</p> <p>Research the aftereffect of the closing of the coal mines.</p> <p>Enrichment: Trip to Woodhorn Colliery</p> |

| Year 6 | <u>Autumn</u> The Roman Empire: Boudicca | <u>Spring</u> The Battle of Britain | <u>Summer</u> The Northeast Ship Building Industry |
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| National Curriculum Programme of Study | <p>Study the Roman Empire and its impact on Britain.</p> <p>Study the British resistance to the Roman Empire - Boudicca.</p> | <p>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Study a significant turning point in British history.</p> | <p>Study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> |
| RDPS Knowledge and Skills | <p>Learn about Boudicca and what she achieved including:</p> <ul style="list-style-type: none"> • Her relationship to Prasutagus and link the Iceni Tribe. • How she became Queen of the Iceni tribe. • How the Romans reacted to her becoming Queen and Boudicca's response. • Know the chronology and events of Boudicca's revolt. • The reasons that Boudicca's revolt was successful. • How she is remembered today. <p>Compare and contrast Boudicca as an influential historical female, with other influential women such as Florence Nightingale, Mary Seacole and Edith Cavell.</p> | <p>Know the chronological events during WW2 that led to The Battle of Britain.</p> <p>Learn about the significance of The Battle of Britain including:</p> <ul style="list-style-type: none"> • When it took place? • Where it happened? • Who were the Luftwaffe? • How the British responded? • The impact this had on the Second World War? <p>Research the influence of Winston Churchill during WW2.</p> | <p>Know the scale of the Northeast shipbuilding industry and its impact on sea travel across the globe.</p> <p>Learn about Swan Hunter:</p> <ul style="list-style-type: none"> • Who they were? • What they built? • Working conditions in the shipyard • Why they closed? • The aftereffects on The North-East when the shipbuilding industry closed. <p>Research what has replaced the Shipbuilding site at Swan Hunter, how this links to the National picture and how this has impacted the local area.</p> <p>Enrichment: Trip to The Discovery Museum</p> |