

# Subject Map for National Curriculum Objectives, History

National Curriculum Subject: History							
		National Curriculum Objective					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Y1	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>events beyond living memory that are significant nationally or globally</p> <p>significant historical events, people and places in their own locality</p> <p><b>Albert Pritchard</b> <b>How they've changed</b> <b>how have they changed since birth? What has changed in their memory?</b></p>	<p>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</p> <p><b>Ernest Shackleton</b></p>	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>events beyond living memory that are significant nationally or globally</p> <p><b>History of toys</b></p>	<p>the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Florence Nightingale</b></p>	<p>events beyond living memory that are significant nationally or globally</p> <p><b>Dinosaurs</b></p>	<p>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</p> <p><b>Life at the Seaside</b></p>
	Y2	<p>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</p> <p><b>Mother Teresa</b></p>	<p>events beyond living memory that are significant nationally or globally</p> <p>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</p> <p>significant historical events, people and places in their own locality.</p> <p><b>Guy Fawkes and The Gunpowder Plot</b></p>	<p>events beyond living memory that are significant nationally or globally</p> <p>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</p> <p><b>Queen Victoria</b> <b>Christopher Columbus,</b> <b>Rosa Parks, Emily Davison, Mary Seacole</b></p>	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>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</p> <p><b>Neil Armstrong/Moon landings</b></p>	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>events beyond living memory that are significant nationally or globally</p> <p>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</p> <p>significant historical events, people and places in their own locality.</p> <p><b>Industrial Revolution</b></p>	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>events beyond living memory that are significant nationally or globally</p> <p>significant historical events, people and places in their own locality.</p> <p>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</p> <p><b>Titanic/Noah Hingley</b></p>

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Lower KS2	Y3	<p>changes in Britain from the Stone Age to the Iron Age</p> <p><b>Stone Age</b></p> <p><b>What happened?</b>  <b>Comparison of daily life, e.g. homes, food, technology and travel</b>  <b>Tools – where does stone age get its name?</b>  <b>Key events</b>  <b>Neolithic/Skara Brae - Early</b></p>	<p>changes in Britain from the Stone Age to the Iron Age</p> <p><b>Bronze Age</b></p> <p><b>What happened?</b>  <b>Comparison of daily life, Stonehenge religion</b>  <b>Stonehenge Iron Age hill fort</b>  <b>Mining and copper</b>  <b>Tribal kingdoms, farming, art and culture</b>  <b>Key events</b></p>	<p>changes in Britain from the Stone Age to the Iron Age</p> <p><b>Iron Age</b></p> <p><b>What happened?</b>  <b>Key events</b>  <b>Tribal kingdoms: Druids</b>  <b>Festivals</b>  <b>How have homes changed across the 3?</b></p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><b>Ancient Greece</b></p> <p><b>Where and when civilisation existed</b>  <b>Order on timeline</b>  <b>Significant events</b></p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><b>Ancient Greece</b></p> <p><b>Greek empire</b>  <b>Religion – Gods and Goddesses</b>  <b>Writing system</b></p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><b>Ancient Greece</b></p> <p><b>Olympics-compare and contrast</b></p> <p><b>Tokyo 2020</b></p>
	Y4	<p>Pupils should be taught about 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 Egypt  <b>Ancient Egypt</b></p> <p><b>Place on timeline</b>  <b>Daily life - jobs, homes, status</b></p>	<p>Pupils should be taught about 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 Egypt  <b>Ancient Egypt</b></p> <p><b>Gods/Goddesses</b>  <b>Mummies</b>  <b>Pyramids</b>  <b>Decline of empire</b></p>	<p>Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Mayan civilization c. AD 900;  <b>Mayan Civilisation</b></p> <p><b>What is the civilisation?</b>  <b>Daily life – food, homes, Religion – Gods</b>  <b>Using sources</b>  <b>Key events and buildings</b></p>	<p>Pupils should be taught about the Roman empire and its impact on Britain</p> <p><b>Romans</b></p> <p><b>Roman Empire</b>  <b>Caesar and Claudius</b>  <b>Army</b>  <b>Gods/Goddesses</b>  <b>Roads</b>  <b>Inventions</b></p>	<p>Pupils should be taught about the Roman empire and its impact on Britain</p> <p><b>Romans</b></p> <p><b>Boudica</b>  <b>Hadrian's Wall</b>  <b>Caerwent</b></p>	<p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of; Benin (West Africa) c. AD 900-1300.  <b>Benin</b></p> <p><b>How it developed?</b>  <b>Important events</b>  <b>Religion</b>  <b>Eweka</b></p>
Upper KS2	Y5	<p>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots  <b>Anglo-Saxon invasion</b></p> <p><b>Daily life – food, homes, Religion – Gods</b>  <b>Using sources</b>  <b>Key events</b></p>	<p>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots  <b>Anglo-Saxon art and culture including Christianity</b></p> <p><b>Religion – Gods</b>  <b>Key events and buildings</b></p>	<p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><b>King Alfred the Great (Defended from the Viking conquest)</b>  <b>Kings and Queens</b>  <b>Family life</b></p>	<p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  <b>Viking invasion</b></p> <p><b>Warriors</b>  <b>Invasion</b>  <b>Daily life – work</b>  <b>Religion – Gods</b>  <b>Using sources</b>  <b>Key events</b></p>	<p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  <b>Anglo-Saxon laws and justice</b></p> <p><b>Edward the Confessor and his death in 1066</b></p>	<p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Tudors – Henry VIII</b></p> <p><b>Wives</b>  <b>Life</b>  <b>Daily life</b>  <b>Come to throne</b>  <b>Bosworh</b></p>

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	Y6	<p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Pupils should be taught about an aspect of local history</p> <p><b>Britain through the decades</b></p> <p><b>1950's - present</b> <b>Daily life, culture, significant figures, inventions etc.</b></p>	<p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, including the present day, a significant turning point in British history, for example, the Battle of Britain Pupils should be taught about an aspect of local history</p> <p><b>World War I</b></p> <p><b>Build up</b> <b>Timeline of key events</b> <b>Leaders</b> <b>Christmas Truce</b></p>	<p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, including the present day, a significant turning point in British history, for example, the Battle of Britain Pupils should be taught about an aspect of local history</p> <p><b>World War II</b></p> <p><b>Build up</b> <b>Timeline</b> <b>Leaders</b> <b>Key events</b> <b>Rationing</b></p>	<p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, including the present day, a significant turning point in British history, for example, the Battle of Britain Pupils should be taught about an aspect of local history</p> <p><b>World War II</b></p> <p><b>Home front</b> <b>Transport</b> <b>Role of Women</b> <b>Daily life</b> <b>Evacuees</b></p>	<p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Monarchs Over Time</b></p> <p><b>Significant British Monarchs before 1900s</b></p> <p><b>In chronological order</b></p>	<p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><b>Monarchs Over Time</b></p> <p><b>Edward VII (1901-1910)</b> <b>George V</b> <b>Edward VIII</b> <b>George VI</b> <b>Elizabeth II</b></p>