

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>Albert Pritchard How they've changed how have they changed since birth? What has changed in their memory?</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>Ernest Shackleton</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>History of toys</p>	<p>the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Florence Nightingale</p>	<p>events beyond living memory that are significant nationally or globally</p> <p>Dinosaurs</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>Life at the Seaside</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>Mother Teresa</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>Guy Fawkes and The Gunpowder Plot</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>Queen Victoria Christopher Columbus, Rosa Parks, Emily Davison, Mary Seacole</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>Neil Armstrong/Moon landings</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>Industrial Revolution</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>Titanic/Noah Hingley</p>

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Lower KS2	Y3	<p>changes in Britain from the Stone Age to the Iron Age</p> <p>Stone Age</p> <p>What happened? Comparison of daily life, e.g. homes, food, technology and travel Tools – where does stone age get its name? Key events Neolithic/Skara Brae - Early</p>	<p>changes in Britain from the Stone Age to the Iron Age</p> <p>Bronze Age</p> <p>What happened? Comparison of daily life, Stonehenge religion Stonehenge Iron Age hill fort Mining and copper Tribal kingdoms, farming, art and culture Key events</p>	<p>changes in Britain from the Stone Age to the Iron Age</p> <p>Iron Age</p> <p>What happened? Key events Tribal kingdoms: Druids Festivals How have homes changed across the 3?</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Ancient Greece</p> <p>Where and when civilisation existed Order on timeline Significant events</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Ancient Greece</p> <p>Greek empire Religion – Gods and Goddesses Writing system</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Ancient Greece</p> <p>Olympics-compare and contrast</p> <p>Tokyo 2020</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 Ancient Egypt</p> <p>Place on timeline Daily life - jobs, homes, status</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 Ancient Egypt</p> <p>Gods/Goddesses Mummies Pyramids Decline of empire</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; Mayan Civilisation</p> <p>What is the civilisation? Daily life – food, homes, Religion – Gods Using sources Key events and buildings</p>	<p>Pupils should be taught about the Roman empire and its impact on Britain</p> <p>Romans</p> <p>Roman Empire Caesar and Claudius Army Gods/Goddesses Roads Inventions</p>	<p>Pupils should be taught about the Roman empire and its impact on Britain</p> <p>Romans</p> <p>Boudica Hadrian's Wall Caerwent</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. Benin</p> <p>How it developed? Important events Religion Eweka</p>
Upper KS2	Y5	<p>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots Anglo-Saxon invasion</p> <p>Daily life – food, homes, Religion – Gods Using sources Key events</p>	<p>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots Anglo-Saxon art and culture including Christianity</p> <p>Religion – Gods Key events and buildings</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>King Alfred the Great (Defended from the Viking conquest) Kings and Queens Family life</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 Viking invasion</p> <p>Warriors Invasion Daily life – work Religion – Gods Using sources Key events</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 Anglo-Saxon laws and justice</p> <p>Edward the Confessor and his death in 1066</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>Tudors – Henry VIII</p> <p>Wives Life Daily life Come to throne Bosworh</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>Britain through the decades</p> <p>1950's - present Daily life, culture, significant figures, inventions etc.</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>World War I</p> <p>Build up Timeline of key events Leaders Christmas Truce</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>World War II</p> <p>Build up Timeline Leaders Key events Rationing</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>World War II</p> <p>Home front Transport Role of Women Daily life Evacuees</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>Monarchs Over Time</p> <p>Significant British Monarchs before 1900s</p> <p>In chronological order</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>Monarchs Over Time</p> <p>Edward VII (1901-1910) George V Edward VIII George VI Elizabeth II</p>