

# History Curriculum Road Map EYFS



## Nursery 2-3 Year Olds - Building Blocks

Children will focus on their immediate family and the family routines that they have within their own home

Children will be given the opportunity to make connections between the features of their family and other families. Be open to children talking about differences and what they notice. For example, when children ask questions like: "Why do you wear a scarf around your head?" or "How come your hair feels different to mine?"

### Why do we follow on with this unit?

To broaden the vocabulary that the children have been introduced to.

## Nursery 3-4 Year Olds - Building Blocks

Children will be taught about the local community and have the opportunity to explore different occupations. Children will also continue to develop their understanding of their own life-story and family's history. This will be through teachers spending time with children talking about photos and memories. Children will be encouraged to retell what their parents have told them about their life-story and family.

### What skills will we continue to build upon?

Children will continue to develop their communication skills when they are talking about their families.

## Year R - Building Blocks

Children will begin to compare the past and the present through finding similarities and differences with pictures, stories, artefacts and accounts from the past. Children will have hands-on experiences that deepen their understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Children will be shown images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. Compare and contrast characters from stories, including figures from the past.

### Why do we follow on with this unit?

To develop the children's understanding of continuity and change and of the significance of individuals in history.

### What skills will we continue to build upon?

Children will continue to develop their investigative skills to

# History Curriculum Road Map Year 1



## Autumn

### How am I making history?

Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.

#### Why do we follow on with this unit?

To develop the children's understanding of continuity and change and of the significance of individuals in history.

#### What skills will we continue to build upon?

Using different sources of information to find out answers to questions about the past.

## Spring

### How have toys changed?

Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.

## Summer

### How have explorers changed the world?

Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.

#### Why do we follow on with this unit?

To develop children's understanding of history within a more local focus.

#### What skills will we continue to build upon?

To develop the children's understanding of continuity and change within a more localised area.



# History Curriculum Road Map Year 2



## Autumn

### How was school different in the past?

Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.

#### Why do we follow on with this unit?

To develop the children's understanding of continuity and change and of the significance of individuals and events within global history.

#### What skills will we continue to build upon?

Using different sources of information to find out answers to questions about the past.

## Spring

### How did we learn to fly?

Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.

## Summer

### What is a monarch?

Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.

#### Why do we follow on with this unit?

To develop children's understanding of significant individuals in history within a global focus.

#### Why do we follow on with this unit?

To develop the children's understanding of continuity and change and of the significance of individuals in global history.



# History Curriculum Road Map Year 3



## Autumn

### **British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?**

Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age

#### **Why do we follow on with this unit?**

To develop an understanding of how life in prehistoric Britain continued to evolve up to the point of the arrival of the Romans.

#### **What skills will we continue to build upon?**

Presenting findings about the past using speaking, writing, ICT and drawings skills and using dates and historical terms with increasing accuracy.

## Spring

### **British history 2: Why did the Romans settle in Britain?**

Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.

## Summer

### **What did the ancient Egyptians believe?**

Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before creating a video clip to summarise their findings.

#### **Why do we follow on with this unit?**

To focus children's historical knowledge on a place in their own locality, considering how it has changed and drawing upon conclusions.

#### **What skills will we continue to build upon?**

Using sources of evidence to draw conclusions about what life was like in the past. To develop our skills of reasoning using evidence.



# History Curriculum Road Map Year 4



## Autumn

### How have children's lives changed?

Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore the most crucial change – work – in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact.

### Why do we follow on with this unit?

To bring the focus of study back to a chronological study of life in Britain. To learn how life in England further changed when the Anglos Saxons arrived and how, like the Romans, the Anglo Saxons made a significant impact on Britain that has lasted until today

### What skills will we continue to build upon?

Using evidence to build up a picture of a historical time period and choosing relevant media to present your findings.

## Spring

### British history 3: How hard was it to invade and settle in Britain?

Developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.

## Summer

### British history 4: Were the Vikings raiders, traders or settlers?

Investigating whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences. Making deductions from sources, identifying the author's viewpoint and explaining how this impacts the accuracy of the source.

### Why do we follow on with this unit?

To show how invasion of another nation impacted on life, culture and language of Britain, both then and now.

### What skills will we continue to build upon?

Using a range of sources of evidence in drawing conclusions. To understand how life in a country can change over time.



# History Curriculum Road Map Year 5



## Autumn

### **British history 5: What was life like in Tudor England?**

Comparing Henry VIII and Elizabeth I, children learn about the changing nature of monarchy. They examine how monarchs tried to control their public images using portraits and royal progresses. Using Tudor inventories to investigate whether people were rich or poor, children learn what life was like for people in Tudor times.

#### **Why do we follow on with this unit?**

To further develop an understanding of how significant individuals and ancient cultures have had a lasting impact on life in Britain today.

#### **What skills will we continue to build upon?**

Making links between different periods of British history and how decisions made then have impacted now.

## Spring

### **What did the Greeks ever do for us?**

Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.

## Summer

### **What does the census tell us about our local area?**

Investigating local history during the Victorian period, children carry out an enquiry using census and factory records. They learn about the changes to a family over a period of time and suggest reasons for these changes, linking them to national events. Planning their own historical enquiry, they research a local family or street.

#### **Why do we follow on with this unit?**

To look at an ancient Non-European civilisation study and make comparisons to a contrasting period in History

#### **What skills will we continue to build upon?**

Using sources of evidence to draw conclusions on life and society from the past. To know that more than one source of evidence should be used.



# History Curriculum Road Map Year 6



## Autumn

### What was the impact of World War 2 on the people of Britain?

Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.

#### Why do we follow on with this unit?

To understand how a significant event in modern history has impacted the world we know today.

#### What skills will we continue to build upon?

Using multiple sources of evidence to answer key questions. To make links to events of the past and the impact they still have today.

## Spring

### How did the Maya civilisation compare to the Anglo-Saxons?

Comparing the Maya and the Anglo-Saxons, children learn about the Maya civilisation. They investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, they examine theories into how the Maya cities declined.

#### Why do we follow on with this unit?

To have an in-depth look at the legacies and achievement throughout a timeline of British history.

#### What skills will we continue to build upon?

Skills of analysis and deduction using multiple sources of evidence. Discussing the impact and legacy of historical periods to modern day life.

## Summer

### Unheard histories: Who should feature on the £10.00 banknote?

Investigating why historical figures are on banknotes, learning about the criteria for historical significance, participating in a tennis rally debate, creating a video to explain why their historical figure was significant and selecting a historical figure for the £10.00