



History Curriculum Map

Concepts explored across the History Curriculum = Empire, Invasion, Religion, Travel & Trade, Civilisation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Project: Our family / Ourselves</p> <p>Key Enquiry Question: Who Am I?</p> <p>Value: Friendship and respect</p> <p>Concept: Civilisation</p> <p>Link to NC: Understanding the World</p> <p>Previous Learning: Make sense of their own life-story</p> <p>Future learning: To recognise differences between families, communities and traditions.</p>		<p>Project: Celebrations & Traditions</p> <p>Key Enquiry Question: What do we celebrate? Ask families to share traditions from their culture</p> <p>Value: Friendship and respect</p> <p>Concept: Civilisation</p> <p>Link to NC: Understanding the World</p> <p>Previous Learning: Make sense of their own life-story</p> <p>Future learning: To recognise differences between families, communities and traditions.</p>		<p>Project: Changes & Transitions</p> <p>Key Enquiry Question: What changes in my life?</p> <p>Value: Friendship and respect</p> <p>Concept: Civilization</p> <p>Link to NC: Understanding the World</p> <p>Previous Learning: Make sense of their own life-story</p> <p>Future learning: To recognise changes within themselves, their families and familiar settings like school.</p>	
Reception	<p>Project: Friends and family/ People who help us</p> <p>Key Enquiry Question: Who Am I?</p> <p>Value: Friendship and respect</p> <p>Concept: Civilisation</p> <p>Link to NC: Understanding the World</p> <p>Previous Learning: Make sense of their own life-story</p> <p>Future learning: To recognise differences between families, communities and traditions.</p>		<p>Project: Traditional Tales from around the world Ask families to share stories from their culture</p> <p>Key Enquiry Question: Ask families to share stories from their culture</p> <p>Value: Tolerance and respect</p> <p>Main concept: Civilisation</p> <p>Link to NC: Understanding the World</p> <p>Previous Learning: Find answers to simple questions about the past.</p> <p>Future learning: Find answers to simple questions about the past from sources of information e.g. artefacts.</p>		<p>Project: Changes & Transitions</p> <p>Key Enquiry Question: What changes in my life?</p> <p>Value: Friendship and respect</p> <p>Concept: Civilisation</p> <p>Link to NC: Understanding the World</p> <p>Previous Learning: Make sense of their own life-story</p> <p>Future learning: To recognise changes within themselves, their families and familiar settings like school.</p>	

Year 1		<p>Project: Toys past and present</p> <p>Key Enquiry Question: How have toys changed over time?</p> <p>Value: N/A</p> <p>Main concept: Civilisation</p> <p>Link to NC: Changes within living memory.</p> <p>Previous Learning: Talking about past events in their own lives and in the lives of family members.</p> <p>Future learning: Our local area – Sir Thomas Lipton</p>		<p>Project: Our Local Area – Sir Thomas Lipton</p> <p>Key Enquiry Question: How has my Local Area changed since the 1800s? Why do we remember Sir Thomas Lipton?</p> <p>Value: N/A</p> <p>Main concept: Civilization, Trade & Travel</p> <p>Link to NC: Significant historical events, people and places in their own locality.</p> <p>Previous Learning: Toys from the Past - Changes within living memory.</p> <p>Future Learning: History of Flight - Events beyond living memory that are significant nationally or globally</p>		<p>Project: The History of Flight</p> <p>Key Enquiry Question: Why do we remember the Wright Brothers and Amy Johnson?</p> <p>Value: Determination, Courage</p> <p>Main concept: Civilization, Travel & Trade</p> <p>Link to NC: The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>Previous Learning: Sir Thomas Lipton - Significant historical events, people and places in their own locality.</p> <p>Future Learning: Scott of the Antarctic</p>
Year 2		<p>Project: Scott of the Antarctic</p> <p>Key Enquiry Question: What were the main reasons for the failure of Captain Scott's expedition to the North Pole?</p> <p>Value: Determination, Courage</p> <p>Main concept: Travel & Trade</p> <p>Link to NC: The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Previous Learning: History of Flight (Amy Johnson & Wright Brothers)</p> <p>Future learning: Florence Nightingale and Mary Seacole</p>	<p>Project: Fire! Fire!</p> <p>Key Enquiry Question: What were the causes and consequences of the great fire of London? Why did the fire of London spread?</p> <p>Value: Determination, Courage</p> <p>Main concept: Civilization</p> <p>Link to NC: Events beyond living memory that are significant nationally or globally.</p> <p>Previous Learning: History of Flight (Y1)</p> <p>Future learning: WW2</p>		<p>Project: Florence Nightingale and Mary Seacole</p> <p>Key Enquiry Question: Why do we remember Florence Nightingale and Mary Seacole?</p> <p>Value: Kindness, Tolerance</p> <p>Main concept: Civilisation</p> <p>Link to NC: The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Previous Learning: History of Flight (Amy Johnson & Wright Brothers), Scott of the Antarctic</p> <p>Future learning: Black History</p>	

<p>Year 3</p>	<p>Project: Scavengers & Settlers</p> <p>Key Enquiry Question: Was It better to live in the stone age, bronze age, or iron age?</p> <p>Value: Determination, Courage</p> <p>Main concept: Civilisation</p> <p>Link to NC: Changes in Britain from the Stone Age to the Iron Age</p> <p>Previous Learning: Changes within living memory-KS1 learning</p> <p>Future learning: Ancient Egypt (concurrent timeline with Britain's prehistory)</p>	<p>Project: Ancient Egyptians</p> <p>Key Enquiry Question: What does the evidence tell us about everyday life in Ancient Egypt?</p> <p>Value: N/A</p> <p>Main concept: Religion, Civilisation</p> <p>Link to NC: The achievements of the earliest civilizations and a depth study of Ancient Egypt</p> <p>Previous Learning: Changes in Britain from the Stone Age to the Iron Age.</p> <p>Future learning: Maya civilisation</p>		<p>Project: Anglo-Saxons</p> <p>Key Enquiry Question: How was life like in Anglo-Saxon England?</p> <p>Value: Courage</p> <p>Main concept: Religion, Invasion</p> <p>Link to NC: Britain's settlement by Anglo-Saxons and Scots</p> <p>Previous Learning: During the Iron Age wars were fought between tribes for control of land and resources.</p> <p>Future learning: The Vikings</p>		
<p>Year 4</p>	<p>Project: The Romans</p> <p>Key Enquiry Question: How did the Romans change our landscape?</p> <p>Value: Courage, Determination</p> <p>Main concept: Empire, Invasion</p> <p>Link to NC: The Roman Empire and its impact on Britain.</p> <p>Previous Learning: How life changed in Britain from the Stone Age to the Iron Age.</p> <p>Future learning: Invasions and wars such as those with the Romans are almost always about gaining control of land and natural resources – Battle of Barnet</p>		<p>Project: Battle of Barnet</p> <p>Key Enquiry Question: What happened in Barnet in 1471?</p> <p>Value: Courage, Determination</p> <p>Main concept: Civilisation</p> <p>Link to NC: A local history study</p> <p>Previous Learning: During the Iron Age wars were fought between tribes for control of land and resources.</p> <p>Future learning: Vikings & WW2</p>		<p>Project: Invaders or Settlers?</p> <p>Key Enquiry Question: What was the struggle between the Anglo-Saxons and the Vikings?</p> <p>Value: Courage, Determination</p> <p>Main concept: Invasion & Civilisation</p> <p>Link to NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Britain's settlement by Anglo-Saxons and Scots</p> <p>Previous Learning: The Romans</p> <p>Future learning: WW2</p>	

Year 5		<p>Project: Maya Civilisation</p> <p>Key Enquiry Question: What was life like at the height of the Ancient Maya Civilisation?</p> <p>Value: Determination</p> <p>Main concept: Religion, Civilisation</p> <p>Link to NC: A non-European society that provides contrasts with British history –Maya civilization c. AD 900</p> <p>Previous Learning: Stone Age to iron Age, Romans & Anglo-Saxons</p> <p>Future learning: Ancient Greece</p>				<p>Project: Ancient Greece</p> <p>Key Enquiry Question: What is the legacy of the Ancient Greeks?</p> <p>Value: Determination, Courage</p> <p>Main concept: Religion, Civilization</p> <p>Link to NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Previous Learning: Life in Anglo Saxon England which occurred at the same time as the peak of Maya civilisation</p> <p>Future learning: Ancient Egypt (Y6)</p>
Year 6		<p>Project: Your country needs you! World War 2</p> <p>Key Enquiry Question: What was life like on the Home Front during WW2?</p> <p>Value: Courage, Determination</p> <p>Main concept: Invasion, Civilisation</p> <p>Link to NC: Study of an aspect or a theme in British history that extends pupils' knowledge beyond 1066.</p> <p>Previous Learning: How and why empires and civilisations such as the Roman Empire, British Empire and Ancient Greece expanded and declined over time.</p> <p>Future learning: challenges for Britain, Europe and the wider world 1901 to the present day</p>			<p>Project: The Golden Age of Islam</p> <p>Key Enquiry Question: What was life like in Baghdad during the Golden Age of Islam? (2024-2025)</p> <p>Project: Ancient Egypt</p> <p>Key Enquiry Question: What can we find out about ancient Egypt from what has survived?</p> <p>Value: N/A</p> <p>Main concept: Religion, Civilisation</p> <p>Link to NC: The achievements of the earliest civilizations and a depth study of Ancient Egypt</p> <p>Previous Learning: Maya Civilization</p> <p>Future learning: KS3 aim: gain and deploy a historically</p>	

		In addition to studying the Holocaust (Y7)			grounded understanding of abstract terms such as 'empire', ' civilisation ', 'parliament' and 'peasantry'	
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