	History Curriculum Map Band A - KS1		
Band A	**Autumn**	**Spring**	**Summer**
Class 1 & 2 KS1	**Great Fire of London & Samuel Pepys** How did the fire affect London?	**Mary Anning, dinosaurs and fossils** Why was Mary Anning so important?	**Castles** Why were castles built?
What we will learn	**Important historical events and people** • How the fire started and why it spread • The impact of the fire on London, and rebuilding of St Paul's cathedral • How Samuel Pepys' diaries told us about the fire • Comparing Samuel Pepys' life in the 1600s to nowadays (**DT – build and burn paper houses)**	**Important people in history, handling artefacts** • Handle fossils and understanding how they were formed • The life of Mary Anning and how her discoveries have helped us understand about fossils • Compare the life of women in the early 1800s to nowadays **(Borrow fossils from Sedgwick Museum)**	**Important world events** • The Normal invasion in 1066 • The need for castles to defend against enemies • Roles of people in a castle • Visit a castle and finding about history first hand **(Trip to castle)**
Key Vocab	Bakery, diary, fire engine, firefighter, rebuilt, River Thames, St Paul's Cathedral, 17th century.	Dinosaur, fossils, ichthyosaur, curiosities, education, scientist, palaeontologist	Invasion, defence, battle, Normans, France, knight, lord, dungeon, catapult, trebuchet
Skills & Assessment	<u>EYFS</u> • Know some similarities and differences between things in the past and now <u>Insight</u> • Can describe the similarities and differences between life in the past and life today • Can discuss significant events and people in Britain beyond their living memory • Can place events and objects in chronological order • Can answer questions about the past using given sources. • Knows some of the ways that we can find out about the past. • Use wide vocab of everyday historical terms • Can place events and objects in chronological order.	EYFS • Talk about the lives of the people around them and their roles in society <u>Insight</u> • Can describe the similarities and differences between life in the past and life today • Can discuss significant events and people in Britain beyond their living memory • Can describe an artefact. • Knows some of the ways that we can find out about the past. • Use wide vocab of everyday historical terms • Can place events and objects in chronological order.	<u>EYFS</u> • Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>Insight</u> • Can describe the similarities and differences between life in the past and life today • Can discuss significant events and people from the wider world beyond their living memory • Can describe an artefact. • Knows some of the ways that we can find out about the past. • Can ask questions about the past. • Use vocab of everyday historical terms • Can place events and objects in chronological order.
Links to	Introducing vocab Foundation for Spring A, comparing life	Builds on vocab from Autumn A Foundation for Class 3 Spring A – Egyptian artefacts and Class 3 Summer A – Industrial Revolution	Builds on vocab from Spring A Foundation for Class 3 Summer B – Spanish Armada

	History Curriculum Map Band A – LKS2		
Band A	**Autumn**	**Spring**	**Summer**
Class 3 LKS2	**The Romans** What did the Romans do for us?	**Egypt** What was life like in Ancient Egypt?	**The Industrial Revolution** How did transport change during the Industrial Revolution?
What we will learn	**Changes in Britain – Ancient Civilisations** • Recap beginning of the Roman empire - Romulus and Remus • Recap Roman invasion of Britain • Learn about many Roman inventions (road, water supply, heating of buildings.) • Understand how roads were built • Learn about Roman baths **Make a working aqueduct (DT)**	**Knowledge and understanding of world history** • To put important events on a timeline • Everyday life in Ancient Egypt • Gods and Goddesses • Egyptian burials • Find out about Tutankhamun & Howard Carter Achievement of Ancient Egypt and impact on life today **(Trip to Fitzwilliam Museum)**	**Comparing life in different periods** • Learn about James Watt. • The first steam train. • How trains changed people's lives • How the opening of Foxton Station affected the village • How changes to train travel have affected people. **(Trip to Royston Museum)**
Key Vocab	Citizen, Celts, conquest, emperor, empire, legion, rebellion, Roman Empire, tribe.	Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb.	Locomotive, railways, passenger, steam power
Skills & Assessment	<u>Insight</u> • Can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. • Knows that the past can be divided into different periods of time. • Can choose appropriate sources to answer questions about specific people and events. • Can discuss historical changes in Britain; what caused them and the impact on life in Britain. • Can explain the achievements of ancient civilisations and their impact on the world in the past and today.	<u>Insight</u> • Important historical events and people • Can create historically valid questions about similarities and differences. • Can create historically valid questions about similarities and differences. • Can explain the achievements of ancient civilisations and their impact on the world in the past and today. • Can examine and compare artefacts.	<u>Insight</u> • Can give simple reasons as to why key events happened in history. • Can identify and describe changes between specific periods of history. • Can choose appropriate sources to answer questions about specific people and events • Can discuss the impact of significant historical events, people and places in their own locality • Can discuss the impact of significant historical events, people and places in their own locality • Can discuss historical changes in Britain; what caused them and the impact on life in Britain.
Links to	Foundation for Class 3 Autumn A – Anglo-Saxons and Class 4 Summer A – fall of Rome	Builds on KS1 Spring A (Fossil artefacts) Foundation for Class 3 Autumn B (Sutton Hoo artefacts) and Class 4 Autumn A – Maya	Builds on KS1 Spring A – Mary Anning Foundation for Class 4 Summer B – Cambridge

	History Curriculum Map Band A – UKS2		
Band A	**Autumn**	**Spring**	**Summer**
Class 4 UKS2	**Maya Civilisation** What was life like in Maya times?	**Stone Age, Bronze Age, Iron Ages** What are the differences between these times?	**The Romans** The fall of Rome
What we will learn	**Important historical events and people** • How the Maya empire became so strong • What life was like was like at the height of the Maya civilization • How can we know what it was like in Mexico 1,000 years ago • If the Maya were so civilized, why then did they believe in human sacrifice? • Why the Maya empire ended so quickly	**Important people in history, handling artefacts** • Put the times in chronological order • How the period from the Stone Age to the Iron Age fits into a wider picture of British history. • Stone Age Hunter-gatherers and how they survived against threats • How Stone Age cave art was created • Examine non-written sources of evidence • Neolithic people of Skara Brae • Difference between Bronze Age and Stone Age • Iron Age Hill Forts. • The impact and causes of historical changes in Britain from Stone Age to Iron Age	**Important world events** • Where did the Romans come from • What Britain looked like just before the Romans invaded. • How Britain became part of the Roman Empire • The extent of the Roman empire • First signs of the end of the Roman empire • After the Romans **(Trip to Roman St Albans)**
Vocab	Cacao beans, civilisation, codices, drought, maize, scribes.	Agriculture, archaeologist, hunter-gatherer, migration, monument, prehistoric, settlement, tribe.	Citizen, Celts, conquest, emperor, empire, legion, rebellion, Roman Empire, tribe.
Skills & Assessment	<u>Insight</u> • Can make links between events and changes; giving reasons for them and explaining the result. • Can identify and describe changes within and between different periods in history. • Can use and understands historical terms (eg empire, civilisation, parliament and peasantry.) • Can create historically valid questions about cause and significance.	<u>Insight</u> • Can make links between events and changes; giving reasons for them and explaining the result. • Can identify and describe changes within and between different periods in history. • Can put events, people and changes into correct periods of time and the periods of time in chronological order. • Can examine artefacts and explain what they show us about that time in history.	<u>Insight</u> • Can make links between events and changes; giving reasons for them and explaining the result. • Can put events, people and changes into correct periods of time and the periods of time in chronological order. • Can create historically valid questions about cause and significance. • Can examine artefacts and explain what they show us about that time in history. • Can discuss the impact and causes of historical changes in Britain.
Links to	Builds on Class 3 Spring A – Ancient Egypt Foundation for Class 4 Spring B – Early Islamic civilisation	Builds on vocab from Class 3 Autumn B – Anglo Saxons	Builds on vocab from Class 3 Autumn A – The Roman

	History Curriculum Map Band B – KS1		
Band B	**Autumn**	**Spring**	**Summer**
Class 1 & 2 KS1	**1969 Moon Landing & Neil Armstrong** Why was the moon landing an important world event?	**Old Toys** How have toys changed in the last 150 years / since Victorian times?	**Seaside Holidays & Grace Darling** How have seaside holidays changed in the last 150 years/ since Victorian times?
What we will learn	**Important world events and people** • The planets of the solar system • Facts about the Earth's moon • Apollo 11 and the moon landing • Moon vehicles • The life of Neil Armstrong • Changes in space travel and exploration	**Changes in Britain and handling artefacts** • Looking at modern toys / our favourite toys • Handling modern day replicas of old toys • Learning about the characteristics of old toys (link to Science materials topic) • Toys our parents played with / much older toys • Comparing old and new toys **(Trip to Ely Toy Museum)**	**Changes in Britain and people** • Victorian seaside holidays • What we do when we go to the seaside • Compare holidays now and in the past • Importance of the Edystone Lighthouse • Lean about the bravery of Grace Darling **(Seaside Day)**
Key vocab	Planets, gravity, pilot, rocket, Saturn 5, mission	Materials, plastic, metal, china, porcelain, wealthy	Holidays, travel, trains, beach, lighthouse
Skills & Assessment	<u>EYFS</u> • Know some similarities and differences between things in the past and now <u>Insight</u> • Can discuss significant events & people from the wider world beyond their living memory • Can place events and objects in chronological order • Can answer questions about the past using given sources. • Knows some of the ways that we can find out about the past. • Use wide vocab of everyday historical terms • Can place events and objects in chronological order.	EYFS • Know some similarities and differences between things in the past and now <u>Insight</u> • Can describe the similarities and differences between life in the past and life today • Can describe an artefact. • Knows some of the ways that we can find out about the past. • Use wide vocab of everyday historical terms • Can place events and objects in chronological order.	<u>EYFS</u> • Talk about the lives of the people around them and their roles in society <u>Insight</u> • Can discuss significant events and people in Britain beyond their living memory • Can describe the similarities & differences between life in the past and life today • Knows some of the ways that we can find out about the past. • Can ask questions about the past. • Use wide vocab of everyday historical terms • Can place events and objects in chronological order.
Links to	Introducing vocab Foundation for Class 4 B Autumn – Battle of Britain	Builds on vocab from Autumn A Foundation for Class 3 Spring A – Ancient Egypt	Builds on vocab from Spring A Foundation for Class 3 – Railways and impact on Foxton

	History Curriculum Map Band B – LKS2		
Band A	**Autumn**	**Spring**	**Summer**
Class 3 LKS2	**Anglo-Saxons** What have we learnt about Anglo-Saxons from artefacts found at Sutton Hoo?	**Ancient Greece** What was life like in Ancient Greece?	**The Tudors and Spanish Armada** Why was there a naval battle between England and Spain?
What we will learn	**Important historical events and people** • Sutton Hoo and the artefacts found there • Who the Anglo-Saxons were and where they came from • 7 Anglo-Saxon kingdoms • Anglo-Saxon villages • Beliefs and practices • Anglo-Saxons place names **(Trip to West Stow)**	**Knowledge and understanding world history** • Who the ancient Greeks were and when they lived • Comparison of Athens and Sparta • Life in Ancient Greece • The Ancient Olympics • 12 Olympian Gods • How Ancient Greece influenced the modern day **(Ancient Greece Day)**	**Significant Historical events** • Who the Tudors were and when they reigned • Why Henry VIII had six wives • How people lived in Tudor times • The life of Elizabeth I • The cause and outcome of the Spanish Armada
Key vocab	Angles, Christianity, invaders, kingdom, Pagan, Picts, Saxons, Scots	Ancient, city state, civilisation, democracy, empire, legacies, myth	Tudors, monarch, Elizabethan, Spain, navy, battle, Armada
Skills & Assessment	<u>Insight</u> • Can identify and describe changes between specific periods of history. • Can examine and compare artefacts • Can discuss historical changes in Britain; what caused them and the impact on life in Britain.	<u>Insight</u> • Can identify and describe changes between specific periods of history. • Can create historically valid questions about similarities and differences. • Can explain the achievements of ancient civilisations and their impact on the world in the past and today.	<u>Insight</u> • Can give simple reasons as to why key events happened in history. • Can identify and describe changes between specific periods of history. • Is aware that the same time in history may be recorded in different ways. • Can discuss historical changes in Britain; what caused them and the impact on life in Britain.
Links to	Builds on Class 3 Autumn A – The Romans Foundation for Class 4 Spring 2 – Stone Age	Builds on Class 3 – Spring A – Ancient Egypt Foundation for Class 4 Spring B – Early Islamic Civilisation	Builds on KS1 Summer A – castles Foundation for Class 4 Autumn A – Battle of Britain

	History Curriculum Map Band B – UKS2		
Band A	**Autumn**	**Spring**	**Summer**
Class 4 UKS2	**Battle of Britain** How was the Battle of Britain a turning point for course of the second world war?	**Early Islamic Civilisation** Was the situation in early Baghdad more 'Golden' than that in Dark Age Britain?	**The History of Cambridge** Why is Cambridge famous?
What we will learn	**Important historical events** • When WW2 started and some of the countries and key individuals involved • Conflicting historical accounts • Key events of WW2 • Why the Battle of Britain was a turning point in the war • How people on the home front supported the war effort • Entertainment during the war • Wartime events commemorated each year.	**Important world events** • The city of Baghdad (750-1258AD) • The importance of the Pursuit of Knowledge and how this contributed to the title 'Golden Age'. • Significant achievements made by the Early Islamic Civilisation in Baghdad • The trade relationship between early Baghdad and the Silk Road • Discuss - To what extent was the situation in early Baghdad more 'Golden' than that in Dark Age Britain?	**Important people in history** • Ancient Cambridge • Beginning of the university • Cambridge as a tourist attraction • Famous people of Cambridge – Isaac Newton, Charles Darwin, Stephen Hawkings • Trip into Cambridge to visit tourist attractions • Timeline of events **(Trip to Cambridge)**
Key vocab	Allies, Axis, commemorate, conscripted, dogfight, evacuation, home front, rationing.	Caliph, calligraphy, dynasty, geometric, Islam, scholar, Silk Road	Romans, education, development, tourism, inventions, museums, tourism
Skills & Assessment	<u>Insight</u> • Can make links between events and changes; giving reasons for them and explaining the result. • Can create historically valid questions about cause and significance. • Can suggest reasons for conflicting historical accounts. • Can analyse sources of information for accuracy, usefulness and relevance and combine them to answer questions. • Can discuss the impact and causes of historical changes in Britain. • Can examine periods in world history; identifying contrasts with and influences on British society at the time.	<u>Insight</u> • Can make links between events and changes; giving reasons for them and explaining the result. • Can use and understands historical terms (eg empire, civilisation, parliament and peasantry.) • Can put events, people and changes into correct periods of time and the periods of time in chronological order. • Can create historically valid questions about cause and significance.	<u>Insight</u> • Can make links between events and changes; giving reasons for them and explaining the result. • Can identify and describe changes within and between different periods in history. • Can put events, people and changes into correct periods of time and the periods of time in chronological order. • Can put events, people and changes into correct periods of time and the periods of time in chronological order. • Can discuss the impact of significant historical events, people and places in their own locality making links with changes in national life.
Links to	Builds on Class 3 Summer A – Spanish Armada	Builds on Class 3 Spring B – Ancient Greece	Builds on Class 3 Summer A – industrial Revolution