

History Curriculum Map

Class/Year	Autumn Term	Spring Term	Summer Term
Minnows Years 1-2 1-year curriculum	TOYS OVER TIME/ MARGARET STEIFF <i>Changes within living memory The lives of significant individuals</i> How have toys changed over time?	THE RACE TO THE POLE/ ROBERT SCOTT <i>Events Beyond Living Memory The lives of significant individuals</i> Who was Robert Scott and why do we remember him?	THE GREAT FIRE OF LONDON <i>Events Beyond Living Memory Significant Events in their Own Locality</i> How and why did the Great Fire of London cause wide spread damage?
	KNOWLEDGE Daily Life Achievements and Progress Architecture and Design	DISCIPLINARY SKILLS Sources and Evidence Change and Continuity Similarity and Difference	KNOWLEDGE Achievements and Progress Leaders and Significant People War, Conflict and Disaster
Dragonflies Years 2-3 1-year curriculum	SIGNIFICANT PEOPLE ACROSS HISTORY <i>Columbus, Hillary/Norgay, Earhart and Armstrong The lives of significant individuals (KS1NC)</i> How has the role of explorers changed over time?	KINGS AND QUEENS <i>Events beyond living memory (KS1NC) struggle for the Kingdom of England (KS2NC)</i> What is the monarchy and how has it changed over time?	SAFFRON WALDEN OVER TIME <i>Significant events, people, places in own locality (KS1NC). A local history study (KS2NC).</i> How is the history of our local area evident in our lives today?
	KNOWLEDGE Leaders and Significant People Achievements and Progress Daily Life	DISCIPLINARY SKILLS Interpretation Significance Similarity and Difference	KNOWLEDGE Leaders and Significant People War, Conflict and Disaster Religion and Beliefs
Frogs Years 3-4 2-year curriculum - Year A	ANCIENT GREEKS <i>Greek life and achievements/ influence on the world</i> How have Ancient Greek achievements influenced the world?	VIKINGS <i>The Viking struggle for...England</i> Who were the Vikings and how did they settle in Britain?	INCAS <i>A non-European society</i> Who were the Incas and how did their beliefs influence their lives?

	KNOWLEDGE Daily Life Achievements and Progress Architecture and Design Religion and Beliefs	DISCIPLINARY SKILLS Significance Consequence Sources and Evidence	KNOWLEDGE Achievements and Progress War, Conflict and Disaster Leaders and Significant People Architecture and Design	DISCIPLINARY SKILLS Interpretation Cause and Consequence Significance Change and Continuity	KNOWLEDGE War, Disaster and Conflict Leaders and Significant People Religion and Beliefs Architecture and Design	DISCIPLINARY SKILLS Significance Sources and Evidence Similarity and Difference
Frogs Years 3-4 2-year curriculum - Year B	STONE AGE to IRON AGE Changes from Stone... to Iron Age. Local history study: Stone Age Essex How did life in Britain change between the Stone Age and the Iron Age?		ANCIENT EGYPT Achievements of the earliest civilizations In what ways were the Ancient Egyptians an advanced society in the ancient world?		ROMANS Roman Empire and impact on Britain. Local history study: Colchester Castle What factors contributed to the rise and fall of the Roman Empire?	
	KNOWLEDGE Daily Life Achievements and Progress Architecture and Design Religion and Beliefs	DISCIPLINARY SKILLS Change and Continuity Sources and Evidence Similarity and Difference	KNOWLEDGE Achievements and Progress Religion and Beliefs Leaders and Significant People Architecture and Design	DISCIPLINARY SKILLS Significance Sources and Evidence Consequence Interpretation	KNOWLEDGE War, Conflict and Disaster Leaders and Significant People Achievements and Progress Daily Life Architecture & Design	DISCIPLINARY SKILLS Significance Cause and Consequence Change and Continuity
Newts Years 4-5 1-year curriculum	ANGLO-SAXONS Britain's settlement by Anglo-Saxons. Local history study: history of East Anglia How did life in Britain change throughout the Anglo-Saxon period?		AZTECS Achievements of the earliest civilizations What enabled the Aztecs to be successful and what contributed to their eventual downfall?		THE SHANG DYNASTY A non-European society How did the achievements of the Shang Dynasty compare to other civilisations?	
	KNOWLEDGE War, Conflict and Disaster Leaders and Significant People Architecture and Design Religion and Beliefs	DISCIPLINARY SKILLS Sources and Evidence Cause and Consequence Significance Change and Continuity	KNOWLEDGE Religion and Beliefs War, Conflict and Disaster Leaders and Significant People Architecture and Design	DISCIPLINARY SKILLS Cause and Consequence Sources and Evidence Interpretation Similarity and Difference	KNOWLEDGE Leaders and Significant People Achievements and Progress Daily Life Religion and Beliefs	DISCIPLINARY SKILLS Significance Sources and Evidence Similarity and Difference
Kingfishers Year 6 1-year curriculum	WORLD WAR II British history beyond 1066. What key factors and events contributed to the outcome of World War Two?		THE TUDORS British history beyond 1066. How did England change over the reign of the Tudor monarchs?		VICTORIANS/ INDUSTRIAL REVOLUTION British history...beyond 1066. Local history study: Debden in Victorian Times How and why did life in Britain change over the Industrial Revolution?	
	KNOWLEDGE War, Conflict and Disaster Leaders and Significant People Architecture and Design Religion and Beliefs	DISCIPLINARY SKILLS Sources and Evidence Cause and Consequence Significance Change and Continuity	KNOWLEDGE Leaders and Significant People Religion and Beliefs Achievements and Progress Daily Life	DISCIPLINARY SKILLS Interpretation Cause and Consequence Change and Continuity	KNOWLEDGE Achievements and Progress Daily Life Architecture & Design Leaders and Significant People	DISCIPLINARY SKILLS Cause and Consequence Change and Continuity Sources and Evidence Significance

KNOWLEDGE RECURRING THEMES - KEY		DISCIPLINARY SKILLS - KEY	
1. Leaders and Significant People	4. Religion and Beliefs	1. Sources and Evidence	4. Cause and Consequence
2. Achievements and Progress	5. Daily Life	2. Similarity and Difference	5. Interpretation
3. War, Conflict and Disaster	6. Architecture and Design	3. Change and Continuity	6. Significance