

History Curriculum Map (Key Knowledge)

| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| EYFS | All About Me - Occupations | Festivals | Space & Once Upon a Time | | Circle of Life - What is a life Cycle? Holidays & Seaside | |
| | <p>Firemen - new/old uniform & equipment e.g. ambulances. Nurses - uniform & equipment Clothing - What types of clothing were there? What are the changes through time? Houses & Homes - What are the differences over time? e.g. watch 'Maddie do you know?' and "Come Outside" Auntie Mabel. Toys Past & Present Home Past & present</p> | <p>Who was Guy Fawkes and why do we celebrate Bonfire Night? Past birthdays - celebrations How have festivals changed over time? People, culture & community differences/clothing/food</p> | <p>1. Space exploration past & present: Neil Armstrong - Moon landing What do people wear in space? What do people eat in space? Tim Peak</p> <p>2. Once Upon a Time 'Peepo' look at pictures to compare and contrast the past & present in a home. Traditional moral tales/fables & language through songs e.g. 'Sing a Song of Sixpence' & 'Curds & Wey'. What is Curds and Wey? Explore different foods.</p> | <p>Sequencing life cycles Changes through growth e.g. a Bean Diary How do live things change & grow? Magic Grandad History of the Seaside How do we pack a suitcase? How has this changed through time? Beach clothing past & present - what would you wear? Travel changes through time Going on holiday Message in a bottle</p> | | |
| Vocabulary | Children focus on Similarities & Differences in relation to places, objects, materials. What looks older/newer? Why? Changes - How have we changed? Children talk about past and present events in their own lives and the lives of family members. Thinking about memories and special events through memory boxes, photographs and other primary sources. | | | | | |
| Year 1 | <p>Queen Elizabeth II (Monarchy, culture & pastimes) The Gunpowder Plot (Settlements, beliefs & artefacts) <i>This establishes the idea past and present as well as giving students an idea of their place in society. To build on and develop the sense of chronology and change started in EYFS</i></p> | | <p>Christopher Columbus (Location, travel, exploration and settlement) <i>Expanding students' understanding of the wider world through a historical perspective. Development of students understanding of past and present and the changing world. Continues to develop a sense of chronology and how individuals have contributed to its changing nature.</i></p> | | <p>Florence Nightingale Mary Seacole (Conflict, society & artefacts) <i>Impact of individuals on society. Continues to develop a sense of chronology.</i></p> | |

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| | <p>Key Questions Who is the queen and what does she do? Why is the queen significant?</p> | <p>Key Questions Who was Christopher Columbus (CC)? Where was he from? What did he do? How long ago did he live? Where did CC sail to and what did he discover? Why did sailors and explorers want to go to the Americas? What is meant by the word 'trading'? What is slavery?</p> | <p>Key Questions Who was Florence Nightingale (FN) and what did she do? When and where did they happen? Why is FN significant? What changes were made in hospitals as a result of FN's work? Who was Mary Seacole (MS)?</p> |
| | <p>Outcomes To know who QE is and who members of her family are. To know that she is the queen of the Commonwealth (countries). To about some of her roles including being an ambassador. To know about her royal coronation and key events, e.g., jubilees, royal weddings, etc. To know about some of the Royal traditions, eg, Christmas Speech To know who the government is today and about some of the roles they do. To know about the Houses of Parliament.</p> | <p>Outcomes To know that CC was an explorer who travelled by sea to discover more about the Americas. To know where he came from and when (500+ years ago) To know that Native American tribes had lived in the Americas for centuries before CC had arrived. To know about some factors of the impact of colonisation/ build settlements on the natives, eg, slavery, war and disease. To know that CC and other explorers who visited the Americas returned home with gold, plants and animals and made a lot of money through trading.</p> | <p>Outcomes: To know that Florence Nightingale was a nurse in the Crimean War (1800s). To list the things that Florence Nightingale did that were important. For example, improving the conditions for soldiers by training nurses and showing them how to prevent infections.</p> |
| Vocabulary | commonwealth, ambassador, coronation, jubilee, tradition, government, parliament, sailor, slavery, Native American, colonisation, settlements, trade, explorers, Crimean War, infection, medical, nursing | | |
| Year 2 | <p>WWI (Leighton Buzzard through the world wars)</p> <p><i>Impact of Empire and Commonwealth on British society and the role of British rule in shaping global culture and conflict.</i></p> | <p>Great Fire of London (Settlements, location, artefacts) The Plague (Society, travel, exploration & artefacts) Great Inventions Flight (First flight)</p> <p><i>Takes an area that students are familiar with and continue to develop their understanding of change over time.</i></p> | <p>Jethro Tull (Settlements, food & farming, society) Significant Discoveries (The invention of the steam engine and links to Leighton Buzzard)</p> <p><i>Takes an area that students are familiar with and continue to develop their understanding of change over time.</i> <i>Builds on Autumn 2 learning, industrial Britain - the impact of technology on the Empire.</i></p> |

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| | <p>Key Questions Why did the war start and why was it a world war? What changes did it lead to in the future? What tasks did the soldiers do in the war and what were their lives like in the trenches?</p> <p>Outcomes: To know when the First World War was and some reasons for why it happened. To know about some of the places it happened, eg, Europe, Asia, the Middle East and Africa between 1914 and 1918. To learn about the key dates/events from the First World War. To know what is meant by the words 'armistice' and 'nation'. To know about some of the techniques for fighting, eg, use of tanks, aircraft and submarines. To know about some of the conditions in the trenches and the lives of the soldiers.</p> | <p>Key Questions What were the early methods of flight travel like? How does it compare to flight travel now? When was the airport in Luton built? What did it look like? How has it changed? What does it look like now and where can people go?</p> <p>Outcomes: To know about some of the important events in the history of flight and to name some historical figures who were involved in early flight. 1783 Montgolfier brothers invented the hot air balloon 1903: First powered flight 1905: Wright brothers flew their aeroplane for 38 minutes 1927: Charles Lindbergh flew solo across the Atlantic Ocean To identify types of man- made objects that can fly. To compare and contrast newer and earlier methods of flight. To know about the significant events in the growth of Luton Airport, eg, its role in the Second World War, the birth of the package holiday in the 1970s and it's future.</p> | <p>Key Questions When did James Watt invent the steam engine and how did it work? What was transport and machines in factories like before the invention of steam engine methods. What changes did the introduction of train and canal travel mean to people and their work-links to Leighton Buzzard. When did the train station open in LB and what did it look like? How has it changed? What does it look like now? To know about some of the places you can get to on the trainline</p> <p>Outcomes: To know that the invention of the steam engine led to the introduction of trains and steam boats, and the ability to farm and operate machines in factories across the world. To know when the very first steam-powered device was made. To know about the early steam locomotive, 'Stephenson's Rocket'. To know that coal was used to power these steam engines and had become an essential part of daily life. To know about the early history of the trainline in LB (built in 1919 and used to link the sand quarries with the mainline, then also used in WW to transport goods). To compare and contrast how the trainlines are used now and then (light railway).</p> |
| Vocabulary | armistice, trenches, Atlantic Ocean, package holiday, steam power, steam locomotive, sand quarries, goods transport, passenger, fossil fuel | | |
| Year 3 | <p style="text-align: center;">Changes in Britain from Stone Age to Iron Age</p> <p><i>Purpose of Y3 is to establish an understanding of chronology of earlier British history. Builds on types of evidence introduced in Key Stage 1. Development of students' understanding of development through time. Students' use of physical</i></p> | <p style="text-align: center;">Vikings & Anglo Saxons</p> <p><i>Builds on types of evidence introduced in Key Stage 1. Development of students' understanding of development through time. Students use of physical evidence, making inference.</i></p> | <p style="text-align: center;">A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> |

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| | <p><i>evidence, making inference.</i></p> | | |
| | <p><u>Key Questions</u> Stone Age What is a hunter and gatherer, what did they use and why did they move around rather than settle? When did the climate become warmer and what impact did this have on people? What sources of evidence are available to tell us about the Stone Age? Why has so much of history gone unrecorded? What are the differences between primary sources and secondary sources of evidence during this period? Bronze Age When did the Bronze Age start in Britain and when did it start in other civilisations? What makes the Bronze Age significant? What artefacts have been found in Bronze Age burial sites and what is meant by the word 'preserved'? How were ordinary people buried in the Bronze Age? Where did Bronze Age people start trading during this time period? Where is Must Farm Quarry and why is it a significant site? Who were the Beaker people and where were they from? <u>Outcomes:</u> Stone Age To know that there are three different periods of the Stone Age and that the Stone Age lasted a very long time. To understand the terms scavenger, hunter, gatherer and farmer and be able to describe them. To know that Stone Age humans started to use a range of tools and weapons which lead to more efficient food gathering and farming. (Oldowin toolkit in Tanzania) To know that Early Stone Age humans lived in nomadic groups and in temporary shelters but</p> | <p><u>Key Questions</u> Where did the Vikings come from and what were they also known as (Norsemen)? Why were the Vikings such good warriors? What is meant by 'raiding' and why were they so successful at it? Why were they such good sailors and what were the features of their longboats that enabled raiding and trading? •Name some British cities that were originally Viking settlements. •What name did Viking settlers give to their capital in England? (York) •List some of the things that Vikings traded. •Describe what is meant by the word 'Danegeld' (land tax levied in Anglo-Saxon England during the reign of King Ethelred to raise funds for protection against Danish invaders). •As the Vikings colonised Europe, how did Anglo-Saxon's in England react? •Explain how Viking beliefs were different from Christian beliefs. <u>Outcomes:</u> To know that Vikings were Scandinavians originating from Denmark, Sweden and Norway. To know that they were adventurous and highly-skilled sailors who used their knowledge of the water to carry out raids to steal everything of value and return home. To know that they often targeted monasteries and churches for raids, as they had large amounts of gold and silver, but few defences. To understand how the Vikings navigated their expeditions using visual landmarks (including wildlife), coastline and possibly also a sunstone compass. To know that they sometimes established trading colonies in the lands they visited, including England (trading timber, iron and fur).</p> | |

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| | <p>that these became more permanent in the later period as a result of climate change. Describe what is meant by the word 'ancestors'.</p> <p>Bronze Age</p> <p>To know that the Bronze Age was the immediate period after the Stone Age. To know that it was a time of significant change when metals like bronze started to be commonly used and that other developments happened such as methods of writing, the invention of the wheel, travel and trade. To recognise that the era began at different times across the world, starting in Britain in approximately 2100 BCE. To know who the Sumerians (Mesopotamia) were and that they were famous for using bronze and irrigation for farming, inventing wheels and sail boats. To know that people began to live in organised states and had places of collective worship (ziggurats) To know that jewellery and art work was a sign of social status. To compare and contrast the Bronze Age in Britain and Mesopotamia. To understand the importance of burials and to compare this to the Stone Age.</p> | <p>To understand that this colonisation brought with it new language and customs to England. To know this led to a decades-long battle for the English throne between Vikings and the established Anglo-Saxons.</p> <p>To know that Vikings worshipped many Gods and each had different human strengths and weaknesses.</p> <p>To know that the most important God was Odin, the God of war, death, wisdom and poetry. To know that warriors who fought bravely in battle would be carried to Valhalla - the Viking warrior heaven.</p> <p>To understand how Viking artefacts tell us about this time period.</p> | |
| Vocabulary | hunter-gatherer, climate change, burial site, tool use, historical, culture, religious, social, economic and political, democracy, civilisation, ziggurats, Mesopotamia, artefacts, colonisation, Valhalla, raids, longboat, Danegeld | | |
| Year 4 | <p style="text-align: center;">The Roman Empire & its impact on Britain</p> <p><i>Builds on types of evidence introduced in previous terms.</i></p> <p><i>Continues to develop a sense of chronology and how individuals have contributed to its changing nature.</i></p> <p><i>Builds on comparing with what was happening in Britain over the same period</i></p> | <p style="text-align: center;">A local history study</p> <p><i>Develop students' understanding of the local area and their place in society.</i></p> <p><i>Allow students the opportunity to showcase their skills and knowledge in a creative way. Gives students an insight into the lives of ordinary Britons as opposed to ruling figures.</i></p> <p><i>Links to family history unit and transport unit (KS1B).</i></p> | <p style="text-align: center;">A non-European society that provides contrast with British history:</p> <p style="text-align: center;">Ancient Egypt</p> <p><i>Builds an overview of world history by investigating and interpreting the past in another country</i></p> <p><i>Continues to develop a sense of chronology and how individuals have contributed to its changing nature.</i></p> |

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| | <p>Key Questions What were the key dates and key people of the Roman Empire and the invasion and occupation in Britain? Where did Hadrian build a wall? Why? Were the Roman army effective, and how do you know? Who led the Iceni tribe against the Romans and why did they resist Roman occupation? What changes to Britain did the Romans bring? Why did the Romans leave Britain? Who were Romulus and Remus and what happened in this story? When and how did Christianity become the official religion of the Roman Empire? Who was St Alban and what local legacy has been left?</p> | <p>Key Questions Who were The Bassett Family of Leighton Buzzard and why are they important to the town? Why were they called 'the first family' of Leighton Buzzard? Who was Cedar's House built for and why? What stood there before? What other uses has the house had since it was built? Who was Oliver G.Pike and why was he important to the town? Why did David Attenborough describe him as a 'towering figure'?</p> | <p>Key Questions Who were the Egyptians - when & where did they live? What are their most significant influences on today? (writing/math/buildings, temples & tombs) What were their beliefs? (immortality, rituals) What does archaeology tell us about how Egyptians lived their daily lives? How were influential people prepared for the afterlife? How was Egypt shaped by conflict?</p> |
| | <p>Outcomes: To know that the Roman Empire was one of the largest empires in the World; spreading over Europe, parts of North Africa and the Middle East over centuries as a result of an organised and skilful army. To know about invasions to Britain by Caesar and later by Claudius. To know that as a result of new ways of fighting and army organisation this led to mass territory control of parts of the world. To know about the life of Queen Boudicca and resistance to Roman rule (local c/s of St Albans). To recognise that the Roman empire collapse came in the large part from political struggles and civil war in their home land. To appreciate that religious views had changed over time and that in the later period Christianity had become more widespread (links to St Alban). To know about the mythical story of Romulus and Remus To compare and contrast daily life in Rome with that of Roman Britain. To recognise that Roman influence meant changes to technology, arts,</p> | <p>•What is a Quaker and when were The Bassetts described as this? •Describe how The Bassett Family elevated their status to become drapers. •Explain how they then rose to become prominent bankers in the town. •Explain the link between Cedar's House and the film 'The Borrowers'. •What was special about the way Oliver Pike recorded wildlife? •Describe what is meant by a 'legacy' and how The Bassett's and Oliver Pike have both personified this for Leighton Buzzard.</p> | <p>Why did Egyptians settle near the Nile? What is irrigation and why was it important to them? Compare & contrast Ancient Egyptian burials with those of the Stone Age and the Bronze Age. Compare & contrast daily life for pharaohs and ordinary people. How do we know that Egyptians were skilled farmers and engineers? Investigate Hatshepsut's unfinished obelisk. Suggest reasons why most tombs and pyramids were robbed of all their treasures and artefacts.</p> |
| | <p>Outcomes: To explore how The Bassett Family came from humble Quaker beginnings but later in the C19 became a prominent local family and started the first bank in Leighton Buzzard. To understand how The Bassett family rose in status and became well-known and wealthy local residents. To know that they lived at Cedar's House which was built for John Bassett as a symbol of his banking wealth. To use Cedars House as the basis for a study of a local high street.</p> | <p>Outcomes: To explore the 3000 year Ancient Egyptian culture through their legacy of writing/math/astronomy/medicine/buildings/temples/tombs/pharaohs/beliefs/food&farming/conflict/society/artefacts To know that they settled in the Nile Valley, in Northeast Africa. To know this was prior to the Roman Empire. To know they grew crops in the fertile land by inventing methods of irrigation.</p> | <p>What influence did Ancient Egyptian gods have on Egyptian daily life? Outcomes: To explore the 3000 year Ancient Egyptian culture through their legacy of writing/math/astronomy/medicine/buildings/temples/tombs/pharaohs/beliefs/food&farming/conflict/society/artefacts To know that they settled in the Nile Valley, in Northeast Africa. To know this was prior to the Roman Empire. To know they grew crops in the fertile land by inventing methods of irrigation.</p> |

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| | <p>beliefs affecting the culture and society of lands conquered, including Britain. The Romans brought significant changes to Britain. eg, roads, forts/ defences eg, Hadrian's Wall, temples made out of stone rather than wood, towns (larger settlements), bathhouses, central heating and sanitation.</p> <p>To recognise ways that life had changed since the Iron Age.</p> | <p>To know the features of our local high street (by visiting and following the family trail) that still exist today because of them.</p> <p>To explore how Oliver Pike created a nature reserve at home to film wildlife very close to Leighton Buzzard.</p> <p>To know that he became famous for using groundbreaking techniques to film animals in their natural habitats.</p> <p>Explore some of the work of Oliver Pike through archive film and photographs.</p> <p>To understand how his work pioneered modern filming techniques that allow us to see animals displaying natural behaviours in their natural habitats.</p> | <p>To explore the Rosetta Stone and understand how it has helped historians to decipher hieroglyphics.</p> <p>To learn about Tutankhamun and his burial tomb in the Valley of the Kings.</p> <p>To understand how Upper Egypt and Lower Egypt unified together.</p> <p>Explore pyramids and obelisks - their building and their significance as a place to enjoy the afterlife for kings and queens. To understand they were a display of power and wealth as well as places of worship for the peasant farmers who built them.</p> <p>To know that burials were shaped by their belief in afterlife - embalming, funeral masks, eternity.</p> |
| Vocabulary | <p>historical terms such as culture, religious, social, economic and political, democracy, civilisation, influential, rituals, decipher, fertile, influential, immortality, archaeology</p> | | |