



Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

“Therefore encourage one another and build each other up,” 1 Thessalonians 5:11

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History Curriculum Map		Autumn		Spring		Summer	
Year A	EYFS	All about me	Toys	Amazing Humans	Growth	Story Telling	Seaside
		My Family Begin to make sense of their own life- story and family’s history. Talk about what they see, using a wide vocabulary. Talk about members of their immediate family and community. Comment on images of familiar situations in the past. History of Bears Talk about what they see, using a wide vocabulary. Bonfire Night Talk about members of their immediate family and community. Compare and contrast characters from stories, including figures from the past.		How have I changed? Comment on images of familiar situations in the past. People who help us? Talk about the lives of the people around them and their roles in society. Pancake Day Talk about members of their immediate family and community.		History of Ashby Castle Talk about what they see, using a wide vocabulary. Recognise some environments that are different to the one in which they live. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Knights Compare and contrast characters from stories, including figures from the past. The Beach Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	
		Development Matters age 3-4 year old, Reception Early Learning Goals					
	1&2	Memory Box Teach children about changes over time, family and community. This project develops children’s knowledge and appreciation of local history, special memories, customs and traditions, and growing up. Changes within living memory Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Childhood-Toys, Comparing with 1950’s, Victorian toys, Development of toys Setting up a toy museum Childhood This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources. Historical vocabulary; Historical artefacts; Timelines; Everyday life and childhood in the 1950s; Significant events – Queen's coronation; Enquiry Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally.		Superheroes Historical heroes and heroines Florence Nightingale Mary Seacole Louis Braille Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. The Enchanted Woodland		Street Detectives History of Newbold including Lount nature reserve as a mine. Teach children about their local area. This project develops children’s knowledge of key landmarks, services and the community, how these have changed over the years and what they, as the younger generation, can do for their local area. Changes within living memory; Significant people; Places and events in the local area Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally. Learn about significant historical events, people and places in their own locality. Rio de Vida	



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History Curriculum Map		Autumn	Spring	Summer
		<p>Learn about significant historical events, people and places in their own locality.</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>		
	3&4 5&6	<p>Through the Ages</p> <p>This project teaches children about British prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle caused by ingenuity, invention and technological advancement.</p> <p>Historical vocabulary; Prehistory; Stone Age; Bronze Age; Iron Age; Chronology and timelines; Everyday life; Tools and weapons; Settlements; Stonework and metalwork; Religion and beliefs; Wealth and power; Invention and ingenuity; Evidence and enquiry</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Rocks Relics and Rumbles</p> <p>Significant people – Mary Anning; Pompeii</p> <p>Skills are adjusted to reflect appropriate Year Group</p>	<p>Emperors and Empires</p> <p>This project teaches children about the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.</p> <p>Chronology; Everyday life in ancient Rome; Founding of Rome; Power and rule; Roman Empire; Significant emperors; Social hierarchy; Roman army; Roman invasion of Britain; Significant people – Boudicca; Everyday life in Roman Britain; Romanisation of Britain; Roman withdrawal; Roman legacy</p> <p>Conduct a local history study.</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Learn about the Roman Empire and its impact on Britain.</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	



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History Curriculum Map		Autumn	Spring	Summer
		<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>		



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History Curriculum Map		Autumn		Spring		Summer	
B	EYFS	Repeat Year A					
	1&2	<p>School Days Historical vocabulary; Historical artefacts; Timelines; Present day schools; Our school; Victorian era; Victorian schools; Significant people – Samuel Wilderspin</p> <p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally. Learn about significant historical events, people and places in their own locality. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Moon Zoom Develop children’s knowledge of technology, space and materials. Children learn how to design and make model spaceships, considering the properties of materials. They might even meet an alien.</p> <p>Significant people – Astronauts; Neil Armstrong & Yuri Gagarin Changes within living memory Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>Movers and shakers The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>This project teaches children about historically significant people who have had a major impact on the world. Emmeline Pankhurst Rosa Parks They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.</p> <p>Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant people Emmeline Pankhurst Rosa Parks Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally. Learn about significant historical events, people and places in their own locality. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Paws, Claws and Whiskers</p> <p>Christopher Columbus</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>Bright City, Big Lights</p> <p>The Fire of London, The Late Queen & Current King, Monarchs Events beyond living memory that are significant nationally or globally</p> <p>This project teaches children about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.</p> <p>Monarchy; Significant event – Great Fire of London Learn about events beyond living memory that are significant nationally or globally. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. Coastlines</p> <p>This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.</p> <p>History of Whitby Jobs in the past; Significant people – Captain Cook</p> <p>Learn about events beyond living memory that are significant nationally or globally. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>			



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History Curriculum Map		Autumn	Spring	Summer
	3&4 5&6	<p>Invasion</p> <p>This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest</p> <p>Roman withdrawal from Britain; Chronology of invasion; Anglo-Saxon invasion; Anglo-Saxon kingdoms, beliefs and customs; Religion; Everyday life in Anglo-Saxon Britain; Viking invasion; Everyday life in Viking Britain; Significant people – King Athelstan; Norman invasion; Legacy</p> <p>Conduct a local history study.</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Learn about Britain’s settlement by Anglo-Saxons and Scots.</p> <p>Learn about the Roman Empire and its impact on Britain.</p> <p>Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Revision and Retrieval</p>	<p>Ancient Civilisations</p> <p>This project teaches children about the history of three of the world’s first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation. Children will learn about the rise, life, achievements and eventual end of each civilisation.</p> <p>Features of civilisations; Ancient Sumer; Ancient Egypt; Indus Valley civilisation; Artefacts; Timelines; New inventions and technology; Everyday life; Social hierarchy; Significant leaders; End of ancient civilisations</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>



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Year C	EYFS	Repeat Year A		
	1&2	Repeat Year A		
	3&4 5&6	<p>Dynamic Dynasties</p> <p>This project teaches children about the history of ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.</p> <p>Ancient China; Timelines and chronology; Shang Dynasty; Sources and artefacts; Oracle bones and religious beliefs; Bronze Age in ancient China; Historical enquiry; Significance of jade and silk; Power and social hierarchy; Everyday life; Warfare; Significant individual – Di Xin; End of the Shang Dynasty; Bronze Ages around the world; Life after the Shang Dynasty; Legacy</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Dig for Victory</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’</p>	<p>Ground Breaking Greeks</p> <p>This project teaches children about developments and changes over six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece.</p> <p>Ancient Greek periods – Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period, Hellenistic period; Chronology and timelines; Primary and secondary sources; City states; Democracy; Role of men and women; Social hierarchy; Great Athenians; the Acropolis; Greek art, culture, architecture, philosophy, medicine and mathematics; Olympic Games; Alexander the Great; End of the Greek Empire; Legacy</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Conduct a local history study.</p> <p>Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>Gain and deploy a historically grounded understanding of abstract Terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>



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Year D	EYFS	Repeat Year A		
	1&2	Repeat Year B		
	3&4 5&6	<p>Britain at War</p> <p>This project teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.</p> <p>First and Second World Wars; Causes; Warring nations; Weaponry, warfare and technology; Key events and battles; Impact on citizens and everyday life; Significant leaders; End of war; Local history study; Remembrance; Post-war Britain</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Conduct a local history study.</p> <p>Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Frozen Kingdoms</p> <p>Emigration and exploration in the early 1900s</p> <p>Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, discern how and why contrasting arguments and interpretations of the past have been constructed military, political, religious and social history; and between short- and long-term timescales.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Maafa</p> <p>This project teaches children about Africa past and present and the development of the slave trade. It also explores Britain’s role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora</p> <p>Ancient African kingdoms; Development of the transatlantic slave trade; Britain's role in the slave trade; Human impact; Everyday life on plantations; Rebellion and marronage; Causes and consequences of the abolition of the slave trade and slavery; Colonisation of Africa; Black people in 20th century Britain; Race Relations Act; Equality Act; Significant black Britons; Multiculturalism</p> <p>Skills are adjusted to reflect appropriate Year Group</p> <p>Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>