



## History Curriculum Map

### EYFS

	0-3 Preschool	3-4 EYFS 1	Reception EYFS 2	Links to KS1 Curriculum
EYFS area of Learning	Understanding the World: Past and Present			
<b>Fundamental Knowledge</b>	<p>Has a sense of own immediate family, relations and their own friends.</p> <p>Imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p>	<p>Enjoys discussing and joining in with familiar family customs and routines from past and present</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Comment on images and events from familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
<b>Early Learning Goal</b>	<p><i>Talk about the lives of the people around them and their roles in society.</i></p> <p><i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p>			

	Autumn 1 (1.1)	Spring 1 (1.2)	Summer 1 (1.3)
Year 1	Explorers	Significant people	Seaside
Fundamental Knowledge	Learn about changes within living memory Learn a sense of past, present and future in order to understand what History is. Know the lives of significant individuals in the past who have contributed to national and international achievements.	The lives of significant individuals (Florence Nightingale, Mary Seacole and Edith Cavell) in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.	Explore changes through time within a humanities unit exploring the differences between two seaside towns from different eras, in the United Kingdom.
	Autumn 1 (2.1)	Spring 1 (2.2)	Summer 1 (2.3)
Year 2	Royal Family	Great Fire of London	Toys
Fundamental Knowledge	Learn about the lives of significant individuals in the past who have contributed to national and international achievements.  Know what a monarch is. Know roles and responsibilities of the Royal Family, Know how the power of the King / Queen has changed over time, Know about specific kings and queens that have contributed significantly to national and international achievements.	Understand how past events have shaped the world we live in. Understand the events of the Great Fire of London and why the fire spread so quickly. Recognise the changes that have occurred because of the Great Fire of London.	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.
	Autumn 1 (3.1)	Spring 1 (3.2)	Summer 1 (3.3)
Year 3	Stone Age to Iron Age	Local study	Ancient Egypt
Fundamental Knowledge	Changes in Britain from the Stone Age to the Iron Age. Includes learning about Skara Brae, Stone Henge, settlements, hunting, farming, art and changes in the tools and weapons used.	The change in land use since 1068. Using the information in the Domesday Book as the starting point, the unit explores how events through history have impacted on the changing land use in the Solihull area.	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

	Autumn 1 (4.1)	Spring 1 (4.2)	Summer 1 (4.3)
Year 4	Ancient Greeks	Local area	Romans in Britain
Fundamental Knowledge	Who the Ancient Greeks were and how they lived their lives including religion, beliefs and myths. What influence the Ancient Greeks have on our lives today, from sport, democracy, languages, art, maths, science and medicine.	A study over time tracing how several aspects of national history are reflected in the locality. Development of the transport networks and land-use in and around Solihull, examining the reasons for the changes and the impact it has had.	to include changes in Britain as a result, how it impacts life today and an introductory element of development of Roman Empire Link aqueducts to irrigation of Egyptians and canals (see Spring geography).
	Autumn 1 (5.1)	Spring 1 (5.2)	Summer 1 (5.3)
Year 5	Invaders	Mayans	Riotous Royals
Fundamental Knowledge	Britain's settlement by Anglo-Saxons and Scots. Identify and understand what Anglo-Saxon settlements were like. Know why the Anglo-Saxons invaded Britain. Understand who the Scots are and where they came from. Understand the invasion of the Scots. Understand who the Vikings were, where they came from and why they wanted to settle in Britain. Identify and explain similarities and differences between Anglo-Saxons and Vikings.	A non-European society that provides contrasts with British history. Know about Mayan achievements, culture, religion, family life, power.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.  The changing power of monarchs using case studies such as John, Anne and Victoria.
	Autumn 1 (6.1)	Spring 1 (6.2)	Summer 1 (6.3)
Year 6	World War 2	Maafa	Threats to life as we know it
Fundamental Knowledge	Develop a chronological secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. The key events of World War 2. Know and locate the countries involved in WWII Empathise and understand what life would have been like during the Blitz. Know about evacuation during WW2. The roles of women during World War II. How rationing was used during World War II. The role of music during the war. Understand the impact of the Holocaust	Know the origins of the slave trade from Africa and Britain's involvement in the Transatlantic slave trade. Develop an appreciation for people's differing attitudes and actions in different eras through history.	A combined humanities unit that explores key elements of what the children have learnt in Geography and History through KS1 and KS2, relating it to the position we find ourselves in in the world today and, importantly, how we might look to shape the future. Historical threads within this unit include democracy, religion, medicine, war, human rights and equality.

