



# History Curriculum Map



|               | YR  | Y1  | Y2   | Y3  | Y4  | Y5  | Y6  |
|---------------|---|---|--|---|---|---|---|
| <b>Term 1</b> | <p><u>Who is in my family?</u></p> <ul style="list-style-type: none"> <li>Family</li> <li>Memories</li> <li>Retelling</li> <li>Basic chronology</li> </ul>  | <p><u>How do our toys and games compare with those of children in the 1960s?</u></p> <ul style="list-style-type: none"> <li>Links with the children's existing knowledge and interests.</li> <li><b>VISIT – LINKED TO TOYS</b></li> </ul> | <p><u>How do we know so much about where Sappho used to live?</u></p> <ul style="list-style-type: none"> <li>Links forward to work in year 4 on Romans.</li> <li><b>CIRENCESTER ROMAN MUSEUM</b></li> </ul>  | <p><u>How did life change for Ancient Britons during the Stone Age?</u></p> <ul style="list-style-type: none"> <li>Chronological order to build knowledge of British history.</li> <li><b>DEVIZES MUSEUM</b></li> </ul>   | <p><u>How did the arrival of the Romans change Britain?</u></p> <ul style="list-style-type: none"> <li>Chronological order to build knowledge of British history.</li> <li>Links back to the study of Pompeii in Y2.</li> <li><b>ROMAN BATHS</b></li> </ul> | <p><u>Why did the ancient Maya change their way of life?</u></p> <ul style="list-style-type: none"> <li>Provides a contrast to the learning about British history in years 3 &amp; 4.</li> <li><b>BRITISH MUSEUM</b></li> </ul> | <p><u>The story of the Trojan Horse – fact, myth or legend?</u></p> <ul style="list-style-type: none"> <li>Ancient Greece, this unit will extend over two terms...</li> <li><b>THE ASHMOLEAN MUSEUM (OXFORD)</b></li> </ul>                 |
| <b>Term 2</b> |   |   |  |   |   |   |   |
| <b>Term 3</b> | <p><u>Who lives here?</u></p> <ul style="list-style-type: none"> <li>Discuss images</li> <li>Pictures, stories, artefacts, accounts</li> <li>Familiar situations</li> <li>Observe</li> </ul>  | <p><u>Who is the greatest history maker?</u></p> <ul style="list-style-type: none"> <li>Beyond living memory, and significant individuals.</li> <li>Guy Fawkes and bonfire night relevant for year 1.</li> </ul>                          | <p><u>Why was Charles sent to prison?</u></p> <ul style="list-style-type: none"> <li>Children will become aware of the first world war through remembrance day activities and learning.</li> <li>Children's learning about animals will be more advanced than children in year 1.</li> </ul> | <p><u>What is the secret of the standing stones?</u></p> <ul style="list-style-type: none"> <li>Chronological order to build knowledge of British history.</li> <li>Links back with local history in Y2.</li> <li><b>STONEHENGE</b></li> </ul>                                  | <p><u>Who were the Anglo Saxons and how do we know what was important to them?</u></p> <ul style="list-style-type: none"> <li>Chronological order to build knowledge of British history.</li> </ul>   | <p><u>Why is the history of Devizes also the 'History of England'?</u></p> <ul style="list-style-type: none"> <li>A local history study based around Tudor Devizes</li> <li><b>DEVIZES TUDOR TRAIL</b></li> </ul>               | <p><u>What was the influence of the Greek civilisation on the world?</u></p> <ul style="list-style-type: none"> <li>An extended unit on Greek civilisation, following on from the myth of the Trojan Horse</li> </ul>                       |
| <b>Term 4</b> |   |   |  |   |   |   |   |
| <b>Term 5</b> | <p><u>What do stories tell us about the world?</u></p> <ul style="list-style-type: none"> <li>Compare and contrast</li> <li>Texts and stories</li> <li>Fictional characters and real people from a range of cultures</li> <li>Themes: bravery; difficult choices; and kindness</li> <li><b>POTENTIAL VISITING STORYTELLERS</b></li> </ul> | <p><u>What does it take to be a great explorer?</u></p> <ul style="list-style-type: none"> <li>Builds on lives of significant individuals.</li> </ul>   | <p><u>Why is the history of my locality significant?</u></p> <ul style="list-style-type: none"> <li>Significant places, events and people.</li> <li>Links forward can be made to units in Y3.</li> <li>Builds on geography by this point in year 2, knowledge of the wider world.</li> </ul> | <p><u>How do artefacts help us to understand the lives of people in Iron Age Britain?</u></p> <ul style="list-style-type: none"> <li>Chronological order to build knowledge of British history.</li> <li><b>Roundway Hill – IRON AGE HILL FORT - local area walk</b></li> </ul> | <p><u>What did the Vikings want and how did Alfred help to stop them getting it?</u></p> <ul style="list-style-type: none"> <li>Chronological order to build knowledge of British history.</li> </ul>   | <p><u>How did a pile of dragon bones help to solve an ancient Chinese mystery?</u></p> <ul style="list-style-type: none"> <li>Ancient civilisations from a contrasting part of the world to Britain.</li> </ul>                 | <p><u>Why was winning the Battle of Britain so important?</u></p> <ul style="list-style-type: none"> <li>An aspect of British history that extends children's chronological knowledge beyond 1066.</li> <li>Preparation for KS3.</li> </ul> |
| <b>Term 6</b> |   |   |  |   |   |   |   |