

FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

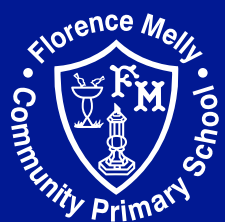
HISTORY CURRICULUM MAP

IF YOU CAN DREAM IT, YOU CAN DO IT!



History Long-Term Sequence Content Progression with our BIG IDEAS (Substantive Concepts)

Term	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Understanding the world</p> <p>Past and Present 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.</p>	<p>Changes within living memory</p> <p>COMMUNITY KNOWLEDGE</p>	<p>Events beyond living memory</p> <p>COMMUNITY POWER KNOWLEDGE DEMOCRACY</p>	<p>Stone Age Bronze Age Iron Age</p> <p>KNOWLEDGE COMMUNITY POWER</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>INVASION POWER COMMUNITY</p>	<p>Ancient Greece</p> <p>POWER DEMOCRACY KNOWLEDGE CIVILISATION</p>	<p>Local History Study - how did conflict change our locality in World War 2?</p> <p>POWER INVASION DEMOCRACY COMMUNITY</p>
Spring	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>The lives of significant people</p> <p>COMMUNITY KNOWLEDGE POWER</p>	<p>Significant historical events, people, places in our locality</p> <p>COMMUNITY KNOWLEDGE POWER</p>	<p>Rome and the impact on Britain</p> <p>INVASION POWER CIVILISATION</p>	<p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>INVASION POWER COMMUNITY</p>	<p>Compare non European soviet with Anglo-Saxons</p> <p>CIVILISATION KNOWLEDGE POWER</p>	<p>Battle of Britain</p> <p>POWER INVASION COMMUNITY</p>
Summer	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate - maps.</p>	<p>More lives of significant people</p> <p>KNOWLEDGE COMMUNITY</p>	<p>Revisit: Events beyond living memory</p> <p>COMMUNITY POWER KNOWLEDGE DEMOCRACY</p>	<p>The achievements an ancient civilisation - Egypt</p> <p>CIVILISATION KNOWLEDGE POWER INVASION</p>	<p>Windrush Generation</p> <p>COMMUNITY DEMOCRACY POWER</p>		



FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

HISTORY FROM EYFS TO KEY STAGE 1

IF YOU CAN DREAM IT, YOU CAN DO IT!



History Long-Term Sequence Early Years Foundation Stage to Key Stage 1

Specific Area - Understanding the World	Early Learning Goals	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in Reception	History KS1 National Curriculum
	<p>Past and Present</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>History, Historian, After, Before, New, Old, Now, Past, Present, Time</p> <p>Linked to communication and language pupils will:</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Know about personal history – birthdays, celebrations.</p> <p>Celebrating cultural diversity of children in the class.</p> <p>Traditional festivals and celebrations.</p> <p>Routines - Learning Feedback times – talking about learning from the previous day / week etc...</p> <p>Through interactions talking about what they did yesterday, last week, last year.</p> <p>Life cycles and growing plants to introduce change over time.</p>	<p>Personal history: how they celebrate Christmas, new year, family celebrations such as birthdays – throughout the year.</p> <p>Learning about the family traditions of children in class from different cultural backgrounds.</p> <p>R.E themes taught through Discovery RE.</p> <p>Exploring the Art of Vincent Van Gogh – The Starry Night, Sunflowers.</p> <p>London past and present – Link 'The Naughty Bus,' story.</p> <p>Learning Feedback times – talking about learning from the previous day / week etc...</p> <p>Through interactions talking about what they did yesterday, last week, last year.</p>	<p>Pupils should be taught about:</p> <p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>significant historical events, people and places in their own locality.</p>
<p>Examples of Structured Story Time and Curriculum Enhancing High-Quality Supplementary Texts</p>					