

CURRICULUM MAPPING FOR: HISTORY



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EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes	Settling into school Autumn	Colour and magic Diwali Christmas	Winter Space Chinese New Year	Pets Spring Easter and Eggs	Growing/Gardening Farms When I Grow Up	The World Journeys & Maps Celebration of cultures Summer
Development Matters <i>Children in Reception will be learning to:</i>	<p>Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past Talk about past and present events in their own lives and in the lives of family members Understand different eras of time Comment and ask questions about aspects of their familiar world Look closely at similarities, differences, patterns and change Understand and discuss how things have changed over time (e.g. clothes, technology) Develop language to talk about time: yesterday, before, long ago, when I was a baby, tomorrow, will, going to and use of past and future tenses.</p>					
Early Learning Goals	<p><u>Understanding the World: Past and Present</u></p> <ul style="list-style-type: none"> • 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. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • <p><u>Communication and Language: Speaking</u></p> <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 					
How this is achieved and skills are developed in EYFS at Paulton Infant School:	<p>Autumn Term:</p> <ul style="list-style-type: none"> • Talking about members of our family and the relationship to them. • Name and describe people who are familiar to them • Begin to develop a sense of continuity and change • Talk about themselves and special things in their life • Thinking about changes in our life as we grow and get older. • Talk about their own experiences of celebrating special occasions with their family and community • Understand that some places are special to members of their community • Explore festivals and family traditions from different cultures inc: Christmas, bonfire night, Halloween, Diwali, Harvest Festival, Remembrance Day 		<p>Spring Term:</p> <ul style="list-style-type: none"> • Recount experiences of Christmas and other family celebrations • Recognise that people have different beliefs and celebrate special times in different ways: Chinese New Year, Easter • Explore family traditions, including Shrove Tuesday and Easter • Understand some important processes and changes in the natural world around them, including the seasons and life-cycles • Compare and contrast characters from stories, including figures from the past e.g Mae Jemison (Look Up!) • 		<p>Summer Term:</p> <ul style="list-style-type: none"> • Explore the natural world around them, with a focus on growing and changes over time • Revisit talking about members of our family and the relationship to them. • Comment on images of familiar situations in the past (clothes, families, houses) • Compare and contrast their own experiences of early childhood with those of previous generations Talk about themselves as a baby in the past and talk about their future aspirations 	
	<p><u>Vocabulary</u></p> <p>Past, present, long ago, today, tomorrow, yesterday, stories, change, similarities, differences, books, fairy tales, king, queen, 'when I was a baby', 'before I was born,' 'when I grow up,' family, parents, grandparents, time, days of the week, months of the year, calendar, seasons, traditions, technology, celebrations, grow, history</p>					

KS1 History NC content: Changes within living memory Events beyond living memory Lives of significant individuals Significant historical events						
CYCLE B – Year 1						
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
THEMES	In the Deep, dark woods	The Great Fire of London	Land of the Dinosaurs	We're roaming in the rainforests	Amazing Inventors	Our place in the world
NATIONAL CURRICULUM		<ul style="list-style-type: none"> ✿ <i>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]</i> 	<ul style="list-style-type: none"> ✿ <i>events beyond living memory that are significant nationally or globally</i> ✿ <i>significant historical events, people and places in their own locality</i> ✿ <i>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</i> 		<ul style="list-style-type: none"> ✿ <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> ✿ <i>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]</i> ✿ <i>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</i> 	<ul style="list-style-type: none"> ✿ <i>significant historical events, people and places in their own locality</i> ✿ <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>
SKILLS	Geography Focus in Term 1	<p>Shows curiosity and asks questions when exploring artefacts.</p> <p>Begin to understand the difference between 'present day' and 'the olden days'.</p> <p>Begins to understand ways in which we can understand the past.</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Use everyday language related to time.</p> <p>Begin to use historical vocabulary.</p>	<p>Begin to understand the difference between 'present day' and 'the olden days'.</p> <p>They use the correct vocabulary relating to ordering events e.g. before, after, next, finally.</p> <p>Begins to understand ways in which we can understand the past.</p> <p>Gain an understanding chronology relevant to their interest e.g. dinosaurs, B.C., A.D., their birthday.</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Shows curiosity and asks questions when exploring artefacts.</p>	Geography Focus in Term 4	<p>Begin to understand the difference between 'present day' and 'the olden days'.</p> <p>They use the correct vocabulary relating to ordering events e.g. before, after, next, finally.</p> <p>Gain an understanding chronology relevant to their interest e.g. dinosaurs, B.C., A.D., their birthday.</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Begin to make simple comparisons between periods of time studied.</p> <p>Explores artefacts, sharing thoughts and opinions and reasons.</p>	<p>To understand that the difference between 'present day' and 'the olden days'.</p> <p>Order events in their lifetime</p> <p>Make simple observations about people, events, beliefs within present day society.</p> <p>Shows curiosity and asks questions when exploring artefacts.</p> <p>They use the correct vocabulary relating to ordering events e.g. before, after, next, finally.</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Explores artefacts, sharing thoughts and opinions and reasons.</p>

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			Explores artefacts, sharing thoughts and opinions and reasons.		Make simple observations about people, events, beliefs within present day society.	Able to compare two different versions of a story.
KNOWLEDGE		<p>Begin to recall key events in the Great Fire of London</p> <p>With support, explore similarities and differences between London in 1666 and the present day</p> <p>Begin to explain who Samuel Pepys was and his role in helping us retell events in the Great Fire of London.</p> <p>Using knowledge of London in 1666, begin to explain how and why the fire spread so quickly</p> <p>An awareness of the Gunpowder plot and who Guy Fawkes was</p>	<p>Begin to explore the life and importance of Mary Anning</p> <p>Exploration of different fossils discovered in the South West (relating the Mary Anning)</p> <p>Non-fiction dinosaur stories</p> <p>Begin exploring the timeline of the dinosaurs, using non-fiction texts</p> <p>Local History Trip: Explore the local area looking for fossils, using the National Geographic app to identify different types of fossils found</p>		<p>Begin to explore the life of significant inventors such as Brunel/ The Wright Brothers</p> <p>With support, begin to explore the different inventions from the inventors and their importance to life today</p> <p>Make simple comparisons between periods of time in the past and the present day, e.g., life in Bristol at the time of Brunel compared to the present day</p> <p>Begin to identify key historical inventions that have evolved through time</p> <p>Begin to name inventions created by Isambard Kingdom Brunel that helped connect Bristol and the South West</p> <p>Local History Opportunity: To contact the SS Great Britain to ask questions about Brunel.</p>	<p>Begin to explore the history of Paulton and the local area, with links to mining (including 'The Batch'), The Radstock Museum and train lines to Bristol and Bath</p> <p><i>Link to changes within living memory: the building of the new houses to replace the Purnell's Paper Factory</i></p> <p>Use family/local knowledge to share local history from living memory – interviewing family members, inviting parents and grandparents into school to talk about their experiences of living locally through history</p> <p>Local History Opportunity: Opportunity to visit/contact Radstock museum to explore local mining history</p>
VOCABULARY		Same, different, past, present, now, before, first, next, after that, similarities, differences, timeline, chronological order, Great Fire of London, 1666, Samuel Pepys, Pudding Lane, Guy Fawkes, The Gun Powder Plot	Dinosaurs, fossil, past, before, years, archaeologist, prehistoric, Jurassic, compare, timeline, order, Jurassic, Triassic, Cretaceous, Mary Anning, archaeologist, palaeontologist, extinct		Invention, inventor, important, different, similar, compare, before, now, chronological order, Brunel, Bristol, SS Great Britain, timeline	Paulton, change, present, past, compare, same, different, chronological order, memory, mining, Radstock, Paulton, Bath, Somerset

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<p>ASSESSMENT OPPORTUNITIES</p>		<p>Creating Great Fire of London timeline</p> <p>Accurate retelling of events in chronological order</p> <p>Building historical knowledge from key individuals and historical sources, exploring verbally their reliability</p> <p>Retelling of the Gun Powder plot. Can they explain what Guy Fawkes and the plotters tried to do?</p>	<p>Can children recall who Mary Anning was? What she discovered? Why is she important?</p> <p>Can children recall that dinosaurs lived but are now extinct?</p>		<p>Recall key inventors and their inventions</p> <p>Explain changes to inventions through history and how they have evolved through time to the present day</p> <p>Retell key events in the life of Isambard Kingdom Brunel and name some of his inventions</p>	<p>Can explain a brief history of Paulton and how it has changed through history</p> <p>Explore different mining artefacts, explain their uses</p>
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KS1 History NC content: Changes within living memory Events beyond living memory Lives of significant individuals Significant historical events						
CYCLE B – Year 2						
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
THEMES	In the Deep, dark woods	The Great Fire of London	Land of the Dinosaurs	We're roaming in the rainforests	Amazing Inventors	Our place in the world
NATIONAL CURRICULUM		<ul style="list-style-type: none"> ✿ <i>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]</i> 	<ul style="list-style-type: none"> ✿ <i>events beyond living memory that are significant nationally or globally</i> ✿ <i>significant historical events, people and places in their own locality</i> ✿ <i>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</i> 		<ul style="list-style-type: none"> ✿ <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> ✿ <i>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]</i> ✿ <i>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</i> 	<ul style="list-style-type: none"> ✿ <i>significant historical events, people and places in their own locality</i> ✿ <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>
SKILLS	Geography Focus in Term 1	<p>Begin to understand that the difference between 'present day' and 'the olden days'.</p> <p>Children can retell a simple past event in the correct order.</p> <p>They use the correct vocabulary relating to ordering events e.g. before, after, next, finally.</p> <p>Begins to understand ways in which we can understand the past.</p> <p>Children are developing an understanding of growth over time.</p> <p>Beginning to understand 'how' and 'why' questions.</p> <p>Children question why things happen and give explanations.</p>	<p>Use everyday language related to time</p> <p>Be curious about people and show interest in stories.</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Explain own knowledge and understanding, and asks appropriate questions.</p> <p>Listens to different versions of the same story book and finds similarities and differences with support.</p> <p>When listening to stories, children begin to discuss reasons for events happening and characters behaviour.</p> <p>Gain an understanding chronology relevant to their interest e.g. dinosaurs, B.C., A.D., their birthday.</p>	Geography Focus in Term 4	<p>They use the correct vocabulary relating to ordering events e.g. before, after, next, finally.</p> <p>Begins to understand ways in which we can understand the past.</p> <p>Able to gather information from pictures, paintings and illustrations.</p> <p>Able to recognise cause and effect in areas of history studied and story books.</p> <p>Make simple observations about people, events, beliefs within present day society.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>To understand that the difference between 'present day' and 'the olden days'.</p> <p>Begin to make simple comparisons between periods of time studied.</p> <p>They use the correct vocabulary relating to ordering events e.g. before, after, next, finally.</p> <p>Shows curiosity and asks questions when exploring artefacts.</p> <p>Make simple observations about people, events, beliefs within present day society.</p>

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		<p>Understanding the lives of significant individuals in the past</p> <p>Begin to use historical vocabulary.</p>				
KNOWLEDGE		<p>Recall key events in the Great Fire of London</p> <p>Identify similarities and differences between London in 1666 and the present day, using a range of historical sources to inform knowledge</p> <p>Explain who Samuel Pepys was and his role in helping us retell events in the Great Fire of London.</p> <p>Using knowledge of London in 1666, begin to explain how and why the fire spread so quickly</p> <p>An awareness of the Gunpowder plot and who Guy Fawkes was</p>	<p>Recall key events in the life and of Mary Anning and understand her importance in the discovery of dinosaur fossils</p> <p>Name different fossils discovered in the South West (relating the Mary Anning)</p> <p>Identify key events in the timeline of the dinosaurs, using non-fiction texts to inform knowledge</p> <p>Local History Trip: Explore the local area looking for fossils, using the National Geographic app to identify different types of fossils found</p>		<p>Use historical sources to explore the life of significant inventors such as Brunel/ The Wright Brothers</p> <p>Explore the different inventions from the inventors and their importance to life today</p> <p>Make comparisons between periods of time in the past and the present day, e.g., life in Bristol at the time of Brunel compared to the present day</p> <p>Identify key historical inventions that have evolved through time, comparing them to new inventions in the present day</p> <p>Name inventions created by Isambard Kingdom Brunel that helped connect Bristol and the South West</p> <p>Local History Opportunity: To contact the SS Great Britain to ask questions about Brunel.</p>	<p>Explore the history of Paulton and the local area, with links to mining (including 'The Batch'), The Radstock Museum and train lines to Bristol and Bath</p> <p><i>Link to changes within living memory: the building of the new houses to replace the Purnell's Paper Factory</i></p> <p>Use family/local knowledge to share local history from living memory - interviewing family members, inviting parents and grandparents into school to talk about their experiences of living locally through history</p> <p>Local History Opportunity: Opportunity to visit/contact Radstock museum to explore local mining history</p>
VOCABULARY		<p>Same, different, past, present, now, before, first, next, after that, similarities, differences, timeline, chronological order Great Fire of London, 1666, Samuel Pepys, Pudding Lane</p>	<p>Dinosaurs, fossil, past, before, years, prehistoric, Jurassic, compare, timeline, order, Triassic, Cretaceous, Mary Anning, archaeologist, palaeontologist, extinct</p>		<p>Invention, inventor, important, different, similar, compare, before, now, chronological order, Brunel, Bristol, SS Great Britain, timeline</p>	<p>Paulton, change, present, past, compare, same, different, chronological order, memory, mining, Radstock, Paulton, Bath, Somerset</p>

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<p>ASSESSMENT OPPORTUNITIES</p>		<p>Creating Great Fire of London timeline, accurately retelling key events in chronological order</p> <p>Building historical knowledge from key individuals and historical sources, beginning to explaining their reliability</p> <p>Retelling of the Gun Powder plot. Can they explain what Guy Fawkes and the plotters tried to do?</p>	<p>Can they explain who Mary Anning was? What she discovered? Why is she important?</p> <p>Can children recall that dinosaurs lived but are now extinct?</p>		<p>Recall key inventors and their inventions</p> <p>Explain changes to inventions through history and how they have evolved through time to the present day</p> <p>Retell key events in the life of Isambard Kingdom Brunel and name some of his inventions</p>	<p>Can explain a brief history of Paulton and how it has changed through history</p> <p>Explore different mining artefacts, explain their uses</p>
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KS1 History NC content: Changes within living memory Events beyond living memory Lives of significant individuals Significant historical events						
YEAR 1 - CYCLE A						
THEMES	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
NATIONAL CURRICULUM	Across the Drawbridge ♣ <i>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]</i> ♣ <i>significant historical events, people and places in their own locality</i>	Sweets Galore ♣ <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> ♣ <i>significant historical events, people and places in their own locality</i>	Pole to Pole ♣ <i>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> ♣ <i>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</i>	Heroes and villains ♣ <i>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</i> ♣ <i>significant historical events, people and places in their own locality</i>	Bugs life	Seaside/ RNLI ♣ <i>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</i>
KNOWLEDGE	<p>Explore historical life in a Motte and Bailey castle naming the key features and beginning to understand their purpose</p> <p>Explore life within a Motte and Bailey castle, verbally comparing it to our lives today: <i>food, clothes, living conditions, jobs, children, knights, medieval feasts</i></p> <p>Understand how location was important to castle defences and recall methods of attack and defence</p> <p>Local History Trip: <i>Opportunity to visit local Farleigh Hungerford castle, link to Nunney Castle</i></p> <p>Order pictures of castles to create a castle timeline exploring how castles changed through time: <i>children to verbally describe how features of castles have</i></p>	<p>Explore where and when chocolate was first invented</p> <p>Understand how chocolate is made</p> <p>Introduction to JS Fry, creator of the first chocolate bar</p> <p>Compare how chocolate was first made (Aztecs/ Mayans) to how modern-day chocolate is manufactured</p> <p>Begin to understand rationing of sweets and sugar during the World Wars</p>	<p><i>Geography Focus in Term 3 however there are opportunities to explore the following historical links:</i></p> <p>Understand when the first visit to the South Pole 'Race to Antarctica' was and recall facts about the expedition</p> <p>Verbally compare explorers in both the past and present: identifying differences in the <i>kit used now and explorers' kits used in the past, modes of transport, routes taken, medical and food supplies</i></p> <p>Identify the challenges faced by explorers to both the North and South Poles in the past and present day</p> <p>To begin to understand the lives of famous explorers through history: Ernest Shackleton (historical), Leo Houlding (modern day)</p>	<p>Begin to explore the meaning of Equal Rights</p> <p>Look at the lives of The Suffragettes and their impact on equality for women: <i>begin to introduce the idea of equal rights through debate and discussion</i></p> <p>Begin to explore how different historical figures have changed our lives, potentially including: <i>Rosa Parks, Martin Luther King Jr, Emmeline Pankhurst, Harriet Tubman</i></p>	<p><i>Geography Focus in Term 5</i></p> <p>Identify the key features of a Victorian seaside holiday</p> <p>Make simple comparisons between a Victorian seaside and current seaside locations, <i>using the local/wider area as a comparison</i></p> <p>Local History Trip: <i>Opportunity to visit Weston Super Mare seafront and museum</i></p> <p>With support, create a timeline to show changes in British holidays over time</p> <p>Begin to recall key events in the life of Grace Darling and her role in the history of the lifeboats</p>	

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	<i>changes aesthetically and begin to explain why</i>					
VOCABULARY	Castle, drawbridge, motte, bailey, battlement, moat, keep, defences, attack, invade, William the Conqueror, jester, cook Lord, Lady, Servant Knights shield, sword, bow and arrow, armour, The Bayeux Tapestry, The Battle of Hastings, similar, different, past, present, compare	Past, present, change, process, differences, Aztec, Mayan, compare, cocoa bean, rationing, timeline, production, Aztecs, Mayan, timeline, chronological order, similarities and differences	South Pole, Antarctica, sleigh, race, achievement, Scott of Antarctic, kit, exploration, explorer, expedition, Ernest Shackleton, Leo Houlding, past, present, route, supplies, similarities and differences, chronological order, similarities and differences	Equal rights, equality, voting, women's rights, Suffragettes, change, debate, fair, timeline, chronological order, similarities and differences		Past, present, change, Victorian, museum, artefact, holiday, seaside, Grace Darling, life boats, timeline, chronological order, similarities and differences
SKILLS	<p>Identify similarities / differences between periods in History.</p> <p>Shows curiosity and asks questions when exploring artefacts.</p> <p>Begin to make simple comparisons between periods of time studied.</p> <p>Begin to understand that the difference between 'present day' and 'the olden days'.</p> <p>Able to gather information from pictures, paintings and illustrations.</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Use everyday language related to time.</p> <p>Begin to use historical vocabulary.</p> <p>Make simple observations about people, events, beliefs within present day society.</p>	<p>Begin to understand that the difference between 'present day' and 'the olden days'.</p> <p>Begin to make simple comparisons between periods of time studied.</p> <p>Begins to understand ways in which we can understand the past.</p> <p>Able to gather information from pictures, paintings and illustrations.</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Order events in their lifetime.</p> <p>Order and sequence familiar events</p> <p>They use the correct vocabulary relating to ordering events e.g. before, after, next, finally.</p>	<p>Begin to understand that the difference between 'present day' and 'the olden days'.</p> <p>They use the correct vocabulary relating to ordering events e.g. before, after, next, finally.</p> <p>Begins to understand ways in which we can understand the past.</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Shows curiosity and asks questions when exploring artefacts.</p> <p>Explores artefacts, sharing thoughts and opinions and reasons.</p> <p>Make simple observations about people, events, beliefs within present day society.</p> <p>Able to recognise cause and effect in areas of history studied and story books.</p>	<p>Begin to understand that the difference between 'present day' and 'the olden days'.</p> <p>They use the correct vocabulary relating to ordering events e.g. before, after, next, finally.</p> <p>Gain an understanding chronology relevant to their interest e.g. dinosaurs, B.C., A.D., their birthday.</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Begin to make simple comparisons between periods of time studied.</p> <p>Explores artefacts, sharing thoughts and opinions and reasons.</p> <p>Gain an understanding chronology relevant to their interest</p> <p>Make simple observations about people, events, beliefs within present day society.</p>		<p>Begin to understand that the difference between 'present day' and 'the olden days'.</p> <p>Order events in their lifetime</p> <p>Make simple observations about people, events, beliefs within present day society.</p> <p>Shows curiosity and asks questions when exploring artefacts.</p> <p>They use the correct vocabulary relating to ordering events e.g. before, after, next, finally.</p> <p>Answer 'how' and 'why' questions ... in response to stories or events.</p> <p>Explores artefacts, sharing thoughts and opinions and reasons.</p> <p>Able to compare two different versions of a story.</p> <p>Gain an understanding chronology relevant to their interest</p>

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<p>ASSESSMENT OPPORTUNITIES</p>	<p>Comparison between life in a castle and current life</p> <p>Castle timeline: <i>to identify changes to castles through history and begin to think about why these changes occurred</i></p>	<p>Able to make comparisons between process of making chocolate</p> <p>Comparisons between range available now to grandparents/ before</p>	<p>Learning about the life of Scott of Antarctica</p> <p>Time line for all history learnt so far</p> <p>Can children say where the South Pole was visited before/ after/ during the race to the South Pole</p>	<p>Can they recall facts about different significant individuals/ groups?</p> <p>Understanding of terminology including: equal rights, Suffragettes.</p> <p>Knowledge from learning about the lives of significant individuals/ groups</p>		<p>Can they make comparisons between seaside in Victorian times and current say seaside?</p> <p>Can they make comparisons between the different holidays of past and present?</p>
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KS1 History NC content: Changes within living memory Events beyond living memory Lives of significant individuals Significant historical events						
YEAR 2 - CYCLE A						
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
THEMES	Across the Drawbridge	Sweets Galore	Pole to Pole	Heroes and villains	Bugs life	Seaside/ RNLI
NATIONAL CURRICULUM	<ul style="list-style-type: none"> ✦ 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] ✦ significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> ✦ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ✦ significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> ✦ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ✦ 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 	<ul style="list-style-type: none"> ✦ 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 ✦ significant historical events, people and places in their own locality 		<ul style="list-style-type: none"> ✦ 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
KNOWLEDGE	<p>Explore historical life in a Motte and Bailey castle from different perspectives, explaining the key features and their purpose</p> <p>Explore life within a Motte and Bailey castle, comparing it to our lives today: <i>food, clothes, living conditions, jobs, children, knights, medieval feasts</i></p> <p>Explore how location was central to castle defences and investigate methods of attack and defence</p> <p>Local History Trip: <i>Opportunity to visit local Farleigh Hungerford castle, link to Nunney Castle</i></p> <p>Create a castle timeline documenting how castles changed through time: <i>materials used, location, construction methods and their purpose</i></p>	<p>Exploration of the initial discovery and creation of chocolate</p> <p>Explore how chocolate was made through history</p> <p>Timeline of comparison to show how chocolate production has changed through history: Aztecs/ Mayans to modern day</p> <p>Introduction of JS Fry, creator of the first chocolate bar</p> <p>Understand rationing of sweets and sugar during the World Wars</p>	<p><i>Geography Focus in Term 3 however there are opportunities to explore the following historical links:</i></p> <p>To begin to understand the lives of famous explorers through history: Ernest Shackleton (historical), Leo Houlding (modern day)</p> <p>Explore the first visit to the South Pole 'Race to Antarctica' and recall facts about the expedition</p> <p>Compare explorers in both the past and present: identifying similarities and differences in the <i>kit used now and explorers' kits used in the past, modes of transport, routes taken, medical and food supplies</i></p> <p>Identify the challenges faced by explorers to both the North and South Poles in the past and present day</p>	<p>Understand the meaning of Equal Rights and equality</p> <p>Explore the lives and impact of The Suffragettes in establishing equality for women</p> <p>Understand how different historical figures have changed our lives, potentially including: <i>Rosa Parks, Martin Luther King Jr, Emmeline Pankhurst, Harriet Tubman</i></p>	<p><i>Geography Focus in Term 5</i></p>	<p>Recall and explain the key features of a Victorian seaside holiday: <i>naming key artefacts and explaining their uses</i></p> <p>Identify similarities and difference between a Victorian seaside and current seaside locations, <i>using the local/wider area as a comparison</i></p> <p>Local History Trip: <i>Opportunity to visit Weston Super Mare seafront and museum</i></p> <p>Create a timeline to show changes in British holidays over time, <i>using knowledge of chronological order, key artefacts and sources and knowledge of technological advances to discuss the changes</i></p> <p>Recall key events in the life of Grace Darling and her role in the history of the lifeboats</p>

CURRICULUM MAPPING FOR: HISTORY

<p>VOCABULARY</p>	<p>Castle, drawbridge, motte, bailey, battlement, moat, keep, defences, attack, invade, The Normans, William Duke of Normandy, William the Conqueror, Anglo-Saxon, Jester, cook Lord, Lady, Servant Knights, uniform Shield, sword, bow and arrow, armour, The Bayeux Tapestry, The Battle of Hastings</p>	<p>Past, present, change, process, differences, Aztec, Mayan, compare, cocoa bean, rationing, timeline, production, Aztecs, Mayan, timeline, chronological order, similarities and differences</p>	<p>South Pole, Antarctica, sleigh, race, achievement, Scott of Antarctic, kit, exploration, explorer, expedition, Ernest Shackleton, Leo Houlding, past, present, route, supplies, similarities and differences, chronological order, similarities and differences</p>	<p>Equal rights, equality, voting, women's rights, Suffragettes, change, debate, fair, timeline, chronological order, similarities and differences</p>		<p>Past, present, change, Victorian, museum, artefact, holiday, seaside, Grace Darling, life boats, timeline, chronological order, similarities and differences</p>
<p>SKILLS</p>	<p>Identify similarities / differences between periods in History. Identify similarities / differences between periods in History. Identify similarities / differences between ways of life at different times. Develop an awareness of the past. Use common words and phrases relating to the passing of time. Know where all people/events studied fit into a chronological framework. Ask and answer questions. Understand some ways we find out about the past. Talk about who was important Recognise why people did things, why events happened and what happened as a result.</p>	<p>Use common words and phrases relating to the passing of time. Identify similarities / differences between periods in History. Begins to understand ways in which we can understand the past. Able to gather information from pictures, paintings and illustrations. Answer 'how' and 'why' questions ... in response to stories or events. Order and sequence familiar events Choose and use parts of stories and other sources to show understanding.</p>	<p>Know where all people/events studied fit into a chronological framework. Recognise why people did things, why events happened and what happened as a result. They use the correct vocabulary relating to ordering events e.g. before, after, next, finally. Ask and answer questions. Talk about who was important e.g. in a simple historical account.</p>	<p>Know where all people/events studied fit into a chronological framework. Identify similarities / differences between periods in History. Begin to make simple comparisons between periods of time studied. Order significant events in short periods of time e.g. order the events of the Great Fire of London. Begin to use historical vocabulary. They use the correct vocabulary relating to ordering events e.g. before, after, next, finally. Recognise why people did things, why events happened and what happened as a result. Make simple observations about people, events, beliefs within present day society.</p>		<p>Develop an awareness of the past. Use common words and phrases relating to the passing of time. Order artefacts from different periods of time. Identify similarities / differences between ways of life at different times. Order artefacts from different periods of time. Use a wide vocabulary of everyday historical terms. Ask and answer questions. Understand some ways we find out about the past. Identify different ways in which the past is represented. Make simple observations about different types of people, events, beliefs within a society. Use a wide vocabulary of everyday historical terms.</p>

CURRICULUM MAPPING FOR: HISTORY



				<p>Talk about who was important e.g. in a simple historical account.</p> <p>Explain own knowledge and understanding, and asks appropriate questions.</p>		<p>Talk about past and present events in their own lives and in lives of family members.</p>
ASSESSMENT OPPORTUNITIES	<p>Comparison between life in a castle and current life</p> <p>Castle drawings/models to show knowledge of features of a castle</p> <p>Construct a castle timeline, demonstrating how castles have changed and evolved through history</p>	<p>Able to make comparisons between process of making chocolate</p> <p>Comparisons between range available now to grandparents/ before</p>	<p>Learning about the life of Scott of Antarctica</p> <p>Time line for all history learnt so far</p> <p>Can children say where the South Pole was visited before/ after/ during the race to the South Pole</p>	<p>Can they recall facts about different significant individuals/ groups?</p> <p>Understanding of terminology including: equal rights, Suffragettes.</p> <p>Knowledge from learning about the lives of significant individuals/ groups</p>		<p>Can they make comparisons between seaside in Victorian times and current say seaside?</p> <p>Can they make comparisons between the different holidays of past and present?</p>