

History Long/ Medium Term Curriculum Map

Differentiation by input see the weekly planning slides and activities ensure SEND pupils' targets are being used to support pupils in every lesson -Key vocab for each learning objective is in red font /
 -Resources -see the weekly planning/slides / Ensure the resources extend the context they are learning through and supports their enjoyment of history. -*Minimum Assessment for Learning strategies for all topics* = Peer Talk; targeted questioning; mini white boards; and self and peer marking
 - Long term memory development strategies= Recapping previous learning at the start of each new topic / Long term memory strategy linked to the objectives on this sheet for each week -Historical Cultural Capital = Understanding of chronological order of key events in History

	Year A			Year B		
	Autumn term	Spring Term	Summer term	Autumn term	Spring Term	Summer Term
Ruby Class Nursery/Reception	LO 1: Begin to make sense of their own life-story and family's history LO 2: Comment on images of familiar situations in the past LO 3: Compare and contrast characters from stories, including figures from the past. LO 4: Talk about the lives of people around them and their roles in society LO 5: Know some similarities and differences between things in the past and now , drawing on their experiences and what has been read in class. LO 6: Understand the past through settings, characters and events encountered in books read in class and storytelling.					
Sapphire Class Y1/2	Great Fire of London LO 1: To have an awareness of the past in the context of comparing present-day London to the London that existed before 1666 . LO 2: To identify differences and similarities between ways of life in different periods comparing present day living to how people lived before 1666 . LO 3: To understand how the Great Fire of London started and what damage it caused. LO 4: Understand how we actually know about the Great fire of London through historical evidence . LO 5: Understand what happened after the Great Fire of London and who were the main instigators in rebuilding London . LO 6: Understand how we use artefacts and evidence to find out about things that have happened in history.	Florence Nightingale LO 1: Understand what the word famous means. What famous people do they know in history. LO 2: Use pictures and evidence to build up a picture of who Florence Nightingale was. LO 3: Place the Victorian times on to a timeline . LO 4: Understand Florence Nightingale's job and how she helped soldiers . LO 5: Understand what it was like for Florence Nightingale to work in the Crimean War . LO 6: Understand why we remember Florence Nightingale .	When your grandparents were children LO 1: Understand the similarities and differences between our childhood and that of our grandparents (1950/60/70s) LO 2: Understand the similarities and differences between our childhood homes and those of our grandparents LO 3: Compare similarities and differences between our grandparents' school and our school. LO 4: Compare the similarities and differences between the toys and games we play compared to our grandparents. LO 5: Compare the similarities and differences between how our grandparents spent pocket money/treats and how we do now. LO 6: Understand how life in general has changed over the last 60/70 years.	Bonfire Night/Gunpowder plot LO 1: To understand when, why and how Bonfire Night is celebrated . LO 2: To understand what the Gunpowder Plot was and locate 1605 on a timeline . LO 3: Understand why some people plotted to overthrow the monarchy and government . LO 4: Understand who Guy Fawkes was expressing opinions on whether or not he was a hero or villain . LO 5: What does Bonfire Night represent? Why and how do we celebrate? LO 6: Incorporate fire safety around fireworks and the actual event.	Explorers and Adventurers LO 1: To understand what an explorer is. What do they do? What are their reasons for exploring . RESEARCH A VARIETY OF FAMOUS EXPLORERS (for each explorer what are the key facts regarding this explorer, significance to history , what evidence is there both in history and today of their impact, what method of travel did they use, where do they fit on a timeline.) LO 2: Captain Cook LO 3: Roald Amundsen/Captain Scott LO 4: Yuri Gargarin/Neil Armstrong LO 5: An explorer or adventurer of your choice LO 6: Where would you like to explore? What would you like to discover?	Local history LO 1: Look at the school. Investigate what are the old parts of the school and when they were built and what are the new sections. Build up a timeline of the school building. LO 2: Visit the locality and look for evidence of old/new buildings and what it tells us about the locality. LO 3: Look at the history of Forty Hall . What was it used for in the past and what is its current function . LO 4: Visit Forty Hall for first-hand experience . LO 5: Study of key places in Enfield. What has been developed and why? What historical evidence is there of how it was like in the past. LO 6: What evidence is there in our locality that can tell us about what happened in the past within the area.
Diamond Class Y 3/4	Stone, Bronze, Iron Age LO 1: To define the stone age and its three main periods of time LO 2: To identify the key features of each period of the stone age . LO 3: Understand the improvements brought about by the Bronze Age . LO 4: Place all three ages onto a time line, Stone, Bronze and Iron Age . LO 5: To reconstruct aspects of Bronze age life from surviving sources . LO 6: To assess the achievements of the Iron Age . LO 7: Describe the key features of life in the Stone, Bronze and Iron Age . LO 8: How did the Iron Age end?	Romans LO 1: Understand why the Romans wanted to invade and settle in Britain . LO 2: Understand the Roman Empire and how they gained control. LO 3: Know who Boudicca was and why she was important. LO 4: Understand the quality of life for different people in Roman Britain . LO 5: describe features of life on Hadrian's Wall . LO 6: Describe important features of religion and leisure and support with evidence , LO 7: Understand different sources of Roman evidence and what it tells us. LO 8: Understand what the Romans achieved .	British History after 1945 LO 1: Have a clear understanding of the timeline of key events that have happened in the UK since 1945 . LO2; Research and evidence the creation of the NHS in 1948, how did it come about and what impact did it have on society . LO 3: 1966 -Understand how England won the football World cup and the significance of this event in the country's history . LO 4: Understand the importance of Concorde , how it was created, what it actually did and why it was invented . LO 5: Who was Margaret Thatcher and what significance did she play in UK history . LO 6: Understand what happened in 1981 with the Brixton Riots . Why did they start and how have attitudes evolved . LO 7: Understand the Falkland war and how and why it happened. Use evidence and research what actually happened.	Ancient Egypt LO 1: Understand how to use a timeline to identify period of history . LO 2: Why was the River Nile so important to the Egyptians . LO 3: Identify reasons why the Ancient Egyptians were successful . LO 4: Explain the Egyptian hierarchy, lifestyle, roles and jobs of the people. LO 5: Understand Ancient Egyptian religion . LO 6: Understand how, why and the significance of the pyramids/Tutankhamun . LO 7: Understand what Egyptian evidence there is to discover and understand Ancient Egyptian life. LO 8: Understand Ancient Egyptian achievements .	Victorians LO 1: Understand when the Victorians lived , place on a timeline, research the life of Queen Victoria and the major achievements in Victorian times. LO 2: Understand what life was like for the poor in Victorian times. What were the similarities and differences between the rich and poor . LO 3: Understand how education worked studying a day in the life of a Victorian child. How significant was Dr Barnardo? LO 4: What toys and games did children play, what did they do with their spare time. LO 5: A day in the life of a Victorian family . What evidence is there to help us draw conclusions about Victorian lifestyle . LO 6: What evidence is there still today of Victorian influence in our country and the local area .	Famous people who have influenced History Within the series of lessons children will focus on a key person who has influenced history in their own unique way. Lessons will explore these questions. How has the person influenced history? What impact have they had on society today? Their life story. How they were perceived by others? Timeline. Key events that happened in their life. What evidence is there to inform us of their life. <ul style="list-style-type: none"> Henry VIII George Floyd Greta Thunberg Nelson Mandela Mahatma Gandhi Helen Keller
Emerald class Y 5/6	Ancient Greece LO 1: Understand how and why Ancient Greece became so important . LO 2: Put Ancient Greece on a timeline . LO 3: Understand the Greek lifestyle and how they enjoyed themselves. LO 4: To understand similarities and differences between Spartans and Athenians . LO 5: Be able to list famous people from Ancient Greece and their achievements . LO 6: Identify and describe some of the main battles and wars fought . LO 7: Describe a typical Greek soldier ad their equipment. LO 8: Identify a range of Ancient Greek achievements and recognise and understand their legacy .	World War II LO 1: To learn and understand why WW2 started and which countries were involved . LO 2: Plot the key events of WW2 on a timeline and map out the invasion. LO 3: Understand why children had to be evacuated and the process . LO 4: Understand what people got to eat during WW2 with a focus on rationing . LO 5: Understand how dangerous it was to live in these times Hamburg, Hiroshima, Coventry . LO 6: Understand weaponry used i.e. planes, boats, tanks, guns LO 7: Understand how military conscription worked, what jobs were needed in our country and people's roles and responsibilities . LO 8 How did the war end .	Cultural History LO 1: Understand a variety of different historical festivals around the world. (Rio Carnival, Songkran Water Festival, SF Pride, Dia De Los Muertos, Holi Festival of Colour, Yi Peng Lantern Festival). LO 2: Understand different cultures and their history and the concept of tolerance . LO 3: Identify and share their own cultural customs and traditions with others. LO 4: To have a knowledge and understanding of historical development in the wider world . LO 5: Children know about significant events in other cultures' history and appreciate change over time. LO 6 :To help children understand society and their place within it, so that they develop a sense of their cultural heritage .	Vikings/Saxons LO 1: Why did the Saxons/Vikings invade England and where did they originate from? What evidence is there of their settlements today? LO 2: Understand Anglo-Saxon religion and the role Augustine and Columba both played. Use evidence from Sutton Hoo burial site to support any theories . LO 3: What archaeological evidence is there today that tells us about Saxon life. Investigate Anglo-Saxon wealth . LO 4: Investigate and understand the Viking raid on Lindisfarne and the reasons for the invasion. Look at the Viking long boats . LO 5: Understand King Alfred's life in the form of a timeline and draw conclusions as to was he truly great. LO 6: What similarities and differences were there between the Vikings/Saxons. How was the land divided and how did they live on the same island.	Ancient Mayans LO 1: Understand where the Maya originate from and how they lived in the past and this present day . LO 2: Explore the Maya Gods and why they had so many. Compare the similarities and differences between Christianity and Maya creation stories . LO 3: Research and explore Mayan technology and scientific achievements and understand their number system . LO 4: Deduce facts about Mayan cities from archaeological evidence . LO 5: What happened to most of the Maya population around 900AD . Create theories supported by evidence . LO 6: What are the Maya famous for? E.g. chocolate, pyramids and pitz. What pastimes did they have?	Communication over time LO 1: To understand and explore cave paintings and how they were created, used and what they teach us today . LO 2: To discover how books were made before 1400s . Understand the role of monks in books. Understand the role of oral tradition . LO 3: To research the invention of the printing press by William Caxton and how it impacted society. LO 4: To understand and explore the roles of newspapers in Victorian times and how they have evolved over time to today. LO 5: To understand and explore the significance of the Internet created by Sir Tim Berners-Lee and the impact it has on the world today. LO 6: What other modern-day technology do we use today and what could this look like in the future .