

# Thornborough Infant School

## History Curriculum Map

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
EYFS	<p><b>All about me</b> My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?</p>	<p><b>Transport</b> George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey</p>	<p><b>Growing and Changing</b> Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.</p>	<p><b>Space</b> People who looked at the stars; Galileo. Traditional stories to explain the stars e.g. The hunting of the Great Bear What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched</p>	<p><b>Kings and Queens</b> The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II's coronation in Westminster Abbey.</p>	<p><b>Stories from the Past</b> Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop's Fables The Legend of St George and the Dragon</p>
Cycle A – Year 1& 2	<p><b>Discovering History</b> Discovering History What the past is? Looking at family trees to understand lineage of royalty.</p>		<p><b>Kings, Queens and Leaders</b>  King John I and the Magna Carta, Henry III and Parliament, Charles I, Oliver Cromwell and the Commonwealth</p>		<p><b>Parliament and Prime Ministers</b>  James II, Mary II and William of Orange, Simon de Montfort and Parliament, Robert Walpole, the Prime Minister today, elections</p>	
Cycle B – Year 1& 2	<p><b>The Romans</b> The Roman Empire, Roman armies and soldiers, invasion of Britain, Boudicca, Hadrian's Wall, Scotland, Roman towns, legacy on Britain</p>		<p><b>Powerful Voices</b> Gandhi Rosa Parks and Martin Luther King Malala Yousafzai Greta Thunberg David Attenborough</p>		<p><b>The Tudors</b> Life in Tudor England Henry VIII The English Reformation Edward VI and Mary I Elizabeth I</p>	
<b>KS1 Weekly Overviews</b>						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Discovering History</b></p> <p><b>Builds on children’s understanding of history being the story of the past – first explored through stories in EYFS</b></p> <ul style="list-style-type: none"> <li>•Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• 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</li> <li>•Significant historical events, people and places in their own locality</li> </ul> <p>Key substantive concepts introduced in this unit are <b>ancestry, and monarchy.</b></p> <p>Key disciplinary concepts introduced are <b>sources &amp; evidence and historical significance</b></p>	<p><b>Knowledge Objective:</b> To know that history is the story of the past.</p> <p><b>Knowledge Goals:</b> The past is all the things that have already happened.</p> <p>History tells us stories from the past.</p> <p>People who study the past are called Historians.</p>	<p><b>Knowledge Objective:</b> To know that family trees tell us who lived in the past.</p> <p><b>Knowledge Goals:</b> A family tree tells us who lived in a family in the past.</p> <p>Family trees can show us who got married and who had children.</p> <p>The Royal Family Tree shows us who was the King or Queen in the past</p>	<p><b>Knowledge Objective:</b> To know that historians study books, pictures and many other sources to find out about the past.</p> <p><b>Knowledge Goals:</b> Sources tell us about the past.</p> <p>Books, photos and letters are sources that can tell us about the past.</p> <p>Mary Seacole was a lived a long time ago and we can find out about her through sources.</p>	<p><b>Knowledge Objective:</b> To know that archaeologists find out about the past through looking at things found in the ground.</p> <p><b>Knowledge Goals:</b> A long time ago, people did not write books about their lives.</p> <p>Archeologists are people who find things that belonged to people from long ago and learn about them.</p> <p>Often, archaeologists have to dig in the ground to find things that belonged to people from long ago.</p>	<p><b>Knowledge Objective:</b> To understand what life was like in the past where we live.</p> <p><b>Knowledge Goals:</b> Know when Florence Nightingale lived and understand the expectations on a rich woman in Victorian times.</p> <p>Know that Florence spent a lot of time nearby at Claydon House, visiting her sister.</p> <p>Understand that Florence Nightingale travelled to the Scutari Hospital to look after soldiers injured in the Crimean war.</p> <p>Identify some of the changes Florence Nightingale made at the Scutari hospital: clean bandages/clothes/ floors/windows, fresh water, patients slept on beds</p> <p>Explain how these changes helped the patients at the hospital: Healthier and less sick because cleaner conditions and better fed and cared for.</p> <p>Compare the Scutari hospital before and after</p>	<p><b>Assessment</b> Children should know that:</p> <ul style="list-style-type: none"> <li>• History is the story of the past.</li> <li>• People who study history are called historians.</li> <li>• Historians uses sources to learn about the past.</li> <li>• Archaeologists find out about the past through looking at things found in the ground.</li> <li>• Things found by archaeologists are called artefacts</li> </ul>

<p><b>Kings and Queens</b></p> <p><b>What it builds on:</b> Concept of the past and History in the Autumn term.</p> <p>Also introduced to chronology and personal timelines.</p> <p>Key substantive concepts focused on in this unit are monarchy, law, tax, Parliament, religion, (puritan), civil war and power.</p> <p>Key disciplinary concepts focused on are causation (e.g., what caused the barons to force King John to seal the Magna Carta) and sources and evidence (children learn that we know about the Magna Carta as it was written down)</p>	<p><b>Knowledge Objective:</b> To know that England has been ruled by Kings and Queens for many years.</p> <p><b>Knowledge Goals:</b> England has been ruled by Kings and Queens for many years.</p> <p>Her Royal Highness Queen Elizabeth II was our Queen. King Charles will be crowned our King.</p> <p>Kings and Queens sometimes wear special items such as a crown, and hold special things such as an orb and sceptre.</p>	<p><b>Knowledge Objective:</b> To understand that King John made an important promise to the people of England.</p> <p><b>Knowledge Goals:</b> King John made a promise to the people of England.</p> <p>King John promised not to take too much money from people.</p> <p>King John also promised that he would not imprison people for no reason.</p>	<p><b>Knowledge Objective:</b> To know that a parliament was set up to make decisions for the country</p> <p><b>Knowledge Goals:</b> I know that Henry III didn't want to listen to the barons and this made them angry</p> <p>I know that Simon de Montfort captured Henry at the Battle of Lewes and set up the first parliament</p> <p>I know that the parliament had representatives from towns and counties in England</p>	<p><b>Knowledge Objective:</b> To understand that King Charles I did not want to listen to Parliament.</p> <p><b>Knowledge Goals:</b> Charles I believed in the Divine Right of Kings, which meant that the monarch was appointed by God and had absolute power.</p> <p>Charles I was executed.</p> <p>After Charles I died, there was no King (and England was a republic.)</p>	<p><b>Florence Nightingale's arrival</b></p> <p><b>Knowledge Objective:</b> To know that there was a time when England did not have a king.</p> <p><b>Knowledge Goals:</b> After Charles I died, there was no King and England was a republic.</p> <p>Oliver Cromwell became the Lord Protector</p> <p>Oliver Cromwell was a Puritan and banned sports, theatres and Christmas.</p>	<p>Assessment: England has been ruled by Kings and Queens for a long time.</p> <ul style="list-style-type: none"> <li>• His Royal Highness King Charles III is our current king .</li> <li>• King John was forced to sign the Magna Carta by the Barons.</li> <li>• Parliament was set up to make decisions for the country.</li> <li>• There was a time when there was no King of England</li> </ul>
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<p><b>Parliament and Prime ministers</b></p> <p><b>What it builds on:</b></p> <ul style="list-style-type: none"> <li>•First introduced to the concept of parliament, government and monarch in the previous term and now building on understanding these key terms in greater depth.</li> <li>•Revisiting the significance of the Magna Carta and importance of Simon de Monfort in today's democratic process.</li> <li>•Understanding more clearly the chronological context- Declaration of Rights came after the Magna Carta.</li> </ul> <p>Key substantive concepts focused on in this unit are power, Parliament, and democracy.</p> <p>Key disciplinary concepts focused on are historical significance, and continuity &amp; change.</p>	<p><b>Knowledge Objective:</b> To know that William and Mary made an important promise.</p> <p><b>Knowledge Goals:</b> People didn't want James II to remain king because he wouldn't listen.</p> <p>James' daughter, Mary and her husband William became King and Queen of England.</p> <p>They signed a special piece of paper, called the Declaration of Rights, which showed they agreed to parliament making laws for the country.</p>	<p><b>Knowledge Objective:</b> To know that parliament discuss and make decisions about a country.</p> <p><b>Knowledge Goals:</b> Simon de Montfort is called the Father of the English Parliament</p> <p>We choose the people in our parliament by voting.</p> <p>Parliament meets to talk about things in the Houses of Parliament.</p>	<p><b>Knowledge Objective:</b> To know that the Prime Minister is in charge of our Government.</p> <p><b>Knowledge Goals:</b> Robert Walpole is remembered as the first 'Prime Minister'</p> <p>The Prime Minister makes decisions for our country.</p> <p>The Prime Minister lives at No. 10 Downing Street.</p>	<p><b>Knowledge Objective:</b> To understand that the Prime Minister leads our country.</p> <p><b>Knowledge Goals:</b> The Prime Minister leads our country.</p> <p>He or she decides what money should be spent on, for example, schools, hospitals, roads, buildings.</p> <p>The government, who are chosen by adults in the UK who vote, chooses the Prime Minister.</p>	<p><b>Knowledge Objective:</b> To know that there was a time when England did not have a king.</p> <p><b>Knowledge Goals</b> After Charles I died, there was no King and England was a republic.</p> <p>Oliver Cromwell became the Lord Protector</p> <p>Oliver Cromwell was a Puritan and banned sports, theatres and Christmas.</p>	<p>Assessment: To be able to recognise and discuss how the role of the Prime Minister was created and the responsibilities of parliament and the prime minister</p> <p>Specific knowledge William and Mary signed the Bill of Rights.</p> <ul style="list-style-type: none"> <li>• Parliament makes decisions about our country.</li> <li>• The Prime Minister is the leader of the government.</li> <li>• The Prime Minister leads the country.</li> <li>• Robert Walpole is considered by historians to have been the first Prime Minister.</li> <li>• Adults vote to choose the people who run our country</li> </ul>
<p><b>Romans</b></p> <p><b>What came before</b></p> <ul style="list-style-type: none"> <li>•Children have an understanding of British timelines and chronology through Y1 Units Kings and Queens and Parliament.</li> <li>•Children have knowledge of where Europe and Africa are in the world from Y1 Continents unit.</li> </ul>	<p><b>Knowledge Objective:</b> To identify the location of Italy and Rome on a map or globe.</p> <p><b>Knowledge Goals:</b> The romans were an ancient civilisation.</p> <p>The romans used their technology and large army to explore and rule their empire.</p>	<p><b>Knowledge Objective:</b> To know that the soldiers had several large armies with many soldiers.</p> <p><b>Knowledge Goals:</b> The Roman army was large and well organised Roman soldiers wore armour and carried weapons.</p> <p>To know that The Roman army was very good at invading countries because they were well trained and</p>	<p><b>Knowledge Objective:</b> To know that the Romans invaded Britain</p> <p><b>Knowledge Goals:</b> The Romans successfully invaded Britain in 43AD</p> <p>Boudicca rebelled against the Romans.</p>	<p><b>Knowledge Objective:</b> To know that Romans built towns across Britain.</p> <p><b>Knowledge Goals:</b> The Romans built towns surrounded by stone walls.</p> <p>Roman towns often contained shops, homes, yards for animals, a forum and a basilica.</p>	<p><b>Knowledge Objective:</b> To know that the Romans made changes to Britain.</p> <p><b>Knowledge Goals:</b> The Romans built towns and roads across Britain.</p> <p>The Romans created written records which is how we know about their history.</p>	<p>Review and Assessment</p> <p>The Romans were an ancient civilisation that built a large empire.</p> <ul style="list-style-type: none"> <li>• Romans had well-organised large armies with many soldiers.</li> <li>• Romans invaded Britain and Boudicca led a rebellion against the Roman invasion.</li> <li>• Romans built towns across Britain.</li> </ul>

<p>Key substantive concepts introduced in this unit are civilisation, empire, invasion, conquer, and rebellion. These concepts will be introduced for the first time, providing a foundation for the key stage 2 curriculum.</p> <p>Key disciplinary concepts introduced are sources &amp; evidence (looking at how we know about the Romans from the things they left behind, included written sources), and continuity &amp; change (looking at how the Roman invasion changed life in Britain)</p>		<p>they were the best organized fighting force in the world.</p>				<ul style="list-style-type: none"> <li>• After the fall of the Romans empire, many people and aspects of roman life remained in Britain.</li> <li>• Romans created written records which is why we know about their history</li> </ul>
<p><b>Powerful Voices</b> <b>What it builds on:</b> Children will have some understanding about significant and powerful people who changed the course of British History in from Y1</p> <ul style="list-style-type: none"> <li>•Children have studied, Florence Nightingale.</li> <li>•Children have some understanding of timelines and chronology.</li> </ul> <p>Key substantive concepts covered in this unit are empire, protest, civil rights, and equality.</p> <p>Key disciplinary concepts covered in this unit are sources &amp; evidence, historical significance and continuity &amp; change.</p>	<p><b>Knowledge Objective:</b> To know that Gandhi is remembered as a significant person in history for his peaceful protests</p> <p><b>Knowledge Goals:</b></p> <ul style="list-style-type: none"> <li>•When Gandhi was alive, India was ruled as part of the British Empire</li> <li>•Gandhi wanted India to rule itself</li> <li>•Gandhi is known as ‘Mahatma’ meaning ‘great soul’ and remembered for his peaceful protests</li> </ul>	<p><b>Knowledge Objective:</b> To know that Rosa Parks and Martin Luther King fought for equal rights for black people in America</p> <p><b>Knowledge Goals:</b></p> <ul style="list-style-type: none"> <li>•Rosa Parks was arrested for refusing to give up her seat to a white man on a public bus</li> <li>•Rosa Park’s arrest led to the Montgomery Bus Boycott, led by Martin Luther King</li> <li>•Martin Luther King led the Civil Rights Movement in America and gave powerful speeches</li> </ul>	<p><b>Knowledge Objective:</b> To know that Malala Yousafzai stood up for girls and their right to education even when it was dangerous to do so</p> <p><b>Knowledge Goals:</b></p> <ul style="list-style-type: none"> <li>•When the Taliban took control Swat Valley in Pakistan, they banned girls from going to school</li> <li>•Malala Yousafzai spoke out publicly on behalf of girls and their right to learn</li> <li>•Malala Yousafzai set up a charity to help girls and won a Nobel Peace Prize</li> </ul>	<p><b>Knowledge Objective:</b> To know that Greta Thunberg is a young, environmental activist</p> <p><b>Knowledge Goals:</b></p> <ul style="list-style-type: none"> <li>•Greta Thunberg raised awareness for Climate Change by going on strike from school on Fridays</li> <li>•Greta speaks at important events and tries to convince people to change their behaviours to help save the planet</li> <li>•Greta has Asperger’s Syndrome and raises awareness for people with disabilities</li> </ul>	<p><b>Knowledge Objective:</b> To know that Emmeline Pankhurst lived nearby in Stewkley and stood up for the rights of women to vote in elections</p> <p><b>Knowledge Goals:</b></p> <ul style="list-style-type: none"> <li>•Emmeline Pankhurst influenced life today</li> <li>•Emmeline Pankhurst fought for equality and for women to be able to vote</li> </ul>	<p><b>Review and Assessment</b> To know that historians learn about the lives of significant people in time and look at the changes they try to make</p> <ul style="list-style-type: none"> <li>• Gandhi was known for opposing British rule in India and fought peacefully for equality and the right for Indian people to rule their own country</li> <li>• Rosa Parks and Martin Luther King were influential people in the Civil Rights movement in the USA</li> <li>• Malala Yousafzai fights for all children to have a right to education</li> <li>• Greta Thunberg is a Swedish environmental activist who tries to make others make good environmental decisions</li> </ul>

<p><b>Tudors</b></p> <p><b>What it builds on</b> Children have some understanding of British timelines and chronology through Units Kings and Queens and Parliament. Children have an understanding of Catholics and protestants as opposing Christian religious groups</p> <p>Key substantive concepts covered in this unit are monarchy, power and religion.</p> <p>Key disciplinary concepts covered in this unit are sources &amp; evidence, historical significance and similarities &amp; differences.</p>	<p><b>Knowledge Objective:</b> .To understand that life in Tudor England was different to life in England today</p> <ul style="list-style-type: none"> <li>•Rich people wore expensive, ornate clothes whereas poor people had simple clothes</li> <li>•Rich Tudors ate lots of fresh meat whereas poor people ate more bread and vegetables</li> <li>•Boys and girls were treated differently. Only rich boys went to school</li> </ul>	<p><b>Knowledge Objective:</b> To know that Henry VIII was a Tudor King</p> <ul style="list-style-type: none"> <li>•Henry VIII was the second son of the first Tudor monarch- Henry VII</li> <li>•Henry VIII had 6 wives</li> <li>•Henry VIII had three children: Mary, Elizabeth and Edward</li> </ul>	<p><b>Knowledge Objective:</b> To know that King Edward VI was the only son of Henry VIII</p> <ul style="list-style-type: none"> <li>•Edward VI was only 9 when he inherited the throne</li> <li>•Edward VI was a Protestant.</li> <li>•Edward VI died young and left no heirs.</li> </ul>	<p><b>Knowledge Objective:</b> To know that Queen Mary I was the eldest daughter of Henry VIII</p> <ul style="list-style-type: none"> <li>•Mary I was a Catholic</li> <li>•Mary I was the first Queen to rule on her own</li> <li>•Mary is sometimes remembered as ‘Bloody Mary’</li> </ul>	<p><b>Knowledge Objective:</b> To know that Elizabeth I was the last Tudor monarch</p> <ul style="list-style-type: none"> <li>•Elizabeth I ruled for 44-years</li> <li>•Elizabeth I never married or had any children.</li> <li>•The Elizabethan Religious Settlement was a compromise between Catholics and Protestants</li> </ul>	<p>Review and Assessment</p> <p>To name the Tudor monarchs and describe some of the key events that took place during their reigns</p> <ul style="list-style-type: none"> <li>• Life was different for the rich and the poor in Tudor England</li> <li>• Henry VII was the first Tudor monarch.</li> <li>• Henry VIII was the son of Henry VII. He made himself Head of the Church of England and had six wives.</li> <li>• Edward VI was Henry VIII's only son. He was a Protestant and made religious reforms during his short reign.</li> <li>• Mary I was Henry VIII and Catherine of Aragon's daughter. She was a Catholic and the first queen to rule without a king. She is sometimes remembered as ‘Bloody Mary’ because she executed people who refused to be Catholic.</li> <li>• Elizabeth I reigned for 44 years. Her reign is sometimes remembered as the Golden Age</li> </ul>
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