



DOG KENNEL HILL PRIMARY SCHOOL

History Curriculum Map 2020-2021



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Curriculum Area: Lives of significant individuals in the past who have contributed to national and international achievements. (Neil Armstrong)</p> <p>Understand where people fit chronologically using common words and phrases e.g. before, after, a long time.</p> <p>Sequence in pictures the life of Armstrong</p> <p>Black History Month</p>	<p>Black History Month</p>	<p>Curriculum Area: Changes in living memory (linked to aspects of national life where appropriate) (Toys now and in the past)</p> <p>Sort toys between old and new.</p> <p>Identify similarities and differences between them.</p> <p>Bring in own toys, parents/carers' toys and then grandparents/carer' toys.</p> <p>Identify similarities and differences and put them in order from newest to oldest.</p> <p>Discuss how the materials from which toys are made have changed over time and why this is the</p>	<p>Curriculum Area: Significant historical events, people and places in their own locality (Bright Lights, Big City London Then and Now)</p> <p>Learn about the UK's capital city.</p> <p>Develop knowledge of key locations.</p> <p>Develop understanding of transport.</p> <p>Develop understanding of Brunel.</p> <p>Develop understanding of events that have shaped London's past.</p>		



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			<p>case.</p> <p>Place toys on a timeline in the chronology in which they were played with. Write a short description describing the toy.</p> <p>Place the chronology of previous learning (e.g., Apollo moon landing, Mary Seacole's and Edith Cavell's childhoods) on the same timeline as toys.</p> <p>Discuss which toys children will have been playing with in those times. Discuss which toys grandparents have played with and are played with today.</p> <p>Use words and phrases such as old, new, before (I was born), after (I</p>			
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			was born), past, present, then, now, a long time ago.			
Year 2	Black History Month	<p>Curriculum Area: Lives of significant individuals in the past who have contributed to national and international achievements and Events beyond living memory that are significant nationally or globally.</p> <p>(Great Fire of London) Investigate about how the Great Fire of London started and spread.</p> <p>Describe some of the ways in which how we live now is different to how people lived in 1666.</p> <p>To understand how London was rebuilt after the Great Fire.</p>				<p>Curriculum Area: Significant historical events, people and places</p> <p>Kings and Queens</p> <p>Understand what a monarch is and the qualities needed to be a good monarch.</p> <p>Research about some important British monarchs.</p> <p>Find out how the title of king or queen is inherited.</p> <p>Sequence British kings and Queens in chronological order.</p> <p>Investigate what kings and queens ate during medieval banquets</p> <p>Find out about and compare the lives of Elizabeth I and Queen Victoria. Visit Hampton Court</p>



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		<p>Recount some of the ways in which London has changed.</p> <p>Investigate the impact of Samuel Pepys diary.</p> <p>Black History Mary Seacole /Florence Nightingale</p> <p>Explain what makes a person significant.</p> <p>Explain how Florence Nightingale improved nursing.</p> <p>Explain who Mary Seacole was and how she improved nursing.</p> <p>Compare and contrast the roles of Nightingale and Seacole.</p> <p>Write a report on Nightingale and Seacole and</p>				
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Year 3	Black History Month	explain their impact. Black History Month	<p>Curriculum Area: Movement (Settlement, Migration, Invasion) Stone age to Iron Age</p> <p>British History (taught chronologically) Stone Age to Iron Age Britain, including:</p> <p>Describe what life was like during the three stages of the Stone Age - use a Venn diagram to show similarities and differences.</p> <p>Use word mats to understand the meaning behind the words, Palaeolithic, Mesolithic and Neolithic.</p> <p>Ask questions and find out the answers about the Stone Age.</p> <p>Explain how Britain changed during the Stone Age using a timeline to help.</p> <p>Study Stone Age artefacts/tools and explain what their uses were.</p> <p>Place events on a timeline using dates.</p> <p>Look at pictures of Skara Brae and describe the features of the settlement.</p> <p>Present knowledge about the Stone Age, using a variety of skills (e.g. Geography English, Maths, Computing)</p>	<p>Curriculum Area: World History- Ancient Civilisations Ancient Egypt</p> <p>Broader History Study Earliest ancient civilisations - Ancient Egypt Egyptian structures, ways of life, beliefs and burial customs. Written communication in the time of the Egyptians. The importance of the Nile to the Ancient Egyptians. Ancient Egyptian farming. - A depth study linked to a studied period - A study over a period</p> <ul style="list-style-type: none"> • Identify the period of Ancient Egypt on a timeline • Investigate artefacts to do with Ancient Egyptian life. • Research/recall key facts about pyramids. • Describe the stages of mummification process. • Describe what the Ancient Egyptians believed in life after death. • Visit the Horniman Museum/British Museum for an educational experience.
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Year 4	<p>Curriculum Area: British, Local and World History (Roman Empire & impact on Britain)</p> <p>Julius Caesar's attempted invasion - Roman Empire & successful invasion - British resistance, e.g. Boudicca - Romanisation of Britain:</p> <p>To understand where the Roman Empire began.</p> <p>Use research skills to find out about Julius Caesar.</p> <p>Use research skills to find out what a Roman Soldier wore and why.</p> <p>Establish a chronological understanding of the Roman Invasion of Britain.</p> <p>Understand the size and structure of Hadrian's Wall as it was when it was first built.</p> <p>Black History Month</p>	<p>Roman Empire & impact on Britain</p> <p>Use evidence to build up a picture of life in a period of history:</p> <p>To look at the events of 'Boudicca's Rebellion' from different perspectives</p> <p>Look at the impact of Roman music, technology and beliefs in Britain.</p> <p>Explore Roman mosaics and create a mosaic.</p> <p>Research facts about Roman Roads and find out where they were built.</p> <p>Discover and use facts about Roman Gods. Visit Lullingstone Villa/Museum of London for educational experience.</p>			<p>Curriculum Area: Knowledge and understanding of British, local and world history.</p> <p>(Anglo Saxons and Scots)</p> <p>Use maps of Great Britain and Europe and annotate where the Anglo-Saxons and Scots invaders came from/to.</p> <p>Understand how, when and why the Anglo-Saxons and Scots invaded Britain.</p> <p>Label maps of Great Britain showing the Anglo-Saxon kingdoms and add any other additional facts, such as Anglo-Saxon place names and the names of some kings. Look at artefacts to discover what life was like in Anglo Saxon Britain</p> <p>Investigate Anglo-Saxon runes and</p>	
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		Black History Month			what the different symbols represent. Retell the legend of King Arthur.	
Year 5	<p>Curriculum Area: Knowledge and understanding of British, local and World History</p> <p>The Vikings Use maps of Great Britain and Europe and annotate where the Viking invaders came from. Research questions to be answered.</p> <p>Make a model of a Viking longship.</p> <p>Understand how some kings in Britain dealt with the Viking invaders,</p> <p>Research an aspect of how Vikings lived and worked. Make models of Viking weapons.</p> <p>Research what happened during the Viking invasions and know what Viking warriors were like.</p> <p>Identify and describe Viking artefacts.</p>	<p>Curriculum Area: Knowledge and understanding of British, local and World History</p> <p>The Victorians Complete concept maps about the Victorians</p> <p>Look at a selection of images showing different aspects of Victorian life.</p> <p>Study artefacts found in the Victorian home/school.</p> <p>Look at a set of inventions. which ones were invented by the Victorians.</p> <p>Create a timeline of the inventions.</p>	<p>Curriculum Area: Knowledge and understanding of British, local and World History</p> <p>The Mayans Pupils should be taught about a non-European society that provides contrasts with British history.</p> <p>Discover facts about the Maya Civilisation.</p> <p>Research the characteristics of Mayan gods and design own.</p> <p>Look at the Mayan number system.</p> <p>Research what the Mayan people grew and ate.</p> <p>Locate the ancient Maya Cities on a world map.</p>		<p>Curriculum Area: Ancient Civilisation World History: Ancient Greece Examine the timeline of the Greek civilisation and consider where there was rapid change and where there was little change. Explain why this may be the case.</p> <p>Compare what was happening in the Greek civilisation with what was happening in Britain at the same time.</p> <p>Place the chronology of key events of the Greek civilisation on a timeline with a chronology of the history of Britain. Where are the overlaps?</p> <p>Describe the ideas,</p>	<p>World History: Ancient Greece Examine Greek artefacts (such as vases) and use these to make inferences about the past.</p> <p>Describe how Greek artefacts and ruins tell us about their culture, military, and religious beliefs.</p> <p>Describe how the Greek society has had an impact on modern society.</p> <p>Discuss the notion of democracy - compare the democratic process of ancient Greece with that of modern Britain.</p>



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	<p>Local History Project on the impact of the Vikings in Denmark Hill</p> <p>Black History Month</p>	<p>Explore Victorian crime and punishment. Compare their system with ours today.</p> <p>Look at some examples of the work of designer William Morris. Compare and contrast 2 different designs.</p> <p>Re-create a Victorian school day.</p> <p>Visit the Ragged school.</p> <p>Black History Month</p>	<p>Explore about the Maya from the drawings of Frederick Catherwood.</p>		<p>beliefs and attitudes of all groups of people in the Greek civilisation.</p> <p>Compare the expansion of the Greek empire with that of the British Empire under Queen Victoria.</p>	
Year 6	<p>Curriculum Area: Significant world historical figure – Harriet Tubman. (Black History Month)</p> <p>Investigate the slave trade and slavery in the USA and life in Antebellum America.</p>	<p>Black History Month</p>	<p>Knowledge and understanding of British, local and World History.</p> <p>(WW2)</p> <p>Explain why World War II began and order events from</p>	<p>Knowledge and understanding of British, local and World History.</p> <p>(WW2)</p> <p>Explain what the Holocaust was and describe</p>	<p>Knowledge and understanding of British, local and world history.</p> <p>(Industrial Revolution)</p> <p>Understand why the Industrial Revolution was important to Britain.</p>	<p>Curriculum Area: Knowledge and understanding of British, local and World History.</p> <p>The Mayans</p> <p>Pupils should be taught about a non-European society</p>



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	<p>Examine the motives for and consequences of traveling the Underground Railroad.</p> <p>Analyse Harriet Tubman's impact on slavery and the abolition movement.</p> <p>Analyse the influence of geography and politics on maintaining the Underground Railroad.</p> <p>Evaluate Harriet Tubman's legacy in relation to abolition and within U.S. history.</p>		<p>early World War II on a timeline.</p> <p>Write a letter in role as an evacuee from World War II.</p> <p>To understand what the blitz was and how it affected people.</p> <p>Describe how people's diets were different during World War II and answer questions about the implementation of rationing.</p> <p>Investigate about women's wartime jobs and describe what they entailed in detail.</p>	<p>some events that happened.</p> <p>Describe what happened during some key events from World War II and order events on a timeline.</p> <p>To understand the term propaganda</p> <p>Visit the Imperial War Museum</p> <p>WW2 Workshop</p>	<p>Compare the two ways of producing cotton.</p> <p>Look into what life was like working in an early factory, particularly the high levels of heat, noise and danger.</p> <p>Understand the significance of the steam engine during the Industrial Revolution.</p> <p>Recount why coal and iron were so important for the Industrial Revolution.</p> <p>Investigate the impact that canals had on trade and transport in Britain.</p>	<p>that provides contrasts with British history.</p> <p>Discover facts about the Maya Civilisation.</p> <p>Research the characteristics of Mayan gods and design own.</p> <p>Look at the Mayan number system.</p> <p>Research what the Mayan people grew and ate.</p> <p>Locate the ancient Maya Cities on a world map.</p> <p>Explore about the Maya from the drawings of Frederick Catherwood.</p>
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