

## EYFS History Curriculum Map 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Key Question/ Assessment</b>	<b>Who Am I? Where do I live?</b>	<b>Who makes the rules?</b>	<b>Should we welcome others? How do we travel?</b>	<b>Can you fly me to the moon?</b>	<b>Was the Giant misunderstood?</b>	<b>Who is Mary Anning?</b>
Substantive concept	Childhood Civilisation	Power	Migration/ Invasion Achievements	Achievements	Power	Achievements
Disciplinary concept	Similarities and differences Change and continuity	Significance	Interpretations Similarities and differences	Significance	Interpretations	Sources of evidence
EYFS Links	Comment on images of similar situations from the past.	Talk about the lives of the people around them and their roles in society.	Begin to develop an awareness of migration/ invasion.  Comment on images of similar situations from the past.	Compare and contrast characters from stories, including figures from the past (Neil Armstrong).	Begin to understand things can be seen from a different viewpoint.	Compare and contrast characters from stories, including figures from the past (Mary Anning).

Suggested texts/ resources/ enhancements	<p><b><u>Books:</u></b> The Growing Story by Ruth Krauss and Helen Oxenbury</p> <p>Peepo by Janet and Allan Ahlberg</p> <p>A House that once was by Julie Fogliano/ Lane Smith</p> <p>Our House by Emma Rogers and Paul Rogers</p>	<p><b><u>Visit:</u></b> Visit from a police officer</p> <p><b><u>Cross curricular:</u></b> Literacy links to Queen Elizabeth II learning in Queens Hat</p> <p>Look at castles</p>	<p><b><u>Books:</u></b> Welcome by Barroux</p> <p>The True Story of the 3 Little Pigs! by Jon Scieszka</p>	<p><b><u>Books:</u></b> Neil Armstrong by Maria Isabelle Sanchez</p> <p>Look Up by Nathan Byron</p> <p><b><u>Theme Day:</u></b> Space Day</p>	<p><b><u>Books:</u></b> Jack and the Beanstalk</p>	<p><b><u>Books:</u></b> Mary Anning by Maria Isabelle Sanchez</p> <p><b><u>Resources:</u></b> Images of Mary Anning</p>
Year One History Curriculum Map 2023-2024						
	Autumn	Spring		Summer		
Key Question/ Assessment	How Am I Making History?	How Have Toys Changed?		How Have Explorers Changed the World?		
Substantive concept	Childhood	Childhood		Achievements		
Disciplinary concept	Change and continuity	Similarities and differences		Change and continuity		

NC Links	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	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Events beyond living memory that are significant nationally or globally  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
Suggested texts/ resources/ enhancements	<b><u>Books:</u></b> Once There Were Giants by Martin Waddell	<b><u>Books:</u></b> Lost in the Toy Museum: an adventure by David Lucas  Dogger by Shirley Hughes  Too Many toys! by Heidi Deedman  The Toymaker by Waddell Martin Waddell and Terry Milne	<b><u>Books:</u></b> Sophie Takes to the Sky by Katherine Woodfine  <b><u>Local History:</u></b> Research the explorer John Ainsworth Horrocks who was from Preston
<b>Year Two History Curriculum Map 2023-2024</b>			
<b>Key Question/ Assessment</b>	<b>How was school different in the past?</b>	<b>How did we learn to fly?</b>	<b>What is a monarch?</b>
Substantive concept	Childhood	Achievements	Power
Disciplinary concept	Sources and evidence	Significance	Change and continuity
NC Links	Changes within living memory. Where appropriate, these should be used to	Changes within living memory. Where appropriate, these should	Changes within living memory. Where appropriate, these should

	<p>reveal aspects of change in national life</p> <p>Significant historical events, people and places in their own locality</p>	<p>be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</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</p>	<p>be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p>
Suggested texts/ resources/ enhancements	<p><b><u>Theme day:</u></b> Victorian school</p> <p><b><u>Local History:</u></b> 70 Years at Lea/ Archives- school ordinance maps</p>	<p><b><u>Books:</u></b> One Giant Leap by Robert Burleigh</p> <p>Amelia Earhart by Maria Isabelle Sanchez</p> <p><b><u>Visit:</u></b> Visit from a pilot</p>	<p><b><u>Theme day:</u></b> Royal day</p>

**Year Three History Curriculum Map 2023-2024**

<b>Key Question/ Assessment</b>	<b>Would you prefer to live in the Stone Age, Iron Age or Bronze Age?</b>	<b>Why did the Romans settle in Britain?</b>	<b>How have children's lives changed?</b>
Substantive concept	Civilisation	Migration/ invasion	Childhood
Disciplinary concept	Interpretations	Cause	Change and continuity
NC Links	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

	Significant historical events, people and places in their own locality	Events beyond living memory that are significant nationally or globally 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	
Suggested texts/ resources/ enhancements	<p><b><u>Books:</u></b></p> <p>Song Hunter by Sally Prue</p> <p>Secret of the Stones by Tony Bradman</p>	<p><b><u>Books:</u></b></p> <p>Queen of Darkness: Boudica's army will rise... by Tony Bradman</p> <p>Land of the Gods by Sally Prue</p> <p>Revolt Against the Romans by Tony Bradman</p> <p><b><u>Visit:</u></b></p> <p>Ribchester</p> <p><b><u>Local History:</u></b></p> <p>The Ribchester Hoard</p>	<p><b><u>Local History:</u></b></p> <p>Tulketh Mill/ Archives employment records</p>
Year Four History Curriculum Map 2023-2024			
Key Question/ Assessment	How hard was it to invade and settle in Britain?	What did the Ancient Egyptians believe?	Were the Vikings raiders, traders or settlers?

Substantive concept	Migration/ invasion	Civilisation	Migration/ invasion
Disciplinary concept	Interpretation	Sources and evidence	Interpretation
NC Links	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>

Suggested texts/ resources/ enhancements	<p><b><u>Books:</u></b></p> <p>Anglo Saxon Boy by Tony Bradman</p> <p>The Chessmen Thief by Barbara Henderson</p> <p>Riddle of the Runes by Janina Ramirez</p> <p>Shield Maiden by Stuart Hill</p>	<p><b><u>Books:</u></b></p> <p>The Sacred Scarab by Gill Harvey</p> <p>Gods &amp; Warriors 4: The Crocodile Tomb By Michelle Paver</p>	<p><b><u>Books:</u></b></p> <p>Anglo Saxon Boy by Tony Bradman</p> <p>The Chessmen Thief by Barbara Henderson</p> <p>Riddle of the Runes by Janina Ramirez</p> <p>Shield Maiden by Stuart Hill</p> <p><b><u>Local History:</u></b></p> <p>Cuerdale Hoard</p>
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Year Five History Curriculum Map 2023-2024			
Key Question	What was life like in Tudor England?	How did the Maya civilisation compare to the Anglo-Saxons?	What did the Greeks ever do for us?
Substantive concept	Power	Civilisation	Civilisation
Disciplinary concept	Sources of evidence	Similarities and differences	Significance
NC Links	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	A study of Greek life and achievements and their influence on the western world
Suggested texts/ resources/ enhancements	<p><b><u>Books:</u></b></p> <p>Diver's Daughter: A Tudor Story by Patrice Lawrence</p> <p><b><u>Local History:</u></b></p> <p>Samelsbury Hall</p>	<p><b><u>Books:</u></b></p> <p>Harley James &amp; The Mystery of the Mayan Kings by Leah Cupps</p>	<p><b><u>Books:</u></b></p> <p>Beast Keeper: 1 (Beasts of Olympus) by Lucy Coats</p> <p>Who Let the Gods Out by Maz Evans</p>
Year Six History Curriculum Map 2023-2024			
Key Question	What does the census tell us about our local area?	What was the impact of World War II on the people of Britain?	Who should feature on the £10.00 banknote?
Substantive concept	Civilisation	Childhood	Achievements
Disciplinary concept	Continuity and change	Consequences	Significance



NC Links	A local history study	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A unit to prepare children for KS3
Suggested texts/ resources/ enhancements	<p><b><u>Local History:</u></b> Local census details</p>	<p><b><u>Books:</u></b> Goodnight Mister Tom by Michelle Magorian</p> <p>The Swallows' Flight by Hilary McKay</p> <p>Billy 's Blitz by Barbara Mitchelhill</p> <p>Bruno and Frida By Tony Bradman</p> <p>Mohinder's War By Bali Rai</p> <p>Resist: One Girl's Fight Back Against the Nazis by Tom Palmer</p> <p><b><u>Trips:</u></b> Lancashire Infantry Museum</p>	