

Lea Community Primary School



History Curriculum Map



Academic Year 2025-2026

EYFS History Curriculum Map 2024-2025

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

Suggested texts/ resources/ enhancements	<p>Books: 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>Visit: Visit from a police officer</p> <p>Cross curricular: Literacy links to Queen Elizabeth II learning in Queens Hat</p> <p>Look at castles</p>	<p>Books: Mary Anning by Maria Isabelle Sanchez</p> <p>Resources: Images of Mary Anning</p>	<p>Books: Neil Armstrong by Maria Isabelle Sanchez</p> <p>Look Up by Nathan Byron</p> <p>Theme Day: Space Day</p>	<p>Books: Jack and the Beanstalk</p>	<p>Books: Welcome by Barroux</p> <p>The True Story of the 3 Little Pigs! by Jon Scieszka</p>
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Year One History Curriculum Map 2024-2025

	Autumn	Spring	Summer
Key Question/ Assessment	(Autumn 2) How Am I Making History?	(Spring 2) How Have Toys Changed?	(Summer 1) 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	Books: Once There Were Giants by Martin Waddell	Books: 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	Books: Sophie Takes to the Sky by Katherine Woodfine Local History: Research the explorer John Ainsworth Horrocks who was from Preston
Year Two History Curriculum Map 2024-2025			
Key Question/ Assessment	(Autumn 2) How was school different in the past?	(Spring 2) How did we learn to fly?	(Summer 2) What is a monarch?
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 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	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
Suggested texts/ resources/ enhancements	Theme day: Victorian school Local History: 70 Years at Lea/ Archives- school ordinance maps	Books: One Giant Leap by Robert Burleigh Amelia Earhart by Maria Isabelle Sanchez Visit: Visit from a pilot	Theme day: Royal day

Year Three History Curriculum Map 2024–2025

Key Question/ Assessment	(Autumn 1) Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	(Spring 2) Why did the Romans invade and settle in Britain?	(Summer 1) How have children’s lives changed?
Substantive concept	Civilisation	Migration/ invasion	Childhood
Disciplinary concept	Interpretations	Cause	Change and continuity

<p>NC Links</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Significant historical events, people and places in their own locality</p>	<p>Changes within living memory. Where appropriate, these should 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>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>
<p>Suggested texts/ resources/ enhancements</p>	<p>Books:</p> <p>Song Hunter by Sally Prue</p> <p>Secret of the Stones by Tony Bradman</p>	<p>Books:</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>Visit:</p> <p>Ribchester</p> <p>Local History:</p> <p>The Ribchester Hoard</p>	<p>Local History:</p> <p>Tulketh Mill/ Archives employment records</p>

Year Four History Curriculum Map 2024-2025

Key Question/ Assessment	(Autumn 2) What changed in Britain after the Anglo-Saxon invasion?	(Spring 2) What was important to ancient Egyptians?	(Summer 1) How did the achievements of the Ancient Maya impact their society?
Substantive concept	Migration/ invasion	Civilisation	Civilisation
Disciplinary concept	Interpretation	Sources and evidence	Consequences
NC Links	Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	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	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

<p>Suggested texts/ resources/ enhancements</p>	<p><u>Books:</u> Anglo Saxon Boy by Tony Bradman The Chessmen Thief by Barbara Henderson Riddle of the Runes by Janina Ramirez Shield Maiden by Stuart Hill</p>	<p><u>Books:</u> The Sacred Scarab by Gill Harvey Gods & Warriors 4: The Crocodile Tomb By Michelle Paver</p>	<p><u>Books:</u> Harley James & The Mystery of the Mayan Kings by Leah Cupps</p>
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Year Five History Curriculum Map 2024-2025

Key Question	(Autumn 2) Were the Vikings raiders, traders or something else?	(Spring 2) What was life like in Tudor England?	(Summer 2) What is the legacy of the ancient Greek civilisation?
Substantive concept	Migration/ invasion	Power	Civilisation
Disciplinary concept	Interpretation	Sources of evidence	Significance
NC Links	Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A study of Greek life and achievements and their influence on the western world
Suggested texts/ resources/ enhancements	<u>Books:</u> Anglo Saxon Boy by Tony Bradman The Chessmen Thief by Barbara Henderson Riddle of the Runes by Janina Ramirez Shield Maiden by Stuart Hill	<u>Books:</u> Diver's Daughter: A Tudor Story by Patrice Lawrence <u>Local History:</u> Samelsbury Hall	<u>Books:</u> Beast Keeper: 1 (Beasts of Olympus) by Lucy Coats Who Let the Gods Out by Maz Evans

Year Six History Curriculum Map 2024-2025

Key Question	(Autumn 2) What does the census tell us about local areas?	(Spring 2) What was the impact of World War II on the people of Britain?	(Summer 2) Who should go 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 style="text-align: center;">Local History: Local census details</p>	<p style="text-align: center;">Books: Goodnight Mister Tom by Michelle Magorian The Swallows' Flight by Hilary McKay Billy 's Blitz by Barbara Mitchelhill Bruno and Frida By Tony Bradman Mohinder's War By Bali Rai Resist: One Girl's Fight Back Against the Nazis by Tom Palmer</p> <p style="text-align: center;">Trips: Lancashire Infantry Museum</p>	