

Rockmount Primary School Subject Curriculum Map History

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Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Getting to know each other Children are taught to: <ul style="list-style-type: none"> begin to make sense of their own life-story and family's history 		Passport Around the World Children are taught to: <ul style="list-style-type: none"> make sense of their own life-story and family's history 	Jurassic Journey Children are taught to: <ul style="list-style-type: none"> talk about situations that occurred in the past 		
Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Wonderful World of Fairytales Children are taught to: <ul style="list-style-type: none"> comment on images of familiar situations in the past compare and contrast characters from stories, including figures from the past 		Superheroes and People Who Help Us Children are taught to: <ul style="list-style-type: none"> talk about the lives of people around them and their roles in society 	Spring and New Life Children are taught to: <ul style="list-style-type: none"> identify similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 		Water Children are taught to: <ul style="list-style-type: none"> understand the past through settings, characters and events encountered in books read in class and storytelling
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What is a monarch's job? Children are taught about: <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements 	How should we best remember Mary Seacole? Children are taught about: <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements changes within living memory (incl. changes in national life) significant historical events, people and places in their own locality 		Where do we live and go to school? Children are taught about: <ul style="list-style-type: none"> changes within living memory (incl. changes in national life) events beyond living memory that are significant nationally or globally 		
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How do we change history? (BHM focus) Children are taught about: <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements 		What was the Great Fire of London? Children are taught about: <ul style="list-style-type: none"> 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 		Who was Amy Johnson? (Linked to English) Children are taught about: <ul style="list-style-type: none"> significant historical people in their own locality 	How have seaside holidays changed over time? Children are taught about: <ul style="list-style-type: none"> changes within living memory (incl. changes in national life)
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How did life change from the Stone Age to Iron Age? Children are taught about: <p>Changes in Britain from the Stone Age to the Iron Age including:</p>			Who were the Ancient Egyptians? Children are taught about: <ul style="list-style-type: none"> the achievements of the Ancient Egyptians – a depth study of Egyptian life 	What legacy did the Ancient Greeks leave us? Children are taught about: <p>Ancient Greece – a study of Greek life and achievements</p>	

	<ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 				and their influence on the western world including: <ul style="list-style-type: none"> the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day 	
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Topic		Why do we study the Maya in history? Children are taught about: <ul style="list-style-type: none"> a non-European society that provides contrasts with British history - Mayan civilization c. AD 900 			What was the Roman Empire's most significant impact in Britain? Children are taught about: The Roman Empire and its impact on Britain including: <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 	Was the Anglo-Saxon period really a Dark Age? Children are taught about: Britain's settlement by Anglo-Saxons and Scots including: <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Topic		Why did war feel like the only option for Britain in 1939? Children are taught about: <ul style="list-style-type: none"> what started WWI and WWII which countries were involved in both the wars how the wars ended the impact the wars had on the future of countries involved <ul style="list-style-type: none"> important figures in the war 	How did the Tudors change life in England? (Local Area) Children are taught about: <ul style="list-style-type: none"> the Tudors over time tracing how several aspects of national history are reflected in the locality an aspect of Tudor history and sites significant in the locality 		Why did the Vikings come to Britain? Children are taught about: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor including: <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 	
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Topic	Our Local Area (Linked to history unit) Children are taught to: <ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local 		What are North America's countries and physical features? Children are taught to: <ul style="list-style-type: none"> locate the world's countries, using maps to focus on the location of North America, concentrating on 	Can nature be blamed for anything? Children are taught to: <ul style="list-style-type: none"> describe and understand key aspects of: 		What have we learned about our world? Children are taught to: <ul style="list-style-type: none"> describe and understand key aspects of:

	<p>area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <ul style="list-style-type: none"> • 		<p>environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<ul style="list-style-type: none"> ○ Physical geography, including: volcanoes and earthquakes • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies 		<ul style="list-style-type: none"> ○ Physical geography, including: volcanoes and earthquakes ○ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
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