# Subject Map for National Curriculum Objectives, History

| National Curriculum Subject: History | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | National Curriculum Objective | | | | | |
| | | Block 1 | Block 2 | Block 3 | Block 4 | Block 5 | Block 6 |
| KS1 | Y1 | **How have we changed? What was lifelike for my Grandparents? Comparing the present to the past.**<br><br>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | **War and Remembrance**<br><br>events beyond living memory that are significant nationally or globally<br><br>the lives of significant individuals in the past who have contributed to national and international achievements.<br><br>Some should be used to compare aspects of life in different periods | **History of toys**<br><br>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | **Florence Nightingale**<br><br>the lives of significant individuals in the past who have contributed to national and international achievements.<br><br>the lives of significant individuals in the past who have contributed to national and international achievements. | **Explorers**<br><br>events beyond living memory that are significant nationally or globally | **Life at the Seaside**<br>**Victorian Holidays**<br>**Comparing Victorian Holidays to now.**<br><br>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life<br><br>events beyond living memory that are significant nationally or globally<br><br>Some should be used to compare aspects of life in different periods |

# Subject Map for National Curriculum Objectives, History

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Y2 | **Communication Now and Then**<br>**Sir Tim Berner-Lee**<br>**William Caztion**<br><br>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life<br><br>events beyond living memory that are significant nationally or globally<br><br>the lives of significant individuals in the past who have contributed to national and international achievements.<br><br>Some should be used to compare aspects of life in different periods | **The Gunpowder Plot**<br>**Guy Fawkes**<br><br>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<br><br>significant historical events, people and places in their own locality. | **Moon landings**<br>**Neil Armstrong**<br>**Tim Peake**<br><br>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life<br><br>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 | **Magnificent Monarchs**<br>**Queen Elizabeth II**<br>**Queen Victoria**<br>**Queen Elizabeth I**<br><br>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life<br><br>events beyond living memory that are significant nationally or globally<br><br>the lives of significant individuals in the past who have contributed to national and international achievements.<br><br>Some should be used to compare aspects of life in different periods | **Local History linked to the industrial Revolution**<br><br>events beyond living memory that are significant nationally or globally<br>Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality. | **Great Fire of London**<br><br>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life<br>events beyond living memory that are significant nationally or globally |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| Lower KS2 | Y3 | **Stone Age**<br><br>changes in Britain from the Stone Age to the Iron Age | **Bronze Age**<br><br>changes in Britain from the Stone Age to the Iron Age | **Iron Age**<br><br>changes in Britain from the Stone Age to the Iron Age | **Ancient Greece**<br>**-When was the Ancient Greek civilization?**<br>**-Significant events**<br><br>Ancient Greece – a study of Greek life and achievements and their influence on the western world | **Ancient Greece**<br>**A Study of Greek Life**<br><br>Ancient Greece – a study of Greek life and achievements and their influence on the western world | **Ancient Greece**<br>**Olympics-compare and contrast**<br><br>Ancient Greece – a study of Greek life and achievements and their influence on the western world |

# Subject Map for National Curriculum Objectives, History

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | Y4 | **Ancient Egypt**<br>**When did the Ancient Egyptian civilisation start?**<br>**Society**<br>**Pyramids**<br>**Mummification**<br><br>Pupils should be taught about 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 Egypt | **Ancient Egypt**<br>**Daily Life**<br>**Communication**<br>**Decline of empire**<br><br>Pupils should be taught about 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 Egypt | **Mayan Civilisation**<br>**What is the civilisation?**<br>**Daily life – food, homes,**<br>**Religion – Gods**<br>**Using sources**<br>**Key events and buildings**<br><br>Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Mayan civilization c.<br>AD 900; | **Mayan Inventions**<br>**Did the Mayas invent football?**<br>**Why was maize so important to the Maya people**<br>**Who was Pakal the Great?**<br>**How did the Maya keep track of time?**<br>**What is the mystery of the abandoned Maya cities?**<br><br>Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Mayan civilization c.<br>AD 900; | **The Romans are coming!**<br>**Roman Empire**<br>**Why did the Romans come to Britain?**<br>**Why did Boudica rebel?**<br><br>Pupils should be taught about the Roman empire and its impact on Britain | **Roman Empire**<br>**What did the Romans build after they settled in Britain?**<br>**What was Romans lasting legacy on Britain?**<br><br>Pupils should be taught about the Roman empire and its impact on Britain |
| Upper KS2 | Y5 | **Anglo-Saxon invasion**<br>**Why did the Anglo -Saxon come to Britian?**<br>**Tribes**<br>**Kingdoms**<br>**Settlements- Village life**<br>**Clothing**<br><br>Pupils should be taught about | **Anglo Saxon Daily Life- Food**<br>**Religion**<br><br>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots | **Viking invasion**<br>**Warriors**<br>**Invasion**<br>**Daily life – work**<br>**Religion – Gods**<br>**Using sources**<br>**Key events** | **Edward the Confessor and his death**<br>**Battle of Hastings**<br><br>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | **Tudors**<br>**Battle of Bosworth**<br>**Henry VIII**<br>**Henry VIII and his wives**<br><br>Pupils should be taught a study of an aspect or theme in British history that extends pupils' | **Tudors**<br>**Mary Tudor**<br>**Queen Elizabeth I**<br>**Age of Discovery**<br>**Famous Tudors**<br><br>Pupils should be taught a study of an aspect or theme in British history that extends pupils' |

# Subject Map for National Curriculum Objectives, History

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | Britain's settlement by Anglo-Saxons and Scots | | Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | | chronological knowledge beyond 1066 | chronological knowledge beyond 1066 |
| | Y6 | **Introduction to the Victorians**<br>**Industrial Revolution**<br>**Railway and Transport**<br>**Inventions during the Victorian Era**<br><br>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066<br>Pupils should be taught about an aspect of local history | **Victorians**<br>**Medicine and Disease**<br>**Leisure**<br>**Children in Victorian Britian**<br>**Crime and Punishment**<br><br>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, including the present day, a significant turning point in British history, for example, the Battle of Britain<br>Pupils should be taught about an aspect of local history | **World War I**<br>**Build up**<br>**Timeline of key events**<br>**Leaders**<br>**Life on the Wester Front**<br><br>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, including the present day, a significant turning point in British history, for example, the Battle of Britain<br>Pupils should be taught about an aspect of local history | **Outbreak of War**<br>**Home Front**<br>**Rationing**<br>**Blitz and Air Raid Shelters**<br><br>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, including the present day, a significant turning point in British history, for example, the Battle of Britain<br>Pupils should be taught about an aspect of local history | **Evacuation**<br>**Anne Frank**<br>**End of WWII**<br><br>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, including the present day, a significant turning point in British history, for example, the Battle of Britain | **Modern Britain**<br>**Britain from 1945**<br>**Daily Life**<br>**Technology /Inventions**<br>**Significant individuals.**<br><br>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, including the present day, a significant turning point in British history, for example, the Battle of Britain |