

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	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>How have we changed? What was lifelike for my Grandparents? Comparing the present to the past.</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.</p> <p>Some should be used to compare aspects of life in different periods</p> <p>-War and Remembrance</p>	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>History of toys</p>	<p>the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Florence Nightingale</p>	<p>events beyond living memory that are significant nationally or globally</p> <p>Explorers</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>Some should be used to compare aspects of life in different periods</p> <p>Life at the Seaside Victorian Holidays Comparing Victorian Holidays to now.</p>
	Y2	<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.</p> <p>Some should be used to compare aspects of life in different periods</p>	<p>the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Some should be used to compare aspects of life in different periods</p> <p>significant historical events, people and places in their own locality.</p> <p>The Gunpowder Plot Guy Fawkes</p>	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Some should be used to compare aspects of life in different periods</p> <p>Moon landings Neil Armstrong</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.</p> <p>Some should be used to compare aspects of life in different periods</p> <p>Magnificent Monarchs</p>	<p>events beyond living memory that are significant nationally or globally</p> <p>Some should be used to compare aspects of life in different periods</p> <p>significant historical events, people and places in their own locality.</p> <p>Local History linked to the industrial Revolution</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>Great Fire of London</p>

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		Communication Now and Then Sir Tim Berner-Lee William Caztion			Queen Elizabeth II Queen Victoria Queen Elizabeth I		
Lower KS2	Y3	changes in Britain from the Stone Age to the Iron Age Stone Age	changes in Britain from the Stone Age to the Iron Age Bronze Age	changes in Britain from the Stone Age to the Iron Age Iron Age	Ancient Greece – a study of Greek life and achievements and their influence on the western world Ancient Greece -When was the Ancient Greek civilization? -Significant events	Ancient Greece – a study of Greek life and achievements and their influence on the western world Ancient Greece A Study of Greek Life	Ancient Greece – a study of Greek life and achievements and their influence on the western world Ancient Greece Olympics-compare and contrast
	Y4	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 When did the Ancient Egyptian civilisation start? Society Pyramids Mummification	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 Daily Life Communication Decline of empire	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. AD 900; Mayan Civilisation What is the civilisation? Daily life – food, homes, Religion – Gods Using sources Key events and buildings	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. AD 900; Mayan Inventions Did the Mayas invent football? Why was maize so important to the Maya people Who was Pakal the Great? How did the Maya keep track of time? What is the mystery of the abandoned Maya cities?	Pupils should be taught about the Roman empire and its impact on Britain The Romans are coming! Roman Empire Why did the Romans come to Britain? Why did Boudica rebel?	Pupils should be taught about the Roman empire and its impact on Britain Roman Empire What did the Romans build after they settled in Britain? What was Romans lasting legacy on Britain?
Upper KS2	Y5	Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots Anglo-Saxon invasion	Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots Daily Life- Food Religion	Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Viking invasion	Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Edward the Confessor and his death	Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 Tudors	Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 Tudors Mary Tudor

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		Why did the Anglo -Saxon come to Britian? Tribes Kingdoms Settlements- Village life Clothing		Warriors Invasion Daily life – work Religion – Gods Using sources Key events	Battle of Hastings	Battle of Bosworth Henry VIII Henry VIII and his wives	Queen Elizabeth I Age of Discovery Famous Tudors
Y6	<p>Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 Pupils should be taught about an aspect of local history</p> <p>Introduction to the Victorians Industrial Revolution Railway and Transport Inventions during the Victorian Era</p>	<p>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 Pupils should be taught about an aspect of local history</p> <p>Victorians Medicine and Disease Leisure Children in Victorian Britian Crime and Punishment</p>	<p>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 Pupils should be taught about an aspect of local history</p> <p>World War I Build up Timeline of key events Leaders Life on the Wester Front</p>	<p>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 Pupils should be taught about an aspect of local history</p> <p>Outbreak of War Home Front Rationing Blitz and Air Raid Shelters</p>	<p>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</p> <p>Evacuation Anne Frank End of WWII</p>	<p>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</p> <p>Modern Britain Britain from 1945 Daily Life Technology /Inventions Significant individuals.</p>	