



History Curriculum Map

History Curriculum Intent:

At Heather Avenue Infant School, we understand and recognise the needs of all our children and families, and in response offer a story rich, topic based curriculum, underpinned by the Early Years Foundation stage or National Curriculum.

In History, we aim for a high quality history curriculum which inspires in pupils a curiosity and fascination about their past and that of the wider world. Our teaching equips pupils with knowledge about their own history and history of Britain and how it has influenced and been influenced by the wider world.

We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of educational visits.

We learn about historical events, people and places, on a local, national and global scale, and much more (please see our curriculum map below for further detail). Our children will develop a knowledge and understanding of the correct vocabulary for each area, alongside a skills base which allows them to explore, enquire and understand a range of historical concepts.

We encourage children to develop their skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of educational visits. This aims to prepare the children for the next stage of their education, preparing them for a bright future in a changing world.



History Curriculum Implementation:

As a staff, we maintain strong links to the National Curriculum and EYFS guidelines to ensure all aspects, knowledge and skills of History are being taught across all year groups.

Our Curriculum maps (incorporating key vocabulary) are used to create medium term plans which show the sequence of learning and links to our class topics. History is taught as a block of work throughout Key Stage 1, and as appropriate through Reception under the 'Understanding the World' strand, with links to the class topic. This ensures that learning is built on progressively allowing children to develop their knowledge and skills effectively, as well as giving time to use and apply their learning.

Through our teaching, use of historical artefacts, and visits, we will attempt to excite and intrigue our children to find out more about events and people from the past. Children will demonstrate their understanding through a range of outputs, including discussions, practical enquiries, written work, art work and more. This is shown through our online learning journal, Tapestry, and in the children's Topic Books in Key Stage 1.

Teachers regularly assess History via Classroom Monitor and ensure that any gaps in understanding are quickly addressed. They ensure all children can access the teaching of History with high expectations and standards. Subject leaders also play a crucial part in monitoring progress and offering support, which is demonstrated in our SOAP (subject on a page) document.

History Curriculum Impact:

Our teaching of History enables children to achieve well, to make comparisons between their own lives and begin to understand the changes that have happened through history including local history. We aim for our children to be equipped with historical skills and knowledge, alongside a genuine curiosity around the subject, which will enable them to be ready for the curriculum at Key Stage 2 and for life as an adult in the wider world.



History Curriculum Curriculum Map

| | Skills | Knowledge | Topic Titles |
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| Rec | <p>Make connections between the features of their family and other families (0-3)</p> <p>Begin to make sense of their own life story and family's history (3-4)</p> <p>Comment on images of familiar situations and the past (reception)</p> <p>Compare and contrast characters from stories, including figures from the past (reception)</p> <p>Talk about the lives of the people around them and their roles in society (ELG)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG)</p> | <p>To be able to describe who is in my family and understand that people grow as time goes on (e.g. that grandma was once a child)</p> <p>To be able to list some key roles and jobs from society, e.g. teacher, doctor, refuse collector, bus driver</p> <p>To be able to talk about toys I like compared to toys my parents or grandparents liked. I know that the toys are different and begin to talk about how and why.</p> <p>To be able to look at images of my local area in the present day and talk about the differences to my local area in the past.</p> <p>To be able to talk about figures from the past and why they were important (e.g. Neil Armstrong or The Wright Brothers)</p> <p>To be able to notice differences between vehicles from the past compared to vehicles used in the present day</p> <p>To be able to listen to and explore fiction and non-fiction and talk about the characters and settings in the book, compared to the present day. Eg. Explore 'The Train Ride' and discuss the difference between the steam train in the story, and modern trains we use today.</p> | <p>Autumn Term: Magical Me</p> <p>Key vocab: same, different, parent, grandparents, young, old, today, tomorrow</p> <p>Spring Term: To Infinity and Beyond OR Dinosaur Roar</p> <p>Key vocab: same, different, past, before, time, when?</p> <p>Summer Term: Journeys and Teddy Bears Picnic</p> <p>Key vocab: same, different, new, old, modern, who?</p> |



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| | Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG) | Vocabulary: similar, different, the same as, change, time | <i>Vocabulary will also be added to depending on key texts throughout the year</i> |
| Year 1 | <p>To begin to explore the following concepts in Year 1 and explore in further depth in Year 2:</p> <p>Understand changes within living memory</p> <p>Begin to discuss events beyond living memory that are significant nationally or globally</p> <p>Have an awareness of the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Recall significant historical events, people and places in their own locality</p> | <p>Street Detectives:</p> <p>To explore the local area</p> <p>To understand how old Victorian schools are different to current time schools</p> <p>To name some facts about the history of our local area (Catton Park, Hellesdon Park)</p> <p>To begin to discuss historical events locally (in Hellesdon)</p> <p>To name St Nicholas as the origins of Father Christmas</p> <p>To understand the significance of the cobblers in shoe design in Norwich</p> <p>To identify when and where chocolate was first made in Norwich</p> <p>To name Norwich Castle as a local historical place</p> <p>To name Norwich Cathedral as a local historical place</p> <p>Turn Back Time:</p> <p>To discuss my own family history</p> <p>To represent a timeline of my own life</p> <p>To name a famous pirate and understand why they are significant</p> <p>To name Lord Nelson as a national significant individual</p> <p>To name the Titanic as a historical event</p> <p>To name Roald Amundsen as a significant individual in history</p> <p>To have an awareness of the events that led to Bonfire Night</p> | <p>Autumn term: Street Detectives or Turn back time</p> <p>Spring Term: Let's Go On A Super Safari or Jungle Fever</p> <p>Summer Term: Get Set Go! Or My Amazing Body!</p> <p>Key vocab: important, past, present, after, young, old, when?, who?, same, different</p> <p><i>Vocabulary will also be added to depending on key texts throughout the year</i></p> |



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| | | <p>To have an awareness of the events that led to Remembrance Day To name Queen Elizabeth as a significant individual in history To recall some famous palaces</p> <p>Let's Go On A Super Safari: To understand that Botswana's first president was Seretse Khama and when he served To explore the main rivers in Africa and understand that they can change over time To know that David Attenborough is significant in exploring our world's history To recall significant individuals Dian Fossey or Jane Goodall and their work with Gorillas To recall the significant event of the first person to climb Kilimanjaro</p> <p>Jungle Fever: To recall a tribe that lived in a jungle To recall the significant individuals: Percy Harrison Fawcett Dian Fossey or Jane Goodall David Livingstone Henry Walter Bates Hiram Bingham</p> <p>My Amazing Body: To recall Florence Nightingale as a significant individual</p> | |
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| | | <p>To understand that Florence Nightingale was significant in a different time period to us To understand Florence Nightingale's significance in Nursing To understand Florence Nightingale's significance during the War</p> <p>Get Set Go: To recall Mary Seacole as a significant individual To understand that Mary Seacole was significant in a different time period to us To understand Mary Seacole's significance in Nursing To understand Mary Seacole's significance during the War</p> | |
| Year 2 | <p>Understand changes within living memory and explain them Discuss events beyond living memory that are significant nationally or globally Have an awareness of and name the lives of significant individuals in the past who have contributed to national and international achievements Recall significant historical events, people and places in their own locality and explain their</p> | <p>Street Detectives: To explore the local area and compare old maps to new To explain how old Victorian schools are different to current time schools To name some facts about the history of our local area (Catton Park, Hellesdon Park) and compare the differences over time To discuss and recall historical events locally (in Hellesdon) To name St Nicholas as the origins of Father Christmas and explain his significance To recall events locally that led to shoe design in Norwich - the cobblers To identify when and where chocolate was first made in Norwich To name Norwich Castle as a local historical place and its origins To name Norwich Cathedral as a local historical place and its origins</p> | <p>Autumn term: Street Detectives or Turn back time</p> <p>Spring Term: Let's Go On A Super Safari or Jungle Fever</p> <p>Summer Term: Get Set Go! Or My Amazing Body!</p> |



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| <p>significance</p> | <p>Turn Back Time: To discuss my own family history and understand the changes during this time period To represent a timeline of my own life and explain key events in further detail To name a famous pirate and explain why they are significant To name Lord Nelson as a national significant individual and what he has contributed to achievements To name the Titanic as a historical event and explain the significance of the event To name Roald Amundsen as a significant individual in history and what he has contributed to achievements To have an awareness of and recall the events that led to Bonfire Night To have an awareness of and recall the events that led to Remembrance Day To name Queen Elizabeth as a significant individual in history and understand her contributions to achievements To recall some famous palaces and understand their significance</p> <p>Let's Go On A Super Safari: To understand and explain that Botswana's first president was Seretse Khama and when he served To explore the main rivers in Africa and understand that they can change over time, naming some To know and recall that David Attenborough is significant in exploring our world's history To recall significant individuals Dian Fossey or Jane Goodall and explain their</p> | <p>Key vocabulary: important, significant, past, present, future, after, young, old, when?, who?, same, similar, different, calendar, timeline, travel, explorer</p> <p><i>Vocabulary will also be added to depending on key texts throughout the year</i></p> |
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| | <p>work with Gorillas To recall the significant event of the first person to climb Kilimanjaro and know when this was</p> <p>Jungle Fever: To recall a tribe that lived in a jungle and discuss the changes over time To recall the significant individuals and explain their significant work: Percy Harrison Fawcett Dian Fossey or Jane Goodall David Livingstone Henry Walter Bates Hiram Bingham</p> <p>My Amazing Body: To recall Florence Nightingale as a significant individual and recall reasons for her significance To understand that Florence Nightingale was significant in a different time period to us and recall when she was alive To understand Florence Nightingale's significance in Nursing and explain what changes were made To understand Florence Nightingale's significance during the War and recall some significant events associated with this</p> <p>Get Set Go: To recall Mary Seacole as a significant individual To understand that Mary Seacole was significant in a different time period to us</p> | |
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| | | To understand Mary Seacole's significance in Nursing To understand Mary Seacole's significance during the War | |
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