



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
Rec	Make connections between the features of their family and other families (0-3)	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)	Autumn Term: Magical Me
	Begin to make sense of their own life story and family's history (3-4)	To be able to list some key roles and jobs from society, e.g. teacher, doctor, refuse collector, bus driver	Key vocab: same, different, parent, grandparents, young, old, today, tomorrow
	Comment on images of familiar situations and the past (Reception)	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	Spring Term: To Infinity and Beyond or Dinosaur Roar
	Compare and contrast characters from stories, including figures from the past (Reception)	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	Key vocab: same, different, past, before, time, when?
	Talk about the lives of the people around them and their roles in society (ELG)	To be able to talk about figures from the past and why they were important (e.g. Neil Armstrong or The Wright Brothers)	Summer Term: Journeys and Teddy Bear Picnic
	Know some similarities and differences between things in the past and now, drawing on their	To be able to notice differences between vehicles from the past compared to vehicles used in the present day	Key vocab: same,
		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	



	<p>experiences and what has been read in class (ELG)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG)</p>	<p>'The Train Ride' and discuss the difference between the steam train in the story, and modern trains we use today</p> <p>Vocabulary: similar, different, the same as, change, time</p>	<p>different, new, old, modern, who?</p> <p><i>Vocabulary will also be added to depending on key texts throughout the year</i></p>
<p>Year 1</p>	<p>Autumn Term Local history Significant historical events, people and places in their own locality</p>	<p>Muck, Mess and Mixtures: Children will focus on the story of our high Street thinking about the following questions</p> <ul style="list-style-type: none"> • What was our local area like before? • How has the local area changed? • What was in the local area before? • Why was the area suitable for making mustard and chocolate? <p>Children will also consider the wider local area</p> <p>To find links to chocolate / mustard To find out about the history of chocolate, how this is made and significant contributions to this process To find out about the history of Mustard, how this is made and significant contributions to this process To name some facts about the history of our local area including any links to chocolate or mustard making</p>	<p>Autumn: Muck, Mess and Mixtures or Turn Back Time (alternating)</p> <p>Spring: Let's Go On a Super Safari or Jungle Fever (alternating)</p> <p>Summer: Get Set Go! or My Amazing Body (alternating)</p> <p>Key vocab: important, past, present, after, young, old, when?, who?, same, different</p> <p><i>Vocabulary will also be</i></p>



	<p>Spring Term Knowledge / understanding of wider world history Events from beyond living memory</p>	<p>To begin to discuss historical events locally (in Hellesdon)</p> <p>Turn Back Time: Children will focus on the story of our high Street thinking about the following questions</p> <ul style="list-style-type: none">● What was the High Street like before?● How has the High Street changed?● What was in these shops before?● What was it like to shop for food?● How were my goods packaged or stored?● How did I pay for my purchases? <p>Children will also consider the wider local area</p> <p>To find out about significant people who have lived locally such as Edith Cavell</p> <p>To add the significant events to a timeline and compare this to the children's lives</p> <p>To have an awareness of the events that led to Bonfire Night</p> <p>To have an awareness of the events that led to Remembrance Day</p> <p>Let's Go On A Super Safari: To recall the following significant individuals, record significant events on a timeline and recall facts about them.</p> <ul style="list-style-type: none">● Ibn Battuta● David Livingstone	<p><i>added to depending on key texts throughout the year</i></p>
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	<p>that are significant nationally or globally</p> <p>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>Summer Term</p> <p>Knowledge / understanding of British history</p> <p>Changes within living memory - used, where appropriate, to reveal changes in national life</p>	<ul style="list-style-type: none"> ● Henry Stanley <p>Jungle Fever:</p> <p>To recall a tribe that lived in a jungle</p> <p>To recall the following significant individuals record significant events on a timeline and recall facts about them.</p> <ul style="list-style-type: none"> ● Percy Harrison Fawcett ● Henry Walter Bates ● Hiram Bingham <p>My Amazing Body:</p> <p>To create a timeline of the NHS and explore the significant events and people who have influenced its progress</p> <p>To recall Florence Nightingale as a significant individual</p> <p>To add the main events of Florence Nightingale's life to a timeline</p> <p>Get Set Go:</p> <p>To focus on Football in the last 100 years and the impact this has had on national life</p> <p>To create a timeline of Football and explore the significant events and people who have influenced its progress.</p> <p>Alternating with;</p> <p>To focus on the history of the Olympics and making comparisons between ancient and modern Olympics</p> <p>To recall significant individuals who have influenced its progress</p> <p>To create a timeline of the Olympics and explore the significant events</p>	
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<p>Year 2</p>	<p>Autumn Term Local history Significant historical events, people and places in their own locality</p>	<p>Muck, Mess and Mixtures: Children will focus on the story of our high Street thinking about the following questions</p> <ul style="list-style-type: none"> ● What was our local area like before? ● How has the local area changed? ● What was in the local area before? ● Why was the area suitable for making mustard and chocolate? <p>Children will also consider the wider local area</p> <p>To find links to chocolate / mustard To find out about the history of chocolate, how this is made and significant contributions to this process To find out about the history of Mustard, how this is made and significant contributions to this process To name some facts about the history of our local area including any links to chocolate or mustard making: Caley's/ Colman's To begin to discuss historical events locally (in Hellesdon)</p> <p>Turn Back Time: Children will focus on the story of our high Street thinking about the following questions</p> <ul style="list-style-type: none"> ● What was the High Street like before? ● How has the High Street changed? 	<p>Autumn: Muck, Mess and Mixtures or Turn Back Time (alternating)</p> <p>Spring: Let's Go On a Super Safari or Jungle Fever (alternating)</p> <p>Summer: Get Set Go! or My Amazing Body (alternating)</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>Spring Term Knowledge / understanding of wider world history Events from beyond living memory that are significant nationally or globally Lives of significant individuals in the past who have contributed to national and international</p>	<ul style="list-style-type: none">• What was in these shops before?• What was it like to shop for food?• How were my goods packaged or stored?• How did I pay for my purchases? <p>Children will also consider the wider local area</p> <p>To find out about significant people who have lived locally such as Edith Cavell</p> <p>To add the significant events to a timeline and compare this to the children's lives</p> <p>To have an awareness of the events that led to Bonfire Night</p> <p>To have an awareness of the events that led to Remembrance Day</p> <p>Let's Go On A Super Safari: To recall the following significant individuals, record significant events on a timeline and recall facts about them.</p> <ul style="list-style-type: none">• Ibn Battuta• David Livingstone• Henry Stanley <p>Jungle Fever: To recall a tribe that lived in a jungle</p> <p>To recall the following significant individuals record significant events on a timeline and recall facts about them.</p> <ul style="list-style-type: none">• Percy Harrison Fawcett	
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	<p>achievements. Some should be used to compare aspects of life in different periods</p> <p>Summer Term Knowledge / understanding of British history Changes within living memory - used, where appropriate, to reveal changes in national life</p>	<ul style="list-style-type: none"> ● Henry Walter Bates ● Hiram Bingham <p>My Amazing Body: To create a timeline of the NHS and explore the significant events and people who have influenced its progress To recall Florence Nightingale as a significant individual To add the main events of Florence Nightingale’s life to a timeline</p> <p>Get Set Go: To focus on Football in the last 100 years and the impact this has had on national life To create a timeline of Football and explore the significant events and people who have influenced its progress Alternating with; To focus on the history of the Olympics and making comparisons between ancient and modern Olympics To recall significant individuals who have influenced its progress To create a timeline of the Olympics and explore the significant events</p>	
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