



History

Curriculum Map



PORTWAY INFANT SCHOOL

History INTENT

At Portway Infant school we want history to fire children's **creativity** and **curiosity** about the past and enable them to understand how the past has shaped our modern-day life and the diversity of human experience. Such studies help the children to understand more about themselves as individuals and members of society building a successful **cultural capital** for the future.

Through our curriculum our intention is for children to:

Learn about how people's lives have changed and continue to change over time in the local area and in the wider world.

Learn about significant events and people that have shaped the development of the World and people's lives, including people from the local area.

Build a sense of chronology through meaningful timelines.

Develop the skills of empathy and enquiry and ask questions and think critically.

Build historical **vocabulary** particularly relating to the passing of time.

Use a variety of evidence sources to make simple comparisons and judgements.

Enjoy high quality books and support their **love of reading** in history.

EYFS Reception – Understanding the World; Past and Present

Development Matters (Non Statutory) Reception Year Early Learning Goals (Statutory) End of Reception	How?	When?	Vocabulary
To talk about the lives of people around them and their roles in society. To know some similarities and differences between things in the past and now from first hand experiences.	Talk about the people who live and work in their community who are there to help them. Encourage the children to share any experiences they might have had with the emergency services and encourage them to ask questions Discuss together the things that are associated with Autumn, including weather, animals, clothing and food. Encourage them to reflect on the changes that have happened in the weather and day length since the summer holidays	Autumn 2 Marvellous Me and My Community	Community Emergency services Police Nurses Fire fighters Paramedics Autumn Season Change Past Now
Show pictures, stories, and artefacts from the past, explaining similarities and differences. Tell oral stories that help children begin to develop an understanding of the past and present .	Kings and Queens – non fiction Draw a picture of them as a king or queen and compare to what they would wear today Ask children to bring in books such as: Cinderella, Rapunzel, Snow White that relate to kings and queen	Autumn 2 Kings and Queens	Compare different discuss same different now past present similar then castle crown king prince princess queen royal

To compare and contrast figures from the past. To know some similarities and differences between things in the past and now from first hand experiences.	Show children clips of the first Moon landing. Display the Voyage to the Moon picture cards and talk about Neil Armstrong and Buzz Aldrin and how they were the first people to set foot on the Moon. Invite the children to ask questions about the pictures, describe what they can see and discuss what it must be like to travel into space. Discuss together the things that are associated with winter, including weather, animals, clothing and food. Encourage them to reflect on the changes that have happened in the weather and day length since they started school in September.	Spring 1 Twinkly Night Winter Explorers	Space long time ago before then moon earth travel Weather Past Now Seasons Change
To understand the past through settings, characters and events encountered in books read in class and storytelling. To know some similarities and differences between things in the past and now from first hand experiences	Take the children back in time to see if they can spot any prehistoric creatures. Watch the Time machine dinosaurs video together and follow the dinosaur footprints. Provide the children with the Prehistoric safari spotting sheet to record what they spot during the safari. When the children have finished, play the Time machine to the present day video to take them back to the present day. Welly walk, talk about the weather and seasonal changes that happen during spring. Provide opportunities for the children to jump in and over muddy puddles.	Spring 2 Land of the Dinosaurs Over The Rainbow	Past present long ago before born now then Dinosaurs extinct Season Weather Past Now Change
Understand the past through settings, characters and events encountered in books read in class and storytelling.	Explain to the children that many people have explored the world throughout history, and as they explored, they took artists and scientists to document the plants and animals they found. Share the Charles Darwin picture cards to give children information about his life and work. Tell the children that they will go on a walk around the school grounds to explore living things.	Summer 1 What a Wonderful World Splish Splosh!	History Past Charles Darwin Living things

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. To talk about the lives of people around them and their roles in society	Put familiar events in chronological order, using pictures and discussion. Draw children's attention to the changing seasons and the months of the year. Encourage the children to talk about their Reception year that started in September. Display pictures of memorable activities from your year in Reception, talk about in which month the activities happened, and group them into months. On a large piece of paper, write out the months of the year starting in September. Ask the children to choose a picture for each month and stick them onto the paper just like Kipper does in the story. Make time to share the photo boards with the rest of the class. Display the Keeping safe at sea picture cards. Invite the children to discuss how the objects and people in the pictures can help to keep people safe when they are at sea. Explain that coastguards work with the emergency services to keep people safe at sea.	Summer 2 At The Seaside New Beginnings	Memory past present remember special April August December February January July June March May November October September month year Coastguards Lighthouse Lifeboat safe
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Key Stage 1 History

Pupils will be taught about:

Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Significant historical events, people and places in their own locality	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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell
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Year 1 Vocabulary

Superheroes	Past present chronology timeline compare similar different significant periods national international born before after toddler child adult Florence Nightingale Crimean War
Bright lights big city	Past present chronology timeline compare similar different significant Great Fire of London important event Pudding lane 1666 as first, next, finally, then and after that St Pauls Cathedral London traditional materials tragedy rebuild
Life of a Child	Past present chronology timeline compare similar different difference similarity a long time ago a year ago after before event last month last week last year many years ago now past present then yesterday 1950s childhood entertainment home job shop transport beyond living memory comparison different living memory similar baby child decade family tree generation grandparent great grandparent order parent stage timeline toddler artefact comparison item material museum object photograph

Year 1 History

Department for Education Statutory Guidance	How?	When?
Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.	Visit Sudbury hall childhood museum and look at toys from the past and now comparing them and discussing how you can tell a toy is from the past. Children will explore how childhood has changed over time. They will explore the stages of life and create timelines and family trees. Everyday life in the 1950s will be explored, including shopping, transport, family life and childhood.	Autumn 1 Life As a Child
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.	Black History - Learn about the contributions of Wilma Rudolph and Florence Joyner to the world of athletics and civil rights- write a biography in write stuff.	Autumn 2
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. Significant historical events, people and places in their own locality.	Florence Nightingale- investigate her trunk and create a timeline of her life. Role play Florence looking after the patients in Scutari hospital. Learn about how Florence Nightingale changed nursing and her legacy today. Florence Nightingale – statues in Derby, local hospice named after her, family home: Lea House near Matlock.	Boom Pow Shazam Spring 1

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, some should be used to compare aspects of life in different periods.	The Great Fire of London timeline of events. Learn about how the fire started, how it spread so quickly, how we know about it – Samuel Pepys' diary, paintings, how London was rebuilt. Learn about the monument to mark the Great Fire of London. Dress up as the baker, Samuel Pepys and King Charles 2nd, make houses from that time and set them alight to re-enact the event. Samuel Pepys -how he kept a diary and what he tried to save in the fire. What would we save if this happened to us?	Bustling Cities Spring 2
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Year 2 Vocabulary

All Aboard!	Achievement, beyond living memory, coat of arms, determination, discovery, equipment, event, exploration, explorer, historical significance, living memory, North Pole, past, present, qualities, remember, resilience, solo, timeline, transport, voyage, yacht.
Awesome Allestree	Past, timeline, date, different, decade, present, important, similar, modern, living memory, evidence, source, decade, beyond living memory, preferred.
Magnificent Monarchs	Absolute monarchy, Anglo-Saxon, anointing, Archbishop of Canterbury, armed forces, attack, bailey, battle, Battlements, Bayeux Tapestry, ceremony, concentric castle, constitutional monarchy, conquer, coronation, Crowning, defend, earl, Edward the Confessor, fortified manor house, gatehouse, government, Harold Godwinson, Earl of Wessex, Harald Hardrada, Head of State, invade, investing, keep, moat, monarch, motte, motte-and-bailey, nobility, Normandy, Normans, oath, orb, parliament, portcullis, power, procession, rule, sceptre, stone keep, tower, walls, William of Normandy, Witan.

Year 2 History

Department for Education Statutory Guidance	How?	When?
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. Significant historical events, people and places in their own locality. Events beyond living memory that are significant nationally or globally.	How have explorers changed the world? Finding out about events and people beyond living memory, children focus on explorers and what makes them significant – Christopher Columbus, Mary Kingsley, Matthew Henson and Dame Ellen McArthur. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered. Black History Month – learn about a significant individual such as Mary Seacole or Mo Farrah- their life, achievements and legacy.	All Aboard Autumn 1 Black history month-October

Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality.	How was school different in the past? Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past. Invite a grandparent to visit and talk about their memories of Portway Infant school.	Awesome Allestree Autumn 2
Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality. 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	What is a Monarch? Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time. Visit Stafford Castle.	Magnificent Monarchs Spring 2