

# History Long/ Medium Term Curriculum Map

**Differentiation by input see the weekly planning slides and activities ensure SEND pupils' targets are being used to support pupils in every lesson** -Key vocab for each learning objective is in red font /  
**-Resources -see the weekly planning/slides /** Ensure the resources extend the context they are learning through and supports their enjoyment of history. **-Minimum Assessment for Learning strategies for all topics =** Peer Talk; targeted questioning; mini white boards; and self and peer marking  
**- Long term memory development strategies=** Recapping previous learning at the start of each new topic / Long term memory strategy linked to the objectives on this sheet for each week **-Historical Cultural Capital =** Understanding of chronological order of key events in History

	Year A			Year B		
	Autumn term	Spring Term	Summer term	Autumn term	Spring Term	Summer Term
Ruby Class Nursery/Reception	LO 1: Begin to make sense of their own life-story and family's history LO 2: Comment on images of familiar situations in the past LO 3: Compare and contrast characters from stories, including figures from the past. LO 4: Talk about the lives of people around them and their roles in society LO 5: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. LO 6: Understand the past through settings, characters and events encountered in books read in class and storytelling.					
Sapphire Class Y1/2	<p><b>Great Fire of London</b>                      LO 1: To have an awareness of the past in the context of comparing present-day London to the London that existed before 1666.                      LO 2: To identify differences and similarities between ways of life in different periods comparing present day living to how people lived before 1666.                      LO 3: To understand how the Great Fire of London started and what damage it caused.                      LO 4: Understand how we actually know about the Great fire of London through historical evidence.                      LO 5: Understand what happened after the Great Fire of London and who were the main instigators in rebuilding London.                      LO 6: Understand how we use artefacts and evidence to find out about things that have happened in history.</p>	<p><b>Florence Nightingale</b>                      LO 1: Understand what the word famous means. What famous people do they know in history.                      LO 2: Use pictures and evidence to build up a picture of who Florence Nightingale was.                      LO 3: Place the Victorian times on to a timeline.                      LO 4: Understand Florence Nightingale's job and how she helped soldiers.                      LO 5: Understand what it was like for Florence Nightingale to work in the Crimean War.                      LO 6: Understand why we remember Florence Nightingale.</p>	<p><b>When your grandparents were children</b>                      LO 1: Understand the similarities and differences between our childhood and that of our grandparents (1950/60/70s)                      LO 2: Understand the similarities and differences between our childhood homes and those of our grandparents                      LO 3: Compare similarities and differences between our grandparents' school and our school.                      LO 4: Compare the similarities and differences between the toys and games we play compared to our grandparents.                      LO 5: Compare the similarities and differences between how our grandparents spent pocket money/treats and how we do now.                      LO 6: Understand how life in general has changed over the last 60/70 years.</p>	<p><b>Bonfire Night/Gunpowder plot</b>                      LO 1: To understand when, why and how Bonfire Night is celebrated.                      LO 2: To understand what the Gunpowder Plot was and locate 1605 on a timeline.                      LO 3: Understand why some people plotted to overthrow the monarchy and government.                      LO 4: Understand who Guy Fawkes was expressing opinions on whether or not he was a hero or villain.                      LO 5 What does Bonfire Night represent? Why and how do we celebrate?                      LO 6: Incorporate fire safety around fireworks and the actual event.</p>	<p><b>Explorers and Adventurers</b>                      LO 1: To understand what an explorer is. What do they do? What are their reasons for exploring. RESEARCH A VARIETY OF FAMOUS EXPLORERS (for each explorer what are the key facts regarding this explorer, significance to history, what evidence is there both in history and today of their impact, what method of travel did they use, where do they fit on a timeline.)                      LO 2: Captain Cook                      LO 3: Roald Amundsen/Captain Scott                      LO 4: Yuri Gargarin/Neil Armstrong                      LO 5: An explorer or adventurer of your choice                      LO 6: Where would you like to explore? What would you like to discover?</p>	<p><b>Local history</b>                      LO 1: Look at the school. Investigate what are the old parts of the school and when they were built and what are the new sections. Build up a timeline of the school building.                      LO 2: Visit the locality and look for evidence of old/new buildings and what it tells us about the locality.                      LO 3: Look at the history of Forty Hall. What was it used for in the past and what is its current function.                      LO 4 Visit Forty Hall for first-hand experience.                      LO 5: Study of key places in Enfield. What has been developed and why? What historical evidence is there of how it was like in the past.                      LO 6: What evidence is there in our locality that can tell us about what happened in the past within the area.</p>
Diamond Class Y 3/4	<p><b>Stone, Bronze, Iron Age</b>                      LO 1: To define the stone age and its three main periods of time                      LO 2: To identify the key features of each period of the stone age.                      LO 3: Understand the improvements brought about by the Bronze Age.                      LO 4: Place all three ages onto a time line, Stone, Bronze and Iron Age.                      LO 5: To reconstruct aspects of Bronze age life from surviving sources.                      LO 6: To assess the achievements of the Iron Age.                      LO 7: Describe the key features of life in the Stone, Bronze and Iron Age.                      LO 8: How did the Iron Age end?</p>	<p><b>Romans</b>                      LO 1: Understand why the Romans wanted to invade and settle in Britain.                      LO 2: Understand the Roman Empire and how they gained control.                      LO 3: Know who Boudicca was and why she was important.                      LO 4: Understand the quality of life for different people in Roman Britain.                      LO 5: describe features of life on Hadrian's Wall.                      LO 6: Describe important features of religion and leisure and support with evidence,                      LO 7: Understand different sources of Roman evidence and what it tells us.                      LO 8: Understand what the Romans achieved.</p>	<p><b>Anglo-Saxons</b>                      LO 1: Who were the Anglo-Saxons and the Scots?                      LO 2: How did the Anglo-Saxons settle in Britain?                      LO 3: What does Sutton Hoo tell us about Anglo-Saxon life?                      LO 4:How did Christianity arrive in Britain?                      LO 5: Was King Alfred really great?                      LO 6: How did Anglo-Saxon rule end?</p>	<p><b>Ancient Egypt</b>                      LO 1: Understand how to use a timeline to identify period of history.                      LO 2: Why was the River Nile so important to the Egyptians.                      LO 3: Identify reasons why the Ancient Egyptians were successful.                      LO 4: Explain the Egyptian hierarchy, lifestyle, roles and jobs of the people.                      LO 5: understand Ancient Egyptian religion.                      LO 6: Understand how, why and the significance of the pyramids/Tutankhamun.                      LO 7: Understand what Egyptian evidence there is to discover and understand Ancient Egyptian life.                      LO 8: Understand Ancient Egyptian achievements.</p>	<p><b>Victorians</b>                      LO 1: Understand when the Victorians lived, place on a timeline, research the life of Queen Victoria and the major achievements in Victorian times.                      LO 2: Understand what life was like for the poor in Victorian times. What were the similarities between the rich and poor.                      LO 3: Understand how education worked studying a day in the life of a Victorian child. How significant was Dr Barnardo?                      LO 4: What toys and games did children play, what di they do with their spare time.                      LO 5: A day in the life of a Victorian family. What evidence is there to help us draw conclusions about Victorian lifestyle.                      LO 6: What evidence is there still today of Victorian influence in our country and the local area.</p>	<p><b>Ancient Mayans</b>                      LO 1: How did the Ancient Maya settle in the rainforest? To evaluate the challenges of early settlement by exploring how the Ancient Maya settled in the rainforest.                      LO 2: How important was chocolate to the Ancient Maya. To infer how the Ancient Maya valued and used cacao by exploring historical artefacts.                      LO 3: What did the Ancient Maya believe? Describe the role of the gods and goddesses.                      LO 4: How did the Maya reflect world beliefs in their inventions? Exploration of inventions.                      LO 5: What do archaeological remains tell us about Ancient Maya cities.                      LO 6: What caused the decline of the Ancient Maya cities. Analyse historians' viewpoints</p>
Emerald class Y 5/6	<p><b>Ancient Greece</b>                      LO 1: Understand how and why Ancient Greece became so important.                      LO 2: Put Ancient Greece on a timeline.                      LO 3: Understand the Greek lifestyle and how they enjoyed themselves.                      LO 4: To understand similarities and differences between Spartans and Athenians.                      LO 5: Be able to list famous people from Ancient Greece and their achievements.                      LO 6: Identify and describe some of the main battles and wars fought.                      LO 7: Describe a typical Greek soldier ad their equipment.                      LO 8: Identify a range of Ancient Greek achievements and recognise and understand their legacy.</p>	<p><b>World War II</b>                      LO 1: To learn and understand why WW2 started and which countries were involved.                      LO 2: Plot the key events of WW2 on a timeline and map out the invasion.                      LO 3: Understand why children had to be evacuated and the process.                      LO 4: Understand what people got to eat during WW2 with a focus on rationing.                      LO 5: Understand how dangerous it was to live in these times Hamburg, Hiroshima, Coventry.                      LO 6: Understand weaponry used i.e. planes, boats, tanks, guns                      LO 7: Understand how military conscription worked, what jobs were needed in our country and people's roles and responsibilities.                      LO 8 How did the war end.</p>	<p><b>Communication over time</b>                      LO 1: To understand and explore cave paintings and how they were created, used and what they teach us today.                      LO 2: To discover how books were made before 1400s. Understand the role of monks in books. Understand the role of oral tradition.                      LO 3: To research the invention of the printing press by William Caxton and how it impacted society.                      LO 4: To understand and explore the roles of newspapers in Victorian times and how they have evolved over time to today.                      LO 5: To understand and explore the significance of the Internet created by Sir Tim Berners-Lee and the impact it has on the world today.                      LO 6: What other modern-day technology do we use today and what could this look like in the future.</p>	<p><b>Vikings</b>                      LO 1: Why did the Vikings invade England and where did they originate from? What evidence is there of their settlements today?                      LO 2: Investigate and understand the Viking raid on Lindisfarne and the reasons for the invasion. Look at the Viking long boats.                      LO 3: Where did the Vikings go? How did they get there? To investigate the importance of Viking trade routes.                      LO 4: Why are there different Viking sagas explaining the same event and what does this tell us about the Vikings? To compare different versions of Viking sagas and create a saga.                      LO 5: What were the impacts of the Viking raids and settlements on local communities in Britain                      LO 6: What were the Viking achievements and how did they impact the world? To evaluate the achievements of the Vikings.</p>	<p><b>Tudors</b>                      Lo 1: Fair ruler or tyrant? What was Henry VIII really like?                      LO 2: Why was Anne Boleyn killed?                      LO 3: Why did Henry VIII have so many wives?                      LO 4: What was a Royal Progress?                      LO 5: What was a Royal Progress like?                      LO 6: What can inventories tell us about Tudor times?</p>	<p><b>Crime and Punishment</b>                      LO 1: What is crime and punishment?                      LO 2: What was crime and punishment like in Roman/Anglo-Saxon Britain?                      LO 3: What was crime Like in Tudor and Stuart times?                      LO 4: What was crime like in Georgian and Victorian times?                      LO 5: How did the police force develop through the 20<sup>th</sup> Century?                      LO 6: What is crime and punishment like today compared to the past?</p>

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