

History Curriculum Map

	Year 1	Year 2	Year 3 & Year 4 2023-2024	Year 3 & Year 4 2022-2023	Year 5	Year 6
Changes within living memory						
Significant Events	Remembrance Day The Gunpowder Plot	Remembrance Day The Gunpowder Plot				
Local History	The Great Fire of Tuxford	Legend of Robin Hood		Local Transport Coal Mining	Pilgrim Fathers and The Mayflower	
Significant Places	Castles			Pilgrim Fathers & the Mayflower		
Significant People & Developments	Mary Seacole, Florence Nightingale, James McCune, John Snow - NHS	Steve Jobs, John Logi Baird, Katherine G. Johnson, Srinivasa Ramanujan - technology Kings & Queens				
British History	The Great Fire of London		Henry VIII & the Tudors WW2			
Invaders & Settlers			Romans	Anglo-Saxons	Vikings	The Stuarts
World History & Ancient Civilisations				Ancient Greece	Ancient Egypt	The Maya Ancient Egypt

History Long Term Plan 2023-2024

	Autumn	Spring	Summer
Nursery	<p>All about me:</p> <p>History of my family What I used to look like</p> <p>Significant events: Bonfire night</p>	<p>Significant people: Mary Anning</p> <p>What are fossils? How did Mary Anning discover fossils? How did she help us discover more about dinosaurs?</p>	<p>Local History: The Tuxford Train Lines</p> <p>Why were trains so important? Why did Tuxford have four train stations? Why don't we have any train stations now?</p>
Reception	<p>Exploring the past:</p> <p>Old toys; compare to new Dinosaurs Fossils Old vehicles and methods of transport Our families and the past How people change; younger to older Tuxford in the past What museums are and why people visit</p> <p>Significant events: Bonfire night, Christmas</p>	<p>Significant events: Chinese new year; old and new traditions</p>	
Year 1	<p>Significant Places: Castles (Newark, Lincoln, Nottingham)</p> <p>To know about Norman Motte and Bailey castles. To explore the structure of a medieval castle. To find out who lived in a medieval castle. To learn about the Tower of London and its history. To look at local castles, such as Newark, Lincoln and Norringham.</p> <p>Significant events: The Gunpowder Plot, Remembrance Day</p>	<p>Local History: The Great Fire of London vs The Great Fire of Tuxford</p> <p>To understand how the Great Fire of London started, how it spread and how it was put out. To research the Great Fire of Tuxford in 1701. To compare the two fires in terms of magnitude and long-term effects.</p>	<p>Significant People: Mary Seacole, Florence Nightingale, James McCune Smith and John Snow/ History of medicine to the NHS today</p> <p>To find out about the key events in Mary Seacole and Florence Nightingales lives. To explore the similarities between Florence Nightingale and Mary Seacole. To look at the discovery of John Snow and how he used science to help people. To look at how James McCune Smith's life would have been different if he had been born today. To find out what the NHS is, creating a timeline of what the NHS has done and how it has changed over the years. To name some NHS services.</p>
Year 2	<p>Local History: The Legend of Robin Hood</p> <p>To retell the legend of Robin Hood To show an awareness of when, where and the key characters of the Legend, particularly those who we know to be real – King Richard, King John, the Sheriff of Nottingham. To discuss what was real and what was legend</p> <p>Significant events: The Gunpowder Plot, Remembrance Day</p>	<p>Significant People: Kings and Queens</p> <p>To know what a monarch is and the qualities needed to be a good monarch. To find out about some important British monarchs; King Henry 8th, Queen Victoria and King Charles 3rd. To be aware of how the history of a royal family can be represented in a family tree</p>	<p>Significant People: Steve Jobs, John Logi Baird, Katherine G Johnson and Srinivasa Ramanujan / History of technology</p> <p>To know how Steve Jobs has contributed to the history of technology. To understand John Logi Baird's selfless gift to technological history. To comprehend why Katherine G Johnson's contribution to technology was so significant. To understand where numbers come from, through the work of Srinivasa Ramanujan.</p>

British History: Henry VII and the Tudors

To know about the War of the Roses.

- To know how the Tudors fits into a timeline- relating to other aspects of History that have been covered & the modern day. – links to maths
- To know about the rivalry between the House of York and the House of Lancaster.
- To know what a civil war is.
- To know about the three brothers of York.
- To know about the Battle of Bosworth Field.
- To know that the two houses joined together in when Elizabeth of York married Henry VII.

To know about King Henry VII.

- To know that Henry VII was the first Tudor King.
- To know about the Tudor rose. (Linking with his marriage to Elizabeth of York.)
- To know about Henry VII's struggles to become king. (His claim to the throne.)
- To know who Henry VII's children were. (Margaret, Arthur & Henry VIII.)

To know about King Henry VIII and his six wives.

- To know that Henry had an older brother called Arthur who was married to his first wife.
- To know about young Henry VIII.
- To know how Henry VIII influences religion. (The Church of England.)
- To know how long Henry VIII was married to each of his wives. (Catherine of Aragon for 24 years)
- To know about Henry VIII's six wives.
- To know that Henry VIII had three children who survived.

To know about Henry VIII's children.

- To know about Edward VI.
- To know about Mary I's influence on religion.
- To know about Elizabeth I, her influence on religion and the Elizabethan era.

To know about Mary Queen of Scots.

- To know about the influence of France's support for Mary.
- To know about the rivalry between Mary queen of Scots and Elizabeth I
- To know how Mary's religion influenced her claim to the throne.
- To know that Mary's child became Queen Elizabeth's successor.

To know about life in the Tudor Era.

- To know about Tudor food.
- To know about Tudor clothing.
- To know about Tudor homes. (Link to D&T- building houses.)
- To know about Shakespeare and the changes to the English language.

British History: World War 2 (Touching on WW1)

To know about WW1.

- To know why WW1 was called the Great War at the time.
- To know about life in the trenches. (Trench art.)
- To know about key dates/events in WW1.
- To know about the different roles/ how life changed.
- To know how WW1 & WW2 fit into a timeline- relating to other aspects of History that have been covered & the modern day.

To know about evacuees in WW2.

- To know about the Blitz.
- To know which children were evacuated, where to and why.
- To know how evacuees travelled to safety. (With teachers, how they were chosen, often close to children from their area.)
- To know about evacuees in the local area/ our school.

To know about everyday life in WW2.

- To know about rationing in WW2. (Continuing after the War, that rationing started gradually, which foods were rationed and why, meaning of 'dig for victory.') – links to maths/ratio
- To know about Propaganda in WW2.
- To know about the role of women in WW2. (Different roles, the role of Women at the time and the fight for equality.)

To know about leaders in WW2.

- To know about the meaning of the words Allied and Axis.
- To know who the key Allied and Axis leaders were.
- To know key information about the different leaders. (Discuss discrimination/ racism/ sexism/ homophobia/ xenophobia meaning.)
- To know about dictatorship. Did the Germans want to fight? Link to the Christmas day football match in WW1.

To know about Entertainment in WW2.

- To know about Vera Lynn. (Link to music curriculum.)
- To know about evacuees entertainment. (Collecting scrap metal, children's hour on the radio, letter writing.)
- To know what adults did for entertainment. (Knitting socks, growing veg, volunteering in canteens for soldiers, repairing cloths, making blankets, films at the cinema.)
- To know what soldiers did for entertainment.
- To know about dances e.g. The Jive, Lindy Hop and Jitterbug.

To know about the significance/ impact of WW2.

- To know about the end of WW2.
- To know about victory parties.
- To know about remembrance day (WW1/WW2)

Invaders and Settlers: Romans and the Roman Empire

To know about the Roman Empire.

- To know where Ancient Rome fits into a timeline- relating to other aspects of History that have been covered and the modern day.- links to maths
- To know about everyday life in Ancient Rome and compare this to life in the modern day. (Roman clothing, food, emperors, games in the colosseum, divide between rich and poor.)
- To know the difference between Rome today, Ancient Rome and Roman Britain.
- Romans day/afternoon to introduce?

To know how the Romans conquered Britain.

- To understand the size of the Roman Empire.
- To know that the Roman Empire began in Rome.
- To know that/how the Roman Empire spread across the world. (Show on a map resource.)
- To know about the challenges the Romans faced when invading Britain. (Celts Rebellion.)
- To know about Boudicca's rebellion.
- To know how the Romans invaded Scotland.

To know about the Roman army.

- To know what it was like to live as a Roman soldier.
- To know where/ why/ how the Roman soldiers were recruited.
- To know about the structure of the Roman army & a soldier's uniform.

To know how the Romans changed Britain.

- To know about the advantages & disadvantages of the Roman invasion.
- To know the key changes and the significance of these/ long lasting effects. (Religion, language, writing and numbers, coins, towns and sewage systems).

To know about the decline and fall of Rome.

- To know the reasons why Rome fell. (Discuss significance- order the reasons)
- Discuss life after Roman Empire- bring back to big picture. (The impact of the Romans in summary.)

Links to maths – Roman Numerals

Ancient Civilizations: Ancient Egypt

1. Egyptian Gods
 - Isis (Goddess of protecting the needy)
 - Ra (God of the sun)
 - Anubis (God of the dead)
 - Osiris (God of the dead and underworld)
 - Nut and Geb (God of the sky, Goddess of earth)
 - Sekhmet (Goddess of war)
 - Horus (God of the sky)
 - Thoth (God of writing and knowledge)
 - Set (God of chaos)
 - Ceremonies – how they worshipped the Gods
2. Education in Egypt
 - Hieroglyphics
 - Subjects: Maths, Reading, Writing, Religious education and morals
 - Only boys were educated in the temples / Girls were taught at home
 - Scribes were allowed to climb the social ladder
3. Egyptian science
 - Medicine (honey, 800 remedies, pomegranate)
 - Surgery in Egypt
 - Dentistry in Egypt
 - Calendar
 - Metal work and glass blowing
4. Architecture
 - Pyramids
 - Sphinx
 - Temples, palaces, tombs, fortresses
 - Slaves built most buildings out of mud brick and limestone
 - Characteristics of Egyptian architecture
5. Mummification
 - Ceremonies –weighing of the heart
 - Embalming
 - Organ preservation (Canopic jar)
 - 7 steps to mummification
 - Burial of Pharaohs
 - Afterlife
6. Rulers of Egypt
 - Tutankhamun reign 1332 – 1323BC
 - Youngest Pharaoh only 10 yrs old
 - Died age 20 (don't know why)
 - Known as King Tut
 - Tomb discovered 1922
 - Cleopatra
 - Queen of Egypt
 - Regent of Egypt for over 30 years
 - Born in 69BC
 - Her fleeing from Egypt
 - Her husband and children
 - Her reign
 - Her death

Invaders and Settlers: Vikings

1. Invasion of Britain and Scotland
 - Invaded Britain from Scandanavia
 - Invaded on boats
 - How they invaded and why it worked so well
 - Their tactics in battles e.g. shouting and stealing
 - Why the invasion of Scotland didn't work
2. Trade and Travel
 - Travel via boat
 - Trade in stolen goods, especially from churches
 - Get together at local markets
 - Slaves and slave trade
3. Armour and weapons
 - Metal was very expensive
 - Most families didn't have weapons or armour; only rich
 - What the weapons and armour are called, how they were used and made
4. Houses and living
 - Made houses from wood, wattle and daub
 - Lived in small settlements
 - Had a big hall in each village to gather in
 - Slaves didn't have their own houses
5. Viking Gods
 - The different gods, what they are gods of and how they are all related
 - How they would worship the gods
6. Education
 - No school
 - Boys learnt to fight and the man's work
 - Girls learnt to cook and clean (women's work)
 - Runes and writing – very few could write
7. Government and decisions
 - How meetings were held
 - The three parts of the hierarchy
 - The Viking 'Thing' (government meeting)

Women's History Month: March

Local History: Pilgrim Fathers and The Mayflower

1. Historical and Religious Context
 - a. Break from Rome
 - Puritans and Separatists
 - King James I
 - Search for religious freedom
2. The Mayflower- it's voyage
 - a. Travel via boat and The Speedwell
 - b. Passengers of The Mayflower
 - c. Stormy seas and the man who went overboard
 - d. The birth of Oceanus
 - e. 66 days of seasickness
3. William Brewster and William Bradford
 - a. Born in Scrooby, Nottinghamshire
 - b. Started the Pilgrim Movement
 - c. First separatist church in Brewster's house in Scrooby
 - d. Brewster as the religious leader of Plymouth
 - e. John Smyth from Gainsborough Old Hall
4. The first winter in Plymouth
 - a. Half the settlers died during the first winter
 - b. Bradford's writings
 - c. Cold and disease
5. Local Native America Tribes
 - a. Peace treaties
 - b. Wampanoag Tribe
 - c. Squanto of the Pawtuxet Tribe
6. Thanksgiving in the USA
 - a. Pokanoket Tribe and the First Thanksgiving
 - b. Significance of Thanksgiving today
 - c. Links to US states
 - d. The Pilgrim Trail and impact on UK history

World History: The Maya

1. Timeline
 - o 900 BC Hunter gatherers settle Pacific Coast
 - o 800 BC Farming and trade are established
 - o 700BC Writing is developed
 - o 400 BC Solar calendars made
 - o 300 BC Kings are now included in hierarchy
 - o 100 BC Pyramids are built
 - o 450 AD Tikal dominates
 - o 638 AD Pakal the Great dies
 - o 800 AD Rainforest is abandoned
 - o 1502 AD First European contact
2. Discovery of the Maya
 - o Maya ruins
 - o Frederick Catherwood
 - o Maya vs Aztecs
3. Gods
 - o Popul Vuh (Book of creation)
 - o Universe and Space according to Maya
 - o Creation Story
 - o Ek Chuaj (Supreme God)
 - o Ix Chel (Goddess of childbirth and healing)
 - o Chac (God of storms and rain)
 - o Hun Ixim (Maize God)
 - o Kukulcan (God of the elements)
 - o Kinich Ahau (Sun God)
 - o Ah Puch (God of Death)
4. Architecture
 - o Pyramids (compare to Egypt)
 - o Solar calendars
 - o Chichen Itza
5. Agriculture
 - o Importance of corn
 - o Clearing of forests
 - o Cotton for clothes
 - o Importance of Cacao
 - o Geography
 - o Sea life: fishing
 - o
6. Culture
 - o Maya masks
 - o The alphabet (hieroglyphs)
 - o Writing (Codices)
 - o Number system
 - o Beauty (head binding, bead dangling)
 - o Maya sports

British History: The Stuarts

1. Timeline of the Stuarts
 - e. Where the Stuarts fit in the timeline of Royal Families
 - f. Key events during the Stuart reign
2. Stuart Monarchs
 - g. From James 1st in 1603
 - h. To Oliver Cromwell 1660
3. Stuart houses
 - i. First brick houses
 - j. Sash windows
 - k. Window tax
4. Fashion
 - l. Clothes
 - m. Make-up for men and women
5. The Great Plague and The Great Fire of London
 - a. How The Great Plague was spread and stopped
 - n. How the Great Fire of London started, spread and was put out
 - o. The impact of the fire and the plague
6. The English Civil War 1642-1651
 - p. The roundheads and cavaliers
 - q. How the war started and ended
 - r. The Battle of Naseby
 - s. Newark as a stronghold
 - t. The execution of King Charles 1st
 - u. The impact on the British Monarchy today
 - v. The banning of Christmas

Women's History Month: March

Ancient Civilizations: Ancient Egypt (compared to The Maya)

1. Timeline of Egypt
 - a. 7500BC first settlers to 51BC Cleopatra's reign
2. Discoveries from Ancient Egypt
 - a. Oldest writing
 - b. How do we know about the Ancient Egyptians?
 - c. How do we know what was real or not? E.G. Films like 'The Mummy'
3. Egyptian Gods- compared to Mayan gods
 - a. Isis (Goddess of protecting the needy)
 - b. Ra (God of the sun)
 - c. Anubis (God of the dead)
 - d. Osiris (God of the dead and underworld)
 - e. Nut and Geb (God of the sky, Goddess of earth)
 - f. Sekhmet (Goddess of war)
 - g. Horus (God of the sky)
 - h. Thoth (God of writing and knowledge)
 - i. Set (God of chaos)
 - j. Ceremonies – how they worshipped the Gods
4. Architecture
 - o Pyramids
 - o Sphinx
 - o Temples, palaces, tombs, fortresses
 - o Slaves built most buildings out of mud brick and limestone
 - o Characteristics of Egyptian architecture
5. River Nile and agriculture
 - o Crops
 - o Food
 - o Transport and trade
 - o Seasons
 - o Geography
 - o Houses surrounding the Nile
6. Culture
 - a. Mummification
 - o Rulers of Egypt
 - o Hierarchy of society
 - o Egyptian science
 - o Education in Egypt
 - o Egyptian writing