

Ashley Primary School History Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>History Detectives - spot the differences! Topic: Toys Now and Then NC Ref: changes within living memory Focus: Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity. Home links/Visit: Toys Questionnaire sent home</p>				<p>Who has helped make History? Topic: Grace Darling & Lighthouses NC Ref: Significant individuals in the past. local significant individuals Focus: Use of historical interpretations, chronology over a longer period, thinking about historical significance. Home links/Visit: Souter Lighthouse</p>	
Year 2			<p>Why did London burn in 1666? Topic: The Great Fire of London 1666 NC Ref: Events beyond living memory that are significantly globally or nationally. Focus: Chronology over longer timeframe, comparing events, cause and consequence, key people - Thomas Farriner, Samuel Pepys & Christopher Wren, writing about significance. Home links/Visit: Tyne and Wear Fire Brigade</p>		<p>How did the 'Lady with the Lamp' help change History? Topic: Nursing & Hygiene - Florence Nightingale, Mary Seacole, Joseph Lister, Louis Pasteur, modern nursing - NHS NC Ref: The lives of significant individuals in the past who have contributed to national and international achievements. Focus: Similarities and differences between ways of life in different periods, investigate different sources of evidence, ask questions about the past, talk, write & draw about things from the past, describe significant individuals from the past, change over time, changing awareness of link between hygiene and health. Home links/Visit: School nurse Celebrate International Nurses Day on 12th May the anniversary of Florence Nightingale's birth</p>	

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Year 3		<p>Who were Britain's first builders? Topic: Stone Age to Iron Age NC Ref: Changes in Britain from the Stone Age to the Iron Age. Focus: Building and technology in earliest settlements, key features of an era, chronology (sequence and duration), change over time, using artefacts as primary sources, awareness of representations Home links/Visit: Research Project</p>	<p>Why did the Romans come to South Shields? Topic: The Romans NC Ref: A local history study, The Roman Empire and its impact on Britain Focus: Key features of Roman army and British campaign and a global empire, chronology, causation and consequence, similarity and difference of experience within the period (rich/poor, women/men/child, slave/free), use of primary sources - supported inferences and lines of enquiry, using information texts and representations of the past (reconstructions, artists views, built models), archeological evidence (field trip). Home links/Visit: Arbeia Roman Fort South Shields</p>
Year 4	<p>Why did the Ancient Egyptians use mummification? Topic: Ancient Egypt NC Ref: Achievements of the earliest civilisations - Ancient Egypt Focus: Key features of early civilization, chronology (sequence, duration and contemporaneous development), causation, use of primary sources (supported inferences). Home links/Visit: Great North Museum</p>	<p>What happened when the Romans left Britain? Topic: Anglo Saxons & Early Settlements NC Ref: Britain's settlement by Anglo-Saxons and Scots. Focus: Key features of Anglo Saxon Britain, chronology (sequence and duration), consequences and significance, use of information texts and historian's interpretations. Home links/Visit: Jarrow Hall/St Paul's Church</p>	<p>Were the Vikings really vicious? Topic: The Viking Invasion NC Ref: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Focus: Chronology and key features, making a supported judgement, use of primary sources to test an interpretation. Home links/Visit: Research Project</p>

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Year 5	<p>How did 'King Coal' shape where we live? Topic: The Victorians NC Ref: Local study of an aspect of history/site & aspect of national history reflected in the locality. Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Focus: Use of the historic local environment to further enquiry skills, develop chronological range and use of primary sources such as maps, census, buildings and photographs. Home links/Visit: Beamish Museum</p>	<p>How have the Greeks shaped my world? Topic: Ancient Greece (link with International Week) NC Ref: Ancient Greece - a study of Greek life and achievements and their influence on the western world. Focus: Chronology (sequence and duration), key features and individuals of ancient civilization, consequences and significance, use of information texts and historian's interpretations. Home links/Visit: Research project</p>	
Year 6	<p>How did World War Two change Britain? Topic: World War Two NC Ref: Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Focus: Chronological security - sequence and duration, key periods and their features, cause and consequence, use of primary sources to evaluate usefulness of evidence, producing own representations of the past. Home links/Visit: Eden Camp</p>	<p>How has life in Britain changed since World War Two? Topic: Leisure and Entertainment in Britain Since 1948 NC Ref: Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Focus: Chronological security, sequence and duration, key periods and their features, causation and consequences, use of primary sources to evaluate utility, producing own representations of the past. Home links/Visit: Research Project</p>	<p>Who was making history in faraway places in the year 1000AD? Topic: Mayans NC Ref: Non-European society that provides contrast to British history. Focus: Chronology - developing use of terminology of periods, key features of Mayan society and its development, similarity to and differences from Britain in c.1000, use of primary sources, identification of key points in historical interpretations. Home links/Visit: Research Project</p>