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| **History Curriculum Map** |
| **Village** | Nursery | Reception | Year 1 | Year 2 |
| Topic | **How have I changed since I was a baby?****Why do we wear different clothes at different times of the year?****What are our favourite celebrations each year?** | **How have I changed since I was a baby?****Why do we wear different clothes at different times of the year?****What are our favourite celebrations each year?** | Guy FawkesRemembrance DayToysCars | The Great Fire of LondonGuy FawkesRemembrance DayThe VictoriansExplorers |
| Key Events | Bonfire Night, Guru Nanak, Diwali, Christmas, Chinese New Year, EasterHarvest, Pancake Day, Mother’s Day, Eid, Ramadan Autumn, Winter, Spring, SummerMoon Landing | The Gunpowder PlotRemembrance DayToys in the PastFord FactoryFord Women Workers Strike | The Great Fire of LondonThe Gunpowder PlotRemembrance DayVictorian School DaysExpedition to Antarctica Expedition to the AmericasFirst woman to fly the Atlantic Ocean |
| Key People |  | Neil Armstrong | Guy FawkesHenry Ford*Rose Boland, Eileen Pullen, Vera Sime, Gwen Davis, Sheila Douglas* | Pepys, Farriner, Wren, Charles IIGuy FawkesQueen Victoria, William MorrisShackleton, Columbus, Earhart |
| Key knowledge and Skills | * Use language associated with the passing of time
* Exploring artefacts
* Sequencing in chronological order (own life)
* Finding out about the past by asking and answering questions (family members, family photographs)
* Understand time passes in sequential order
* Understand that celebrations take place at specific points of the year
 | * Recall facts about people/events before living memory
* Say why people may have acted the way they did
* Identify similarities and differences between the past and now
* Place an historical event on a chronological timeline
* Use vocabulary relating to the passing of time and specific key topic vocabulary
* Understand the difference between real and fictional people and events
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| * Comparing and contrasting similarities and differences within their own lives and the world around them.
* Understand past and present events in own lives
* Understand we change with the passage of time
* Understand and sequence daily routine
 | * Comparing and contrasting similarities and differences within their own lives and that of their families and the world around them.
* Understand past and present events in their own lives and the lives of family members
* Understand time changes us all
* Understand the seasons change throughout the year
* Place seasons and celebrations on a chronological timeline
* Begin to understand the difference between real and fictional events and people
 | * Understand the national significance of past events in their own locality.
* Understand the different ways we can find out about the past

eg speaking to an old person (Toys in the Past), museums, books, paintings, artefacts | * Understand the national/global significance of past events
* Understand the different ways we can find out about the past eg people, museums, google, books, paintings, artefacts, letters, diaries
* Begin to understand the advantages and disadvantages of different historical sources eg eye witness accounts
* Begin to understand how the past is represented depends on your point of view eg Guy Fawkes
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| Vocabulary | yesterday, before, today, now, tomorrow, after, then, young, old, baby, toddler, child, morning, afternoon, week, days of the week, term, seasons. | As for EYFS + past, present, future + specific key topic vocabulary (see glossaries) | As for EYFS + past, present, future, century + specific key topic vocabulary (see glossaries) |
| Trips |  |  | Bethnal Green Museum of Childhood  | Museum of LondonRagged School Drama ExperienceWilliam Morris Gallery |