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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 Fawkes  Remembrance Day  Toys  Cars | The Great Fire of London  Guy Fawkes  Remembrance Day  The Victorians  Explorers |
| Key Events | Bonfire Night, Guru Nanak, Diwali, Christmas, Chinese New Year, Easter  Harvest, Pancake Day, Mother’s Day, Eid, Ramadan  Autumn, Winter, Spring, Summer  Moon Landing | | | | The Gunpowder Plot  Remembrance Day  Toys in the Past  Ford Factory  Ford Women Workers Strike | The Great Fire of London  The Gunpowder Plot  Remembrance Day  Victorian School Days  Expedition to Antarctica  Expedition to the Americas  First woman to fly the Atlantic Ocean |
| Key People |  | | | Neil Armstrong | Guy Fawkes  Henry Ford  *Rose Boland, Eileen Pullen, Vera Sime, Gwen Davis, Sheila Douglas* | Pepys, Farriner, Wren, Charles II  Guy Fawkes  Queen Victoria, William Morris  Shackleton, 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 | |
| * 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 |
| 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 London  Ragged School Drama Experience  William Morris Gallery |