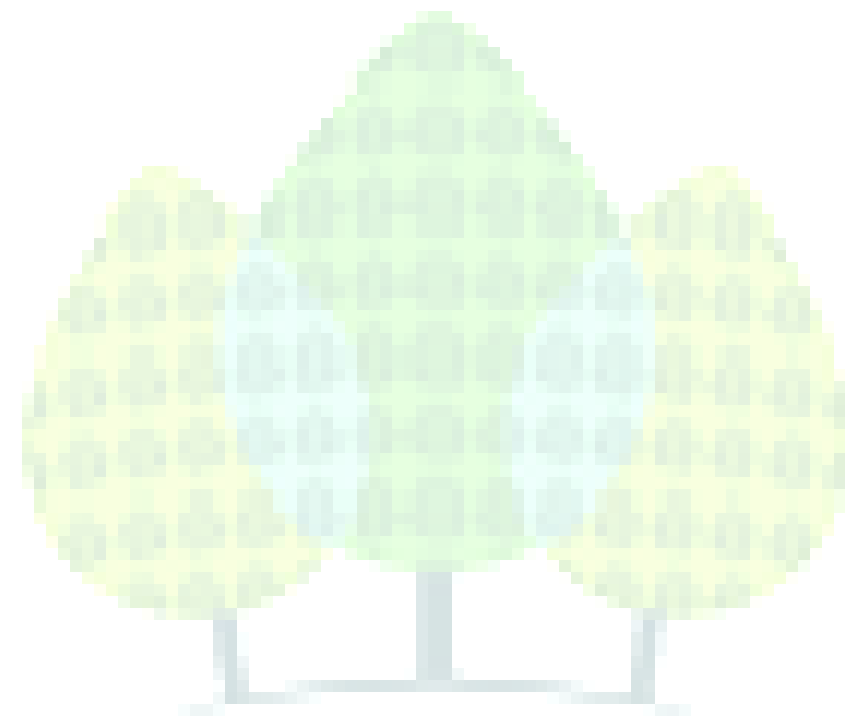


History Long Term Plan – Curriculum Map		
The history curriculum at Kingswood Parks matches the breadth and ambition of the National Curriculum. The key substantive and disciplinary knowledge has been mapped out so teachers know precisely what to teach and when, can demonstrate a logical progression and can cite how new knowledge and skills build upon what has been taught before. History vocabulary is mapped out so that teachers know precisely what to teach and when. This is in a logical progression so that vocabulary development builds over time. End points have been defined as curricular goals which pupils will work towards. These end points are progressive and enable pupils to apply their knowledge and skills in an open-ended, measurable way which teachers can then assess against. Curriculum plans are adapted to meet the needs of SEND pupils as well as providing pupils with opportunities to deepen their understanding through challenging outcomes which are not limiting. Provision for SEND pupils is personalised for individuals and strategies used will be indicated in planning.		
EYFS – Foundation Stage One		
Within Living Memory		Lives of Significant People
Period of History – Living Memory Key Concept – Changes in daily life Big Question: Can you talk about who is in your family? Curricular Goal: Begin to make sense of own life-story and family’s history		
EYFS – Foundation Stage Two		
Within Living Memory		Lives of Significant People
Period of History – Living Memory Key Concept – Changes in daily life Big Question: How are things different in the past to how they are now? Curricular Goal: Describe some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.		Period of History – Living Memory Key Concept – Technology / Changes in daily life Big Question: Can you name an important person and talk about them? Curricular Goal: Describe the lives of the people around them and their roles in society / Understand the past through settings, characters and events encountered in books read in class and storytelling.
Year 1		
Lives of significant people	Changes Within living memory	Lives of significant people
Period of History – Living Memory – Tim Berners-Lee Key Concept – Technology Big Question: Is it possible for one person to change the whole world? Curricular Goal: Describe how Tim Berners-Lee changed the world.	Period of History – Living Memory Key Concept – Technology Big Question: Did our grandparents play Xbox as children? Curricular Goal: Describe the similarities and differences about the lifestyle of their grandparents as children and their own.	Period of History – The Space Race: 1955 - 1969 Key Concept – Technology Big Question: How do we know about space? Curricular Goal: Recall how space travel has changed over time in a chronological framework.
Year 2		
Significant person in own locality	Beyond living memory	Lives of significant people
Period of History – Significant historical figure: Amy Johnson (Early - mid 1900s) Key Concept – Technology / Changes in daily life Big Question: How can a pilot change the world? Curricular Goal: Explain how the actions of Amy Johnson, inspired women and girls.	Period of History – The Great Fire of London 1666 Key Concept – Settlement / Technology Big Question: Do we need an emergency fire service? Curricular Goal: Explain how the Great Fire of London changed Britain forever.	Period of History – Significant historical figure: Rosa Parks Key Concept – Changes in daily life Big Question: How can one bus ride change the world? Curricular Goal: Explain how Rosa Parks’ and Emily Davison have influenced civil rights. Describe the key events of Rosa Parks’ life and how it was different to ours.
Year 3		
A LOCAL HISTORY STUDY	CHRONOLOGY (Stone Age to 1066)	ANCIENT Civilisations
Period of History – Hull in the 20th Century Key Concept – Changes in daily life / Technology Big Question: Should famous people have streets named after them? Curricular Goal: Compare the work of Lillian Bilocca, Phillip Larkin and John Venn and explain which famous Hullensian has had the greatest impact in Hull.	Period of History – The Stone Age to the Iron Age (9000BC – 1000AD) Key Concept – Settlement Big Question: What does the word prehistoric mean? Curricular Goal: Demonstrate an understanding of how and why settlements have developed throughout the ages.	Period of History – Ancient Egypt (3100 BC – 332 BC) Key Concept – Settlement / Technology / Beliefs Big Question: What is a Pyramid? Curricular Goal: Demonstrate an understanding of how the Ancient Egyptians lived and what they believed.
Year 4		
A LOCAL HISTORY STUDY	CHRONOLOGY (Stone Age to 1066)	ANCIENT Civilisations
Period of History – Hull in the 1800s – William Wilberforce Key Concept – Changes in daily life Big Question: What is a slave? Curricular Goal: Compare the lives of William Wilberforce and Rosa Parks and describe their lasting impact on civil rights.	Period of History – The Romans (753 BC – 476 AD) Key Concept – Settlement / Technology / Beliefs Big Question: What did the Romans ever do for Britain? Curricular Goal: Describe how the Romans’ technology changed life in Britain. Describe the Romanisation of Britain, what daily life was like and analyse the impact on Britain today.	Period of History – The Ancient Greeks (800 BC – 146 BC) Key Concept – Settlement / Technology / Beliefs Big Question: Who were the most advanced ancient society? Curricular Goal: Demonstrate an understanding of how the Ancient Greeks lived, what they believed and answer the question ‘Who were the most advanced ancient society?’ justifying their answer by drawing on knowledge from life in Ancient Egypt.
Year 5		
A LOCAL HISTORY STUDY	CHRONOLOGY (Stone Age to 1066)	ANCIENT Civilisations
<i>Period of History – Hull’s history of fishing – from early development to decline</i> Key Concept – Settlements / Changes in daily life / Technology Big Question: Is fishing important in Hull? Curricular Goal: Demonstrate a chronological understanding of the changes to the fishing industry in Hull over time, giving reasons for these changes.	Period of History – The Anglo-Saxons & Scots (410 AD – 1066 AD) Key Concept – Settlement / Changes in daily life / Invasion Big Question: What does it mean to be a United Kingdom? Curricular Goal: Compare, contrast and identify trends in the lifestyle of the Anglo-Saxons, the Scots and life in Britain during the Roman rule. Evaluate the impact that the Scots invasion had on Anglo-Saxon Britain.	Period of History – The Mayans (2600 BC – 950 AD) Key Concept – Settlement / Technology / Beliefs Big Question: What makes a civilisation great? Curricular Goal: Compare, contrast and identify trends in the lifestyle of the Ancient Maya, Ancient Egyptians and the Stone Age in Britain, drawing conclusions about what makes a civilisation great.
Year 6		
A LOCAL HISTORY STUDY	CHRONOLOGY (Stone Age to 1066)	ANCIENT Civilisations
Period of History – World War Two (1939 – 1945 AD) The Blitz in Hull Key Concept – Invasion / Technology Big Question: Why does conflict happen? Curricular Goal: Assess how the second world war impacted the city of Hull. Investigate how the Battle of Britain was won and assess Hull’s contribution to this.	Period of History – The Vikings (793 AD – 1066 AD) Key Concept – Settlement / Changes in daily life / Invasion Big Question: Is invasion unwanted? Curricular Goal: Report on the impact of invasions drawing on knowledge of the Battle of Britain, the Scots’ invasion and Viking invasions.	Period of History – Ancient Civilisations Key Concept – Settlement / Technology / Beliefs Big Question: When, in history, has Britain been a great civilisation? Curricular Goal: Critically evaluate a period of British history when Britain could have been considered a great civilisation, drawing on their knowledge of what makes a civilisation great and the long arc of British history.



Kingswood Parks

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