

**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**  
**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**  
**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**  
**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**  
**Curricular Goal:**  
 Describe how Tim Berners-Lee changed the world.

**Period of History – Living Memory**  
**Key Concept – Technology**  
**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**  
**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**  
**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**  
**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**  
**Curricular Goal:**  
 Compare how Rosa Parks' and Emily Davison have influenced the civil rights.

Year 3

**A LOCAL HISTORY STUDY**

**CHRONOLOGY (Stone Age to 1066)**

**ANCIENT Civilisations**

**Period of History – Hull in the 20<sup>th</sup> Century**  
**Key Concept – Changes in daily life / Technology**  
**Curricular Goal:**  
 Compare the work of Lillian Bilocca and Phillip Larkin and explain which famous Hullenian has had the greatest impact in Hull.

**Period of History – The Stone Age to the Iron Age (9000BC – 1000AD)**  
**Key Concept – Settlement**  
**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**  
**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**  
**Curricular Goal:**  
 To make connections between the impact of William Wilberforce and the actions of Rosa Parks

**Period of History – The Romans (753 BC – 476 AD)**  
**Key Concept – Settlement / Technology / Beliefs**  
**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**  
**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**

**Period of History – Hull's history of fishing – from early development to decline**  
**Key Concept – Settlements / Changes in daily life / Technology**  
**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**  
**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**  
**Curricular Goal:**  
 Compare, contrast and identify trends in the lifestyle of the Ancient Maya and Ancient Egyptians 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**  
**Curricular Goal:**  
 Assess how the second world war impacted the city of Hull.  
 Investigate how the Battle of Britain was won.

**Period of History – The Vikings (793 AD – 1066 AD)**  
**Key Concept – Settlement / Changes in daily life / Invasion**  
**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**  
**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.