



## William Penn WP Curriculum Map – History

	Autumn	Spring	Summer
Year R	Fantastic Fairytales	Amazing Animals	Helpful Heroes
Year 1/2 Cycle A	Community Heroes	Shiver and Sizzle	Oh I do like to be beside....
Year 1/2 Cycle B	Who Lives Here?	Spring Has Sprung	Back in Time for...
Year 3/4 Cycle A	Raging Rivers and Marvellous Mountains	The Roman Empire	Groovy Greeks
Year 3/4 Cycle B	Ancient Ancestors (Stone Age to Iron Age)	We're Sailing down the Nile (Ancient Egypt)	Our World
Year 5/6 Cycle A	We'll Meet Again (WWII links with Coolham airfield and Battle of Britain)	Rulers of the Rainforest (Ancient Mayan Civilization and rainforests)	Vikings (Life and Legend)
Year 5/6 Cycle B	Wonders of the Universe	Super Settlers (Anglo Saxons and Scots)	Friends And Heroes (Quakerism and Democracy) A local History Study

Key Stage 1 coverage:

<b>Year 1/2 Cycle A</b>	<b>Community Heroes</b>	<b>Shiver and sizzle</b>	<b>Oh I do like to be by the seaside</b>
<b>Outcomes</b>	<b>Louis Braille Fire of London – Samuel Pepys</b>	<b>Captain Scott Nelson Mandela</b>	<b>Grace Darling Seaside resorts over the last century</b>
<b>National Curriculum P of S</b>	The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]  The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.  The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.
<b>Year 1/2 Cycle B</b>	<b>Who lives here?</b>	<b>Spring Has Sprung</b>	<b>Back in Time for...</b>
<b>Outcomes</b>	<b>Norman invasion Medieval castles How Coolham has changed</b>	<b>Famous Naturalists; Georges Cuvier, A,lfred Russel Wallace, Beatrix Potter, David Attenborough, Dian Fossey,</b>	<b>Own family history back to grandparents (planning in The Wonder of you)</b>
<b>National Curriculum P of S</b>	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life  Events beyond living memory that are significant nationally or globally [for example, <b>the Great Fire of London</b> , the first aeroplane flight or events commemorated through festivals or anniversaries]  Significant historical events, people and places in their own locality.	The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.

Year 3/4 Cycle A	Raging Rivers and Marvellous Mountains	The Roman Empire	Groovy Greeks
<b>Outcomes</b>	Study of a famous explorers: Edmund Hillary first climber to reach the summit of Mount Everest Erik Weihenmayer - A blind explorer who has climbed all of the world's Seven Summits	Who were the Romans and timeline Invaders and settlers – Celts vs Romans Roman roads Roman way of life – rich and poor Roman feast day Legacy of the Romans	Ancient Greeks and the history of the Olympics. 2016 Olympics Ancient Greek Gods.
<b>National Curriculum P of S</b>	KS1 the lives of significant individuals in the past who have contributed to national and international achievements.	The Roman Empire and its impact on Britain <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>The Roman Empire by AD 42 and the power of its army</li> <li>Successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>British resistance, for example, Boudica</li> <li>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Greece <ul style="list-style-type: none"> <li>A study of Greek life and achievements and their influence on the western world</li> </ul>
Year 3/4 Cycle B	Ancient Ancestors (Stone Age to Iron Age)	We're Sailing down the Nile (Ancient Egypt)	Our World
<b>Outcomes</b>	What is Prehistory? Examining the evidence: cave painting Neolithic Farmers: What was life like at Skara Brae? Iron Age Farming Changing houses: Caves to Hill forts Celtic alphabet	Life in Ancient Egypt Mummification Gods and Goddesses/the Afterlife Tutankhamun Pyramids	British History Heroes
<b>National Curriculum P of S</b>	Changes in Britain from the Stone Age to the Iron Age This could include: <ul style="list-style-type: none"> <li>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <b>Ancient Egypt</b> ; The Shang Dynasty of Ancient China	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

**Key Stage 2 coverage:**

Year 5/6 Cycle A	<b>We'll Meet Again (WWII)</b>	<b>Rulers of the Rainforest (Ancient Mayan Civilization and rainforests)</b>	<b>Vikings</b>
	WW2 – Causes and key events linked to the locality Remembrance Day – links with British Legion The role of Coolham Airfield in the 'Battle of Britain' Quakers/Conscientious Objectors to war	Timeline of events in Ancient Mayan civilization Causes and effects of end to Ancient Mayan civilization	Causes of Viking Invasions The Struggles between the Saxons and Vikings History Timeline from 700AD to 1066AD Investigation into Viking way of life: Longboats, beliefs, lives and trade links
	<b>National Curriculum P of S</b>  A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  A significant turning point in British history, for example, the first railways or the <b>Battle of Britain</b>	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:  A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; <b>Mayan civilization</b> c. AD 900; Benin (West Africa) c. AD 900-1300.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <ul style="list-style-type: none"> <li>Viking raids and invasion</li> <li>resistance by Alfred the Great and Athelstan, first king of England</li> <li>further Viking invasions and Danegeld</li> <li>Anglo-Saxon laws and justice</li> <li>Edward the Confessor and his death in 1066</li> </ul>
Year 5/6 Cycle B	<b>Wonders of the Universe - Space</b>	<b>Super Settlers (Anglo Saxons and Scots)</b>	<b>Friends And Heroes (Quakerism and Democracy)</b>
	The Space Race – Cold War. Biographies of Presidents/astronauts from USSR and USA	Britain's Settlement by Anglo-Saxons and Scots	Historical facts and events for William Penn, Cadbury, Fox, Fry and Jocelyn Bell-Burnell
	<b>National Curriculum P of S</b>  The lives of significant individuals in the past who have contributed to national and international achievements.	Britain's settlement by Anglo-Saxons and Scots This could include: <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>Anglo-Saxon art and culture</li> <li>Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>	A local history study a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

### Both keystages

Pupils should know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

They should know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

They should gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

They should understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

They should understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

### Keystage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources.



