



William Penn Curriculum Map – History

	Autumn		Spring		Summer	
Cycle A						
Year R	How to?	Who Lives in Fairy Tales?	Who Made these Footprints?	What's in our Garden?	What Makes a Hero?	How Have we Grown this Year?
Year 1/2	Once Upon a Rhyme	Fire, Fire! (Great Fire of London)	From Arctic to Africa	Pop Art	Postcards from the Past (Victorians)	Make, Move and Perform Puppets
Year 3/4	Raging Rivers	Rocks, Soils and Fossils	The Roman Empire	Volcanoes	Vikings (Life and Legend)	Good Vibrations
Year 5/6	We'll Meet Again (WW2)	Light	Heads Will Roll (Tudors)	Counties of the UK	Ancient Mayan Civilization	Rainforests and Sustainability
Cycle B						
Year R	How to?	Who Lives in Fairy Tales?	Who Made these Footprints?	What's in our Garden?	What Makes a Hero?	How Have we Grown this Year?
Year 1/2	Who Lives Here?	Maps, Moats and Mighty Castles	Wacky Weather	Spring has Sprung (Plants)	Back in Time for... (Decades)	Down in the Jungle
Year 3/4	Ancient Ancestors	Changing State	We're Sailing Down the Nile (Ancient Egypt)	Opposites Attract (Magnets)	Titanic	Plants
Year 5/6	Across the Universe (Space)	Frosty Relations (Cold War)	'Toil and Trouble' (Macbeth)	Crime and Punishment	Friends and Heroes (Quakerism And Democracy)	The Final Year

02/10/2026

Subject Coverage Overview

Substantive Concepts	Chronology	Conflict	Monarchy
	Democracy	Everyday Life	Significant Individuals

	Autumn	Spring	Summer
Cycle A			
Year R			
Year 1/2	Great Fire of London Samuel Pepys Florence Nightingale	Captain Scott Nelson Mandela	Grace Darling Seaside Holidays Victorians
Year 3/4	Edmund Hilary Erik Weißenmayer	Roman Invasion Celts v Romans Boudicca Roman Soldiers	Raiders and Invaders Alfred the Great, William the Conqueror Laws and Justice
Year 5/6	World War 2 Conscientious Objectors Battle of Britain Evacuees Dig For Victory	Henry VIII and Tudors Elizabeth I Francis Drake	Ancient Mayan Civilization Rainforests
Cycle B			
Year R			
Year 1/2	Medieval Castles	Charles Darwin Beatrix Potter David Attenborough	Decades
Year 3/4	Stone Age to Iron Age	Life in Ancient Egypt Mummification	Titanic
Year 5/6	Space Race Cold War	Crime and Punishment	Quakerism and Democracy A local History Study Suffragettes

02/10/2026

EYFS Coverage:

Year R	How to? / Who Lives in Fairy Tales?	Who Made these Footprints? / What's in our Garden?	What Makes a Hero? How Have we Grown this Year?
These skills are developed across the year, but we have grouped the skills and knowledge (in terms) to ensure coverage within our broad curriculum and we will continue to build upon them across the year. ELG – 1 - Talk about the lives of people around them and their role in society 2 - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 3 - Understand the past through settings, characters and events encountered in books and storytelling			
	By the end of this unit: Children will know: - Who is in my own family and my community? - What has changed in the lives of my family? - What events have happened in my life and what order did they happen? - Can I compare and contrast characters from stories, including figures from the past? Children will be able to: - Comment on the past - Make comparisons - Name and describe people familiar to them. Talk about own family's history linked to photos and stories - Begin to make sense of their own life story - Use talk to organise, sequence and clarify thinking and events - Compare & contrast characters from stories, including figures from the past	By the end of this unit: Children will know: - Who is Mary Anning? - When were the dinosaurs alive? - How can we find out about dinosaurs? Children will be able to: - Ask questions to find out more & to check understanding of what has been said - Understands questions such as who, why, when, where & how - Engage in non-fiction books - Comment on the past Key Vocabulary: Today, yesterday, then, now, before I was born, a long time ago, old, new, picture, story, non-fiction, object	By the end of this unit: Children will know: - Who are the significant people in the wider community? - What do these key people do? - Can I talk about similarities and differences between now and then? Children will be able to: - Make comparisons - Identify similarities and differences - talk about the lives of people around them and their role in society - talk about people they have come across within their community such as delivery and shop staff, hairdressers, police, nurse, fire service, teachers. - Listen to what other children say about their own experiences with people who are familiar to them - Articulate ideas & thoughts in well-formed sentences - Ask questions to find out more & to check understanding of what has been said

	- Comment on images of familiar situations in the past Key Vocabulary: Today, yesterday, tomorrow, present, past, future, when I was little, remember, long ago, order, sequence, old, new, then, now, how, because, find out, I wonder what, if, when, why? When (my parents/G parents) were little,		Key Vocabulary: yesterday, last week, at the weekend, this morning, last night, how, why, because, find out, I wonder what, if, when, why?
Links to year 1	History Changes within living memory The lives of significant individuals in the past Significant historical events, people and places in their own locality	History Changes within living memory The lives of significant individuals in the past Significant historical events, people and places in their own locality	History Changes within living memory The lives of significant individuals in the past Significant historical events, people and places in their own locality
Enrichment and Engagement activities	Visits from key people in our school community Visits from family members, Grandparents in to read favourite stories and share their favourite toy or objects from the past.		Visits from people with different jobs in our community (Billingshurst/Horsham Fire Services)

Key Stage 1 and 2 Coverage:

Year 1/2 Cycle A	Once Upon a Rhyme / Fire! Fire! Could the Great Fire of London have been prevented?	From Arctic to Africa / Pop Art Why did Scott not get to the South Pole first? Did Mandela's actions change the world?	Postcards from the Past / Make, Move and Perform Puppets How have seaside holidays changed over the last 100 years?
	Great Fire of London Samuel Pepys Florence Nightingale	Captain Scott Nelson Mandela	Grace Darling Seaside Holidays Victorians
	By the end of this unit: Children will know: - How did the Great Fire of London start? - What lasting impact did it have? - Who was Samuel Pepys? - Why is Pepys' diary important? - How has the fire service changed and developed? - Who was Florence Nightingale? - How did Nightingale change nursing? - What impact did Nightingale have on nursing today? Children will be able to: - <i>Sequence events in chronological order</i> - Find out about people and events in other times - Use a source – why, what, who, how, where to ask questions and find answers? Key vocabulary: London, River Thames, Samuel Pepys, The Monument, Pudding Lane.	By the end of this unit: Children will know: - Who is Captain Scott? - What did Scott attempt? - What problems did Scott face on his expedition? - Who is Nelson Mandela? - What did he fight for? Why? - What impact did he and his actions have on South Africa? Children will be able to: - <i>Think about why people did things in the past</i> - Compare pictures or photographs of people or events in the past - <i>To ask and answer questions related to different sources and objects</i> Key vocabulary: Antarctica, expedition, Terra Nova, South Pole, explorer. Segregation, apartheid, president, human rights, treason, Nobel Peace Prize	By the end of this unit: Children will know: - Who is Queen Victoria? - How did she rule the British Empire? - When and where did people go on holiday? - Who is Grace Darling? - Why is Grace Darling a significant individual? Children will be able to: - <i>Sequence events in chronological order</i> - Confidently describe similarities and differences between artefacts - Compare pictures or photographs of people or events in the past - Use time lines Key vocabulary: Queen Victoria, chimney sweep, British Empire, Punch and Judy, bathing machine, pier, promenade.

	Crimean War, Red Cross, hospital		
Year 1/2 Cycle B	Who Lives Here? / Maps, Moats and Mighty Castles Would you like to have lived in a castle?	Wacky Weather / Spring Has Sprung Darwin, Potter or Attenborough: Who's the greatest? <u>Geography Based</u>	Back in Time for... / Down in the Jungle Now or Then?
	Medieval Castles	Charles Darwin Beatrix Potter David Attenborough	Decades
	By the end of this unit: Children will know: - Where and why were castles built? - What are the parts of a castle? - Who lived and worked in a castle? Children will be able to: - <i>Sequence events or objects in chronological order</i> - Find out about people and events in other times - <i>Ask and answer questions related to different sources and objects</i> - Draw and label parts of castle Key vocabulary: Turrets, drawbridge, keep, portcullis, motte and bailey, arrow loop, battlements, barbican, moat, concentric castles, fortified manor house.	By the end of this unit: Children will know: - Who was Charles Darwin? - Who was Beatrix Potter? - Who is David Attenborough? Children will be able to: - Find out about people in other times - Begin to identify different ways to represent the past (photos, stories, adults talking about the past) - Key vocabulary: Adaptation, ancestor, species, evolution, Beagle, Galapagos Islands, natural selection. Climate change, documentary, environment, plastic pollution, scientist, habitat.	By the end of this unit: Children will know: - How do you order events chronologically? - Who is King Charles III? - Who was Queen Elizabeth II? - What significant events took place in different decades? - What food did people eat in different decades? Children will be able to: - Sequence artefacts closer together in time - Find out about people and events in other times - Begin to identify different ways to represent the past - Use of time lines Key vocabulary: Chronology, monarch, Prime Minister, influence, century, decade, millennium.

Year 3/4 Cycle A	Raging Rivers / Rocks, Soils and Fossils How do mountains and rivers change our world? <u>Geography Based</u>	The Roman Empire / Volcanoes How was Britain influenced by the Roman Empire?	Vikings (Life and Legend) / Good Vibrations Why are the Vikings known as traders and travellers?
	Edmund Hilary Erik Weißenmayer	Roman Invasion Celts v Romans Boudicca Roman Soldiers	Raiders and Invaders Alfred the Great, William the Conqueror Laws and Justice
	By the end of this unit: Children will know: - Who were Edmund Hilary and Tenzing Norgay? - Who is Erik Weißenmayer? Children will be able to: - <i>Identify reasons for and results of people's actions</i> - <i>Begin to use the library, e-learning for research</i> - <i>Communicate knowledge and understanding in a variety of ways – discussions, pictures, drama</i> - Choose relevant material to present a picture of one aspect of life in the past	By the end of this unit: Children will know: - Who were the Romans? - Why did the Romans build an empire? - What was life like in the Roman army? - What was life like in Roman Britain? - What legacy did the Roman's leave behind? - Children will be able to: - Place events from period studied on a time line - Understand more complex terms e.g. BCE/AD - Use evidence to reconstruct life in the time studied	By the end of this unit: Children will know: - How did the Anglo-Saxons come to Britain? - Where did the Vikings settle in Britain? - Who was Alfred the Great? - What was life like for Vikings in Britain? - What was the 'legal system' in Saxon/Viking Britain? - How did the Anglo-Saxon and Viking era end in Britain? Why did the Battle of Hastings take place? Children will be able to: - <i>Know and sequence key events of a time studied</i>

02/10/2026

	Key vocabulary: Biography, autobiography, mountaineer, Sherpa, summit, Himalayas, Everest.	- Develop a broad understanding of ancient civilisations - <i>Communicate knowledge and understanding in a variety of ways - drama, role play</i> Key vocabulary: Celts, Romans, Saxons, Boudicca, empire, invade, settle, settlement, Julius Caesar, Emperor, Claudius, soldier	- Construct informed responses and devise historically valid questions about change, cause, similarity and difference - Be aware that different evidence will lead to different conclusions - <i>Fit events into a display sorted by theme time use appropriate terms, matching dates to people and events</i> Key vocabulary: Anglo-Saxon, Viking, Jutes, kingdom, Lindisfarne, Danelaw, Wessex, Alfred the Great, King Edgar, King Athelstan, Danegeld, Scandinavia, Battle of Hastings, Edward the Confessor, William the Conqueror, Normans.
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Year 3/4 Cycle B	Ancient Ancestors / Changing State What can we learn about Stone Age life from Skara Brae?	We're Sailing down the Nile / Opposites Attract What did the Ancient Egyptians do and how do we know?	Titanic / Plants What legacy has the Titanic left behind?
	Stone Age to Iron Age	Life in Ancient Egypt Mummification	Titanic
	By the end of this unit: Children will know: - What is prehistory? - What was the Stone Age? - What is Skara Brae? - What is Stonehenge? - What was the Bronze Age? - What was the Iron Age? Children will be able to: - <i>Place the times studied on a time line</i> - <i>Compare with our life today</i> - Develop a broad understanding of ancient civilisations - <i>Use a range of sources to find out about a period</i> - Choose relevant materials to present a picture of one aspect of life in a past time Key vocabulary: Archaeology, legacy, Mesolithic, Paleolithic, Neolithic, Skara Brae, hill fort, Celts (Iron Age), Stonehenge	By the end of this unit: Children will know: - When did the Ancient Egyptians live? - How did the landscape impact on people's lives in Ancient Egypt? - Who was Tutankhamun? - What was the process of mummification? - Why were Gods and Goddesses so important to the Ancient Egyptians? Children will be able to: - <i>Sequence events of artefacts</i> - Use evidence to reconstruct life in time studied - <i>Compare with our life today</i> - <i>Look at representations of the period using artefacts</i> - <i>Use a range of sources to find out about a period</i> Key vocabulary: Ancient, Egypt, pyramids, tomb, mummification, River Nile, artefacts, embalmer, death mask, Canopic jar, pharaoh, kingdom, government, archaeologist, afterlife.	By the end of this unit: Children will know: - Where was the Titanic built? Where was it headed? - What are primary and secondary sources? - What was life like on board the Titanic? - Who were on the Titanic? - Who was to blame for the ship sinking? - What impact did the sinking have? Children will be able to: - Place events from a period studied on a time line - <i>Identify reasons for and results of people's actions</i> - <i>Identify and give reasons for different ways in which the past is represented</i> - Ask a variety of questions - Display findings in a variety of ways, working independently and in groups Key vocabulary: Titanic, Belfast, Southampton, New York, iceberg, hull, evacuation, inquiry, testimony, crew, lookout, promenade deck, lifeboat drill, Carpathia

Year 5/6 Cycle A	We'll Meet Again (WWII) / Light What is 'Total War'?	Heads Will Roll / Counties of the UK Was Henry VIII a 'good' ruler?	Ancient Mayan Civilization / Rainforests and Sustainability What was life like for the Mayan people 1,000 years ago? <u>Geography Based</u>
	World War 2 Conscientious Objectors Battle of Britain Evacuees Dig For Victory	Henry VIII and Tudors Elizabeth I Francis Drake	Ancient Mayan Civilization Rainforests
	By the end of this unit: Children will know: - What were the causes of WWII? - What is an evacuee? What food did people in during WWII? - What was the 'Dig for Britain' campaign? - What were the effects of WWII on the UK? - How was the Coolham airfield used in WWII? - What was the Battle of Britain? - What was a conscientious objector? - Why did WWII end? Children will be able to: - Place current study on time line in relation to other studies - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings - <i>Examine causes and results of great events and the impact on people</i> - Be aware that different evidence	By the end of this unit: Children will know: - Who was Henry VIII? - What happened at the Battle of the Roses? - Who were Henry VIII's wives? - What roles and responsibilities did a Tudor monarch have? - Why did Henry VIII marry 6 times? Children will be able to: - <i>Place the time studied on a time line</i> - <i>Identify reasons for and results of people's actions</i> - Offer a reasonable explanation for some events - <i>Distinguish between different sources and evaluate their usefulness</i> - <i>Observe small details – artefacts and pictures</i> - <i>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama</i>	By the end of this unit: Children will know: - Who were the Mayans? - What beliefs and religions did the Mayans follow? - How was Mayan society organised? - What was everyday life like for the Mayans? - How did the Mayan civilisation end? Children will be able to: - <i>Make comparisons between different times in history</i> - Compare beliefs and behaviour with another period studied - Consider ways of checking the accuracy of interpretations – fact, fiction or opinion Key vocabulary: Mayans, Mesoamerica, Spanish conquistadors, pyramid, archaeologists, civilisation, society.

	will lead to different conclusions - <i>Begin to identify primary and secondary sources</i> Key vocabulary: Axis, allies, Adolf Hitler, Winston Churchill, Neville Chamberlain, Nazis, Jews, Kindertransport, blitz, blackout, evacuation, rationing, airfield, conscientious objectors.	Key vocabulary: Battle of Bosworth, Battle of the Roses, Tudor Rose, portrait, responsibilities, marriage, divorce, execution, heir, Catholic, Protestant.	
Year 5/6 Cycle B	Across the Universe / Frosty Relations Why was the Space Race so important?	Toil and Trouble / Crime and Punishment How has punishment changed over time?	Friends And Heroes / The Final Year What makes a Quaker? <u>Geography Based</u>
	Space Race Cold War	Crime and Punishment	Quakerism and Democracy A local History Study Suffragettes
	By the end of this unit: Children will know: - What was the Space Race? - Who was John F Kennedy? - Who was Nikita Khrushchev? - Who was Yuri Gagarin? - What was the Cold War? Children will be able to: - Use relevant dates and terms - <i>Examine causes and results of great events and the impact on people</i> - <i>Identify that fact or fiction offer some reasons for different versions of events</i> - <i>Confidently use the library to research</i> - Recognise primary and secondary sources -	By the end of this unit: Children will know: - What is crime and punishment? - How was crime punished during the Roman Empire? - How was crime punished during the Viking and Anglo-Saxon period? - How was crime punished during the Tudor period? - How was crime punished during the early modern period? - How was crime punished during the Victorian period? - How is crime punished today? Children will be able to: - <i>Know and sequence key events of a time studied</i> - Find out about beliefs, behaviour	By the end of this unit: Children will know: - Who was William Penn? - What is a Quaker? - What is the Blue Idol? - What is it like in Warminghurst? - Why did William Penn come to Sussex? - Why did William Penn leave to go to America? Children will be able to: - Use relevant dates and terms - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings - Consider ways of checking the accuracy of interpretations – fact,

	Key vocabulary: Space Race, Cold War, USSR, USA, Soviet Union, Iron Curtain, suborbital, primary source, secondary source	and characteristics of people, recognising that not everyone shares the same views and feelings - <i>Compare life in early and late times and an aspect of life with another period</i> - Confidently use the library as a source of research - <i>Fit events into a display sorted by theme, using appropriate terms, matching dates to people and events</i> Key vocabulary: Crime, punishment, trial, weregild, trial by ordeal, outlawed, sanctuary, heresy, poacher, smuggler, highwayman, transportation	fiction and opinion - Plan and carry out individual investigations - Study different aspects of life of different people – differences between men and women Key vocabulary: William Penn, locality, Blue Idol, Warminghurst, Quakerism, Pennsylvania.
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