

# Mayflower Primary Curriculum Map Subject: History

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Nursery	<i>Content:</i> My family Environments – real, imaginary <i>Skills:</i> See Characteristics of Effective Learning, Prime Areas	<i>Content:</i> Family Events Environments – natural, built <i>Skills:</i> See Characteristics of Effective Learning, Prime Areas	<i>Content:</i> Jobs – people who help us Journeys <i>Skills:</i> See Characteristics of Effective Learning, Prime Areas	<i>Content:</i> Jobs - other Visits <i>Skills:</i> See Characteristics of Effective Learning, Prime Areas	<i>Content:</i> Where we come from – London, Where I live <i>Skills:</i> See Characteristics of Effective Learning, Prime Areas	<i>Content:</i> Where we come from – countries, cultures and traditions <i>Skills:</i> See Characteristics of Effective Learning, Prime Areas
	Reception						
<b>KS1</b>	Year 1			<i>Content:</i> The Great Fire of London <i>Skills:</i> Chronology Focus on chronology of an event – how the fire spread etc Know the year the fire happened and look at this on a timeline to see how long ago it was		<i>Content:</i> Old and new homes (changes within living memory) <i>Skills:</i> Enquiry e.g. -Look at buildings in the Local area – generate questions -Look at objects (historical and modern day) – sort which home they belong to (old or new) How do you know?	
	Year 2		<i>Content:</i> The Gunpowder Plot <i>Skills:</i> Chronology – timeline of an event – start including some dates	<i>Content:</i> Richard Green/Clara Grant/Sylvia Pankhurst <i>Skills:</i> Enquiry – using photographs, objects, some written sources and places in the local area to ask and answer questions about the past		<i>Content:</i> Explorers – Captain Cook, Christopher Columbus, Charles Darwin <i>Skills:</i> Knowledge – to recall some key facts about the explorer’s lives and compare	
<b>KS2</b>	Year 3		<i>Content:</i> The Cable Street Riots <i>Skills:</i> Enquiry – To use a range of sources to ask and answer questions and use evidence to justify some ideas	<i>Content:</i> Ancient China – The Shang Dynasty (including inventions and technology) <i>Skills:</i> Chronology – build awareness of different historical eras and changes within a particular period		<i>Content:</i> The Victorians – Inventions and technologies focus (Industrial Revolution) <i>Skills:</i> Knowledge – building up knowledge which can be compared with other periods	
	Year 4	<i>Content:</i> Stone Age to Iron Age <i>Skills:</i> Chronology - Look at how tools progressed over time through the different ages - Look at how these periods fit in with other periods (year 4 – link to compare to topics covered in Cycle B in Year 3)		<i>Content:</i> Tudors (Local History – Tower of London focus) <i>Skills:</i> Enquiry - The Mary Rose: Was it sunk by the French? To use a range of sources to ask and answer questions and use evidence to justify some answers		<i>Content:</i> Anglo-Saxons <i>Skills:</i> Knowledge - Develop secure knowledge of Anglo-Saxon period including changes / developments in this period of history. Choose an aspect to study in depth.	

	<p style="text-align: center;">Year 5</p>	<p><i>Content:</i> Vikings <i>Skills:</i> Chronology Have a secure understanding of the viking period, how it fits into a timeline from stone age to present day and changes within that particular period.</p>		<p><b>Cycle A</b> <i>Content:</i> WW1 – Local History <i>Skills:</i> Enquiry The bombing of Upper North Street School To use a range of sources to ask and answer questions, using evidence to justify their ideas and considering both sides of an argument.</p>			
	<p style="text-align: center;">Year 6</p>		<p><i>Content:</i> The Romans (including inventions and technology) <i>Skills:</i> Enquiry – To use a range of sources to ask and answer questions, using evidence to justify their ideas and considering both sides of an argument</p>	<p><b>Cycle B</b> <i>Content:</i> Ancient Greeks <i>Skills:</i> Knowledge – - Look at how this period fits into timeline from stone age to present day - Connections, contrasts and trends (with other periods in history) - Overview of Ancient Greek period and in-depth study of particular aspect.</p>	<p><i>Content:</i> Benin (including inventions and technology) <i>Skills:</i> Chronology – have a secure understanding of different historical eras and changes within a particular period</p>		