



## History Unit Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Self & immediate family.	Use everyday language related to time.  Order and sequence familiar events—create timeline for their day & sequencing events in own life. What is the past? Family Trees	Know about similarities and differences between themselves and others, and among families, communities and traditions.	Know about similarities and differences between themselves and others, and among families, communities and traditions.	Talk about past and present events in their own lives and in lives of family members.  Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences.	Self & immediate family.
R <b>Consistent learning over the year</b>	Be curious about people and show interest in stories. Know what a question is & use question words (how, why, what, when, where and who). Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Question why things happen and give explanations.					
1		Events beyond living memory that are significant nationally and globally – The Royal Family through the ages		Lives of significant individuals – Grace Darling		Significant local people, places and events - Harry Paye links with Poole, his life and a trip to Poole Museum. Our Local History
2	Significant individuals – Nelson Mandela and Rosa Parks		Events beyond living memory. Great Fire of London		Beach – then and now	
3		<u>Periods</u> Achievements of earliest civilizations. Depth study of Ancient Egypt. -Locating Egypt and River Nile -Life in Ancient Egypt		<u>Periods</u> Changes in Britain from the Stone Age to the Iron Age.  -Mesolithic Hunter Gatherers -Life in Neolithic Britain -The Bronze Age -Stonehenge -The Iron Age		Corfe Castle

		<p>Inventions and Technology -Religion and After Life</p> <p>-Tutankhamun and Howard Carter</p> <p><u>Chronology</u> Timelines</p> <p>Chronological terminology</p>		<p><u>Chronology</u> Sequence events and artefacts.</p> <p><u>Historical enquiry/interpretation</u> Distinguish between different sources and analyse them.</p>		
4	<p><b>Local area study</b> Bearwood's Iron Age. Bearwood roundhouse &amp; archaeological site Reasons for settlement in the area. Chronology: Where it sits in world history and in relation to other historical events. Primary and secondary sources. Analyse sources.</p>		<p><b>Romans</b> The Roman Empire and its impact on Britain. Invasion Inventions &amp; their impact on Britain. British resistance. Chronology: Use dates and terms related to the period. Understand more complex terms E.g. BC/AD or BCE/CE. Analyse sources. Causes and consequences. Ask and answer questions.</p>		<p><b>Journeys</b> Shackleton and Columbus</p>	
5		<p><b>A non-European society</b> Maya civilization Gods/religion writing &amp; number system food &amp; drink settlements Chronology: place events on a timeline. Analyse sources - Source, Observe, Contextualise. Causes and consequences.</p>		<p><b>Ancient Greece</b> a study of Greek life and achievements and their influence on the western world. chronology Gods democracy Myths Chronology: place events on a timeline. Compare events happening at the same time in Britain. Causes and consequences.</p>		<p><b>Britain's settlement by Anglo-Saxons and Scots.</b> Chronology: place events on a timeline. Consider how the context of the source affects its value. <i>Trip to Ancient Technology centre</i></p>

6	<p><b>Period:</b> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>-Anglo-Saxon England -The Scots and the Picts -Anglo Saxon settlements Anglo Saxon Culture and Religion Who were the Vikings? Vikings Raids and Invasions</p> <p><b>Historical enquiry/interpretation:</b> Use sources to find out about the past - Source, Observe, Contextualise, Corroborate.</p> <p>Use sources to justify conclusions drawn.</p> <p><b>Chronology:</b> Place aspects of Vikings and Anglo Saxons on a timeline</p>		<p><b>Period:</b> A study of an aspect or theme in British history beyond 1066. <b>WW2</b></p> <p><b>Historical enquiry/interpretation:</b> Analyse and explain causes and consequences -identify factors that precipitate change; explain how change happens</p> <p><b>Chronology:</b> Place aspects of Vikings and Anglo Saxons and WW2 on a time line in relation to each other.</p> <p>Sequence up to 10 events on a time line—events through History that they have previously studied.</p>		Women in Parliament since 1918	
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