



HISTORY CURRICULUM MAP

| | Autumn Term | Spring Term | Summer Term |
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| Year One | <p>Toys through time Endpoint: comparing old and new toys and discussing the criteria for deciding which was which.</p> | <p>Explorers Endpoint: Look at sequencing and then causes of events</p> | <p>Moon Landing Endpoint: How can we say that these are pictures of man's First Moon Landing?</p> |
| Year Two | <p>Great Fire of London Endpoint: accessible forms of historical evidence to reconstruct the past, develop knowledge of cause and consequence.</p> | <p>Amy Johnson Endpoint: As an engineer as well as an aviator, Amy provides a really interesting choice of female significant person</p> | <p>Grace Darling Endpoint: How are the versions of Grace Darling's rescue different? Why don't they show the same things?</p> |
| Year Three & Four Cycle A | <p>Prehistoric Ages Endpoint: develop some chronological sequence to our British history studies, explore in detail two major historical concepts, change and continuity.</p> | <p>Roman Empire Endpoint: focuses mainly on personalities such as Caesar, Claudius and Boudica, concentrating on two the key concepts of causes and consequences.</p> | <p>Monarchs through time Endpoint: intrinsic interest in kings and queens and to move from 'similarity and difference' to look at change and also, importantly, continuity through time.</p> |
| Year Three & Four Cycle B | <p>Anglo Saxons Endpoint: To explore the evidence, we have for the Saxon way of life at different levels of society.</p> | <p>Vikings Endpoint: After looking at similarity and difference between two depictions of the Vikings, pupils then offer reasons why they might be shown differently</p> | <p>Egyptians Endpoint: focus on the Gift of the Nile, the iconic images of pyramids, the centrally important religious beliefs and the way we can work out details of people's daily lives</p> |
| Year Five & Six Cycle A | <p>The Second World War Endpoint: evaluate evidence in terms of propaganda and censorship and to consider the diversity of experience.</p> | <p>The Mayans Endpoint: show pupils that by comparison with British society in Saxon times the Maya were in many ways more advanced.</p> | <p>Keeping Healthy Endpoint: . Pupils learn a lot about the speed of change, and the barriers to improvement, as well as pinpointing turning points over time.</p> |
| Year Five & Six Cycle B | <p>Victorians Endpoint: Children are able to identify changes in the Victorian Period using the knowledge they have been taught.</p> | <p>Crime and Punishment Endpoint: To gain an understanding of similarities and differences over a thousand years</p> | <p>Ancient Greece Endpoint: Ideas, Beliefs, Attitudes (esp. the role of women); Way of life (contrasting Athens with Sparta)</p> |

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