



Park Gate Primary School History Curriculum Map

Year group	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
R	<p>Examples: People and Communities Children create culture posters that explain and illustrate significant events in their own lifetime supported by their families Share their memories before joining school with photos to use the vocabulary of the past tense Talk around significant event in familiar adults' life to gain appreciation of living memory Use sources such as photos to appreciate and make simple comparison of change in appearance and use.</p>					
1	<p>Applied: This is Me <i>Revisit understanding of personal timelines and chronology</i></p>			<p>Lead: The Great Fire of London <i>(NC Ref: events beyond living memory that are significant nationally or globally)</i> <i>(NC Ref: the lives of significant individuals in the past who have contributed to national and international achievements)</i></p>		<p>Lead: When I Was Young <i>(NC Ref: significant historical events, people and places in their own locality)</i> <i>(NC Ref: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life)</i></p>
2	<p>Lead: This is Me <i>(NC Ref: the lives of significant individuals in the past who have contributed to national and international achievements)</i></p>	<p>Applied: Habitat Explorers. Ready, Steady, Go! <i>(NC Ref: the lives of significant individuals in the past who have contributed to national and international achievements)</i> <i>Revisit their use of sources in order to gain an understanding of Scott's achievements and compare to a modern day explorer.</i></p>			<p>Lead: Titanic <i>(NC Ref: events beyond living memory that are significant nationally or globally)</i> <i>(NC Ref: Significant historical events, people and places in their own locality)</i> <i>(NC Ref: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life)</i></p>	
3		<p>Lead: Lost in time <i>(NC Ref: changes in Britain from the Stone Age to the Iron Age)</i></p>			<p>Lead: Ancient Egypt <i>(NC Ref: the achievements of the earliest civilizations,</i></p>	

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		<i>(NC Ref: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Farming)</i>			<i>depth study Ancient Egypt)</i>	
4				Lead: Putting on a show <i>(NC Ref: (NC Ref: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Children)</i>	Lead: Romans <i>(NC Ref: The Roman Empire and its impact on Britain)</i>	Lead: Romans <i>(NC Ref: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Houses)</i>
5			Lead: Invaders and Settlers <i>(NC Ref: Britain's settlement by Anglo-Saxons and Scots) (NC Ref: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)</i>	Lead: Letters from the Lighthouse <i>(NC Ref: a study of an aspect in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point, Battle of Britain)</i> Lead: A Local History Study <i>(NC Ref: a local history study of the significance of evacuation and the Spitfire in the Battle of Britain)</i>		
6		Lead: How Civilised <i>(NC Ref: Ancient Greece and a non-European society that provides contrasts with British history: Mayan civilization c AD900)</i>				Lead: Evolution and Inheritance <i>(NC Ref: a study of an aspect or theme in British history that extends pupils'</i>

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						<i>chronological knowledge beyond 1066)</i>
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Lead: New learning being taught as part of the Integrated Curriculum **Applied:** Revisiting learning which has been taught previously in a new Integrated Curriculum Project