


West Norfolk Academies Trust (Primary) – Curriculum Map – History 2022

	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
Pre School Knowledge	<p>Who Loves me? friends and family</p> <p>Developing a sense of chronology; before I was born, before I came to nursery, when I come to school.</p>	<p>Light, Dark and Night Time</p> <p>Recalling a celebration event with some detail. Hear retelling of fireworks and festivals. Retell Mary and Joseph's journey to Bethlehem</p>	<p>Read me a story!</p> <p>Learning about local royal princess Kate Middleton and Malala Yousafzai as heroic females</p> <p>Identify educational roles, skills and bravery of Malala</p>	<p>Are we there yet?</p> <p>Looking at old cars,boats and buses. Can they see any differences and similarities between old and new?</p>	<p>Minibeasts - past and present</p> <p>What the world was like a long, long time ago, how we know about dinosaurs, insects, fossils, extinction</p>	<p>Our seaside</p> <p>Discuss children's experiences of visiting the local seaside. Compare to their family and grandparents - ask families to retell some stories and send some pics</p>
Pre School Vocabulary	Family, mum, dad, brother, sister, auntie, uncle, grandparents, remember, tell,	Celebration, event, favourite, year, Christmas, Diwali, Ramadan, New Year	Famous, royal family, princess, special, hero, rights for children	Same, different, old, new, car, bus, age, transport	Dinosaurs, fossils, minibeasts, very, very old, prehistoric, modern	seaside, beach, amusements, shops, cafe, holiday
Disciplinary concepts where knowledge is applied eg. Understood, organised and debated:	<i>Disciplinary concepts within our planning. Where this can be found in our Pre School Curriculum:</i>					
Cause and Consequence	Question why things happen and give explanations (<i>Aut – What happened before I was born?</i>)					
Change & Continuity	<p>To look closely at similarities, differences, patterns and change <i>Aut 1/Spr 2, Sum1 – looking at similarities and differences eg past and present photographs)</i></p> <p>Develop understanding of growth, decay and changes over time <i>Summer 1 – searching for minibeasts and noticing decay</i></p>					
Similarities & Difference	Know about similarities and differences between themselves and others, and among families, communities and traditions (<i>Aut1/Su2 – comparing experiences of families or visiting a seaside town</i>)					
Historical Significance	Recognize and describe special times or events for family or friends (<i>Aut 2 – discuss and recognise how we celebrate key events like Diwali, Christmas)</i>					
Sources & Evidence	To understand some ways in which we find out about the past (<i>Aut 1 /Spr 1</i>) – looking at photos from past of families, telling stories from past to learn about Malala					
Historical Interpretations	To understand ways we find out about the past (<i>Aut/Sp/Sum – looking at photos (Spr 2) and historical stories to explore the past</i>					

EYFS Knowledge	Families past and present Introduce chronology and vocabulary associated by looking at pictures of our families now compared to pictures of the past. Sequence events past to present.	Guy Fawkes Identify a historical story from a long, long time ago. Emphasise timeline. Listen to a hot seated character and ask questions to unpick the events surrounding bonfire night. Discuss how Guy Fawkes is represented.	King, Queen and Country Compare Fawkes to modern famous figure. Who is our famous Queen who lives close to us in Sandringham? Identify associated places, people. Begin to understand her role and values. Compare to fictional stories with King Zeus	Air, Land and Sea Using historical evidence Look at pictures and sort old/new vehicles. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.	Living and Growing Look at childhood now and compare to Victorian times – note she was Queen before Elizabeth. Children worked on the farms at Gressenhall workhouse. Introduce simple views on children's rights compared from then until now.	The Sea What stories have people told about the sea? Introduce children to folklore around the sea from our local area and pictures of Hunstanton from Victorian era -
EYFS vocabulary	Mother, Father, Grandmother, Grandfather, oldest, youngest, past, before, long ago	Long time ago, 1700s Houses of Parliament, government, gun powder, plot, treason	Modern, Country, Great Britain, United Kingdom, landmark, London, architect, monarchy, crown, sceptre, national anthem, myth, Athens	Vehicles, transport, train, locomotive, oldest, older, newest, newer. Past, present, future, search, evidence	Olden times, hundred years ago, Victorian times, Queen Victoria, workhouse, children's rights,	Holidays in the past, travel, seaside, vacation, healthy Transport ,locomotion, hokey pokey (old ice cream)
Disciplinary concepts where knowledge is applied eg. Understood, organised and debated:		<i>Disciplinary concepts within our planning. Where this can be found in our YR curriculum:</i>				
Cause and Consequence		<i>Question why things happen and give explanations (Aut – Why do we have bonfire night?)</i>				
Change & Continuity		<i>To look closely at similarities, differences, patterns and change Aut 1/Spr 2, Sum1 – looking at similarities and differences eg. New and old vehicles Develop understanding of growth, decay and changes over time</i>				
Similarities & Difference		<i>Know about similarities and differences between themselves and others, and among families, communities and traditions (Aut 1/Sum1 – looking at their own family history and children's' rights then and now)</i>				
Historical Significance		<i>Recognize and describe special times or events for family or friends (Aut – sequence special events in their families histories)</i>				
Sources & Evidence		<i>To understand some ways in which we find out about the past (Aut – Guy Fawkes as a historical story, Spr – looking at what we can learn from Sandringham, Sum – local historical stories about the sea)</i>				
Historical Interpretations		<i>To understand ways we find out about the past (Aut/Sp/Sum – looking at photos (Spr 2) and historical stories to explore the past)</i>				
Year 1 Knowledge		Discovering History What is the past? Family Trees How do we know about history? What do archaeologists do? Our Local History		Kings, Queens and Leaders King John I and the Magna Carta, Henry III and Parliament, Charles I, Oliver Cromwell and the Commonwealth <i>King John losing the Jewels in the wash</i>		Parliament and Prime Ministers James II, Mary II and William of Orange, Simon de Montfort and Parliament, Robert Walpole , the Prime Minister today, elections
Year 1 Vocabulary		Past, historian, related, family tree, source,		Thrown, Sceptre, Majesty, Rein, Barons, The Magna carta, civil war, coronation,		Laws, Government, Parliament, King James II, William of Orange,

		information, archaeologist, artefact		inherit, Orb, tax, power, commonwealth		Mary II, Declaration of Rights, Parliament, budget Houses of Parliament, Simon de Montfort, Prime Minister, King George I, Robert Walpole, Germany 10 Downing Street, Prime Minister, Government Parliament, Election Budget, polling station, party, ballot box
Disciplinary concepts where knowledge is applied eg. Understood, organised and debated:		Disciplinary concepts within our planning. <i>Where this can be found in our Year 1 curriculum:</i>				
Cause and Consequence		Recognize why people did things, why events happened and what happened as a result <i>(Spr – King John – Magna Carta – Barons upset)</i>				
Change & Continuity		Identify similarities / differences between ways of life at different times <i>(Spr – Henry III upset Barons – Parliament, Charles I taxes – Commonwealth)</i>				
Similarities & Difference		To talk about who was important e.g. in a simple historical account <i>(Sum – talking about important Prime Ministers)</i>				
Historical Significance		To start to understand and gain a historical perspective by placing their growing knowledge into different contexts <i>(Sum – James I – Catholic – Mary to be Queen)</i>				
Sources & Evidence		To be introduced to the concept of primary and secondary sources through stories. <i>(Aut – understanding how we study the past using sources, artefacts..)</i> To understand some ways in which we find out about the past To choose parts of stories and other sources to show historical understanding				
Historical Interpretations		To understand and identify ways we find out about the past. <i>(Spr – developing understanding of local history and how we find out about this)</i>				
Year 2 Knowledge		Prehistoric Britain Clues from the Past The Ice Age The Stone Age The Bronze Age The Iron Age: The Celts <i>Kings Lynn Museum: Seahenge</i>		The Romans The Roman Empire, Roman armies and soldiers, invasion of Britain, Boudicca, Hadrian's Wall, Scotland, Roman towns, legacy on Britain		Powerful Voices Gandhi Rosa Parks Martin Luther King Greta Thunberg Davis Attenborough

Year 2 Vocabulary		Prehistory, stone age, artefact, archaeologists, Ice age, Stone age, Iron age, Bronze age, Woolly mammoth, glacier, ice age, extinct, Stonehenge. Celt, Artefacts, Hunter, hoard, discovery Celt Iron, Roundhouse, shield, helmet,		Ancient, empire, Roman Roman, Rome, Italy, Civilisation, Technology, army, citizen, Legion, soldier, Centurion, helmet, shield, armour, slingshot, catapult, cavalry, century, invasion, Emperor, tribes, defeat, Claudius, rebellion, Boudicca Iceni, roads, cites, towns, York (Eboracum), London (Londinium), Forum, Basilica, tiles, public baths, canals, aqueducts, sewage, Villa		Good citizenship, Crimean war, Powerful protest, British Empire, colony, independence, civil Rights, equality, segregation, activist, rights, Nobel Peace prize, environment, climate change,
Disciplinary concepts where knowledge is applied eg. Understood, organised and debated:	Disciplinary concepts within our planning. <i>Where this can be found in our Year 2 curriculum:</i>					
Cause and Consequence	Recognize why people did things, why events happened and what happened as a result (<i>Spr – legacy of the Romans</i>)					
Change & Continuity	Identify similarities / differences between ways of life at different times (<i>Aut – comparing the ice, stone, bronze, iron ages</i>)					
Similarities & Difference	Make simple observations about different types of people, events, beliefs within a society (<i>Sum – make observations about different people and beliefs eg. Rosa Parks, Greta Thunberg</i>)					
Historical Significance	To start to understand and gain a historical perspective by placing their growing knowledge into different contexts (<i>Aut – studying clues from the past and then putting them into context by studying the different ages</i>)					
Sources & Evidence	To continue the exploration of sources. To choose and use parts of stories and other sources to show historical understanding To continue the exploration of sources.					
Historical Interpretations	To understand and identify ways we find out about the past. (<i>Spr – link to local knowledge – Boudicca</i>)					
Year 3 Knowledge	Ancient Egypt Locating Egypt, River Nile, Archaeologists pharaohs, hieroglyphics	Ancient Greece Greek City States and the Olympics, Athens and the rise of	Greek Philosophy and Alexander the Great Great thinkers in Athens – Aristotle, Plato, Socrates,	Law and Power (1154-1272) Henry II, the rule of law, Thomas Becket, The	The Wars of the Roses Henry VI and Edward IV, The Princes in the Tower, Richard III, The Battle of	Local History Study The history of King's Lynn The mart and Frederick Savage, King John and the

	<i>Swaffham Museum: Howard Carter</i>	democracy , Sparta, The Persian Wars, Marathon and Thermopylae	The young Alexander, Alexanders conquest of Greece, Alexanders Empire, The death and legacy of Alexander the Great	Crusades, Richard the Lionheart, King John, Magna Carta, Simon de Montfort, Henry III <i>King John losing the Jewels in the wash</i>	Bosworth Field, Henry VII and the Tudors	Wash, Snettisham treasure, John Rolfe from Heacham
Year 3 Vocabulary	River Nile, Black Land, Irrigation, Archaeology, Pharaohs, Artefacts, country, continent, silk, fertile, valley of the kings, after life, curse	Hoplite, Athenian, Spartan, Boule, Pnyx, Democracy, Persia, Olympics, Ecclesia, civilisation, warrior, tyrant, conquered, allies, Marathon, Thermopylae	Socrates, Plato, Aristotle, Philosophy, Empire, Gordian knot, Hellenism, Influential, conquer, eye witness, legacy, debate, evidence	The Rule of Law, judge, jury, trial by ordeal, Henry II, excommunicated, Crusade Archbishop of Canterbury, Thomas Becket, Canterbury cathedral, Crusade Holy Land, Jerusalem, Richard the Lionheart, knight, Pope, baron, tyrant, Magna Carta, King John, Richard the Lionheart, Runnymede	Civil War, House of York House of Lancaster, Plantagenet, Hundred Years War, Lancaster York (Yorkist) Tower of London, villain, crime, innocent, Guilty, Battle of Bosworth Field, archaeologist, Henry Tudor Tudor Rose, Union, House of York, House of Lancaster, Plantagenet dynasty	Torc, hoard, archeologist, Jurisdiction, Merchants, Guild, Hanseatic, The Wash, Silt, causeway, entourage, charter, ironwork, showmen, stem powered, colony, Peach of Pochahontas, Virginia

Disciplinary concepts where knowledge is applied eg. Understood, organised and debated:	<i>Disciplinary concepts within our planning. Where this can be found in our Year 3 curriculum:</i>
Cause and Consequence	<i>Identify and give reasons for, results of, historical events, situations, changes (Spr – look at consequences of Magna Carta)</i>
Change & Continuity	<i>Describe / make links between main events, situations and changes within and across different periods / societies (Spr – changes between Anglo-Saxon and Vikings)</i>
Similarities & Difference	<i>Identify historically significant people and events in situations (Aut – Greek Philosophers eg. Aristotle, Spr – King John, Sum – Frederick Savage)</i>
Historical Significance	<i>To continue to understand and gain a historical perspective by placing their growing knowledge into different contexts (Aut/Spr – looking at different historical perspectives on power through Angle Saxons, Vikings to Tudors)</i>
Sources & Evidence	<i>To understand how knowledge of the past is constructed from a range of sources (Spr/Sum – historical sources eg. King John’s jewels from local area and Savage fairground – King’s Lynn)</i> <i>To begin to select relevant historical information from given sources</i>
Historical Interpretations	<i>To develop informed historical responses (Aut, Spr, Sum – assessments look at historical interpretations)</i>

Links to KS3 WNAT Curriculum

(A = Autumn, Sp = Spring, S = Summer)

Year 7	A - Romans, Vikings, Normans and Saxons	A - Romans, Vikings, Normans and Saxons SP – King John and the Magna Carta	A – Medieval Britain SP – King John and the Magna Carta SP – Tudors	A – Romans, Vikings, Normans and Saxons SP -Tudors		A- Romans, Vikings, Normans and Saxons SP- Tudors and Henry VIII
Year 8		SP- The Suffragettes S- The British Empire	A- Tudor to Stuart England S- French Revolution	A- English Civil War SP & S – Abolition of the slave trade	SP – The industrial revolution	S – Revolution to civil rights
Year 9	A -World War I	S – Suffragettes	SP – The Rise of Hitler and World War II	SP – World War II and the Holocaust S – Slavery (Immigration Race, Riots and Protests)	S – The industrial revolutions	S- The Victorian Age S – The Civil Rights Movement

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