



CURRICULUM MAP

	Cycle 1			Cycle 2		
	Rules, Rights and Responsibilities	Keep Calm and Carry On!	Who'd live in a Castle like this?	Clues from the Past	What on Earth?	Me and My Family (That's Entertainment!)
Key Stage One	How has Rosa Parks helped to make the world a better place?	Who was the bravest nurse?	What was it like when the Queen came to the throne in 1953? (Focus)	What was Great about the Great Fire of London?	Were Christopher Columbus and Neil Armstrong brave men?	What has changed since my grandparents were young?
National Curriculum CURRICULUM LINKS Red text – curriculum aims Black text – subject content	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (Life in the 1960s and 1970s, e.g. toys, books, TV programmes, houses)



CURRICULUM MAP

	Cycle 1			Cycle 2		
	Rules, Rights and Responsibilities	Long Ago and Far Away	Who'd live in a Castle like this?	Clues from the Past	You and Whose Army?	It's All Greek to Me!
Lower Key Stage Two	Who was Harriet Tubman and why did she make a difference?	How can we re-discover the wonders of Ancient Egypt?	Were Norman castles really bouncy?	Who first lived in Britain?	Were the Roman rotten and what did we learn from them?	Who were the Ancient Greeks?
National Curriculum CURRICULUM LINKS Red text – curriculum aims Black text – subject content	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (The Norman invasion and its impact on British society). A local history study: A depth study linked to one of the British areas of study listed above (Normans & links to local castles)	Changes in Britain from the Stone Age to the Iron Age - Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	The Roman Empire and its impact on Britain - Julius Caesar's attempted invasion in 55-54 BC - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day	Ancient Greece – a study of Greek life and achievements and their influence on the western world. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day KS2 Geography: understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country



CURRICULUM MAP

	Cycle 1			Cycle 2		
	Rules, Rights and Responsibilities	Long Ago and Far Away	Keep Calm and Carry On!	Clues from the Past	You and Whose Army	There's No Place like Home
Upper Key Stage Two	What was special about Martin Luther King and Nelson Mandela and what differences did they make?	Who were The Maya and What did we learn from them?	How did Hitler convince a nation to follow him?	Were the Anglo-Saxons really smashing and successful?	Were the Vikings vicious and always victorious?	How did the Industrial Revolution shape the Burnley we see today?
National Curriculum CURRICULUM LINKS Red text – curriculum aims Black text – subject content	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the achievements of the earliest civilizations A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	A study of an aspect or theme of British History that extends pupils' chronology beyond 1066: A significant turning point in British history, for example, the first railways or the Battle of Britain Hitler's invasion of Europe and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - Scots invasions from Ireland to north Britain (now Scotland) - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Christian conversion – Canterbury, Iona and Lindisfarne	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Viking raids and invasion - resistance by Alfred the Great and Athelstan, first king of England - further Viking invasions and Danegeld - Anglo-Saxon laws and justice - Edward the Confessor and his death in 1066	A local history study: A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. (Links to Weaver's Triangle)