



Nene Valley Primary School

HISTORY CURRICULUM MAP

	Phase 1/2		Phase 3/4		Phase 5/6	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn	<p><b>To understand chronology</b> Children will know about changes within living memory - 21st Century Children will know what toys were like from the Past and compare to their own toys. Children will know what was life like before iPad/ the internet?</p>	<p><b>To observe and interpret the past</b> Holland in 19th century <i>What do paintings tell us about life in the past?</i> <u>Who were Edith Cavell and Florence Nightingale?</u> - To know who Edith Cavell and Florence Nightingale is and why they are famous? - To know where and when they lived? - To compare their lives</p>	<p><b>Ancient Egypt</b> *Settlements around the Nile, living by the Nile, belief systems and agriculture. *How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; art, writing, belief systems. *Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. *How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing <b>Cradles of Civilisation</b> *The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ *Geographical overview of ancient civilisations of the world, inc. Mesopotamia via rivers &amp; settlements</p>	<p><b>Roman Republic</b> *Ancient Rome, Foundation myths *Punic wars, Hannibal, *Roman army and development of the Roman Republic *Roman religion, Roman myths &amp; legends and how they built on Greek myths, legends and religion. *Roman roads *Roman politics and government during the Republic End of Egyptian civilisation <b>Roman Empire</b> * society, culture, Roman houses, art, language *Julius Caesar, the first emperors, Jewish-Roman war * Persecutions of Christians in Rome *Pompeii</p>	<p><b>Migration</b> *London and migration through time 1. Medieval London (Saxons to fifteenth century) *Trade and migration, as London became more important. *Languages spoken in London. Connections, through trade, language, material culture and learning. <b>Medieval London</b> *London and migration through time 2. Tudor London: rich and poor, powerful and powerless, women and men, similarities and differences across society, religion and culture. *Black Tudors - How did a historian uncover the silent hidden voices of Britain’s black Tudors?</p>	<p><b>The round city of Baghdad</b> <b>Islamic Civilisations (3)</b> *Baghdad – the round city. *Why it is so important in understand medieval Islam. *The House of wisdom, astronomy, mathematics and mapping the world; science, technology and medicine. <b>Anglo-Saxon Britain</b> *Reasons for migration *Anglo-Saxon kingdoms Christianity arrives in the British Isles Link back to Romans (Year 4 Summer 1) *Early monasteries in British Isles; Bede. Offa and Cwynethrith of Mercia *How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo <i>Disciplinary focus: change</i> <i>How did Angles, Saxons and Jutes change Britain?</i></p>

<p>Spring</p>	<p><b>To build an overview of world history</b>  <u>Big Question</u>  <i>Why is Henry VIII so famous?</i></p> <ul style="list-style-type: none"> <li>• To know about Henry VIII's life &amp; his wives</li> <li>• To know why Henry is significant &amp; how he changed England</li> <li>• What links Henry VIII to the Cathedral</li> </ul> <p>To develop accurate use of historical vocabulary</p>	<p><b>To understand chronology</b>  Changes within living memory 19 - 21st Century  <u>Big Question</u>  <i>Why is Samuel Pepys famous?</i></p> <ul style="list-style-type: none"> <li>• Historical enquiry</li> </ul> <p>To understand the significance of Samuel Pepys &amp; his diary  To know the causes &amp; impact of the Great Fire of London &amp; the plague  To understand the historical narrative from 1066 until 1666  To develop accurate use of historical vocabulary</p>	<p><b>Indus valley</b>  *What kind of settlement was this? a system of monsoon-fed rivers;  *Study advanced urban planning in cities; long-distance trade material and spiritual culture: *Sarasvati culture, including the Rig Veda, ancient writings &amp; scriptures (links with Autumn 2 Religion &amp; Worldviews)  * Study archaeological finds Why did settlements spread over such a large area?  <b>Persia and Greece</b>  *Introduction to Ancient Greece.  *What was ancient Persia and its empire  *Ancient Greek city states, inc. Sparta and Athens. Why/how did they form?  *Greco-Persian wars, inc. battle of Marathon Athenian democracy and empire,  *Peloponnese War  *Greek religion – gods and goddesses</p>	<p><b>Roman Britain</b>  *ancient Britons – a land of diversity, a land of migrants (eg Celts).  * Celtic language, Celtic culture.  *Rebellions: Caractacus, Boudicca.  *How Roman was Roman Britain? Who gained and who lost in Roman Britain?  *Aquae Sulis, Hadrian's Wall.  Collapse of Roman rule in Britain.  <b>Christianity in Three Empires</b>  *The Byzantine Empire  *The multi-cultural Mediterranean and Middle East  *The Emperor Constantine and Christianity  *Constantinople &amp; the Byzantine Empire.  *The collapse of the Western Roman Empire</p>	<p><b>The kingdom of Benin</b>  *Early history and 11th century origins Architecture Rituals and laws  Divinity and sacredness  *15th century. European contact  *19th century conflict and destruction. Ethics of archaeology  *Archaeology now - diversity in archaeologists and historians.  <b>London in the 17<sup>th</sup> century</b>  *Seventeenth century London a. Samuel Pepys on plague and fire.  *How did Londoners collaborate to rebuild London?  *Early colonialism in this period. How were powerful people in England involved in trade, colonialism and empire?</p>	<p><b>Vikings in Britain</b>  Different 'English' kingdoms  King Alfred of the Kingdom of Wessex – forerunners of English identity  Viking navigation  Scandinavian settlements  Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled in other parts of the world and interacted with diverse cultures.  <b>Norse Culture</b>  *Children know about Norse Gods, Goddesses, stories and customs  *Children will know about Beowulf in depth – understanding commonalities with contrasting civilisations  *Children will know about; sagas, art, poetry and folklore</p>
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<p>Summer</p>	<p><b>To investigate, interpret and communicate historically</b>  A local study  <i>Which is the oldest building in Peterborough?</i></p> <p><u>Big Question</u>  <i>What were buildings like in the past?</i></p> <ul style="list-style-type: none"> <li>To begin to know about the cathedral &amp; its age</li> <li>To compare old &amp; new buildings using sources</li> <li>To understand how we can use pictures to find out about the past</li> </ul> <p>To develop accurate use of historical vocabulary  To develop accurate use of historical vocabulary</p>	<p><b>To build an overview of world history</b>  Victorians and present day  <i>Why did people decide to go to the beach?</i></p> <p>Where are our seaside?</p> <p>I can use key words to describe seaside locations.</p> <p>To understand what seaside holidays and resorts were like in the past and present.</p> <p>To be able to describe places and routes on a map.</p> <p>To use a map to identify the main British Islands.</p> <p>To be able to use a map to follow the route around a seaside resort.</p>	<p><b>Ancient Greece</b>  *Art, culture &amp; learning in Ancient Greece  Parthenon  *Greek architecture, inc.  *Why did the Greeks tell so many stories?  *Greek religion in Greek stories  *Greek literature, inc. epic poetry – inc Homer. Tragedy in Greek theatre  *Ancient Greek language  *Philosophy and enquiry in Ancient Greece, incl Aristotle – depth on Aristotle.</p> <p><b>Alexander the Great</b>  *The Macedonian empire.  *Alexander the Great: childhood, education (link Aristotle in Y3), early battles, conquest of Persia, death.  *Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long?</p>	<p><b>Arabia and Early Islam</b>  *Ancient Arabia  *Bedouin culture, trade and life in the desert  *The silk roads and the place of the Middle East in world trade  The development of the Arabic language – an oral culture and a land of poetry. Links with Persian culture.</p> <p><b>Islamic Civilisations</b>  *The rise of Islam. The Arab conquests  *The glories of Islamic achievement in art, architecture, learning and science in Cordoba.  *How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together.  *The great library of Cordoba – medicine, technology, art, theology and geography</p>	<p><b>London and migration through time</b>  Eighteenth and nineteenth century London &amp; the world:  How has London been linked with civilisations throughout the world? (trade, culture, migration, language, religion). How were powerful people in England involved in trade, colonialism, empire and the slave trade in these centuries? How were places and people in London connected with this? Links with other cities that benefited from the slave trade - Bristol and Liverpool.  <i>What connected London with the rest of the world in the 18th and 19th centuries?</i></p> <p><b>Migration through time: two cities - Liverpool and London</b>  Twentieth-century migrations, including effects of global wars, decolonisation, Windrush, late twentieth century migrations. Diverse communities involved in war. Evacuation. Families of African, Asian and Europeans caught up in WW2. Refugees. The Kindertransport – links with Spring 2 Judaism – in London. Judith Kerr, <i>When Hitler stole Pink Rabbit</i>.  Disciplinary focus: similarity/difference  <i>How did migration change Liverpool and London in the twentieth century?</i></p>	<p><b>Vikings in Britain (2)</b>  Vikings and Christianity Guthrith  Second Viking Age  Disciplinary focus: change/continuity  <i>How did Christianity change as it travelled?</i></p> <p><b>Early civilisations in the Americas</b>  *Depth 1: Ancient tribes in the Amazon basin. At end of topic, link with geo: how do these ancient human disturbances still affect the forests today, altering patterns of growth and the mix of tree species?  *Can make it difficult for climate scientists to judge how much carbon from greenhouse emissions can be absorbed by the Amazon rainforest every year.  *Depth 2: Ancient civilisations in central America: the Maya.  For both: use geography learned so far: how land and climate shape cultures; how cultures shape the land  Disciplinary focus: evidential thinking  <i>How do we know about the ancient civilisations of central America?</i></p>
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