

Westcott Church of England School

History Curriculum Mapping Cycle A (2023-2024) & B (2024-2025)

EYFS Nursery and Reception						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Cycle A 2023-2024	Unique you and me!	Fire! Fire!	Towers, Tunnels and Turrets!	There's no place like home!	The Secret Scented Garden! (Assessments)	Pupil initiated:
EYFS Framework	Talk about past and present events in their own lives and in the lives of family members. Know and talk about similarities and differences between themselves and others, and among families, communities and traditions. To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another know about similarities and differences in relation to places, objects, materials and living things. Understand the past from drawing on their experiences and what has been read in class.					
Key Knowledge	Know that history is in the past and not the now. Recall some history from their own lives. Recognise photographs and sources from the past Know about people in the past.	Know that London is a place in England. Know that in the past there was a fire and burned many houses. Know the fire was started in a bakery.	Know what a King or Queen is. Know what a coronation is. Know the names of some kings and queens from the past.	To know that some houses are older than others. To recognize pictures of houses from the past. To compare their home with a home from the past. To recognize objects that are old.		
Topic Cycle B 2022-2023	Marvelous Transport!	Terrific Toys! (Then and now)	Going on a Safari!	To the Moon and the Stars!	Oh, we do like to be beside the seaside! (Assessments)	Pupil initiated:
EYFS Framework	Talk about past and present events in their own lives and in the lives of family members. Know and talk about similarities and differences between themselves and others, and among families, communities and traditions. To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another know about similarities and differences in relation to places, objects, materials and living things. Understand the past from drawing on their experiences and what has been read in class.					
Key Knowledge	To recognize pictures and photos of different transport as being from the past.	To compare toys they have to toys from the past			To compare seaside holidays in the past and today. To know why people went to the seaside.	

National Curriculum History Key Stage 1: Subject Content						
Pupils should: 1. Develop an awareness of the past using common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms. 2. Identify similarities and differences between different ways of life in different periods. 3. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. 4. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.						
History Key Stage 1 Years 1 & 2						
	Term 1	Term 2	Term 3	Term 4	Term 5 /6	July
Topic Cycle A 2023-2024	Unique you and me!	Fire! Fire!	Towers, Tunnels and Turrets!	There's no place like home!	The Secret Scented Garden! (Assessments)	Pupil initiated:
History Topic Names	How am I making History? To include significant people (Florence Nightingale & Mary Seacole or other chosen people)	The Great Fire of London.	What is a monarch? Castles, Tower of London, Kings & Queens Compare Henry VIII/Charles III Elizabeth 1 and Elizabeth II and Victoria.	Homes and Houses comparison between now and then. (Victorian Homes)		How were schools different in the past? (Optional unit)
National Curriculum (Statutory)	The lives of significant individuals in the past who have contributed to national and international achievements.	Events beyond living memory that are significant nationally or globally.	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life. The lives of significant individuals in the past who have contributed to national and international achievements.	Significant historical events, people and places in their own locality.		Events beyond living memory that are significant nationally or globally.
Key Knowledge Progression	I recount the life of someone famous from Britain who lived in the past and I know about what they did to make the world a better place. To know that a timeline shows the order events in the past happened.	To know what happened in the Great Fire of London. To know why so many buildings were burned down. To know what caused the fire to spread. To know how the fire started.	To know that beyond living memory is more than 100 years ago. To know that events in history may last different amounts of time.	To investigate and identify a variety of homes today. To know the similarities and differences between homes. To know some homes were built a long time		To know how schools have changed over time. To know what school was like for their parents and grandparents.

	<p>To know that we start by looking at 'now' on a timeline then look back.</p> <p>To know that 'the past' is events that have already happened.</p> <p>To know that 'the present' is time happening now.</p> <p>To know that within living memory is 100 years.</p> <p>To know that some people and events are considered more 'special' or significant than others.</p> <p>To know that we can find out about the past by asking people who were there.</p> <p>To know why Florence Nightingale and Mary Seacole are famous.</p> <p>To know what made Mary a significant person in history. To know why not agrees that Mary deserves her statue at St Thomas' Hospital.</p> <p>To consider whether the statue to Mary Seacole at St Thomas' hospital be replaced by one to Florence Nightingale.</p> <p>To know about the most important moments in</p>	<p>To know whether more could have been done to stop the fire.</p> <p>To know how people did manage to live through the Great Fire.</p> <p>To know how London was rebuilt.</p>	<p>To know that some events are more significant than others.</p> <p>To know the impact of a historical event on society.</p> <p>To know that 'historically significant' people are those who changed many people's lives.</p> <p>To know that historians use evidence from sources to find out more about the past.</p> <p>To know that the past is represented in different ways.</p> <p>To know that a monarch is a king or queen.</p> <p>To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</p> <p>To know that in the past monarchs had absolute power.</p> <p>To be aware of the achievements of significant individuals.</p> <p>To know why castles were built in medieval</p>	<p>ago and identify their features.</p> <p>To know what Victorian homes were like inside.</p> <p>To know about objects in a Victorian home and their uses.</p>	<p>To know how schools were different in the 1900's.</p> <p>To know how the classroom has changed from 100 years ago.</p> <p>To compare schools from 1900, 1960's and today.</p>
--	---	--	---	--	--

	Mary's life. To know how life changed for Mary after the Crimean War. To know why Florence took the brave step to go to the Crimea and who influenced her. To know what the most important achievements in Florence's life were. To know what Florence did to help the soldiers and did everyone have the same opinion of her. To know how important Mary's work was in the Crimean War and how we know.		times and why are they not built today. To know how the Tower of London's has changed uses over time. To compare two castles from different periods including features and uses of different rooms. To know who built the first castles and why? To know what it would be like to live and work in a medieval castle? To know how to find out about castles from photographs, pictures and plans?			
Topic Cycle B 2024-2025	Marvelous Transport!	Terrific Toys! (Then and now)	Going on a Safari!	To the Moon and the Stars!	Oh, we do like to be beside the seaside! (Assessments)	Pupil initiated:
History Topic Names	How did we learn how to fly? How transport has evolved through History.	How have toys changed? Then and now toys.		Significant individuals Neil Armstrong; Events beyond living memory, moon landing.	What is History? Rise of the seaside holiday Compare Victorian and today	
National Curriculum (Statutory)	Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.		The lives of significant individuals in the past who have contributed to national and international achievements.	Significant historical events, people and places in their own locality. The lives of significant individuals in the past who have contributed to national and international achievements.	
Knowledge Progression	To know how to ask and answer questions about old and new objects. To know and use words and phrases like: old,	To know how to ask and answer questions about new and old objects: toys.		I recount the life of someone famous who lived outside Britain and explain why they are famous.	To know what going to the seaside was like 100 years ago.	

	new and a long time ago.	<p>To use words and phrases like old, new, past, present, then and now and compare and describe how toys have evolved through history.</p> <p>To know and use vocabulary including wooden, metal, plastic, Lego, dolls, soft and hard.</p> <p>To recognise old and new toys in a picture.</p> <p>To give examples of how toys were different when their grandparents were children.</p> <p>To know about Victorian toys.</p> <p>To know how to use books and the internet to find out and research about how toys have evolved over time.</p>		<p>To know about the moon landing.</p> <p>To know who the first men on the moon were.</p> <p>To know why this was a great achievement.</p> <p>To ask questions such as:</p> <p>Does everyone agree that we should continue to send people to the moon?</p> <p>Has mankind ever been to the moon and how can we know for sure?</p> <p>Why did the astronauts risk their lives to go to the moon?</p> <p>How were the astronauts able to get there and back safely?</p>	<p>To know what kinds of things people did at the seaside 100 years ago.</p> <p>To know the reasons people went to the seaside 100 years ago and compare that with today.</p> <p>To know how seaside holidays have changed over the past 100 years.</p> <p>To know how to use sources, photographs, postcards etc to find out what holidays were like 100 years ago.</p>	
--	--------------------------	---	--	---	--	--

National Curriculum History Key Stage 2: Subject Content

In all History Topics, pupils should continue to:

1. Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
2. Note connections, contrasts and trends over time and develop the appropriate use of historical terms
3. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
4. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
5. Understand how our knowledge of the past is constructed from a range of sources.

History Lower Key Stage 2 Years 3 & 4

	Term 1	Term 2	Term 3	Term 4	Term 5 /6	July
Topic Cycle A 2023-2024	Savage Stone to Brilliant Bronze	Light of the World	What an incredible earth!	A clang and a bang! Music to my ears!	Pharaohs and Pyramids of the Nile (Assessments)	Pupil initiated:

History Topic Names	<p>Stone Age to Iron Age</p> <p>Would you prefer to live in the Stone Age, Bronze age of iron Age?</p>		<p>Famous mountaineers (Discrete)</p>	<p>Significant Composers/Musicians across the Music periods of History (Discrete)</p>	<p>What did the ancient Egyptians believe?</p>	
National Curriculum (Statutory)	<p>Changes in Britain from the Stone Age to the Iron Age.</p>		<p>A significant turning point in British history (non-statutory)</p>	<p>A significant turning point in British history (non-statutory)</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>	
Knowledge Progression	<p>To know about how the stone age people hunted for their food and what they ate.</p> <p>To know about many of the differences between the stone, bronze and iron ages.</p> <p>To know what people learnt from stone aged paintings.</p> <p>To describe what a typical day would have been like for a stone age man, woman or child.</p>		<p>To know about the lives to two famous mountaineers: Sir Edmund Hillary & Tenzing Norgay</p>	<p>To know the periods of British music history and map these on timeline: medieval, renaissance, baroque, classical, romantic, modern, 21st century.</p> <p>To know about the life and works of 1 composer from each period.</p> <p>To know about significant musicians and the impact on music today.</p> <p>(Musicians to be chosen from the model music curriculum)</p>	<p>To know how Ancient Egypt fits into a timeline in time and place.</p> <p>To know about 3 or 4 iconic features of Ancient Egyptian civilization.</p> <p>To know how to use ancient sources, maps to locate the Nile valley on a world map & make deductions from map evidence as well as understand its importance.</p> <p>To know why the pyramids were built. To know and understand the importance of the afterlife to Egyptian beliefs.</p> <p>To know that there were at least 3 other major civilizations elsewhere in the world at this time</p>	

					(Indus valley, Sumer, Shang dynasty China). To know and describe the achievements of the earliest civilizations and a deeper knowledge of Ancient Egypt.	
Topic Cycle B 2024-2025	Making my body work for me	The Frozen Kingdom	Rampaging Romans	Where will we find them?	Gods and Heroes (Assessments)	Pupil initiated:
History Topic Names	Disease/Medicines through time	Polar Discoveries	The Roman Empire and its impact on Britain including Roman withdrawal from Britian (included in Anglo-Saxon topic)		Ancient Greece	
National Curriculum (Statutory)	A study of a theme in British history that extends pupils' chronological knowledge beyond 1066.	A significant turning point in British history (non-statutory) Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	The Roman Empire and its impact on Britain including, *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, e.g., Boudica *“Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity Britain's settlement by Anglo-Saxons and Scots (include only: *Roman withdrawal from Britian in c.AD 410 and the fall of the western Roman Empire.		Ancient Greece – a study of Greek life and achievements and their influence on the western world	

Knowledge Progression	To know about Medieval medicine and the events during the Black Plague.	To know about the heroic age of polar exploration.	To know about at least three things that the Romans did for our country.		To know and talk about the struggle between the Athenians and the Spartans.	
	To explore and know about the medical practices of the Tudor period.	To know about Shackleton's 1914 expedition to the Antarctic.	To know why the Romans needed to build forts in this country.		To know about some of the things that the Greeks gave the world.	
	To research the medical advancements and significant people during the Victorian period.		To know that Rome was a very important place and many decisions were made there.		To know that the Greeks were responsible for the birth of the Olympics.	
	To explore medicine in the 20 th & 21 st century and know about how hospitals and treatments were important discoveries.		To know about the lives of at least two famous Romans.		To know that the Greek Gods were an important part of Greek Culture. To know and understand how Athenian democracy worked.	
					To know how to locate Greece on a map.	

History Upper Key Stage 2 Years 5 & 6						
	Term 1	Term 2	Term 3	Term 4	Term 5 /6	July
Topic Cycle A 2023-2024	It's time for a Disaster!	Victorian Children and Christmas	Animal, Vegetable or Mineral?	To be or not to be?	We have the Power to change! (Assessments)	Pupil initiated:
History Topic Names	Mayans Ancient Civilization	Victorian Christmas Life for Victorian Children	Famous Scientists Mary Anning and Charles Darwin	History of the Globe Theatre Life of Shakespeare	Railway Revolution!	
National Curriculum (Statutory)	A non-European society (Mayan civilization c. AD 900) that provides contrast with British History	A local history study – a study of an aspect of history dating from a period beyond 1066 that is significant in the locality. Including *Waddesdon Manor *Westcott School is a Victorian School founded 1870	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066	A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066	The study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	

<p>Knowledge progression</p>	<p>To know how and when the Europeans encountered the Mayan civilization.</p> <p>To know how we know about the Mayan civilization and their ways of life.</p> <p>To know how to use a range of sources to find out what life was like for the Mayans.</p> <p>To know how the Mayan society was organized and compare this to modern society.</p> <p>To explore the achievements of the Maya including their number systems and calendar.</p> <p>To know the reasons behind the decline for the Mayan civilization</p>	<p>To know how to research what it was like for children in a given period of history and present findings to an audience.</p> <p>To know the differences between life for Victorian children and today.</p> <p>To know about the Victorian Christmas traditions that we still use today ie cards, crackers, trees, decorations, food.</p>	<p>To know about Charles Darwin and the significance of his theory on evolution.</p> <p>To know about Mary Anning as a scientist and know the significance of her discoveries.</p>	<p>To know about the life and works of Shakespeare.</p> <p>To know where and when he was born.</p> <p>To know about the range of plays he wrote.</p> <p>To know about life at the time Shakespeare was writing his plays.</p> <p>To know about the Globe theatre. How it came about.</p> <p>To know when and where it was built and its use.</p> <p>To know its significance for people today.</p>	<p>To know how the railways came about.</p> <p>To know how transport changed during the Industrial revolution.</p> <p>To know when the industrial revolution took place and find out about some of the technological developments that changed transport and travel.</p> <p>To know where the railways started and where they went.</p> <p>To know about the development of the first steam powered railways in Britain.</p> <p>To know how the railways changed the lives of people since 1830.</p> <p>To know how the development of the London underground changed the lives of people living there. (link to station at Westcott).</p> <p>To know how developments in rail travel have changed the lives of people in Britain. (Link to new railways being built near Westcott and HS2)</p>	
------------------------------	---	--	--	--	---	--

Topic Cycle B 2024-2025	Invade, Conquer Settle	We're all Wonders!	May the Force be with you!	Map Makers & Globe Trotters	Spies, Suspicions and Secrets (Assessments)	Pupil initiated:
History Topic Names	Vikings and Anglo Saxons- Struggle for the kingdom of England in the time of Edward the Confessor		History of Space travel Famous astronauts & Scientists linked to space (discrete) Link to the texts: 'Hidden figures' and 'The race to space'	Britain's settlement by <u>Anglo-Saxons</u> and Scots	World War II and codebreakers (Bletchley Park)	
National Curriculum (Statutory)	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, including *Viking rains 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		Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	Britain's settlement by Anglo-Saxons and Scots, including *Scots invasion from Ireland to North Britain (now Scotland); *Anglo-Saxon invasions, settlements and kingdoms; *Anglo-Saxon art and culture and *Christian conversion – Canterbury, Iona and Lindisfarne	A local history study and a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
Knowledge Progression	To know that Britain was invaded on more than one occasion. To know that the Anglo-Saxons and Vikings were often in conflict. To know how to use a timeline to show when the Vikings raids started. To know why the Vikings often overpowered the Anglo-Saxons. To show on a map where the Vikings came from and		To know about the lives of significant people who influence the history of space travel. To know about the main events from a period of world history, explaining the order of events and what happened. To describe events from the past using dates when things happened. To know how America, Britain and Russia has had	To know where the Anglo-Saxons came from To know at least two famous Anglo-Saxons To know how to use at timeline to show when the Anglo-Saxons were in England. To know the link between Anglo-Saxons and farming. To know that the Anglo-Saxons gave us many of the words that we use today.	To know about the main events from a period of history, explaining the order of events and what happened. To describe events from the past using dates when things happened. To know how the events of WWII has shaped our life today. To know how Britain has had a major influence on the world.	

	where they invaded our country. To know that many Vikings came to our country as peaceful farmers.		a major influence on space research and travel.		To know how to draw a timeline with different historical periods, showing key historical events or lives of significant people.	
--	---	--	---	--	---	--