

History at NSJ - Curriculum Map

History at NSJ - FS and KS1						
Year Group (Cycle)	Autumn Term 1		Spring Term 1		Summer Term 1	
Foundation Stage	<p>In Foundation Stage, children explore the concept of History through Understanding the World and the ELG: Past and Present.</p> <p>Across a range of topics, children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 					
	Let's Explore	Starry night	Dangerous Dinosaurs	Ready, Steady, Grow	Animal Safari	On the Beach
Year 1	<p>Childhood</p> <p>How was childhood different in the 1950s compared to today?</p> <p>Area of History: Continuity and Change</p> <p>This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.</p> <p>National Curriculum Link (see below): NCa</p>		<p>School Days</p> <p>How has school life changed since the Victorian Era?</p> <p>Area of History: Continuity and Change</p> <p>This project teaches children about schooling both today and in the past. They compare schooling in the Victorian era to their experiences today.</p> <p>National Curriculum Link (see below): NCa</p>		<p>Local History: Amy Johnson*</p> <p>Why is Amy Johnson a significant figure in Hull's history?</p> <p>Area of History: Significance</p> <p>This project teaches children about Amy Johnson as a significant figure in Hull's history. They learn about who Amy Johnson was, what life was like when she was alive and her achievements.</p> <p>National Curriculum Link (see below): NCD</p>	
Year 2	<p>Magnificent Monarchs</p> <p>What impact did our significant sovereigns have?</p> <p>Area of History: Cause and Consequence</p> <p>This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines and historical sources, they build up an understanding of the monarchs and research two of the most significant sovereigns.</p> <p>National Curriculum Link (see below): NCC</p>		<p>Local History: Beverley Gate</p> <p>Why was Beverley Gate a significant place in Hull's history?</p> <p>Area of History: Significance</p> <p>This project teaches children about King Charles I and his relationship with Hull. Focusing on the King's visits to Beverley Gate and how the city of Hull responded to these, children will explore the events preceding the English Civil War.</p> <p>National Curriculum Link (see below): NCD</p>		<p>Movers and Shakers</p> <p>What was the impact of female activists within living memory?</p> <p>Area of History: Continuity and Change</p> <p>This project teaches children about historically significant people who have had a major impact on the world. They learn to use timelines and historical sources to find out about the people featured and use historical models to explore their significance.</p> <p>National Curriculum Link (see below): NCB</p>	

* Project and Key Question Under Review

National Curriculum Objectives: KS1

a	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
b	Events beyond living memory that are significant nationally or globally.
c	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.
d	Significant historical events, people and places in their own locality.

History at NSJ - LKS2

Year Group (Cycle)	Autumn Term 1	Spring Term 1	Summer Term 1
Year 3 (Cycle A)	<p style="text-align: center;">Through the Ages <i>How did life change between the Stone Age and the Iron Age?</i></p> <p style="text-align: center;">Area of History: Continuity and Change <i>This project teaches children about British prehistory from the Stone Age to the Iron Age, focusing strongly on the Bronze Age. Study includes changes to people and lifestyle caused by ingenuity, invention and technological advancement.</i> National Curriculum Link (see below): NCa</p>	<p style="text-align: center;">Emperors and Empires <i>How was the Roman invasion of Britain significant?</i></p> <p style="text-align: center;">Area of History: Significance <i>This project teaches children about the history and structure of the Roman Empire. They will conduct a detailed study of the Romanisation of Britain, including the Roman invasion as well as the impact of Roman invention and ingenuity.</i> National Curriculum Link (see below): NCb</p>	<p style="text-align: center;">Local History: Maritime History - The River Hull <i>What impact did the growth of the maritime industry have on Hull?</i></p> <p style="text-align: center;">Area of History: Cause and Consequence <i>This project develops children's understanding of Hull's maritime history and how the industry has changed through time. They discover how the city was shaped by the maritime industry and how developments resulted in further change.</i> National Curriculum Link (see below): NCe.2</p>
Year 4 (Cycle B)	<p style="text-align: center;">Invasion: The Viking & Anglo-Saxon Struggle <i>How did the power struggle between the Vikings and Anglo-Saxons change Britain?</i></p> <p style="text-align: center;">Area of History: Continuity and Change <i>This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon invasions and their kingdoms as well as placing the lives of the Anglo-Saxons and Vikings alongside each other, exploring the struggles between them up to the Norman Conquest.</i> National Curriculum Link (see below): NCc & Ncd</p>	<p style="text-align: center;">Invasion: The Vikings in Yorkshire* <i>How was our region shaped by the Vikings and their invasion?</i></p> <p style="text-align: center;">Area of History: Similarity and Difference <i>This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Viking invasions, focusing on the impact that these had on our local area. They will study how life was lived in Yorkshire during Viking rule.</i> National Curriculum Link (see below): Ncd & Nce.1</p>	<p style="text-align: center;">Local History: Maritime History - Big Lil* <i>Why was Big Lil a significant figure in Hull's maritime history?</i></p> <p style="text-align: center;">Area of History: Significance <i>This project furthers children's understanding of Hull's maritime history, continuing their chronology up until today, including the docks along the Humber Estuary. Children will learn about Big Lil and her significant work as an activist during the height of the fishing industry.</i> National Curriculum Link (see below): NCe.2</p>

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History at NSJ - UKS2

Year Group (Cycle)	Autumn Term 1	Spring Term 1	Summer Term 1
Year 5 (Cycle A)	<p style="text-align: center;">Ancient Civilisation</p> <p style="text-align: center;"><i>Why were the ancient Egyptians so successful?</i></p> <p style="text-align: center;">Area of History: Significance</p> <p style="text-align: center;"><i>This project teaches children about the history of one of the world's first ancient civilisations: ancient Egypt. Children will learn about the rise, life, achievements and eventual end of Ancient Egypt, comparing the lives of different Ancient Egyptians.</i></p> <p style="text-align: center;">National Curriculum Link (see below): NCG</p>	<p style="text-align: center;">Britain at War</p> <p style="text-align: center;"><i>What were the causes and consequences of World War II?</i></p> <p style="text-align: center;">Area of History: Cause and Consequence</p> <p style="text-align: center;"><i>This project teaches children about the causes, events and consequences of the Second World War, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the war in the post-war period.</i></p> <p style="text-align: center;">National Curriculum Link (see below): NCF.4</p>	<p style="text-align: center;">Crime and Punishment*</p> <p style="text-align: center;"><i>How have attitudes to crime and punishment changed over time?</i></p> <p style="text-align: center;">Area of History: Continuity and Change</p> <p style="text-align: center;"><i>This project explores the theme of crime and punishment throughout British history. Children will study how both crime and punishment have changed, rooting this in how people's attitudes influenced these changes.</i></p> <p style="text-align: center;">National Curriculum Link (see below): NCF.2</p>
Year 6 (Cycle B)	<p style="text-align: center;">Groundbreaking Greeks</p> <p style="text-align: center;"><i>To what extent was the "Golden Age" of Athens really "golden"?</i></p> <p style="text-align: center;">Area of History: Significance</p> <p style="text-align: center;"><i>This project teaches children about developments and changes during the classical period of Ancient Greece, focusing on the city state of Athens and exploring the lasting legacy and impact of ancient Greece on our lives today.</i></p> <p style="text-align: center;">National Curriculum Link (see below): NCH</p>	<p style="text-align: center;">Benin*</p> <p style="text-align: center;"><i>What were the similarities and differences between Benin and Britain in this era?</i></p> <p style="text-align: center;">Area of History: Similarity and Difference</p> <p style="text-align: center;"><i>This project teaches children about the Benin (West African) society from AD 900-1300. Children will explore the richness and diversity of this Ancient, African kingdom, studying the life, achievements and eventual decline of this society.</i></p> <p style="text-align: center;">National Curriculum Link (see below): NCI</p>	<p style="text-align: center;">Civil Rights*</p> <p style="text-align: center;"><i>What is William Wilberforce's legacy in Britain today?</i></p> <p style="text-align: center;">Area of History: Interpretation</p> <p style="text-align: center;"><i>This project teaches children about the local, historical figure William Wilberforce and explores his role in the abolition of the transatlantic slave trade. Children will look at the legacy the slave trade left on Britain and the Civil Rights movement.</i></p> <p style="text-align: center;">National Curriculum Link (see below): NCE.3</p>

* Project and Key Question Under Review

National Curriculum Objectives: KS2

a	Changes in Britain from the Stone Age to the Iron Age
b	The Roman Empire and its impact on Britain
c	Britain's settlement by Anglo-Saxons and Scots
d	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
e	A local history study (including one or more of the following):
1	a depth study linked to one of the British areas of study listed above
2	a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
3	a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
f	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (including one or more of the following):
1	the changing power of monarchs using case studies such as John, Anne and Victoria
2	changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
3	the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
4	a significant turning point in British history, for example, the first railways or the Battle of Britain
g	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
h	Ancient Greece – a study of Greek life and achievements and their influence on the western world
i	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.