Brampton Village Primary School

History Curriculum Map

Curriculum Intent	**History** is brought to life through children's active participation in historical enquiry. Through drama, educational visits, interviews, and the use of a range of sources, including artefacts, children are encouraged to explore and investigate the past for themselves. By studying significant people and events from both the past and present, they develop a sense of chronology and an understanding of how the past has shaped the world we live in today. Children learn about the diverse experiences and contributions of individuals and communities from a range of backgrounds, and their impact on British history, society, and culture. They are encouraged to ask questions, examine evidence, and consider different perspectives when interpreting the past. This helps them to become informed, thoughtful citizens who value inclusion, appreciate diversity, and understand the similarities and differences that make our society rich and unique.

Key Concepts

- Sense of chronology: Using timelines to pin-point events and develop an understanding of how History has unfolded
- Sense of period: Recognising some of the defining features of a period
- Continuity and change: Considering ways in which life changed during the period being studied, with reasons why; comparing/contrasting to contemporary societies and the modern world
- Cause & consequence: Considering key events and their effect on everyday life
- Historical interpretation: Understanding that our knowledge of the past is constructed from a range of sources; selecting and organising relevant historical information; noting connections, contrasts and trends over time; developing the appropriate use of historical terms; asking questions about change, cause, similarity and difference and significance
- Significant individuals: Considering their impact; comparing/contrasting with their contemporaries and modern-day individuals
- Significant national events: Investigating what happened and why they had an impact

EYFS

History			
Three and Four-Year-Olds	Understanding the World		• Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	• Talk about the lives of 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.

Year	Autumn	Spring	Summer
R	• Begin to make sense of their own life story and family history. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. **Talking about themselves and their families.** **Excursions:** Walk around Brampton Village – looking at older houses and newer houses; church visit.	• Compare and contrast characters from stories, including figures from the past. • Understand the past through settings, characters and events encountered in books read in class and storytelling. **Fairy Tale Day**	• Comment on images of familiar situations in the past. • Compare and contrast characters in stories inc. figures from the past. **Pirate day**

Year	**Autumn**	**Spring**	**Summer**
1	**Houses and Homes (Autumn 1)** **Great Fire of London & Samuel Pepys (Autumn 2)** **Key concepts** **Sense of chronology:** British History timeline; Houses and homes through the Ages timeline; Fire of London timeline **Sense of period:** Recognise some defining features of Tudor/Stuart houses e.g. built from wood, wattle and daub, first floor wider than ground floor to create overhang, dirt floors, no toilet, smaller tiles of glass in windows, fireplaces, coal cooking; and Victorian houses e.g. built from brick, windows, similar rooms to today; no electricity / hot water, so no central heating, **Continuity and change:** How houses changed over time – compare/contrast Tudor/Victorian/modern day housing, identifying similarities and differences **Cause and consequence:** Causes of Great Fire of London; re-building of London; technological advances during the Victorian period e.g. bricks, electricity, toilets. **Historical interpretation:** Understand some of the ways we find out about the past & identify different ways it's represented e.g. primary sources (paintings, Samuel Pepys' Diary) and secondary sources (books about the period, internet); consider points of view & bias. **Significant individuals:** Samuel Pepys – link to Brampton **Significant national events:** Great Fire of London	**Transport** **Key concepts** **Sense of chronology**: British History timeline **Sense of period:** Recognise some of the defining features of transport through the Ages e.g. Victorian and modern day trains, bicycles, cars, planes; twentieth century space rockets. **Continuity and change:** How transport has changed over time **Cause and consequence:** Technological advances and impact on everyday life e.g. development of trains, cars, planes, space rockets. **Historical interpretation:** Understand some of the ways we find out about the past and identify different ways in which it is represented e.g. primary sources (paintings, Samuel Pepys' Diary) and secondary sources (books, internet): and thinking about points of view and bias. **Significant individuals:** The Wright Brothers, Amelia Earhart, Elijah McCoy. **Key Texts:** Elijah McCoy's Steam Train **British Values:** Respect; Individual liberty **Equality and Diversity:** Amelia Earhart; Elijah McCoy.	

	Key Texts: Vlad and the Great Fire of London **Excursion:** Brampton Village Walk **Immersion:** Great Fire of London Day **British Values:** Respect **Cultural capital:** knowledge of a significant national event and a significant individual; along with an immersive experience, including a re-enactment.		
	Autumn	**Spring**	**Summer**
2	**The Victorians**		**Castles**

	Key concepts **Sense of chronology**: British History timeline/ Victorian timeline/Inventions timeline **Sense of period:** Recognise some of the defining features of the Victorian period e.g. Queen Victoria, Prince Albert, houses, clothes, schools, towns, factories **Continuity and change:** Consider ways in which life (especially for children) changed during Victorian times; and how life in Victorian times was similar/different from today e.g. houses, schools, toys, work, inventions, scientific knowledge e.g. medicine **Cause & consequence:** Mary Seacole's impact on nursing; scientific inventions and the effect that they had on everyday life; introduction of schools **Historical interpretation:** Understand some of the ways we find out about the past and identify different ways in which it is represented e.g. primary sources (paintings, letters, newspaper reports, books) and secondary sources (books about the period, internet): and thinking about points of view and bias. **Significant individuals:** Queen Victoria and comparison to Queen Elizabeth ll ; Mary Seacole and comparison to Florence Nightingale. **Local History:** People and places – Lady Sparrow founding Brampton School **Key Texts**: Queen Victoria's Knickers **Immersion:** Victorian Day	**Cultural capital:** Knowledge of a significant national event and significant individuals, with an immersive day to enhance knowledge and understanding.	**Key concepts** **Sense of chronology:** British History timeline; castle timeline **Sense of period:** Recognise some of the defining features of the Middle Ages e.g. castles, kings and queens, lords and ladies, knights, peasants, clothes, houses **Continuity and change:** Consider ways in which life in the Middle Ages was similar/different from today e.g. houses, schools, toys, work, inventions, scientific knowledge (medicine); and how life changed during the period with the introduction of Norman rule. **Cause & consequence:** Battle of Hastings and the Norman Conquest; and their effect on everyday life. **Historical interpretation:** Understand some of the ways we find out about the past and identify different ways in which it is represented e.g. primary sources (paintings, letters, books from the time) and secondary sources (books about the period, internet): and thinking about points of view and bias. **Significant individuals and national events:** William the Conqueror and the Battle of Hastings. **Immersion:** Castle Day

	British Values: Respect **Equality and Diversity:** Mary Seacole **Cultural capital:** Knowledge of significant individuals, with an immersive day to enhance knowledge and understanding.		**Key Texts:** Kassim and the Crystal cave, The Vampire Dragon **Equality and diversity:** Culture class
	Autumn	**Spring**	**Summer**
3	**Changes in Britain from the Stone Age to the Iron Age** **Key concepts** **Sense of chronology**: British History timeline; Stone Age – Bronze Age – Iron Age timeline. **Sense of period:** Recognise some of the defining features of the Stone Age / Bronze Age / Iron Age e.g. Ice Age, cave paintings, animals (e.g. woolly mammoths, sabre toothed tigers), weapons, clothes, architecture (houses & monuments), pottery, jewellery, coins, farming, hill forts) **Continuity and change:** Consider ways in which life changed during the Stone Age, Bronze Age and Iron Age; and compare/contrast to today e.g. food, houses, schools, toys, work, travel, inventions, scientific knowledge **Cause & consequence:** Climate change and the development of farming; immigration from Europe; technological advances (bronze and iron) and the effect that they had on everyday life **Historical interpretation:** What life was like during the Stone/ Bronze/ Iron Age; how we find out about it; how archaeology is open to interpretation – often a best	**Roman Empire and its impact on Britain** **Key concepts** **Sense of chronology:** British History timeline. **Sense of period:** Recognise some of the defining features e.g. Roman architecture, armies, roads, clothes, mythology, food, entertainment, empire. **Continuity and change:** Review life in Britain during the Iron Age and consider ways in which life changed for the Celtic tribes following the Roman invasion. Was it better for the Celts to collaborate or resist the Romans – what advantages were there to collaboration? Compare/contrast life to modern day. **Cause and consequence:** Impact of Roman Invasion on everyday life in Britain; What did the Romans do for us? Learn about the Roman legacy – exploring those things that the Romans brought which affected our subsequent history and even our language e.g. cities, law, Roman numerals and the calendar we use today; come to understand how many aspects of modern life can be traced back in some way to the Romans. **Historical interpretation:** What life was like during the Iron Age / Celtic / Roman period and how we find out	**Local History Study: Brampton** **Key concepts** **Sense of chronology:** British History timeline. **Sense of period:** Recognise some of the defining features of Medieval, Tudor, Stuart, Georgian, Victorian and 20th century Brampton e.g. houses, school (revisiting and embedding some of the learning from Y1 and Y2). **Continuity and change:** Review life in Brampton during these periods and consider ways in which village life changed, along with reasons why. Compare/contrast life to modern day. **Cause and consequence:** Advances in farming, enclosure, industrialisation and population growth and their impact on village life. Victorian philanthropism and Education Acts – founding of Brampton School. **Historical interpretation:** What life was like during these periods and how we can find out more about local History using a variety of primary and secondary sources e.g.

	guess! How understanding of the period changes as new discoveries are made. **Significant individuals and national events:** Period ends with Roman invasion of Britain in 43 AD. **Key texts**: Stone Age Boy; Ug.	about it; how archaeology is open to interpretation – often a best guess! Letters and books from the Romans, but all written from the Roman point of view. **Significant Individuals and national events:** Roman invasion, Julius Caesar, Boudicca and the Battle of Colchester in 60 AD. **Immersion:** Roman Day **Key texts:** The Romans: Gods, Emperors and Dormice; Escape from Pompeii; The Roman Record; Queen of Darkness. **British Values:** Tolerance of different faiths and beliefs, individual liberty, respect. **Equality and Diversity:** Culture clash. **Cultural capital:** Knowledge of a major world empire, significant national events and significant individuals, with an immersive day to enhance knowledge and understanding.	Domeseday Book, diaries, letters, books, maps and photographs. Consideration of how far we can trust primary sources. **Significant Individuals and national events:** Samuel Pepys (revisiting and embedding learning from Y1) and Olivia Burton Sparrow. **Excursion:** Brampton Village walk. **British Values:** Tolerance of different faiths and beliefs, respect.
	Autumn	**Spring**	**Summer**
4	Anglo-Saxons and Vikings **Key concepts: Anglo Saxons and Vikings** **Sense of chronology:** British History timeline **Sense of period:** Anglo-Saxon / Viking clothes, houses, ships, mythology, food, conflict – invasion and settlement. Heptarchy.	Ancient Greece **Key concepts: Ancient Greece** **Sense of chronology:** British History timeline; Greek timeline. Where Ancient Greeks fit in world History e.g. Bronze Age/Iron Age Britain and the Romans. **Sense of period:** Greek clothes, food, baths, buildings, homelife, mythology, Olympics, Athens, theatre.	

	Continuity and change: Where did the Anglo-Saxons and Vikings come from? Where did they invade and settle? Why did they leave Northern Europe – Denmark, Germany and Scandinavia? Push and pull factors. Begin to appreciate why they were successful and to empathise with the people of Britain who experienced invasion. **Cause and consequence:** Raid on Lindisfarne in 793; Viking invasion and settlement; Danegeld; Anglo-Saxon opposition; Alfred the Great and Athelstan. **Historical interpretation**: Understand some of the ways we find out about the past and identify different ways in which it is represented e.g. primary sources (archaeology) and secondary sources (books, internet): and thinking about points of view and bias. How we know about them; archaeological discoveries e.g.Sutton Hoo, Jorvik; Anglo-Saxon Chronicles. Were all Vikings violent? Consider how views of Vikings have changed over time and suggest reasons why. **Significant individuals:** Alfred the Great, Athelstan – compare and contrast achievements. **National events:** First Viking raid on Lindisfarne in 793; Alfred's Victory at the Battle of Edington in 878. **Key Texts:** Beowulf; Viking Myths. **British Values:** Tolerance of different faiths and beliefs, individual liberty, respect. **Equality and Diversity:** Culture clash. **Cultural capital:** Knowledge of significant national events and significant individuals.	**Continuity and change:** Compare / contrast to modern life. **Cause and consequence:** Alexander the Great and the expansion of the Greek Empire; development of democracy. **Historical interpretation**: Understand some of the ways we find out about the past and identify different ways in which it is represented e.g. primary sources (archaeology, books, stories) and secondary sources (books, internet): and thinking about points of view and bias. **Significant individuals:** Alexander the Great **British Values:** Democracy **Cultural capital:** Knowledge of an ancient civilisation, a significant individual and Olympic origins.	

Year	**Autumn**	**Spring**	**Summer**
5	**World War 2** **Key concepts** **Chronology:** British History timeline; WW2 key events timeline **Sense of period**: Recognise some of the defining features of life during 1930s and 1940s – clothes, food, music, houses, WW2 **Continuity and change:** the home front, the rationing, digging for victory, 'make do and mend', Dad's Army, the Land girls and the role of women during the war, the Blitz and the experience of evacuee children **Cause and consequence:** Understand why WW2 started; events leading up to the Battle of Britain; impact of the war on Britain during and post war e.g. rationing, women's role ((jobs and life at home), bombings (infrastructure); events leading up to the end of the war; consider **h**ow events from WW2 have impacted the modern world. **Historical interpretation:** Understand about use of propaganda and censorship. **Significant individuals:** Compare/contrast Churchill and Hitler and their significance as leaders, using a range of sources. **Significant national events:** Blitz; Battle of Britain; VE Day: VJ Day. **Excursion:** Stibbington	**Ancient Egypt** **Key concepts** **Chronology:** British History timeline – to show that the Ancient Egyptians lived around 3000 BC (although their dynasties lasted for thousands of years and ended with the death of Cleopatra in 30BC); compare to life in Neolithic and Bronze Age Britain, to demonstrate how societies develop differently. Consider why. **Sense of period**: Egyptian clothes, houses, pyramids, mummification, beliefs and mythology, farming, hierarchy, writing. **Continuity and change:** Consider how life in ancient Egypt was different for different people (women, children, slaves, the wealthy etc). **Cause and consequence:** What happened to the Ancient Egyptians? **Historical interpretation**: Use and interpretation of archaeological evidence; Howard Carter; consider removal of artefacts from Egypt – debate whether they should be returned; understand concept of civilisation. **Significant individuals:** Howard Carter and Tutankhamun **Immersion:** Fitzwilliam Museum **Key texts**: Secrets of a Sun King	

	Key texts: Diary of Anne Frank. **British Values:** Democracy, Tolerance of different faiths and beliefs, respect, individual liberty **Equality and inclusion**: Holocaust **Cultural capital:** Knowledge of significant national events and significant individuals, with an excursion to enhance knowledge and understanding.	**Cultural capital:** Knowledge of an ancient civilisation and significant individuals.	
6	**Autumn** **Mayans** **Key Concepts** **Chronology**: British History timeline, to pin-point when the Mayans lived and compare/contrast to Anglo-Saxon England, when the Mayan civilization was at its peak; Mayan timeline. **Sense of period**: Recognise some of the defining features of the Mayan civilisation in Mesoamerica: writing (including the Dresden Codex), maths, calendar – and compare to our own systems; also Mayan cities, buildings, transport, myths and legends, food, clothing, farming, pyramids. **Continuity and change:** Find out about the changes to Mayan society between 5000 BC and 1532, when the Spanish arrived. Recognise that Maya people are still living in that area today. **Cause and consequence:** Compare the history and effects of invasion in both areas and the survival of the Maya and Anglo-Saxon culture. **Historical interpretation:** Examine the different types of evidence that tell us about the Maya; consider the different ideas about the decline of the Maya around 900, when Mayan cities started to be abandoned – overpopulation, warfare and drought. Which one is most likely?	**Spring**	**Summer** **Crime and Punishment** **Local History Study: Cromwell** **Key Concepts: Crime and Punishment** **Chronology**: British History timeline **Sense of period:** Revisiting many of the periods that they have studied during KS1 and KS2, but now focussing on a specific theme. **Continuity and change:** Exploring law, crime and punishment during Roman, Anglo-Saxon, Viking, Medieval, Tudor, Early Modern and Victorian periods. Compare to modern day. **Cause and consequence:** Explore some of the reasons for changes in crimes over time e.g. introduction of the Forest Laws in the Middle Ages; religious beliefs (e.g. witchcraft); the Dissolution of the Monasteries in 1536; and industrialisation in Victorian times. **Historical interpretation:** note connections, contrasts and trends over time; develop the appropriate use of historical terms; ask questions

	Immersion: Mexicolore Day **Equality and Diversity:** Understanding of different cultures. **Culture capital:** Knowledge of an extra European civilisation, with an immersive day to enhance knowledge and understanding.		about change, cause, similarity and difference and significance. **Significant individuals:** Robert Peel **Significant national events**: Roman Invasion 43, Norman Conquest 1066, Gunpowder Plot 1605, Civil War 1642-49. **Local History: Why study Cromwell?** He was born and brought up in Huntingdon and he became the first commoner to become Head of State in British history. It is possible to visit his house in Ely and his school in Huntingdon – now The Cromwell Museum. He divides opinions: partly because some people wanted to blacken his name after the Restoration, partly because some of his actions, such as his Irish campaign, were controversial. Some love him; others loathe him – either way he is impossible to ignore. He was one of the key figures in the Civil War and formed the New Model Army, which enabled Parliament to defeat Charles I, who was put on trial and executed in 1649. This was the first time that a monarch had been deposed and put on trial by his own people. From now on, heads of state were answerable to the law and their people. His Protectorate was the first government in British history to have a written constitution - a document that set out the rules for how the country should be governed and enshrined the principle of freedom of religion. For a time in the 1650s there was the greatest period of religious toleration there had yet been in England or would be again for over a century.

			Cromwell is often misunderstood. The popular image of him is as a dour, humourless individual, dressed in black. His portraits show him actually in fine clothes; he seems to have been a devoted husband and father, enjoyed music, dancing and horse racing and had a good sense of humour. This period led to the foundation of our modern parliamentary democracy. **Significant Individual:** Cromwell **Significant National Events:** Civil War 1642-49 **British Values:** Democracy, equality, tolerance of different faiths and beliefs, respect, individual liberty and the rule of law. **Equality and inclusion**: religious tolerance. **Excursion:** Cromwell Museum? **Cultural capital:** Knowledge of significant national events and significant individuals, with an excursion to enhance knowledge and understanding.