

## History amended rolling programme for 2023-2024

Curriculum Map 2023 - 2024			
	Autumn	Spring	Summer
<b>EYFS &amp; YR1</b>	<p><b>My family tree, celebrations &amp; my own life so far.</b></p> <p><i>NC: Children will learn about changes within living memory. They will utilise historical vocabulary such as past, present and future. They will begin to use timelines to order events chronologically.</i></p> <p><i>Possible Supporting Units</i> <i>Plan Bee: All About Me</i></p>	<p><b>The Great Fire Of London</b></p> <p><i>NC: Events beyond living memory that are significant nationally or globally (for example, <b>The Great Fire of London</b>, the first aeroplane flight or events commemorated through festivals or anniversaries.)</i></p> <p><i>Possible Supporting Units:</i> <i>Twinkl – The Great Fire of London</i> <i>Plan Bee – The Great Fire</i></p>	<p><b>Florence Nightingale &amp; Mary Seacole</b></p> <p><i>NC: Children should learn about the lives of significant individuals in the past who have contributed to national and international achievements.</i></p> <p><i>Possible Supporting Units:</i> <i>Twinkl – Nurturing Nurses</i> <i>Plan Bee – Florence Nightingale</i></p>
<b>YR 2 &amp; 3</b>	<p><b>Roman Empire and its impact on Britain</b></p> <p><i>NC: This could include:</i></p> <ul style="list-style-type: none"> <li><i>Julius Caesar’s attempted invasion in 55-54 BC</i></li> <li><i>the Roman Empire by AD 42 and the power of its army</i></li> <li><i>successful invasion by Claudius and conquest, including Hadrian’s Wall</i></li> <li><i>British resistance, for example, Boudica</i></li> <li><i>‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i></li> </ul>	<p><b>Britain’s settlement by Anglo-Saxons and Scots</b></p> <p><i>NC: This could include:</i></p> <ul style="list-style-type: none"> <li><i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i></li> <li><i>Scots invasions from Ireland to north Britain (now Scotland)</i></li> <li><i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i></li> <li><i>Anglo-Saxon art and culture</i></li> <li><i>Christian conversion – Canterbury, Iona and Lindisfarne.</i></li> </ul>	<p><b>Vikings</b></p> <p><i>NC: Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <p><i>Possible supporting units:</i> <i>Twinkl – Vikings</i> <i>PlanBee -</i></p>

<p><b>Class 3 Year 4 &amp; 5</b></p>	<p><b>World I</b></p> <p><i>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>Possible Supporting Units:</p> <p>Plan Bee – World War I &amp; II Hamilton Trust World War I &amp; II</p>	<p><b>The Benin (West Africa)</b></p> <p><i>NC: The achievements of the earliest civilizations</i> <i>The reasons for their rise and eventual decline</i></p> <p>Possible Supporting Units: Twinkl – The Kingdom of Benin Plan Bee – The Kingdom of Benin</p>	<p><b>Queen Victoria and the Victorian Era</b></p> <p><i>NC: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>Possible Supporting Units: Twinkl – The Victorians Plan Bee – The Victorians</p>
<p><b>Class 4 Year 6</b></p>	<p><b>Mayan Civilisation</b></p> <p><i>NC: Pupils should be taught about a non-European society that provides contrasts with British history</i></p> <p>Possible Supporting Units: Plan Bee – The Maya</p>	<p><b>Ancient Greece</b></p> <p><i>NC: Pupils should make a study of Greek life and achievements and their influence on the western world.</i></p> <p>Possible Supporting Units: Plan Bee – Ancient Greece</p>	<p><b>Industrial Revolution</b></p> <p><i>NC: Pupils should be taught about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>Possible Supporting Units:</p>