



History Learning Map

History					
Year	Autumn		Spring	Summer	
Nursery	Discuss our families and the different roles of family members.		Link their sense of family with the family of others.	Elves and the Shoemakers- Look at old shoes and compare to modern shoes.	
Reception	Discuss their family and make connections between their own family and other families.		Explore the similarities and differences between schools now and schools a long time ago (Super Milly and the Super School Day).	Talk about significant events in their own lives.	
Year 1	Be aware of their own families past – use photos to explore differences between past and present. Discussing family events and differences within cultures. <u>Technology and toys</u> Compare toys and technology in the past to present <i>Changes within living memory</i>		<u>David Attenborough/Mary Anning</u> Who are they and what are their jobs? Why are they important? Link with animals and dinosaurs. Lives of significant individuals in the past who have contributed to national and international achievements	Discussing journeys that the children have been on and the places they have visited. Explore different things inventors created in the past e.g., the first mobile phone. <u>Canals- Transport</u> Children will look at the old Runcorn bridge and compare it to the new Runcorn Bridge. They will then look at the Bridges links to canals and the transport (and how it has developed) <i>Changes within living memory</i>	
Year 2	<u>Now and then</u> Change in Technology Past VS Present <i>Changes within living memory</i>	<u>History of transport</u> Steam trains vs Modern trains. <i>Changes within living memory</i>	<u>Local history</u> The three bridges <i>Significant historical events, people and places in their own locality</i>	<u>The great fire of London.</u> How did it influence a change in building materials in London? <i>Events beyond living memory that are significant nationally or globally</i>	<u>Queen Elizabeth</u> Who is the Queen? Why is she significant? <i>Hi1/1.3 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</i>
Year 3	<u>Stone Age</u> Children will study how they lived - Tools, hunting/houses) They will compare their life to now. Claremont Farm (Clatter bridge) <i>Changes in Britain from the Stone Age</i>		<u>Ancient Egypt</u> What did they bring to civilisation today? Children will look at Artefacts, burials, tombs and pyramids. <i>The achievement of earliest civilisation</i>	<u>Mayan</u> Children will look at who ruled, what it was like to live in Mayan time (houses/jobs/food) and compare it to life now. <i>A non-European society that provides contrasts with British History</i>	
Year 4	<u>Ancient Greek</u> Children will look at the life, achievements and influences on the western world. <i>Pupils should be taught a study of Greek life and achievements and their influence on the western world</i>		<u>Julius Ceasar's attempted invasion 55-54BC</u> Children will study the power of The Roman Empire by AD42. They will look at the Roman roads, Boudica, Caluidius the conquerer, Roman slaves and the impact this had on Britain <i>The Roman Empire and its impact on Britain</i>	<u>Evacuation- WW2 A day in the life of an evacuee</u> Children will look closely at the life of an evacuee and the impacts and daily struggles they suffered. <i>Pupils should be taught a study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066</i>	
Year 5	<u>Anglo Saxons</u> Children will be taught about the Viking struggle for the Kingdom of England to the time of Edward the Confessor. <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edwards the Confessor</i>		<u>Vikings – Invasion and Settlement</u> Who, why, where, what, when enquiry. Use of sources to investigate the monasteries raid York visit/ settlement – what it meant for Britain. King Alfred the Great/ Danelaw Impact invasion had on Britain.	<u>Anti-Semitism, the persecution of the Jew</u> Children will focus on segregation and look at the famous figure Anne Frank.	<u>Local history study- How to be a Halton Knight.</u> Children will trace several aspects of Normans and how they link to the local area (focusing upon Halton castle). They will Look

		<i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edwards the Confessor</i>		at designs of castles linking to the rebuild of Halton. They will also look at Motte and Bailey castle. Focus upon the role of a knight within the castle. <i>A local history study</i>
Year 6	Local History – Liverpool Pupils will look at the History of the Liverpool Docks and immigration and slavery. <i>A local history study</i>	Baghdad Pupils should be taught about a non-European society that provides contrasts with British history - early Islamic civilization, including a study of Baghdad c. AD 900;	Crime and Punishment Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - 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 St Georges Hall Jail	
Year 7	A nation of immigrants (Pre 1066) Where do the English come from? Romans, Anglo-Saxons, Vikings and Normans A nation of immigrants (1066) Investigating how William I was able to conquer England through a variety of methods (What was the Norman terror)	Who ruled England? Development of church, state and society 1066-1381) How important was the Monarchy and the Church in Medieval England? Who was more important; God or the King? The Black Death The Peasants' Revolt	Who ruled England? Development of church, state and society (1381-1536) Who ruled England? Development of church, state and society (1536-1700s) How did religion and money help tear apart England and unify it? Who was more important; the Pope or the King? The Tudors and the Stuarts	
Year 8	How did ideas, empire and industry change political power? Agricultural and Industrial Revolutions C16th African Kingdoms. Is Britain Great? (1745-1901) Slave trade. What was the British Empire? What was popular protest?	What was the First world War (1914-1918)? The cause and consequences and changes linked to the First World War. What was the Second world War (1939-1945) The cause and consequences and changes linked to the Second World Ward including how can people cause change to society?	What was the Second World War (1939-1945) The cause and consequences and changes linked to the Second World Ward including how can people cause change to society? Whatever happened to the empire? What was the impact of migration?	
Year 9	How did nature of conflict change after the Second World War? What was the Cold War? Terrorist or Freedom fighter? What was the war on terror? How the west was won? – an investigation into C19th migration and expansion in the United States.	How the west was won? – an investigation into C19th migration and expansion in the United States. Germany Democracy to dictatorship 1919-39 (Weimar Germany from the Treaty of Versailles) How did Germany become a dictatorship?	Germany Democracy to dictatorship 1919-39 (Weimar Germany from the Treaty of Versailles) How did Germany become a dictatorship? Germany Democracy to dictatorship 1919-39 (Weimar Germany from the Treaty of Versailles) The Holocaust	
Year 10 & 11 will continue to follow the previous order of study to make sure they have covered all topics and are fully prepared for their GCSE exams				
Year 10	AQA GCSE Specification Conflict and Tension Peace-making The League of Nations and international peace The origins and the outbreak of World War Two	AQA GCSE specification USA; Opportunity and inequality 1920-1973 The Boom The Depression and the New Deal Post War America		
Year 11	AQA GCSE Specification Thematic study: Health and the people: c1000 to the present day Medicine stands still Beginnings of change A revolution in medicine Modern medicine	Revision tbc		