

History Curriculum Map Cycle B (2025-2026)

	AUTUMN	SPRING	SUMMER
Nursery	<u>Rhymes</u> • Learning traditional nursery rhymes • Learning rhymes with images that reflect our cultural heritage	<u>Ourselves</u> • Talking and learning about babies, and us as we are growing • Learning about our birthdays <u>Change</u> • Looking at eggs and hatching chicks • Observing changes that happen in Spring	<u>Adventures and Journeys</u> • Remembering journeys that we have taken • Talking about where our families have come from
Reception	<u>Favourite books</u> • Observing changes that happen in Winter <u>Me and My World</u> • Talking and learning about our families and our community • Observing changes that happen in Winter	<u>Dragons and Dinosaurs</u> • Exploring paleontology and how we learn about the past <u>Shops and Cooking</u> • Talking about our favourite family meal • Growing food	<u>Mini-beasts</u> • Hatching caterpillar eggs



YEAR 1	<u>What did children in the past have in their homes?</u> • Try to answer questions about events, pictures and artefacts using prior knowledge • Describe similarities and differences between people, events and artefacts studied, and their own lives • Describe things that happened to themselves and other people in the past • Sequence people, events (including those in their lives) and objects in order of when they happened, using a scale given by the teacher • Describe and explain why people in the past may have acted in the way they did, including similarities and differences between the behaviour of people in the past and today • Name different types of sources - e.g. photos, drawings, paintings, maps, artefacts, letters..	<u>What is it like to live and learn in London?</u> • Describe things that happened to themselves and other people in the past • Recount changes and key memories in their own life over time. • Recall some facts about people/significant events before living memory • Ask questions inspired by events, pictures, artefacts and experiences • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and digital media • Use appropriate historical terms and vocabulary when speaking or writing about their learning	<u>What has changed about the way people travel?</u> • Describe similarities and differences between people, events and artefacts studied, and their own lives • Describe things that happened to themselves and other people in the past • Recount changes and key memories in their own life over time. • Sequence people, events (including those in their lives) and objects in order of when they happened, using a scale given by the teacher • Try to answer questions about events, pictures and artefacts using prior knowledge • Describe and explain why people in the past may have acted in the way they did, including similarities and differences between the behaviour of people in the past and today • Ask questions inspired by events, pictures, artefacts and experiences • Name individuals who were significant, and explain their significance. • Share their view on why something happened or how they know it happened using key vocabulary their teacher has taught
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			Name different types of sources - e.g. photos, drawings, paintings, maps, artefacts, letters.



YEAR 2	<u>Why did people in the past build castles?</u> • Describe similarities and differences between people, events and artefacts studied, and their own lives • Describe and explain why people in the past may have acted in the way they did, including similarities and differences between the behaviour of people in the past and today • Share their view on why something happened or how they know it happened using key vocabulary their teacher has taught • Try to answer questions about events, pictures and artefacts using prior knowledge • Sequence people, events (including those in their lives) and objects in order of when they happened, using a scale given by the teacher • Describe things that happened to themselves and other people in the past • Name individuals who were significant, and explain their significance. • Ask questions inspired by events, pictures, artefacts and experiences • Identify when a source is not accurate, based on their own prior knowledge.	[Geography unit]	<u>Who was Mary Seacole and how can she inspire us?</u> • Ask questions inspired by events, pictures, artefacts and experiences • Try to answer questions about events, pictures and artefacts using prior knowledge • Name individuals who were significant, and explain their significance. • Name different types of sources - e.g. photos, drawings, paintings, maps, artefacts, letters. • Sequence people, events (including those in their lives) and objects in order of when they happened, using a scale given by the teacher • Describe things that happened to themselves and other people in the past • Identify when a source is not accurate, based on their own prior knowledge. • Describe and explain why people in the past may have acted in the way they did, including similarities and differences between the behaviour of people in the past and today • Share their view on why something happened or how they know it happened using key vocabulary their teacher has taught
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			Describe similarities and differences between people, events and artefacts studied, and their own lives
YEAR 3	<u>Why are they called the Stone Age and the Iron Age?</u> - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) - Understand that the past is divided into different named periods of time - Describe similarities and differences between people, events and artefacts studied - Discuss and share different reasons for the main events and changes of the times studied - Ask historically valid questions inspired by primary and secondary sources - Observe small details from sources to make inferences which help to answer questions	[Geography unit]	<u>Why do we remember the Ancient Egyptians?</u> - Use a timeline to place historical events or artefacts studied in chronological order either through knowledge of dates or interpretation of sources - Use evidence to describe the lives of people from the past, including clothes, buildings, beliefs, the differences between rich/poor/male/female/old/young people, culture and leisure activities - Describe similarities and differences between people, events and artefacts studied - Understand and explain the difference between primary and secondary sources - Ask historically valid questions inspired by primary and secondary sources - Observe small details from sources to make inferences which help to answer questions



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YEAR 4	<u>Why are they called the Stone Age and the Iron Age?</u> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Understand that the past is divided into different named periods of time • Describe similarities and differences between people, events and artefacts studied • Discuss and share different reasons for the main events and changes of the times studied • Ask historically valid questions inspired by primary and secondary sources • Observe small details from sources to make inferences which help to answer questions	[Geography unit]	<u>Why do we remember the Ancient Egyptians?</u> • Use a timeline to place historical events or artefacts studied in chronological order either through knowledge of dates or interpretation of sources • Use evidence to describe the lives of people from the past, including clothes, buildings, beliefs, the differences between rich/poor/male/female/old/young people, culture and leisure activities • Describe similarities and differences between people, events and artefacts studied • Understand and explain the difference between primary and secondary sources • Ask historically valid questions inspired by primary and secondary sources • Observe small details from sources to make inferences which help to answer questions



YEAR 5	[Geography unit]	<u>What was the Home Front?</u> • Give reasons why changes may have occurred during a period, backed up by evidence • Use knowledge of dates to order significant historical events or movements on a timeline • Place current study on a timeline in relation to other studies • Compare the different causes and consequences of an event and draw conclusions about which were the most significant. • Identify the impact of the time period studied on modern life and their own life, including the local area • Engage critically with primary and secondary sources to ask probing questions about events and people of the past • Explain how biased sources or propaganda might affect interpretations and conclusions and identify changes that took place within the time period studied • Find and select relevant sources, both primary and secondary, to answer questions about history. • Compare sources in order to identify the omission of facts and select the most reliable sources based on this. • Link sources and use them to work out how a historian reached a certain conclusion.	<u>What can we learn from Ancient Baghdad?</u> • Understand and identify how some historical events occurred concurrently in different locations • Make links between some of the features of past societies (e.g. religion, houses, society, technology) and modern day societies • Identify any impact of the time period studied on their own life and identity, including the local area • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations and conclusions about history • Link sources and work out how conclusions were arrived at • Use primary and secondary sources along with prior knowledge to build up an understanding of the past
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		• Recognise that there is not always a single answer to historical questions.	



YEAR 6	[Geography unit]	<u>What was the Home Front?</u> • Give reasons why changes may have occurred during a period, backed up by evidence • Use knowledge of dates to order significant historical events or movements on a timeline • Place current study on a timeline in relation to other studies • Compare the different causes and consequences of an event and draw conclusions about which were the most significant. • Identify the impact of the time period studied on modern life and their own life, including the local area • Engage critically with primary and secondary sources to ask probing questions about events and people of the past • Explain how biased sources or propaganda might affect interpretations and conclusions and identify changes that took places within the time period studied • Find and select relevant sources, both primary and secondary, to answer questions about history. • Compare sources in order to identify the omission of facts and select the most reliable sources based on this. • Link sources and use them to work out how a historian reached a certain conclusion.	<u>What can we learn from Ancient Baghdad?</u> • Understand and identify how some historical events occurred concurrently in different locations • Make links between some of the features of past societies (e.g. religion, houses, society, technology) and modern day societies • Identify any impact of the time period studied on their own life and identity, including the local area • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations and conclusions about history • Link sources and work out how conclusions were arrived at • Use primary and secondary sources along with prior knowledge to build up an understanding of the past
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