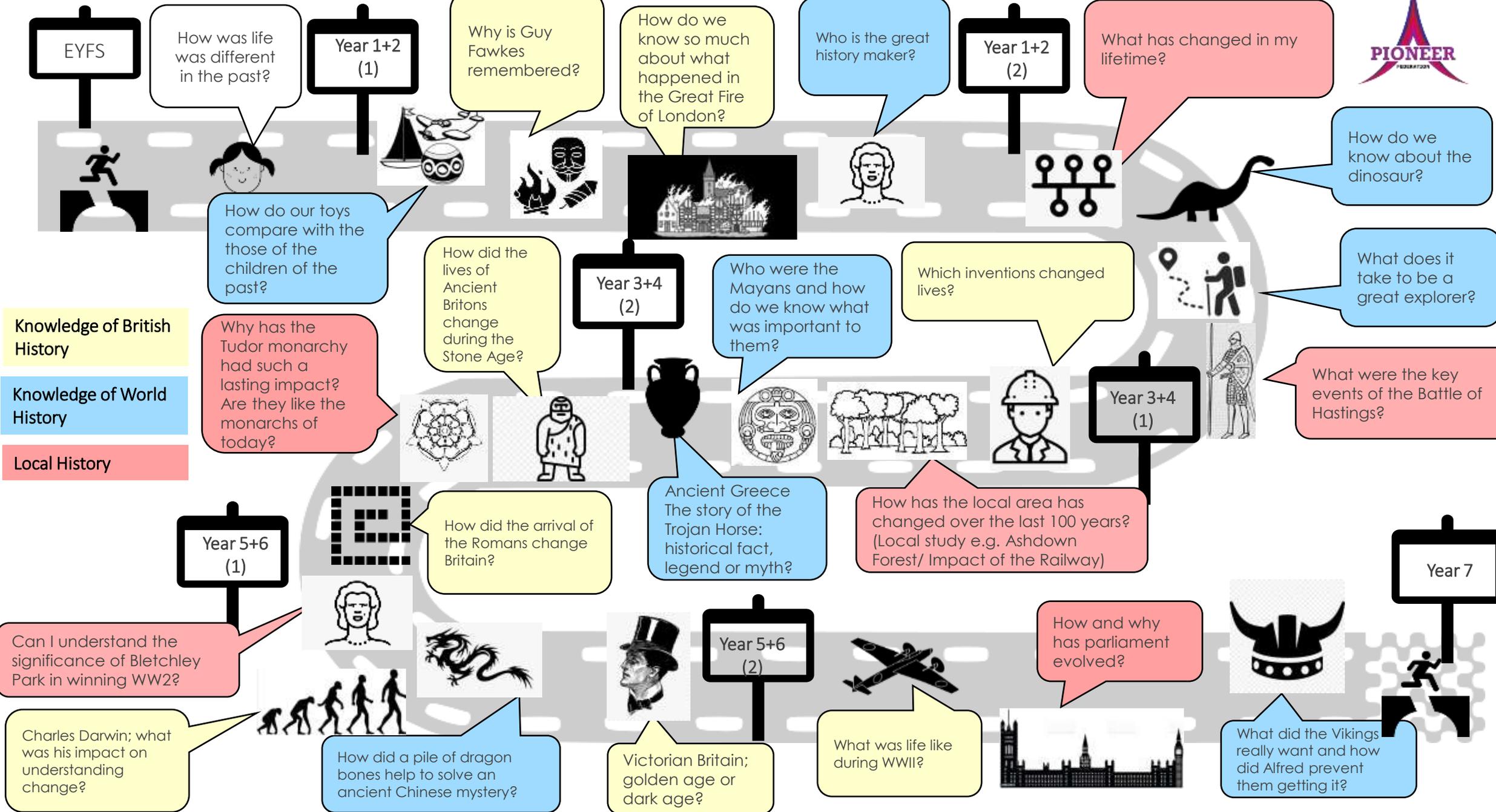


HISTORY Curriculum Road Map



EYFS

How was life was different in the past?

Year 1+2 (1)

Why is Guy Fawkes remembered?

How do we know so much about what happened in the Great Fire of London?

Who is the great history maker?

Year 1+2 (2)

What has changed in my lifetime?

Knowledge of British History

Knowledge of World History

Local History

How do our toys compare with the those of the children of the past?

Why has the Tudor monarchy had such a lasting impact? Are they like the monarchs of today?

How did the lives of Ancient Britons change during the Stone Age?

Year 3+4 (2)

Who were the Mayans and how do we know what was important to them?

Which inventions changed lives?

Year 3+4 (1)

How do we know about the dinosaur?

What does it take to be a great explorer?

What were the key events of the Battle of Hastings?

Year 5+6 (1)

How did the arrival of the Romans change Britain?

Ancient Greece The story of the Trojan Horse: historical fact, legend or myth?

How has the local area has changed over the last 100 years? (Local study e.g. Ashdown Forest/ Impact of the Railway)

Year 7

Can I understand the significance of Bletchley Park in winning WW2?

Charles Darwin; what was his impact on understanding change?

How did a pile of dragon bones help to solve an ancient Chinese mystery?

Year 5+6 (2)

Victorian Britain; golden age or dark age?

What was life like during WWII?

How and why has parliament evolved?

What did the Vikings really want and how did Alfred prevent them getting it?

History Overview



Intent

Our History road map has been designed to ensure the National Curriculum programme of study is comprehensively delivered as well as robust. It has been divided into three key areas; Local History, British History and World History.

Our aim is to create well sequenced, purposeful learning. Substantive concepts e.g. Monarchy and Power, Invasion and Conflict, Scientific Development have been interwoven throughout, so each enquiry links and builds on prior knowledge and understanding.

Implementation

We want our pupils to be Historians; to discover and enquire as Historians do.

Through questioning, layering and exploration, they learn skills and techniques to build and deepen their disciplinary knowledge with clear end points for the learning in each enquiry.

We want the History curriculum to be **accessible** for all. A focus on understanding key language is imperative and is supported by use of word mats/communication in print and pre-learning where relevant. Recording evidence of historical understanding is adapted to learning styles e.g. photographs, pupil voice scribed, pictorial representations. Use of different fonts, backgrounds and chunking of information relevant to the reading ages are taken into account when planning.



Impact

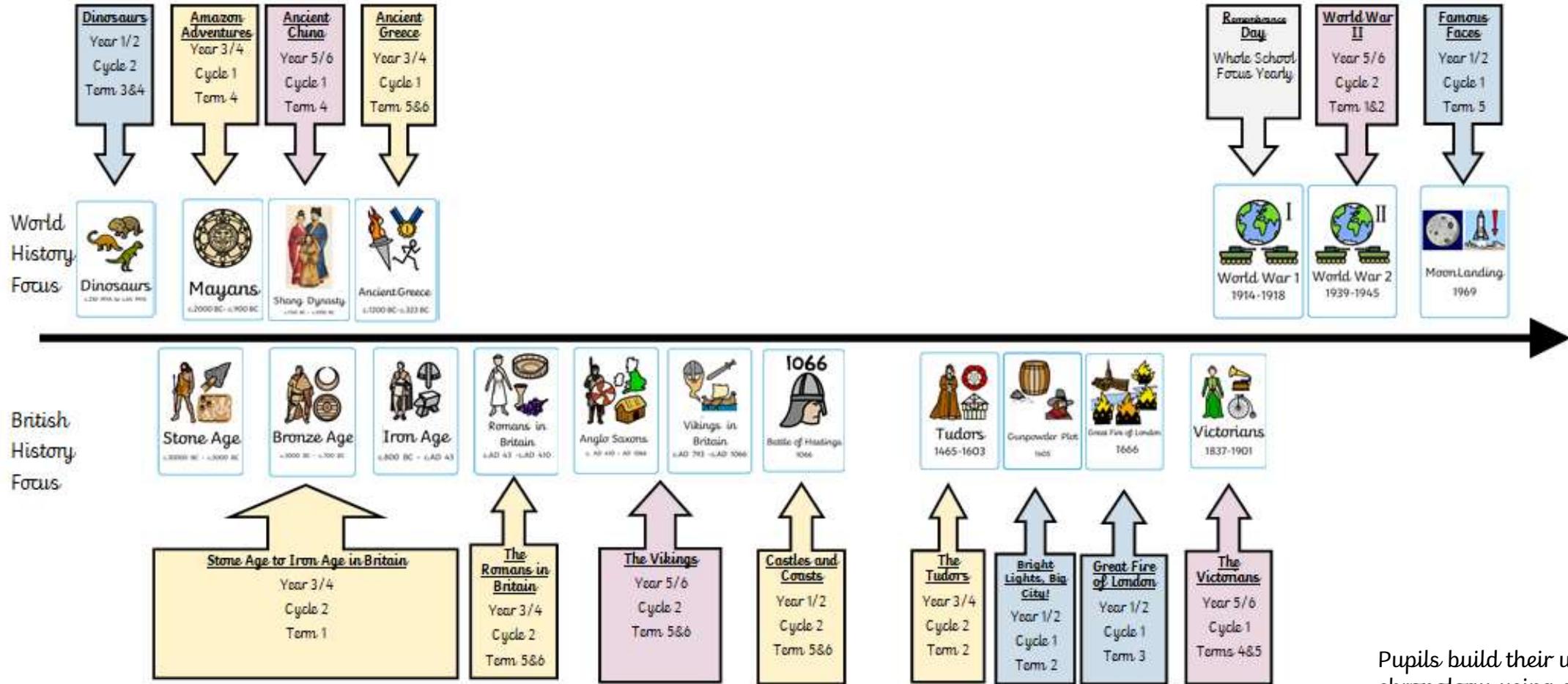
Learning in history will help pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as some of the challenges of their time.

They will understand the second order historical concepts; cause and consequence, similarity and difference, continuity and change, progress/regression, sources and evidence, chronology, empathy, context, diversity, perspective and significance which are fundamental in the modern world.

It will support them to establish a sense of identity and belonging on a personal, cultural, national and global level as pupils come to appreciate the diversity of human experience.

Concept - Chronology: Pioneer History Curriculum Timeline

(Not to scale)



Pupils build their understanding of chronology using a shared timeline in each classroom. These show the areas studied across the Pioneer programme of study. This supports building links and progression with each new enquiry.

EYFS Curriculum progression

Across the pioneer federation our middle leaders work with teachers to develop their subject and pedagogical knowledge to enhance the teaching of the curriculum.

Within Early years we are passionate about developing other teachers and middle leader's knowledge of the EYFS curriculum. We actively encourage teachers to spend time within EYFS and review our provision as part of their subject leadership, sharing ideas and effective early years practice.

The table below shows how the Early Years curriculum areas, link with the national curriculum subjects and explain some suggested provision or focus ideas which will support development of pupil knowledge and skills. 

Early Years Area of Learning		National Curriculum Subject Links	What could this look like in an EYFS Setting?
Communication and Language	Listening Attention and Understanding	All subject areas	Attending Assembly, focusing on instructions, listening games. Listening to music, songs stories, and friends. Exploring a range of genres of texts, word play, songs, rhymes, Acting out stories, roleplay
	Speaking	All subject areas	
Literacy	Comprehension	Literacy Drama All curriculum areas	Sharing stories as a class, 1-1, in groups Phonics Acting out stories, roleplaying our own stories, Small world play Drawing and making pictures/art models. Songs and phonic actions
	Word Reading		
	Writing	Literacy All curriculum areas	Mark Making, painting, labels, initial sounds, stories, cards, shopping lists, posters. Tricky words, songs, phonics sessions Sand trays, writing letters with paint. Building words with magnetic letters, CVC cards
Maths	Numerical Patterns	History	
Understanding the World	The Natural World		
	Past and Present	History	Exploring jobs, celebrations events, difference, stories and videos. Puzzles, pictures, visitors and trips.
	People, Cultures and Communities	History	