



## Parklands Community Primary School Long Term Curriculum Map



### History

Year 1						
Year 1 Topics	Autumn		Spring		Summer	
	The Enchanted Woodland	Magical Story Chest	On the Move	Superheroes	Dinosaur in the City	Oh I do like to be Beside the Seaside
Year 1		<ul style="list-style-type: none"> <li>• Focus- history of Toys</li> <li>• Pupils should develop an awareness of the past using common words and phrases relating to the passing of time</li> <li>• Children will learn about changes within and beyond living memory.</li> <li>• They should know where the people and events they study fit within chronological framework and identify similarities and differences between ways of life in different periods</li> <li>• They should understand some of the ways in which</li> </ul>	<ul style="list-style-type: none"> <li>• Focus - history of transportation</li> <li>• Pupils should develop an awareness of the past using common words and phrases relating to the passing of time</li> <li>• Children will learn about changes within and beyond living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• (e.g. the first car)</li> <li>• They should learn about the lives of significant individuals in the past who have contributed to national and</li> </ul>	<ul style="list-style-type: none"> <li>Focus – history of significant individual</li> <li>• Pupils should develop an awareness of the past using common words and phrases relating to the passing of time</li> <li>• Children should learn about 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</li> <li>• They should know where the people and events they study fit within chronological framework and identify similarities and differences between</li> </ul>	<ul style="list-style-type: none"> <li>Focus –London in the past</li> <li>• Pupils should develop an awareness of the past using common words and phrases relating to the passing of time</li> <li>• They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>• They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> </ul>	<ul style="list-style-type: none"> <li>Focus – the seaside in the past</li> <li>• Pupils should develop an awareness of the past using common words and phrases relating to the passing of time</li> <li>• They should be taught about changes within and beyond living memory</li> <li>• They should identify similarities and differences between ways of life in different periods</li> <li>• Significant historical events, people and places in their own locality will be studied</li> <li>• They should understand some of</li> </ul>

		<p>we find out about the past and identify different ways in which it is represented</p> <ul style="list-style-type: none"> <li>• They should identify similarities and differences between ways of life in different periods</li> </ul>	<p>international achievements e.g Karl Benz,</p> <ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality will be studied.</li> </ul>	<p>ways of life in different periods</p>		<p>the ways in which we find out about the past and identify different ways in which it is represented</p> <ul style="list-style-type: none"> <li>• They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> </ul>
<b>Year 2 Topics</b>	<b>Towers, Tunnels and Turrets</b>	<b>Fire</b>	<b>Ice</b>	<b>Adventure</b>	<b>Homes and Habitats</b>	<b>Fit 4 Life</b>
<b>Year 2</b>	<p>Focus-history of castles including local study of Arundel Castle/Priory Park Motte and Bailey</p> <ul style="list-style-type: none"> <li>• Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>• Pupils should ask and answer questions choosing and using parts of stories and other sources to show that they</li> </ul>	<p>Focus -Great Fire of London &amp; Samuel Pepys</p> <ul style="list-style-type: none"> <li>• Pupils should develop an awareness of the past using common words and phrases relating to the passing of time</li> <li>• They should know where the people and events they study fit within chronological framework and identify similarities and differences between ways of life in different periods.</li> </ul>		<p>Focus -Significant individuals in History</p> <ul style="list-style-type: none"> <li>• They should be taught about events beyond living memory that are significant nationally or globally.</li> <li>• They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>• They should ask and answer questions choosing and using parts of stories and</li> </ul>		<p>Focus- History of our locality – Chichester</p> <ul style="list-style-type: none"> <li>• Pupils should ask and answer questions, choosing and using parts of stories and other sources understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>• Significant historical events, people and places in their own locality will be studied.</li> <li>• Children will use a wide vocabulary of</li> </ul>

	<p>know and understand key features of events.</p> <ul style="list-style-type: none"> <li>• They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• They should be taught about significant historical events, people and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>• They should use a wide vocabulary of every day historical terms.</li> <li>• They should be taught about lives of significant individuals in the past who have contributed to national achievements.</li> </ul>		<p>other sources to show that they know and understand key features of events</p> <ul style="list-style-type: none"> <li>• They should understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>• They should be taught about lives of significant individuals in the past who have contributed to national and international achievements</li> </ul>		<p>everyday historical terms</p> <ul style="list-style-type: none"> <li>• Children will put events in Chichester into a chronological framework</li> <li>• They should be taught about changes within and beyond living memory</li> <li>• They should identify similarities and differences between ways of life in different periods</li> <li>• They should ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> </ul>
<b>Year 3 Topics</b>	<b>Stones and Bones</b>	<b>Mighty Metals</b>	<b>I Want My Mummy</b>		<b>Romans On The Rampage</b>	<b>Raindrop To River</b>
<b>Year 3</b>	<p>Focus- Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> <li>• Pupils should continue to develop a chronologically secure knowledge and understanding of British history</li> <li>• Children should know and understand the</li> </ul>		<p>Focus- Ancient Egyptians</p> <ul style="list-style-type: none"> <li>• Children should study the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</li> <li>• Pupils should continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study</li> <li>• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> </ul>		<p>Focus - the Roman Empire and its impact on Britain (focus on Roman Chichester and Fishbourne Palace)</p> <ul style="list-style-type: none"> <li>• Children will know and understand the history of these islands as a coherent, chronological</li> </ul>	

	<p>history of these islands as a coherent and chronological narrative , from the earliest times to the present day</p> <ul style="list-style-type: none"> <li>• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• They should understand how our knowledge of the past is constructed from a range of sources</li> <li>• Children will study Skara Brae and Stonehenge</li> </ul>		<ul style="list-style-type: none"> <li>• They should address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>• Characteristic features of past non-European societies will be studied</li> <li>• Children will consider the nature of civilisations, gaining and deploying a historically grounded understanding of abstract terms e.g. civilisation</li> <li>• Understanding will be developed of the methods of historical enquiry, including how evidence is used rigorously to make historical claims</li> </ul>	<p>narrative, from the earliest times to the present day</p> <ul style="list-style-type: none"> <li>• Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• Children will discover how Britain has influenced and been influenced by the wider world</li> <li>• Children will know and understand significant aspects of the history of the wider world and the expansion and dissolution of empires</li> <li>• Pupils should gain and deploy a historically grounded understanding of abstract terms e.g. empire</li> <li>• Understanding will be developed of the methods of historical enquiry, including</li> </ul>	
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				<p>how evidence is used rigorously to make historical claims</p> <ul style="list-style-type: none"> <li>• Children will start to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance</li> <li>• They should start to understand the connections between short and long term timescales</li> <li>• Children will study Roman invasion of Britain</li> <li>• Children will study British resistance, for example, Boudica</li> <li>• Children will do a local study of Fishbourne Roman Palace</li> </ul>		
<b>Year 4 Topics</b>	<b>Off with her Head</b>	<b>A Taste of India</b>	<b>I Predict a Riot!</b>		<b>Carnival of Animals</b>	<b>Secret Shores</b>
<b>Year 4</b>	<p>Focus - the changing power of the Tudor monarchs</p> <ul style="list-style-type: none"> <li>• Pupils will study of an aspect or theme in British history that extends their chronological knowledge beyond 1066</li> </ul>		<p>Focus – Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> <li>• Children will learn about the Viking and Anglo-Saxon Struggle for the kingdom of England</li> <li>• Children should learn about Viking raids and invasions; Danegeld; Anglo-</li> </ul>			

	<ul style="list-style-type: none"> <li>• Pupils will study the changing power of monarchs using a case study of the changing power of the Tudor monarchs</li> <li>• They should know and understand the history of these islands as a coherent and chronological narrative , from the earliest times to the present day</li> <li>• They will know how people’s lives have shaped the nation and how Britain has influenced and been influenced by the wider world</li> <li>• Children will gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history</li> <li>• Pupils should ask perceptive questions,</li> </ul>		<p>Saxon Kings, laws and justice</p> <ul style="list-style-type: none"> <li>• They should know and understand the history of these islands as a coherent and chronological narrative , from the earliest times to the present day</li> <li>• They should know how people’s lives have shaped the nation and how Britain has influenced and been influenced by the wider world</li> <li>• Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• They should gain and deploy a historically grounded understanding of abstract terms e.g. peasantry</li> <li>• They should understand the methods of historical enquiry,</li> </ul>			
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	<p>think critically, weigh evidence, sift arguments, and develop perspective and judgement.</p> <ul style="list-style-type: none"> <li>• They should construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul>		<p>including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <ul style="list-style-type: none"> <li>• Children will start to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections and draw contrasts</li> <li>• They should frame historically valid questions and create their own structured accounts including written narratives and analysis</li> <li>• Children should gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional and national history and</li> </ul>			
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			between short and long term timescales			
Year 5 Topics	Victorians	Space	Natural Disasters/ Materials	Enterprise	Greeks	
Year 5	<p>Focus – the legacy of the Victorian period</p> <ul style="list-style-type: none"> <li>• Pupils should continue to develop a chronologically secure knowledge and understanding of British history</li> <li>• Children should study of an aspect or theme of British history that extends their chronological knowledge beyond 1066</li> <li>• They should know and understand the history of these islands as a coherent and chronological narrative, from the earliest times to the present day</li> <li>• They should know how people’s lives have shaped the nation and how Britain has influenced and been influenced by the wider world</li> <li>• Pupils will gain a knowledge of the Victorians’ legacy on later parts of History and present day</li> <li>• Pupils will gain and deploy a historically grounded understanding of abstract terms e.g. empire</li> </ul>				<p>Focus - Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> <li>• Children should know and understand significant aspects of the history of the wider world; the nature of ancient civilisations; the expansion and dissolution of empires; achievements and follies of mankind</li> <li>• Children should study the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</li> <li>• Pupils should continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study</li> </ul>	



	<ul style="list-style-type: none"> <li>• They should understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections and draw contrasts, analyse trends</li> <li>• They should frame historically valid questions and create their own structured accounts including written narratives and analysis</li> <li>• They should understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• Children should gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional and national and international history ;between cultural, economic, political and social history and short and long term timescales</li> </ul>				<ul style="list-style-type: none"> <li>• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• They should gain and deploy a historically grounded understanding of abstract terms e.g. civilisation</li> <li>• Children should understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections and draw contrasts, analyse trends</li> <li>• They will frame historically valid questions and create their own structured accounts including written narratives and analysis</li> <li>• They should understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why</li> </ul>
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					<p>contrasting arguments and interpretations of the past have been constructed</p> <ul style="list-style-type: none"> <li>• They should gain historical perspective by placing their growing knowledge into different contexts and between cultural, economic, military, political, religious, and social history and short and long term timescales</li> <li>• Pupils should ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</li> <li>• They should construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• They should understand how our knowledge of the past is constructed from a range of sources Pupils will start to understand the complexity of people's lives, the process of change, the diversity</li> </ul>
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					of societies and relationships between different groups, as well as their own identity and the challenges of their time
<b>Year 6 Topics</b>	<b>The Home Front</b>		<b>Hola Mexico!</b>	<b>Vive la France!</b>	<b>I'm a Survivor</b>
<b>Year 6</b>	<p>Focus – WW2 Tangmere - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <ul style="list-style-type: none"> <li>Children should study local history linked to a study of an aspect or theme of British history that extends peoples chronological knowledge beyond 1066 and that is significant in the locality</li> <li>Children should know and understand the history of these islands as a coherent and chronological narrative , from the earliest times to the present day</li> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British history</li> <li>Children should know now how people’s lives have shaped the nation and how Britain has influenced and</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<p>Focus – Ancient Mayans</p> <ul style="list-style-type: none"> <li>Children should study a non-European Society that can be used as a contrast with British History</li> <li>Children should know and understand significant aspects of the history of the wider world, the nature of ancient civilisations, the expansion and dissolution of empires and achievements and follies of mankind</li> <li>Characteristic features of past non-European societies will be studied</li> <li>Children should gain and deploy a historically grounded understanding of abstract terms e.g. Children should study the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</li> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study</li> <li>They will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections and draw contrasts, analyse trends,</li> <li>Children will frame historically valid questions and create their own structured accounts including written narratives and analysis</li> </ul>		<p>Focus – Crossing the Atlantic: Windrush and its legacy</p> <ul style="list-style-type: none"> <li>Children should know and understand the history of these islands as a coherent and chronological narrative , from the earliest times to the present day</li> <li>Pupils should continue to develop a chronologically secure knowledge and understanding of British history</li> <li>Children should know now how people’s lives have shaped the nation and how Britain has influenced and been influenced by the wider world</li> <li>Pupils should continue to develop a</li> </ul>

	<p>been influenced by the wider world</p> <ul style="list-style-type: none"> <li>• Children should study the local historical significance of Tangmere and Chichester during WW2</li> <li>• Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</li> <li>• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections and draw contrasts, analyse trends</li> <li>• Children should frame historically valid questions and create their own structured accounts including written narratives and analysis</li> <li>• Children should understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils should ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.</li> <li>• They will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• They should gain historical perspective by placing their growing knowledge into different contexts and between cultural, economic, military, political, religious, and social history and short and long term timescales</li> <li>• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• Children should frame historically valid questions and create their own structured accounts including written narratives and analysis</li> <li>• Children should understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>• Pupils will understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time</li> </ul>		<p>chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> <li>• They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• Children will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections and draw contrasts, analyse trends</li> <li>• Children should frame historically valid questions and create their own structured accounts including written narratives and analysis</li> <li>• Children should understand the methods of historical enquiry, including how evidence is used rigorously to make</li> </ul>
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	<p>contrasting arguments and interpretations of the past have been constructed</p> <ul style="list-style-type: none"> <li>• Children should gain historical perspective by placing their growing knowledge into different contexts and between cultural, economic, military, political, religious, and social history and short and long term timescales</li> <li>• They should construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul>				<p>historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <ul style="list-style-type: none"> <li>• Children should gain historical perspective by placing their growing knowledge into different contexts and between cultural, economic, military, political, religious, and social history and short and long term timescales</li> <li>• They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>
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