



## Nene Valley Primary School

### HISTORY CURRICULUM MAP

	Phase 1/2		Phase 3/4		Phase 5/6	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn	<p><b>To understand chronology</b> Children will know about changes within living memory - 21st Century Children will know what toys were like from the Past and compare to their own toys. Children will know what was life like before iPad/ the internet?</p>	<p><b>Significant people of the past</b> *To know who Edith Cavell and Florence Nightingale are and why they are famous? -*To know where and when they lived? *To compare their lives</p>	<p><b>Ancient Egypt</b> *Settlements around the Nile *Power structures (pharaohs, the double crown) *Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. *How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing <b>Cradles of Civilisation</b> *The land between two rivers: Ancient Mesopotamia – the unique 'cradle' *Geographical overview of ancient civilisations of the world, inc. Mesopotamia via rivers &amp; settlements</p>	<p><b>Roman Republic</b> *Ancient Rome *Punic wars, Hannibal, *Roman army and the Roman Republic *Roman religion, Roman myths &amp; legends and how they built on Greek myths, legends and religion. *Roman politics and government <b>Roman Empire</b> *Society, culture, Roman houses, art, language *Julius Caesar, the first emperors, Jewish-Roman war *Persecutions of Christians in Rome *Pompeii</p>	<p><b>The round city of Baghdad</b> <b>Islamic Civilisations (3)</b> *Importance of medieval Islam. *The House of wisdom, astronomy, mathematics and mapping the world; science, technology and medicine <b>Anglo-Saxon Britain</b> Reasons for migration <b>Roman Empire</b> *Anglo-Saxon kingdoms *Christianity in the British Isles *Early monasteries in British Isles</p>	<p><b>Ancient civilisations – The Maya</b> *Ancient tribes in the Amazon basin. *Ancient civilisations in central America: the Maya how land and climate shape cultures; how cultures shape the land <b>The kingdom of Ethiopian Benin</b> *Early history and 11th century origins Architecture Rituals and laws Divinity and sacredness *15th century European contact *19th century conflict and destruction. Ethics of archaeology *Archaeology now - diversity in archaeologists and historians.</p>

Spring	<p><b>To build an overview of world history</b></p> <p><b>Big Question</b></p> <p>Why is Henry VIII so famous?</p> <ul style="list-style-type: none"> <li>To know about Henry VIII's life &amp; his wives</li> <li>To know why Henry is significant &amp; how he changed England</li> <li>What links Henry VIII to the Cathedral</li> </ul> <p>To develop accurate use of historical vocabulary</p>	<p><b>The Great Fire of London</b></p> <p>Changes within living memory 19 – 21st Century</p> <p><b>Big Question</b></p> <p>Why is Samuel Pepys famous?</p> <ul style="list-style-type: none"> <li>Historical enquiry</li> </ul> <p>To understand the significance of Samuel Pepys &amp; his diary</p> <p>To know the causes &amp; impact of the Great Fire of London &amp; the plague</p> <p>To understand the historical narrative from 1066 until 1666</p> <p>To develop accurate use of historical vocabulary</p>	<p><b>Indus valley</b></p> <p>*Urban planning in cities; long-distance trade material and spiritual culture: *Sarasvati culture, including the Rig Veda, ancient writings &amp; scriptures</p> <p>* Study archaeological finds</p> <p>Why did settlements spread over such a large area?</p> <p><b>Persia and Greece</b></p> <p>Introduction to Ancient Greece.</p> <p>*Ancient Persia and its empire</p> <p>*Ancient Greek city states, inc. Sparta and Athens. Why/how did they form?</p> <p>*Greco-Persian wars, inc. battle of Marathon Athenian democracy and empire, *Peloponnese War</p> <p>*Greek religion – gods and goddesses</p>	<p><b>Roman Britain</b></p> <p>*Ancient Britons – a land of diversity, a land of migrants (e.g., Celts).</p> <p>* Celtic language, Celtic culture.</p> <p>*Rebellions: Caractacus, Boudicca.</p> <p>*How Roman was Roman Britain? Who gained and who lost in Roman Britain?</p> <p><b>Christianity in Three Empires</b></p> <p>*Aquae Sulis, Hadrian's Wall. Collapse of Roman rule in Britain.</p> <p>*The multi-cultural Mediterranean and Middle East</p> <p>*The Emperor Constantine and Christianity</p> <p>*Constantinople &amp; the Byzantine Empire.</p> <p>*The collapse of the Western Roman Empire</p>	<p><b>Vikings in Britain - Lady of the Mercians</b></p> <p>*Different 'English' kingdoms King Alfred of the Kingdom of Wessex – forerunners of English identity</p> <p>*Viking navigation</p> <p>*Scandinavian settlements</p> <p>*Viking links to rest of world – Russia, Constantinople, Muslim trade.</p> <p><b>Norse Culture</b></p> <p>*Norse Gods, Goddesses, stories and customs</p> <p>* Beowulf in depth – understanding commonalities with contrasting civilisations</p> <p>*Sagas, art, poetry and folklore</p>	<p><b>Cities in time 1 – Shock cities</b></p> <p>*19<sup>th</sup> century industrial Manchester</p> <p>*from the slums to Mayor</p> <p>*Why did Manchester change so rapidly from 19<sup>th</sup> century?</p> <p><b>Cities in time 2</b></p> <p>*Greek and Roman Pompeii</p> <p>*Vikings and medieval London</p> <p>10<sup>th</sup> to 16<sup>th</sup> century Samarkand</p>
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Summer	<p><b>To investigate, interpret and communicate historically</b></p> <p>A local study</p> <p>Which is the oldest building in Peterborough?</p> <p><u>Big Question</u></p> <p>What were buildings like in the past?</p> <ul style="list-style-type: none"> <li>· To begin to know about the cathedral &amp; its age</li> <li>· To compare old &amp; new buildings using sources</li> <li>· To understand how we can use pictures to find out about the past</li> </ul> <p>To develop accurate use of historical vocabulary</p> <p>To develop accurate use of historical vocabulary</p>	<p><b>To build an overview of world history</b></p> <p>Victorians and present day</p> <p>How did seaside towns become popular?</p> <p>Where are our seaside's?</p> <p>I can use key words to describe seaside locations.</p> <p>To understand what seaside holidays and resorts were like in the past and present.</p>	<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>*Athenian democracy and empire</li> <li>*Art, culture and learning</li> <li>*Greek politics, religion and literature</li> </ul> <p><b>Alexander the Great</b></p> <ul style="list-style-type: none"> <li>*Where did Alexander come from?</li> <li>*Early battles and conquest of Persia</li> <li>*Macedon and the Macedonian empire</li> </ul>	<p><b>Arabia and Early Islam</b></p> <ul style="list-style-type: none"> <li>*Arabia before Muhammad (Bedouin culture and trade)</li> <li>*Makkah, Medina and the birth of Islam</li> <li>*Stories about the birth of Muhammad</li> </ul> <p><b>Islamic Civilisations – Cordoba</b></p> <p><b>The City of Light</b></p> <ul style="list-style-type: none"> <li>*Science, art and architecture in Cordoba</li> <li>*Great library of Cordoba (medicine, technology, theology)</li> </ul>	<p><b>Vikings in Britain (2) – Changing rulers changing worlds</b></p> <ul style="list-style-type: none"> <li>*Rulers and ordinary people</li> <li>*Athelstan coronation and creation of England</li> <li>*Government and cultural fusions</li> </ul> <p><b>Local History</b></p>	<p><b>Britain in the era of WWII</b></p> <ul style="list-style-type: none"> <li>*Impact of the war and post war developments</li> <li>* How evacuation shaped our towns and cities</li> <li>* Diversity in a global war, including Windrush</li> </ul> <p><b>Local history study</b></p>
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