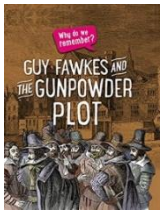
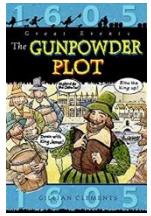
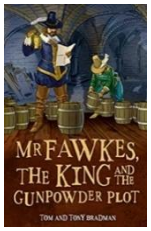
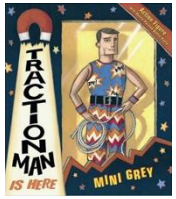
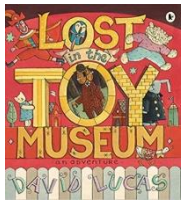
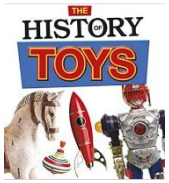
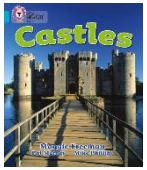
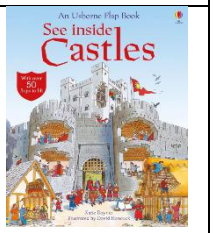
Drayton & Nightingale
History Curriculum map

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**All About Me** All about me, our bodies, facial features, looking after my own health and hygiene; Rainbows and light; making porridge	**Our Community** Making gingerbread; what happens when it gets wet Changing seasons; plants and trees in Autumn; light and dark	**Around the World** The Antarctic and the animals that live there; compare with UK; how do people and animals live in cold places	**Down at the Bottom of the Garden** Understand some important processes and changes in the world around them including the seasons and changing states of matter. Wormery; butterfly life cycle; Insects and mini-beasts	**Watch Me Grow**	**A Walk on the Wild Side**
Curriculum Enhancements						
Book Spines	T4W Five Stories in 5 Weeks (Little Jack, The Rainbow Princess, Let Me Come In, The Magic Porridge Pot, Quackling)	T4W The Gingerbread Man	T4W Baby Mouse	T4W The Sleepy Bumblebee	T4W Jack and the Bean stalk	T4W Farmer Duck

Year 1 Cycle B NIANS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key question	**Bonfire Night** ***Why do people celebrate Bonfire Night on November 5th?***		**Toys** *Did our grandparents play with the same toys as us?*		**Castles** *What makes a castle a castle?* *How has Norwich Castle changed?*	
Key concept	**People in the past were real people, had feelings like real people and usually did things for a reason.**		**Many things in the past have changed and are still changing, but some things are the same.**		**People in the past did not always think that the same things were as important in their lives as you do today.**	
National curriculum	Ask and answer questions Choosing and using parts of stories and other sources to show what they know and understand about key features of events. Events beyond living memory that are significant nationally.		Develop an awareness of the past, using common words and phrases relating to the passing of time. Changes in living memory, aspects of change in national life.		Identify similarities and differences between ways of life in different periods. Significant historical place in their own locality.	
Skills	**WH:** They are beginning to recognise that there are reasons why people in the past acted as they did. **WH:** Pupils can demonstrate that they can give reasons why events in the past may have happened and key people did what they did. **HE:** Be aware of other people that were involved in historical events that may not be as famous e.g. Mary Seacole rather than Florence Nightingale, Mary Anning rather than Charles Darwin and begin to understand why they were not credited.		**UC:** Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past. **UC:** They are able to make observations and evidence-based hypothesises of what life would have been like in the past **HI:** They observe or handle sources of information to answer questions about the past based on simple observations. **HE:** Be able to extract facts from simple accounts and ask questions based on what the account says.		**UC:** Pupils can place key events in history on a timeline **WH:** They show knowledge and understanding of aspects of the past beyond living memory and can describe some of the main events and people they have studied. **HI:** Pupils have an emerging knowledge of sources of information (both Primary and Secondary). **HE:** They are beginning to identify some of the different ways in which the past is represented **HE:** To know that Historians research the past and write about it.	
Explicit Vocab taught & revisited	**bonfire -** a fire outdoors to burn wood or rubbish or as a celebration **confession:** admitting you are guilty **conspirators:** people planning something in secret **gunpowder -** a type of explosive used to blow things up **Houses of Parliament –** the building where the people who lead and govern our country meet **plot –** a secret plan to do something that is wrong		**decade:** a period of time that lasts ten years. **Grandparent –** our Mum and Dad's parents **material –** what something is made of **Past –** a time that has already happening Present – occurring now **Toddler –** a child that is not a baby anymore and that has just started to walk		**Castle -** a large strong building, built in the past by a ruler or important person to protect the people inside from attack **Medieval/Middle Ages** – a period of history from around 1,000 years ago to 600 years ago – roughly 1000 CE to 1450 CE **Ruins -** the remains of a building that has been destroyed or that is in disrepair or a state of decay. **Specific vocabulary related to the architecture of castles, as covered** – motte, bailey, moat, ditch, drawbridge, portcullis, battlements, arrow slit, gong etc	
Curriculum Enhancements	Use fire pit to have own fire.		Have a collection of toys available to explore.		Visit a local castle – Norwich castle or Castle Rising.	

	Toast marshmallows over tea lights/make breadstick sparklers.	Ask family members to visit and tell us about their toys.	
Book Spines	  	  	  

Year 2 Cycle A NIANS	**Autumn 1**	Autumn 2	**Spring 1**	Spring 2	**Summer 1**	Summer 2
Key question	**3 Queens (Elizabeth I, Victoria, Elizabeth II)** *Who are the most famous queens in British history?*		**The Moon Landings (incl history of transport?)** *Have people landed on the Moon? How do we know?*		**The Great Fire of London** *How was London destroyed by a great fire?*	
Key concept	**A world existed before they and those around them were born but their world today is connected to the past.**		**We find out about the past from different evidence and clues that come from that time.**		**Events usually happen for a reason (sometimes more than one reason).**	
National curriculum	Use a wide variety of historical terms. Identify similarities and differences between ways of life in different periods. Know where the people and events they study fit within a chronological framework Lives of significant individuals in the past who contributed to national achievements.		Know where the people and events they study fit within a chronological framework. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Study events beyond living memory that are significant nationally. Lives of significant individuals in the past who contributed to national achievements.		Understand some of the ways in which we find out about the past and identify different ways in which it is represented Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Study events beyond living memory that are significant nationally.	
Knowledge and skills	UC: Pupils show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past UC: They are able to describe what life would have been like in the past and give evidence-based reasons. WH: They show knowledge and understanding of aspects of the past beyond living memory and can		HI: They observe or handle sources of information to answer questions about the past based on simple observations. HI: Pupils know the difference between Primary and secondary sources of information and begin to discuss the validity of each. HE: They are beginning to identify some of the different ways in which the past is represented HE: To know that Historians research the past and write		UC: Pupils are able to place key events in order e.g. fire of London, WW2. WH: They are beginning to recognise that there are reasons why people in the past acted as they did. WH: They are able to give accurate, evidence-based reasons, for why event happened or people acted as they did. HE: To know that Historians research the past and write about it.	

	describe some of the main events and people they have studied in growing detail.	about it. HE: Be able to extract facts from simple accounts and ask questions based on what the account says.	 HE: Be able to extract facts from simple accounts and ask questions based on what the account says.
Explicit Vocab taught & revisited	**century:** a period of time that lasts 100 years. **coronation:** ceremony at which a king or queen is crowned **Queen/Monarch –** person who rules a country **Reign –** the time or period when a monarch reigned **Tudor –** kings and queens who reigned, mainly in the 1500s **Victorian –** the period when Queen Victoria reigned, mainly in the 1800s	**achievement:** something done successfully after lots of effort **Astronaut:** a person who is specially trained to travel into outer space **Lunar:** anything that has to do with the Moon, like lunar eclipses or lunar missions that study the Moon's surface **Moon/moon:** large natural object that orbits Earth. **Orbit:** a curved path that an object takes around another object in space. For example, the moon orbits the Earth, and the Earth orbits the sun. **Primary source:** first-hand evidence about an event e.g., artefacts, diaries, letters and many more	**eyewitness:** a person who was at an event and describes it to others **diary:** a book in which people keep a record of events and experiences **historical evidence:** sources that give information to help us better understand the past **pitch and tar:** sticky, back substances used in paint and roofing in the past **squirt:** a water carrier used to put out fires in the past **thatch:** a covering of straw, used on the roofs of houses in the past
Curriculum Enhancements	Roleplay Guest speaker Use of digital technology to visualise timeline and changes over the three periods	Roleplay - hotseating Visitor from Science Horizons - Neil Armstrong and Space for Key Stage 1	Visit Strangers Hall for an immersive experience. Local fire brigade visit. Make tutor houses and set alight in fire pit.
Book Spines	