

# History Curriculum Map

Autumn Term	Spring Term	Summer Term
<p>Reception: Children in the Foundation Stage are taught History through History elements of the Foundation Stage curriculum “Understanding of the World: People and Communities.”</p> <p>ELG - Children talk about past and present events in their own lives and lives of family members don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• All about me (Family and significant events.)</li> <li>• Bonfire Night (Story of Guy Fawkes.)</li> </ul>	<p>Reception: Children in the Foundation Stage are taught History through History elements of the Foundation Stage curriculum “Understanding of the World: People and Communities.”</p> <p>ELG - Children talk about past and present events in their own lives and lives of family members don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Chinese New Year (Traditions and celebrations.)</li> <li>• Cornwall (The Legend of St Piran.)</li> <li>• History of me (birth to present, family connections)</li> </ul>	<p>Reception: Children in the Foundation Stage are taught History through History elements of the Foundation Stage curriculum “Understanding of the World: People and Communities.”</p> <p>ELG - Children talk about past and present events in their own lives and lives of family members don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Traditional fairy tales</li> </ul>

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<p>Year 1:</p> <p>In the ‘Who Am I?’ topic children will be taught to:</p> <ul style="list-style-type: none"> <li>• select information while listening to accounts from history which show differences in the way we lived in the past</li> <li>• identify that we can find out about the school in the past by speaking to people who were there</li> <li>• learn to frame relevant questions to elicit information from people</li> <li>• say and understand the time words and phrases identified from the recordings</li> <li>• listen to adults recalling their memories of the school (or a nearby school) when they were 6</li> <li>• ask sensible questions of their visitors</li> <li>• learn more about their school in the past</li> <li>• find the evidence around the school that identifies its age</li> </ul> <p>In the ‘Let’s Celebrate’ topic children will be taught to:</p> <ul style="list-style-type: none"> <li>• compare and contrast birthday celebrations now and in the past</li> <li>• consider what type of events are celebrated</li> <li>• compare and contrast celebrations</li> <li>• understand some of the traditions associated with Christmas</li> <li>• draw a picture of a decorated Christmas tree in the future</li> <li>• understand more about a relevant December celebration</li> <li>• explore a story associated with the celebration (possibly through drama)</li> </ul>		<ul style="list-style-type: none"> <li>• Year 1:</li> <li>• In the ‘To the Rescue’ topic children will be taught to:</li> <li>• share their ideas about any obvious differences between now and the past</li> <li>• contribute ideas to what will be needed for lifeboat station role-play</li> <li>• recount the main elements of the story about Grace Darling, using their own prompt sheet</li> <li>• talk about why she is famous</li> <li>• select key events as they dramatise the story</li> <li>• sequence some photos giving reasons</li> <li>• talk about how they can tell photos were taken a long time ago</li> <li>• talk about some things that were different in the past</li> <li>• visits from people who help us, e.g police, nurse, paramedic, coastguard, RNLI etc</li> </ul>

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<p>Year 2: In the 'Pirates' cross curricular topic (Art, design and music) children will be taught to:</p> <ul style="list-style-type: none"> <li>• Collect and display photographs of Pirates and related items.</li> <li>• Produce a self portrait as a Pirate and label.</li> <li>• Design and make a class / group Pirate ship. Label the parts.</li> <li>• Learn and perform Pirate dances and sea shanties.</li> <li>• Create a tea stained treasure map.</li> <li>• Design and print a flag.</li> <li>• Make and decorate a 3d treasure chest, pottery bowl, pirate hat.</li> </ul> <p>In the 'World War' topic children will be taught to:</p> <ul style="list-style-type: none"> <li>• Research WW1 and 2 at Truro museum, through books, internet and family history.</li> <li>• Learn about evacuees and re-enact evacuation by train on the school train.</li> <li>• Research and design a gas mask.</li> <li>• Learn a tea dance and WW songs.</li> <li>• Explore Life in the trenches using the five senses cross-curricular.)</li> <li>• Explore life during the war through campaign posters.</li> <li>• Have a visit from a former evacuee.</li> </ul>		<p>Year 2: In the 'National Celebrations Two Queens' topic children will be taught to:</p> <ul style="list-style-type: none"> <li>• Compare the lives of Queen Victoria and Queen Elizabeth 2<sup>nd</sup> by looking how Britain changed during their lifetimes, including the important inventions that came about during their reigns.</li> <li>• Exploring how our country is run and how a government is chosen.</li> <li>• Looking at the similarities and differences between the two Queens diamond jubilee celebrations.</li> </ul>