

Woodlands Park Primary – HISTORY Curriculum Map -

Woodlands Park Primary school are beginning the implementation of the Opening Worlds Curriculum along with other WeST schools.

By way of preparation for the programme, Opening Worlds advise schools to do the Stone Age, Bronze Age and Iron Age in the summer term of Year 2, 3 & 4 as well as an introduction to the farming revolution that began in roughly 12000 BCE and was traditionally called the New Stone Age or ‘Neolithic’ revolution. T produced a booklet and lessons on the Stone Age, which schools who are new to Opening Worlds use during their ‘Implementation Phase’ when they are in training and preparation to join Opening Worlds properly. It goes up to the beginning of the Bronze Age. It includes Skara Brae and Stonehenge. It is available to all schools who are subscribing to Opening Worlds.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Enquiry Question: How have you changed in your lifetime?	Enquiry Question: How are vehicles from the past different to vehicles today?	Enquiry Question: What are inventions and how have they changes our lives?	TBC	TBC	TBC
	Disciplinary Concept: Similarities and Differences	Disciplinary Concept: Continuity and Change	Disciplinary Concept: Significance	Disciplinary Concept: Similarities and Difference	Disciplinary Concept: Similarities and Differences	Disciplinary Concept: Similarities and Differences
Foundation Stage	<p>Baseline and Magnificent Me</p> <ul style="list-style-type: none"> Understand how I change from a baby to a child. Talk about and share pictures of my family Explain similarities and differences of artefacts from the past. <p><u>Development Matters 3- 4 years</u></p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family’s history. <p><u>Development Matters Reception</u></p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. <p><u>Building towards ELG</u></p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; <p>+ Additional learning opportunities in continuous provision</p>	<p>All aboard the Woodlands Express</p> <ul style="list-style-type: none"> Explore past and present vehicles. Find out about different people who help us in our local community. <p><u>Development Matters Reception</u></p> <ul style="list-style-type: none"> Name and describe people who are familiar to them. Comment on images of familiar situations in the past. <p><u>Building towards ELG</u></p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Talk about the lives of the people around them and their roles in society; <p>+ Additional learning opportunities in continuous provision</p>	<p>Incredible Inventors</p> <ul style="list-style-type: none"> Know Alexander Bell invented the telephone. Discuss and compare how the telephone has changed over time. Know Karl Benz invented the automobile. Discuss and compare how vehicles have changed over time. <p><u>Development Matters Reception</u></p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past. <p><u>Building towards ELG</u></p> <ul style="list-style-type: none"> Know some similarities and differences from things in the past and now during upon their experiences and from what has been read in class. Talk about the lives of people around them and their roles in society. <p>+ Additional learning opportunities in continuous provision</p>	<p>Once upon a time ...</p> <p><u>Development Matters: Reception</u></p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. <p><u>Building towards ELG</u></p> <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>+ Additional learning opportunities in continuous provision</p>	<p><u>Development Matters: Reception</u></p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. <p><u>Building towards ELG</u></p> <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>+ Additional learning opportunities in continuous provision.</p>	<p><u>Development Matters: Reception</u></p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. <p><u>Building towards ELG</u></p> <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>+ Additional learning opportunities in continuous provision.</p>
	Composite: To explain how you have changed in your lifetime.	Composite: To describe how vehicles from the past are different from vehicles today.	Composite: To know the significance of inventions.			

Year 1						
Theme	Enquiry questions	Disciplinary / Second Order Concept	Assessment	Justification	Vocabulary	
Place	<p>Place: Local History</p> <p>How has shopping changed over time?</p>	<p>Continuity and Change</p> <p>Sources and evidence</p> <p>Similarity and difference</p> <p>Sources and evidence</p>	<p>Discuss different ways the past has been represented. Show understanding of similarities and differences between their lives and those of adults around them. Be able to explain how shopping has changed over time.</p> <p>OR</p> <p>If a child from 100 years ago was suddenly transported into their classroom today, what would be the things that surprise them most? Are there some things that would not surprise them?</p> <p>Then ask children whether they think there were more similarities/differences or changes between two different times – e.g., between 100 years ago and their grandparents’ time or between their parents’ time and now.</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>change</p> <p>street</p> <p>photograph</p> <p>photography</p> <p>black and white photographs</p> <p>camera</p> <p>disappear, disappeared</p> <p><i>* Be sure to teach ‘disappear’ explicitly. See below. They will need it in Year 2, Summer term for Stone Age.</i></p> <p>grandparent</p> <p>great grandparent</p> <p>grandchildren</p> <p>grandson</p> <p>granddaughter</p> <p>home</p> <p>family</p> <p>memories</p>	<p>Curriculum Overview</p> <p>The study of local history enables children to develop a sense of period, people and place. Children will be able to identify changes over time. Children can identify Brunel as a historical figure and explain why he is remembered. Children begin to understand the impact on lives, past and present, of Brunel by investigating some of the main events in his life using pictures, photographs, written sources, artefacts and visits outside the classroom. Children will be introduced to the concept of chronology through the events of their life; they will gain an insight into how lives in the past were different to their lives now, by referencing such comparatives as technology. The flights enquiry is topical, given the technological developments that have been made and the role flight plays in our modern lives, and could also easily tie in with the current debates over climate change.</p>
People Innovations	<p>People:</p> <p>Why do we remember Isambard Kingdom Brunel?</p>	<p>Significance</p> <p>Sources and evidence</p>	<p>Design a memorial to Brunel by choosing one or all his achievements and sum up his contribution.</p>	<p>The lives of significant individuals in Britain's past who have contributed to our nation's achievements – Isambard Kingdom Brunel.</p>	<p>Technology</p> <p>Trade</p> <p>Victorian</p> <p>transport</p> <p>separate/separated</p> <p>connect/connected/ connection</p> <p>railway</p> <p>railway station</p> <p>iron</p>	
Events Innovations	<p>Events: Flight Firsts</p> <p>How have flights changed the world</p>	<p>Significance</p>	<p>Children explain how flights have changed the world. E.g. show the importance of flights.</p> <p>Children create a poster of flights showing how they have changed the world.</p>	<p>Events beyond living memory that are significant nationally or globally (for example, the first aeroplane flight).</p>	<p>Flight</p> <p>Aeroplane</p> <p>Hot air balloon</p> <p>Impact</p> <p>Similarities/differences</p> <p>significant</p> <p>achievements</p> <p>female</p> <p>black</p> <p>Atlantic Ocean</p> <p>Moon</p> <p>Solo</p> <p>Pilot</p>	

Year 2							Curriculum Overview
Theme	Enquiry questions	Disciplinary / Second Order Concept	Assessment	Justification	Vocabulary	Substantive Knowledge / Concepts	
Settlements	<p>Events: The Great Fire of London</p> <p>What were the causes and consequences of the Great Fire of London?</p>	Cause and Consequence	Explain the cause of the Great Fire of London and how the fire impacted on the way of life in London.	Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London).	London Stuart king Charles II boatman fire, fireplace, hearth crier stalls watchmen building church Cathedral River Thames Terraced Samuel Pepys Drought	Civilisation Trade Settlements Religion	<p>The Great Fire of London enquiry is used to extend understanding of how we know about historical events beyond living memory (following from EYFS unit looking at their personal past within living memory). The events of the Great Fire have a clear chronology to further develop children’s sense of sequence. This theme also looks at how sources are used to find out about the past beyond living memory as well as exploring how stories can be told from different points of view.</p> <p>This unit also takes the opportunity to look in detail at a different time, focussing on dress, architecture etc to help children recognise that ‘place’ in history from which they can compare other times as their learning progresses. Future historical periods studied can be compared chronologically to this period. This ‘visual historical chronology’ is necessary to give children an image of the times they are studying, which will build up as they visit different periods.</p> <p>Local History: the comparison of both 17th century Plymouth’s allows children to build on comparative work in year 1 by comparing similarities and differences of the two settlements, through an overview of the Mayflower migration. Children can utilise their knowledge of settlements in the 17th century learned previously in the Great Fire of London unit.</p> <p>The explorer's enquiry allows children to compare explorers with links to locality and question their importance in the wider world. Children will</p>
Place Local history Settlements	<p>Place: Local history</p> <p>How did 17th Century life in both Plymouths compare?</p>	Similarity and Difference	Compare similarities and differences between the life the Pilgrims had in Plymouth UK with the life they had in Plymouth Massachusetts when they arrived.	Events beyond living memory that are significant nationally or globally. 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 Significant historical events, people and places in their own locality.	Mayflower Settlement Pilgrims Sailed New World Explore America Crew Barbican Elizabethan Indigenous	Empire Trade Civilisation Religion Settlements	
Events Innovations	<p>Events: Great explorers</p> <p>Which of Plymouth’s explorers was the most important?</p>	Significance Interpretations	Compare two explorers linked to Plymouth, who they were and what they achieved. Explain which is more important and why.	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. Significant historical events, people and places in their own locality. <i>Significant individuals – compare with another prominent military or voyager or significant events.</i>	Ocean Sailor Sailed sailing ship port adrift Pacific Colony Armada Globe Voyage explorer	Empire Trade Civilisation Religion Settlements	

					<p><i>Depending on which 2 explorers are chosen, include some places to show how far they travelled, such as:</i></p> <p>Pacific Southern Ocean Galapagos South Pole North America Antarctica</p>		<p>compare individual's achievements. Children conclude the unit by writing about the explorer they feel had the most impact on our lives today.</p> <p>The Stone Age enquiry is the bridging unit to our KS2 Opening Worlds curriculum. This enables children to understand how Britain was connected to the rest of Europe. It will also allow pupils to make comparisons with later civilisations.</p>
<p>Summer – Opening World's bridging unit.</p>	<p>How do we know about the Stone Age?</p>	<p>Sources and evidence</p>		<p>KS2 NC: Changes in Britain from the Stone Age to the Iron Age.</p>	<p>Stone Age Doggerland landbridge ancestor hunter-gather nomadic Mammoth pre-historic/pre-history Skara Brae hearth mound Stonehenge hammer shape ditch stone circle 'thousands of years ago'</p>	<p>Settlements Religion Trade</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><u>Place: significant individuals</u> <u>Florence Nightingale</u> <u>Theme: place</u></p>			<p><u>Enquiry Question:</u> What were toys like in the past?</p>		<p><u>Enquiry Question:</u> How has shopping changed over time?</p>
	<p><u>Disciplinary Concept:</u></p> <p>Continuity and Change</p>			<p><u>Disciplinary Concept:</u></p> <p>Continuity and Change</p>		<p><u>Disciplinary Concept:</u></p> <p>Consequence</p>
	<p><u>Developing Chronology:</u></p> <ul style="list-style-type: none"> To develop understanding of events beyond living memory To make comparisons between hospitals during the Crimean and the present day 			<p><u>Developing Chronology:</u></p> <ul style="list-style-type: none"> To develop understanding of events beyond living memory To make comparisons between toys in the past and the present day 		<p><u>Developing Chronology:</u></p> <ul style="list-style-type: none"> To develop understanding of events beyond living memory To make comparisons between shopping in the past and the present day
	<p><u>Components:</u></p> <ul style="list-style-type: none"> To understand key events in the life of Florence Nightingale To know what hospitals were like during the Crimean war To understand how Florence Nightingale improved healthcare To compare how being a nurse in the Crimean War is different to the present day. To compare hospital conditions in the Crimean war to the present day. To know that Florence Nightingale and the Crimean war took place in the past beyond the living memory of the year 1 children, the teachers and our grandparents. 			<p><u>Components:</u></p> <ul style="list-style-type: none"> To compare toys from the past To understand how toys from the past were used from listening to visitors To understand that toys used by our grandparents are from a long time ago and that Florence Nightingale and the Crimean war was further into the past To understand that some toys from the past are the same today, some are similar and some are completely different To understand why some toys from today weren't invented when grandparents were children 		<p><u>Components:</u></p> <ul style="list-style-type: none"> To know the way that people shop has changed To know that some shops sell a wide range of things (supermarket) and that other shops sell a narrower range of things (baker) To carry out a local study through questionnaires To explore that some shops sell goods, some shops sell services and some do both (e.g. post offices) To know that some shopping is done online and that goods (and letters) can be delivered all over the world and are brought to our homes by postmen and delivery drivers To know that people haven't always shopped online To explore how ways to pay have changed over time and that banks keep money safe and when people pay with a card, the money is taken from the buyer's bank account
	<p><u>Composite:</u></p> <p>To role effectively role play Florence Nightingale and a soldier from the war in the Crimean War.</p>			<p><u>Composite:</u></p> <p>To understand what toys were like in the past and how technology has developed the toys that are now available.</p>		<p><u>Composite:</u></p> <p>To understand how shopping has changed over time, to include good/services, types of shops, ways to shop, delivery services and ways to pay.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2		Enquiry Question: What were the consequences of the Great fire of London?	Enquiry Question: How has transport changed over time?			Opening Worlds Stone Age – Opening Worlds Humanities curriculum rationale and overall plan
		Disciplinary Concept: Consequence	Disciplinary Concept: Continuity and Change			
		Developing Chronology: <ul style="list-style-type: none"> To develop understanding of events beyond living memory 	Developing Chronology: <ul style="list-style-type: none"> Changes within living memory Events beyond living memory that are significant globally and nationally. The lives of significant individuals in the past who have contributed to national and international achievements. 			
		Components: <ul style="list-style-type: none"> To know when the great fire of London took place To understand how we know about the great fire of London To understand how the fire started and was extinguished To identify changes in building materials over time. To understand how London changed as a result of the Great Fire To discuss how the Great Fire impacted the future. 	Components: <ul style="list-style-type: none"> To understand why transport became necessary over time. To explore different types of transport and its uses. To know why different types of transport are used based on their suitability for location and distance (including significant individuals and events eg. Boats during Great Fire of London) To order different modes of transport through time, noticing similarities and differences. To explore how changing transport impacted people’s lives. Explore an engine and compare different engine types To study Sir Frances Drake and know the key events of his life To know why Sir Frances Drake is a significant individual based on our locality. To know what Sir Frances Drake was famous for and to compare him to other explorers we know. 			
		Composite: To know the key figure in history (Samuel Pepys) and the significant event (The Great Fire of London).	Composite: To explain how transport has changed over time and how this impacts on the way we live today.			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Enquiry Question: Was the Victorian era vile? How did the lives of people improve across the era?		Enquiry Question: What triggered the space race and is space exploration still important today?		Enquiry Question: What have we learnt from the Mayans from what they left behind?	
	Disciplinary Concept: Continuity and Change		Disciplinary Concept: Causation		Disciplinary Concept: Sources and Evidence	
	Developing Chronology: <ul style="list-style-type: none"> To sequence historical periods studied in KS2 to date, including the Victorians (develop and refer to whole school timeline). To develop chronology of key events in the Victorian era Make comparisons between different times in history 		Developing Chronology: <ul style="list-style-type: none"> To sequence historical periods studied in KS2 to date, including the Space Race (develop and refer to whole school timeline). To develop chronology of key events of the Space Race and modern exploration Make comparisons between different times in history 		Developing Chronology: <ul style="list-style-type: none"> To sequence historical periods studied in KS2 to date, including the Mayans (develop and refer to whole school timeline) Make comparisons between different times in history 	
	Components: <ul style="list-style-type: none"> Know who the monarch was in the Victorian era. Know the years of the Victorian era and dates of significant events. Know who Thomas Barnardo was and how he helped improve children's lives. Know who Lord Shaftesbury was and how he implemented the factory acts. Know at least 3 reasons the Victorian era was vile at the start of Queen Victoria's reign. Know the working conditions during the Victorian era for different parts of society. Know how the expanding railways changed access to leisure (including local study) Know that Torquay was a Victorian seaside town. Know that Rich and poor people would have experienced different working and leisure conditions. 		Components: <ul style="list-style-type: none"> Develop chronology of periods studied in KS2 to include the period leading up to the first moon landing. Show how understanding of space changed through history and how technology led to advances. Develop children's understanding of the connectivity in terms of dates and technology to the end of WW2 and the start of the space race To understand how technological advances in weapons at the end of WW2 contributed to the possibility and progress of space travel To understand the political tension at the end of WW2 and why the space race involved countries working in isolation. To describe key events and successes by NASA and Russian cosmonauts that led up to the Apollo missions. To describe key events of the Apollo mission To know that Neil Armstrong, Buzz Aldrin and Michael Collins were the Apollo 11 crew and their roles To understand the magnitude of the human achievement Develop chronology of significance milestones in space exploration since the Apollo moon landings 		Components: <ul style="list-style-type: none"> Learn the main periods of the Maya civilization and how its chronologically in comparison to other eras of history. Explain how the Maya civilization ended but Maya people still live in Mesoamerica. Look at examples of Maya writing and at logograms, asking: What can they tell us about Maya culture? Understand syllable glyphs of the Maya people and write/draw words using the glyphs. Gain insight into the Copan stairway and look at the hieroglyphs contained on it. Discuss the significance of the Copan stairway and the meaning of dynasty. Become familiar with the Dresden Code and its importance as evidence of Maya numerals. Work out what historical evidence tells us about the Maya. Assess the usefulness of different sources of evidence. 	
Composite: To evaluate key events and the significance of change during the Victorian period.		Composite: To describe key events and significant people in space exploration and the significance of human achievement.		Composite: To use a range of sources to understand how historians learnt about the Ancient Mayans.		