

History at FOG - Curriculum Map

| History at FOG - FS and KS1 | | | |
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| Year Group (Cycle) | Autumn Term 1 | Spring Term 1 | Summer Term 1 |
| Foundation Stage | <p><i>In Foundation Stage, children explore the concept of history through Understanding the World and the ELG: Past and Present.</i></p> <p><i>Across a range of topics, children at the expected level of development will:</i></p> <ul style="list-style-type: none"> • <i>Talk about the lives of the people around them and their roles in society;</i> • <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> • <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i> | | |
| KS1 Cycle A 2024/2025 | <p>Childhood</p> <p><i>How was childhood different in the 1950s compared to today?</i></p> <p>Area of History: Continuity and Change</p> <p><i>This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.</i></p> <p>National Curriculum Link (see below): NCa</p> | <p>School Days</p> <p><i>How has school life changed since the Victorian era?</i></p> <p>Area of History: Continuity and Change</p> <p><i>This project teaches children about schooling both today and in the past. They compare schooling in the Victorian era to their experiences today.</i></p> <p>National Curriculum Link (see below): NCa</p> | <p>Local History: Guy Fawkes*</p> <p><i>Why is Guy Fawkes still famous?</i></p> <p>Area of History: Significance</p> <p><i>This project teaches pupils about the significance of Guy Fawkes, one of York's famous sons. Pupils learn about the tensions between Catholics and Protestants, and how these lead to the Gunpowder Plot. Pupils will also study Guy Fawkes' legacy.</i></p> <p>National Curriculum Link (see below): NCd</p> |
| KS1 Cycle B 2023/2024 | <p>Local History: Clifford's Tower</p> <p><i>Why did William the Conqueror build Clifford's Tower?</i></p> <p>Area of History: Cause and Consequence</p> <p><i>This project teaches pupils about the significance of Clifford's Tower in modern-day York. In order to support Y1 pupils to access this project, pupils will reflect on their own history using a timeline, as well as the history of York's buildings. Pupils will then go on to learn about the purpose of mediaeval castles, and why William the Conqueror needed to build one in York.</i></p> <p>National Curriculum Link (see below): NCd</p> | <p>Magnificent Monarchs</p> <p><i>What impact did our significant sovereigns have?</i></p> <p>Area of History: Cause and Consequence</p> <p><i>This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines and historical sources, they build up an understanding of the monarchy and how different forms of monarchy influence changes in society.</i></p> <p>National Curriculum Link (see below): NCc</p> | <p>Movers and Shakers</p> <p><i>What was the impact of female activists within living memory?</i></p> <p>Area of History: Continuity and Change</p> <p><i>This project teaches children about historically significant people who have had a major impact on the world. They learn to use timelines and historical sources to find out about the people featured and use historical models to explore their significance.</i></p> <p>National Curriculum Link (see below): NCb</p> |

| National Curriculum Objectives: KS1 | |
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| a | Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. |
| b | Events beyond living memory that are significant nationally or globally. |
| c | 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. |
| d | Significant historical events, people and places in their own locality. |

| History at FOG - LKS2 | | | |
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| Year Group (Cycle) | Autumn Term 1 | Spring Term 1 | Summer Term 1 |
| LKS2 (Cycle A) 2024/ 2025 | <p>Through the Ages <i>How did life change between the Stone Age and the Iron Age?</i> Area of History: Continuity and Change <i>This project teaches children about British prehistory from the Stone Age to the Iron Age, focusing strongly on the Bronze Age. Study includes changes to people and lifestyle caused by ingenuity, invention and technological advancement.</i> National Curriculum Link (see below): NCa</p> | <p>Emperors and Empires <i>How was the Roman invasion of Britain significant?</i> Area of History: Significance <i>This project teaches children about the history and structure of the Roman Empire. They will conduct a detailed study of the Romanisation of Britain, including the Roman invasion as well as the impact of Roman invention and ingenuity.</i> National Curriculum Link (see below): NCb</p> | <p>Local History: Industrial Revolution <i>How did the Industrial Revolution change Victorian York?</i> Area of History: Cause and Consequence <i>This project teaches pupils about the impact of the Industrial Revolution on York, particularly the chocolate and railway industries. Pupils will look at how life changed for people in York, and how philanthropy developed in response to these changes.</i> National Curriculum Link (see below): NCe.2</p> |
| LKS2 (Cycle B) 2023/2024 | <p>Invasion: The Viking & Anglo-Saxon Struggle <i>How did the power struggle between the Vikings and Anglo-Saxons change Britain?</i> Area of History: Continuity and Change <i>This project teaches children about life in Britain after the Roman withdrawal. Children will learn about the settlement of Britain by the Anglo-Saxons and Scots, through Anglo-Saxon invasions and their kingdoms. Children will place lives of the Anglo-Saxons and Vikings alongside each other, exploring the struggles between them up to the Norman Conquest.</i> National Curriculum Link (see below): NCc NCd</p> | <p>Invasion: The Vikings in Yorkshire <i>How was our region shaped by the Vikings and their invasion?</i> Area of History: Similarity and Difference <i>This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Viking invasions, focusing on the impact that these had on our local area. They will study how life was lived in Yorkshire during Viking rule.</i> National Curriculum Link (see below): NCd & NCe.1</p> | <p>The Tudors <i>What was the legacy of the Tudors?</i> Area of History: Continuity and Change National Curriculum Link (see below): <i>This project teaches pupils about key changes that happened during the reigns of Henry VII, Henry VIII, and Henry VIII's heirs. Pupils will track the changing power of these monarchs, and consider how the actions of these rulers changed Britain today.</i> National Curriculum Link (see below): NCf.1</p> |

| History at FOG - UKS2 | | | |
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| Year Group (Cycle) | Autumn Term 1 | Spring Term 1 | Summer Term 1 |
| UKS2 (Cycle A) 2024/2025 | <p>Britain at War <i>What were the causes and consequences of World War II?</i> Area of History: Cause and Consequence <i>This project teaches children about the causes, events and consequences of the Second World War, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the war in the post-war period.</i> National Curriculum Link (see below): N Cf.4</p> | <p>Ancient Civilisation <i>How was life different for the Ancient Egyptians?</i> Area of History: Similarity and Difference <i>This project teaches children about the history of one of the world's first ancient civilisations: Ancient Egypt. Children will learn about the rise, life, achievements and eventual end of Ancient Egypt, comparing the lives of different Ancient Egyptians.</i> National Curriculum Link (see below): NCg</p> | <p>Crime and Punishment <i>How have attitudes towards crime changed over time?</i> Area of History: Continuity and Change <i>This unit will explore how and why attitudes to crime and punishment have changed over time, and how these changes reflect changes in societal beliefs and rulers. Pupils will examine primary and secondary sources in detail to consider what has changed and what has stayed the same.</i> National Curriculum Link (see below): N Ce.3</p> |
| UKS2 (Cycle B) 2023/ 2024 | <p>Groundbreaking Greeks <i>How "golden" was Golden Age Greece?</i> Area of History: Significance <i>This project teaches children about developments and changes during the classical period of Ancient Greece, focusing on the city state of Athens and exploring the lasting legacy and impact of Ancient Greece on society today.</i> National Curriculum Link (see below): N Ch</p> | <p>Early Islamic Civilisation <i>Why was Baghdad a significant civilisation?</i> Area of History: Significance <i>This project will explore the significance of early Baghdad, and its role in mediaeval trade as well as the developments in science, medicine and architecture. Pupils will then consider the similarities and differences between Britain and Baghdad during this time period.</i> National Curriculum Link (see below): NCi</p> | <p>Journeys: the stories of migration to Britain <i>How has migration to Britain changed over time?</i> Area of History: Continuity and Change <i>This project will explore the history of migration in Britain, including ways of travel and contemporary reception of migrants. Throughout this project, pupils will consider how migration has impacted York and Yorkshire, from the discovery of the Ivory Bangle lady to the mob at Clifford's Tower, to the diaspora of the Windrush generation in Yorkshire.</i> National Curriculum Link (see below): N Cf2</p> |

National Curriculum Objectives: KS2

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| a | Changes in Britain from the Stone Age to the Iron Age |
| b | The Roman Empire and its impact on Britain |
| c | Britain's settlement by Anglo-Saxons and Scots |
| d | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |
| e | A local history study (including one or more of the following): |
| 1 | a depth study linked to one of the British areas of study listed above |
| 2 | a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) |
| 3 | a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality |
| f | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (including one or more of the following): |
| 1 | the changing power of monarchs using case studies such as John, Anne and Victoria |
| 2 | changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century |
| 3 | the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day |
| 4 | a significant turning point in British history, for example, the first railways or the Battle of Britain |
| g | the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China |
| h | Ancient Greece – a study of Greek life and achievements and their influence on the western world |
| i | a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. |