

History at FOG - Curriculum Map

History at FOG - Foundation Stage

Year Group (Cycle)	Autumn	Spring	Summer
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> 		
	<p>Me and My Community</p> <p><i>Pupils will learn about the passing of time, past and present events in their own and family members' lives and use time related vocabulary through activities such as ordering photos of themselves as babies, toddlers and now, contributing to the 'All about me' display and by learning school routines. Interactions with the 'Timeline of our lives' further supports the pupils' knowledge of significant events during their lifetime. They will also learn similarities and differences between their local area in the past and now through a walk into Shipton village and making comparisons with old photos.</i></p>	<p>Ready Steady Grow</p> <p><i>Pupils will learn differences between past and present as part of their learning about farming now and in the past, and gain an understanding of the roles of people around them and how jobs were different in the past. They will continue to develop their understanding that events happen in a particular order and their use of time related vocabulary with the use of a school year timeline and by taking Flopsy the class teddy home to share experiences and then retell events to their classmates.</i></p>	<p>On the Beach</p> <p><i>Pupils will continue to learn about differences between past and present as part of their learning about seaside holidays now and in the past, supported by a trip to the seaside. They will discover that there are different ways of finding out about the past through exposure to artefacts, photographs and stories. These experiences develop knowledge about the use of evidence to learn about the past, and a grounding in chronology, ensuring pupils are effectively prepared to flourish in our KS1 History curriculum by the end of their Reception year.</i></p>

History at FOG - KS1			
Year Group (Cycle)	Autumn	Spring	Summer
KS1 Cycle A 2024/2025	<p>Childhood <i>How was childhood different in the 1950s compared to today?</i> Area of History: Continuity and Change <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> National Curriculum Link (see below): NCa</p>	<p>School Days <i>How has school life changed since the Victorian era?</i> Area of History: Continuity and Change <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> National Curriculum Link (see below): NCa</p>	<p>Local History: Guy Fawkes <i>Why is Guy Fawkes still famous?</i> Area of History: Significance <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 led to the Gunpowder Plot. Pupils will also study Guy Fawkes' legacy.</i> National Curriculum Link (see below): NCd</p>
KS1 Cycle B 2023/2024	<p>Local History: Clifford's Tower <i>Why did William the Conqueror build Clifford's Tower?</i> Area of History: Cause and Consequence <i>This project teaches pupils about the significance of Clifford's Tower in 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> National Curriculum Link (see below): NCd</p>	<p>Magnificent Monarchs <i>What impact did our significant sovereigns have?</i> Area of History: Continuity and Change <i>This unit will develop pupils' early understanding of the concepts of hierarchy and power through the development of the monarchy in England, and later, the United Kingdom. Pupils will study the impact of two English monarchs: William the Conqueror and Elizabeth II. Pupils will examine key changes to everyday life during the reigns of these two monarchs and their relative power over these changes.</i> National Curriculum Link (see below): NCC</p>	<p>Movers and Shakers <i>How did women change the world?</i> Areas of History: Continuity and Change, significance <i>This project teaches children about historically significant women who have had an impact on the world and people's lives today. They learn to use historical sources to find out about the people featured and to explore their significance.</i> National Curriculum Link (see below): NCB</p>

National Curriculum Objectives: KS1	
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			
Year Group (Cycle)	Autumn	Spring	Summer
LKS2 (Cycle A) 2024/ 2025	<p>Through the Ages <i>How did life change between the Stone Age and the Iron Age?</i></p> <p>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></p> <p>National Curriculum Link (see below): NCa</p>	<p>Emperors and Empires <i>How was the Roman invasion of Britain significant?</i></p> <p>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></p> <p>National Curriculum Link (see below): NCb</p>	<p>Local History: Industrial Revolution <i>How did the Industrial Revolution change Victorian York?</i></p> <p>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></p> <p>National Curriculum Link (see below): NCe.2</p>
LKS2 (Cycle B) 2023/2024	<p>Invasion: The Anglo-Saxons <i>What were the consequences of the Anglo-Saxon invasion?</i></p> <p>Area of History: Cause and Consequence <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, focusing on society and everyday life, the spread of Christianity and the significance of King Athelstan.</i></p> <p>National Curriculum Link (see below): NCc NCd</p>	<p>Invasion: The Vikings in Yorkshire <i>How was our region shaped by the Vikings?</i></p> <p>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></p> <p>National Curriculum Link (see below): NCd & NCe.1</p>	<p>The Tudors <i>What was it like to live in Tudor England?</i></p> <p>Areas of History: Similarity and Difference; Significance <i>Pupils will learn about the lasting Tudor legacy changes that occurred from Henry VII to the end of Elizabeth's reign and the disparity between rich and poor in Tudor England. By the end of this unit, pupils will be able to express that the Tudor period was significant due to religious reform and overseas expansion, and the cultivation of (relative) peace and prosperity.</i></p> <p>National Curriculum Link (see below): NCF.1</p>

History at FOG - UKS2

Year Group (Cycle)	Autumn	Spring	Summer
UKS2 (Cycle A) 2024/2025	<p style="text-align: center;">Britain at War</p> <p style="text-align: center;"><i>How did the Second World War change the lives of British people?</i></p> <p style="text-align: center;">Area of History: Cause and Consequence</p> <p style="text-align: center;"><i>Pupils will learn how the outbreak of the Second World War affected people in Britain. They will focus on how life changed on the home front, and what the lasting impact of the war was for key groups of people. The unit will focus heavily on the role of propaganda in maintaining the war effort on the Home Front.</i></p> <p style="text-align: center;">National Curriculum Link (see below): N Cf.4</p>	<p style="text-align: center;">Ancient Civilisation</p> <p style="text-align: center;"><i>Why were the Ancient Egyptians so successful?</i></p> <p style="text-align: center;">Area of History: Significance</p> <p style="text-align: center;"><i>This unit will introduce pupils to an overview of the Indus Valley and Ancient Sumer civilisations, before moving onto a depth study of Ancient Egypt. Pupils will analyse primary sources from Ancient Egypt to develop their understanding of the importance of the Nile to Ancient Egypt, and the daily lives of Ancient Egyptians.</i></p> <p style="text-align: center;">National Curriculum Link (see below): NCg</p>	<p style="text-align: center;">Crime and Punishment</p> <p style="text-align: center;"><i>How have attitudes towards crime and punishment changed over time?</i></p> <p style="text-align: center;">Area of History: Continuity and Change</p> <p style="text-align: center;"><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. References to York's own history of crime and punishment will be threaded throughout.</i></p> <p style="text-align: center;">National Curriculum Link (see below): N Ce.3</p>
UKS2 (Cycle B) 2023/ 2024	<p style="text-align: center;">Groundbreaking Greeks</p> <p style="text-align: center;"><i>How "golden" was Golden Age Greece?</i></p> <p style="text-align: center;">Area of History: Significance</p> <p style="text-align: center;"><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 in society today.</i></p> <p style="text-align: center;">National Curriculum Link (see below): N Ch</p>	<p style="text-align: center;">Early Islamic Civilisation</p> <p style="text-align: center;"><i>Why was Baghdad a significant civilisation?</i></p> <p style="text-align: center;">Area of History: Significance</p> <p style="text-align: center;"><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 also consider the similarities and differences between Britain and Baghdad during this time period.</i></p> <p style="text-align: center;">National Curriculum Link (see below): N Ci</p>	<p style="text-align: center;">Civil Rights in Changing Britain</p> <p style="text-align: center;"><i>How have people fought for their rights in Britain?</i></p> <p style="text-align: center;">Area of History: Significance</p> <p style="text-align: center;"><i>This project teaches children how people throughout Britain's history have fought for their civil rights, with a strong focus on 20th century history. Pupils will use a wide range of sources and their well-developed disciplinary knowledge to support them in their analysing and interpreting of these sources.</i></p> <p style="text-align: center;">National Curriculum Link (see below): N Cf2</p>

National Curriculum Objectives: KS2

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.