



Forever Learning: Limitless potential for every child

History Curriculum Map (Year 1 and Year 2 follow KAPOW)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Me and my family Daily routines Developing a sense of own immediate family and relations and pets	Me and my family Learning that they have similarities and differences that connect them to, and distinguish them from, others	Retelling stories Imitating everyday actions and events from own family and cultural Background Recognises and describes special times or events for family or friends	Retelling stories Showing interest in the lives of people who are familiar to them	Life cycles Remembering and talking about significant events in their own experience	Life cycles Remembering and talking about significant events in their own experience (preparing for transition)
Reception	Looking at how they have changed since they were a baby. Considering why we wear different clothes at different times of year.	-	Talking about members of their immediate family and community, naming and describing people who are familiar to them. Compare and contrast characters from stories including figures from the past.	-	Reflecting on memories and experiences from their own past and commenting on images of familiar situations in the past. Commenting on images of familiar situations in the past.	-
Year 1	How am I making	-	How have toys	-	How have	-

	<p>history? Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.</p>		<p>changed? Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</p>		<p>explorers changed the world? Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.</p>	
Year 2	<p>What impact did the Great Fire have on London? Learning about the key events of the Great Fire of London; comparing life in the 17th century to the present day and considering how some problems caused the fire to spread. Learning about how and why some things changed as a result of the fire,</p>	-	<p>How was school different in the past? Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between</p>	-	<p>How did we learn to fly? Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p>	-

	<p>in order to be safer. Discovering how historical sources can tell us about what happened in the past and how some sources are more useful than others.</p>		<p>children's lives past and present.</p>			
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