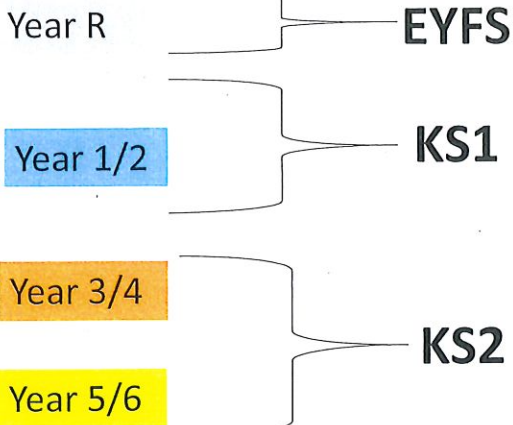


### Year Group Colour Codes:



## The Stenbury Federation

### History

#### Curriculum Map – Round 1

EYFS    KS1    KS2

#### Key

- Second Order Concepts (or 'History Skills')

- Change/Continuity
- Causation (cause and effect)
  - Significance
  - Perspective (Similarity/Difference)
    - Evidence
- Analysing and concluding
- Reflecting and responding
- Historical inquiry (Observing, questioning and planning)
  - Collecting, recording, evaluating and representing
  - Chronological order

[Oxford-Big-Ideas-Geography-History-8-Historians-Toolkit.pdf](https://www.oxfordbigideas.com/Big-Ideas-Geography-History-8-Historians-Toolkit.pdf)

The Stenbury Federation History Curriculum also provides students with knowledge and skills which make them more active and informed citizens.

Topics are also continuously reviewed and provide context and information which are relevant to ongoing discussions/current events.

### KS1 – Significant Individuals – Roughly 2 lessons per box

**PEOPLE AND COMMUNITIES:**  
Children talk about past and present events in their own lives and in the lives of family members.

- Collecting, recording, evaluating and representing
- Chronological order

**Florence Nightingale:**

- Who was she?
- What was life like when she was alive?
- What important things did she do?

- Causation
- Chronological order
- Perspective

**Emily Davison:**

- Who was she?
- What did she do to be significant?
- How did she change the lives of many?

- Historical Inquiry – show them the suffragette poster – what questions do they have from it? Possible hook class vote but girls not allowed to vote.
- Analysing and concluding
- Collecting, recording, evaluating and representing

**ROSA PARKS:**

- Who was she?
- What was life like in 1955 for her?
- What did she do to be significant?

- Historical Inquiry – show a segregation poster, what questions does it raise?
  - Reflecting and responding
- Collecting, recording, evaluating and representing
  - Chronological order

**KS1 – Significant People in our Local Area– Roughly 2 lessons per box**

PEOPLE AND COMMUNITIES:  
Children talk about past and present events in their own lives and in the lives of family members.

- Collecting, recording, evaluating and representing
- Chronological order



**Queen Victoria:**

- Who was she?
- Why is she important to our local area?
- Where did she live? Link with Geography

- Causation
- Chronological order
- Perspective



**Queen Victoria's Family:**

- Who was in her family?
- How are they related to the royal family today? (Create own family tree for homework)
- What traditions did her family bring to England?

- Historical Inquiry – show them a picture of her children (don't tell them who they are)– what questions do they have from it?
  - Analysing and concluding
- Collecting, recording, evaluating and representing



Potential trip to Osbourne House.

**Compare Queen Victoria to Queen Elizabeth?**

- Who were they?
- Look back to family tree
- Compare their achievements.

- Reflecting and responding
- Collecting, recording, evaluating and representing
- Chronological order

**KS2 - Vikings and Anglo-Saxons– Roughly 2 lessons per box or whole afternoon**

**Who were the Vikings?**

- Where did they come from?
- The 'Great' Viking invasion

- Chronological order
- Evidence Perspective



**How did the Vikings fight?**

- How did the Vikings attack?
- What were Viking ships like?

- Historical inquiry – generating questions about long ships.
- Perspective/Empathy



**What was life like in Viking Britain?**

- What jobs did Vikings do?
- Where did Vikings live?
- Did the Vikings have laws?
- What was Viking society like?

- Significance
- Change and continuity
- Collecting, recording, evaluating and representing
- Evidence



**The Norman Conquest**  
-What happened in 1066?

- Chronological order
- Collecting, recording, evaluating and representing
- Reflecting and responding.



**What happened to the Anglo-Saxons and Vikings?**  
-The Anglo-Saxons take control (After Alfred the Great)

- Who was King Canute?
- Where does Edward the Confessor fit in?

- Historical inquiry
- Chronological order
- Perspective
- Evidence



**Viking traders and Explorers**  
What did the Vikings trade?  
How did they find their way?  
How do we know about longships?

- Historical inquiry
- Analysing and conclude
- Perspective