

King’s Court First School – EY & KS1 History Curriculum Map 2026-2027						
EYFS History	Term 1- All About Us / Our Community Understanding of the World		Term 2 – Culture Understanding of the World		Term 3 – The Arts Understanding of the World	
Early Learning Goals:	To master techniques	ELG: Past and Present • Talk about the lives of people around them and their roles in society • Know some similarities and differences between things in the past and now • Understand the past through settings, characters and events in stories				
	Continuous provision	Daily independent access to resources: • Dressing up area with a range of different jobs and traditional clothes • Small world figurines representing different jobs and workplaces eg. firefighter and fire station • Traditional tales • Stories set in the past Adult led learning activities: • Sharing baby photos compared to recent photos – consolidating understanding and knowledge of change over time. • Talking about people’s roles in society – Who helps us? • Understanding the past through stories • Understanding early chronology through story re-telling and using time connectives such as first, then, next, after. • Garden growing – change over time • Exploring transport from the past • Comparing homes from the past t the homes we live in today. • Discussing food, clothing routines from the past.				
KS1 History	Term 1- All About Us / Our Community 1B- History		Term 2 – Culture 2B- History		Term 3 – The Arts 3B- History	
Milestone 1	Investigate and interpret the past <i>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</i>		• Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.			
	Build an overview of world history <i>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</i>		• Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.			
	Understand chronology <i>This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</i>		• Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.			
	Communicate historically <i>This concept involves using historical vocabulary and techniques to convey information about the past.</i>		• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.			
Year 1 History	A King, a Queen and a Castle: Local History Study (& Gunpowder Plot) <i>What makes Windsor Castle a good place for a monarch? (& Does treason still happen today?)</i>		Christopher Columbus <i>Why is Christopher Columbus a significant explorer?</i>		Neil Armstrong The Moon Landing <i>Why is Neil Armstrong a significant explorer? How is he similar/different to other explorers you know (CC)?</i>	
	As Historians we will.... Investigate and interpret the past: <i>...ask questions such as: What was it like for people? What happened? How long ago?</i> <i>...use artefacts, pictures, stories, online sources and databases to find out about the past.</i> Build an overview of world history: <i>...describe historical events.</i> <i>...describe significant people from the past.</i> <i>...recognise that there are reasons why people in the past acted as they did.</i> Understand chronology: <i>...recount changes that have occurred in their own lives.</i> <i>...use dates where appropriate.</i> Communicate historically <i>...use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</i> <i>...show an understanding of the concept of nation and a nation's history.</i> <i>...show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</i>	<u>Begin a timeline to show the children's and their families' births.</u> <u>What is a Queen/King?</u> <u>Who is King Charles? Add his birth and coronation to timeline.</u> <u>Coronation</u> <u>Queen Elizabeth II - Longest reigning monarch</u> <u>*Visit to Windsor Castle - Our local area*</u> <u>Gunpowder plot – reasons and consequences</u>	As Historians we will.... Investigate and interpret the past: <i>...ask questions such as: What was it like for people? What happened? How long ago?</i> <i>...use artefacts, pictures, stories, online sources and databases to find out about the past.</i> <i>...identify some of the different ways the past has been represented.</i> Build an overview of world history: <i>...describe significant people from the past.</i> Understand chronology: <i>...place events and artefacts in order on a time line.</i> <i>...label time lines with words or phrases such as: past, present, older and newer....use dates where appropriate.</i> <i>...use dates where appropriate.</i> Communicate historically <i>...use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</i>	<u>Add to timeline with CC's birth and death – include key events in his life.</u> <u>Why is CC famous?</u> <u>What is an explorer?</u> <u>Voyages</u> <u>Discovery of America</u> <u>What is CC important?</u>	As Historians we will.... Investigate and interpret the past: <i>...observe or handle evidence to ask questions and find answers to questions about the past.</i> <i>...ask questions such as: What was it like for people? What happened? How long ago?</i> <i>...use artefacts, pictures, stories, online sources and databases to find out about the past.</i> <i>...identify some of the different ways the past has been represented.</i> Build an overview of world history: <i>...describe historical events.</i> <i>...describe significant people from the past.</i> Understand chronology: <i>...place events and artefacts in order on a time line.</i> <i>...label time lines with words or phrases such as: past, present, older and newer....use dates where appropriate.</i> <i>...use dates where appropriate.</i> Communicate historically <i>...use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</i>	<u>Add to timeline with Neil Armstrong's birth and moon landing dates.</u> <u>Who was Neil Armstrong?</u> <u>What is an astronaut?</u> <u>Moon mission and landing</u> <u>Compare Neil Armstrong and Christopher Columbus as explorers.</u>
Knowledge Webs <i>(Select Advancing & Deep POP tasks from these webs)</i>	Queen Elizabeth II (The Gunpowder Plot)		Christopher Columbus		Neil Armstrong The Moon Landing	
Breadth of Study	• Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. • Significant historical events, people and places in their own locality.		• The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.		• The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti. • Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.	
Continuous Provision:	Understand Chronology: Place events and artefacts in order on a timeline; Label timelines with words or phrases such as: past, present, older and newer; Use dates where appropriate. (Timeline will act like a working wall throughout the year.) Birthday wall: Display students’ birthday months and dates on a timeline. This will encourage students to consider the passing of time. Today in History: Display throughout the year key events that happened on this day in history.					
Deliberate choices:	Local History Study (& Gunpowder plot): Start with key figure known to children and who lives in local area – Windsor Castle. Gunpowder plot included here to link with 5th November. Christopher Columbus: 1400s key figure. Precedes Term 3 topic chronologically. Neil Armstrong & The Moon Landing: 1900s Key figure and linked with key event of Moon landing. Make explorer comparisons with CC in previous topic Term 2 & 3 are chronological. The plague & Great Fire of London: 1600s events. Local area (London) Link with Gunpowder plot period from Y1. Florence Nightingale & Marie Curie: 1800s and 1900s key figures. After illness and death of previous topic, these figures represent care and advancement in treatment for sick. Inventions: Inventions from time periods already studied and then bring us up to date. Terms 1,2& 3 are chronological.					

Year 2 History	The Plague Great Fire of London <i>What were the causes of these disasters? How did the GFoL compare to the Windsor Castle fire?</i>		Florence Nightingale Marie Curie <i>Why were FN and MC significant people? What did they have in common and how were they different?</i>		Inventions: Steam Engine/Radio/First Flight/Internet <i>Did these inventions change the world for better or for worse?</i>	
	As Historians we will.... Investigate and interpret the past: ...observe or handle evidence to ask questions and find answers to questions about the past. ...ask questions such as: What was it like for people? What happened? How long ago? ...use artefacts, pictures, stories, online sources and databases to find out about the past. ...identify some of the different ways the past has been represented. Build an overview of world history: ...describe historical events Understand chronology: ...place events and artefacts in order on a time line. ...label time lines with words or phrases such as: past, present, older and newer....use dates where appropriate. ...use dates where appropriate. Communicate historically ...use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	<u>Begin a timeline to show the children’s births and a select few other key events before, during and after 1300s when plague first appeared and 1665 outbreak.</u> <u>What is the plague?</u> <u>Cause, spread and effects of plague</u> <u>Historical sources & recounts</u> <u>How the Great Fire of London helped stop the spread.</u> <u>Cause, spread & effects of the fire.</u> <u>Historical recounts and differing accounts.</u> <u>*Visit to Windsor Castle*</u>	As Historians we will.... Investigate and interpret the past: ...observe or handle evidence to ask questions and find answers to questions about the past. ...ask questions such as: What was it like for people? What happened? How long ago? ...use artefacts, pictures, stories, online sources and databases to find out about the past. Build an overview of world history: ...describe historical events. ...describe significant people from the past. ...recognise that there are reasons why people in the past acted as they did. Understand chronology: ...place events and artefacts in order on a time line. ...label time lines with words or phrases such as: past, present, older and newer....use dates where appropriate. ...recount changes that have occurred in their own lives. ...use dates where appropriate. Communicate historically ...use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. ...show an understanding of the concept of nation and a nation’s history. ...show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	<u>Add to timeline with FN and MC births and deaths.</u> <u>Who was Florence Nightingale?</u> <u>Crimean War and country name changes</u> <u>Education for women in 1800s</u> <u>Who was Marie Curie?</u> <u>Equal opportunities for men and women?</u> <u>Marie Curie’s invention</u> <u>FN and MC’s Legacies</u>	As Historians we will.... Investigate and interpret the past: ...ask questions such as: What was it like for people? What happened? How long ago? ...use artefacts, pictures, stories, online sources and databases to find out about the past. ...identify some of the different ways the past has been represented. Build an overview of world history: ...describe historical events. Understand chronology: ...place events and artefacts in order on a time line. ...label time lines with words or phrases such as: past, present, older and newer....use dates where appropriate. ...recount changes that have occurred in their own lives. ...use dates where appropriate. Communicate historically ...use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	<u>Add to timeline as each invention is explored.</u> <u>Industrial Revolution</u> <u>The Steam Engine</u> <u>Radio</u> <u>Aeroplane</u> <u>WWW : Tim Berners-Lee</u>
Knowledge Webs <i>(Select Advancing & Deep POP tasks from these webs)</i>	The Plague (Black Death) The Great Fire of London		Florence Nightingale Marie Curie		Tim Berners-Lee The Steam Engine The Invention of Radio The First Flight Industrial Revolution	
Breadth of Study	• Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. • Significant historical events, people and places in their own locality.		• The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.		• The lives of significant individuals in Britain’s past who have contributed to our nation’s achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.	
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