

Riverside Primary School History Curriculum Map

	Autumn	Spring	Summer
EYFS	How have I changed since I was a baby?	Why do we wear different clothes during the year?	What are our favourite celebrations each year?
KS1			
Year 1	Black History Week: Mary Seacole The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Events beyond living memory that are significant nationally or globally.
Enquiry Question	What were our school and streets like in the past?	How have toys changed over time?	What were some of the causes and effects of the Great Fire of London?
Year 2	Black History Week: Floella Benjamin 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.	The lives of significant individuals in the past who have contributed to national and international achievements.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 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
Enquiry Question	Where did Kings and Queens live through time?	Who was Walter Tull?	How has communication changed over time?
LKS2			
Year 3	Black history week: Katherine Johnson A local history study	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	. Changes in Britain from the Stone Age to the Iron Age

Enquiry Question	How have homes and other buildings in Hullbridge changed over the years?	What was life like in Tudor times?	How did Britain change during Prehistory?
Year 4	Black history week: Rosa Parks Ancient Egypt- a study of Egyptian life and achievements and their influence on the western world	The Roman Empire and its impact on Britain	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Enquiry Question	Where and when did the earliest civilisations begin? What were some of the significant achievements for the Ancient Egyptians and what did it help them achieve?	Which of the Roman achievements had the most significant impact on Britain?	What were some of the most significant changes to leisure and entertainment in the 20th Century?
UKS2			
Year 5/6 A	Black history week: The Atlantic Slave Trade A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A local history study	A non-European society that provides contrasts with British history: Mayan civilization c. AD 900	Ancient Greece – a study of Greek life and achievements and their influence on the western world
Enquiry Question	What were some of the impacts of World War II on the people in our locality?	Why should we study the Maya?	What were the life, achievements and legacy of the Ancient Greek Civilisation?
Year 5/6 B	Black history week: The Windrush generation Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle	A non-European society that contrasts with British history: Early Islamic civilisation, including a study of Baghdad.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

	for the Kingdom of England to the time of Edward the Confessor.		
Enquiry Question	What were the effects of Anglo-Saxon, Viking and Scots settlement in Britain?	When did the Early Islamic civilisation begin and how enormous did it become? Why was Baghdad a significant settlement?	How has migration to Britain over time shaped our country?

Why This, Why Now?

EYFS

Unit	Why this, why now?	Prior Knowledge
How have I changed since I was a baby?	Children begin by exploring their own personal history. This develops an understanding of past and present through experiences that are meaningful and familiar.	Children can talk about themselves and recognise familiar people and events.
Why do we wear different clothes during the year?	Builds awareness of change over time through seasonal experiences and routines children encounter every year.	Children understand basic seasonal changes and can talk about their own experiences.
What are our favourite celebrations each year?	Introduces chronology through recurring events and helps children understand how the past can be remembered and celebrated.	Children can recall recent events and talk about experiences with family.

Year 1

Unit	Why this, why now?	Prior Knowledge
What were our school and streets like in the past?	Children begin history through their local area, making comparisons between past and present that they can easily observe.	EYFS understanding of past and present, family history and changes over time.
How have toys changed over time?	Builds understanding of change within living memory and introduces chronology using familiar objects.	Understanding that things can change over time from local history study.
What were some of the causes and effects of the Great Fire of London?	Introduces events beyond living memory and develops understanding of cause and consequence.	Ability to identify similarities and differences between past and present.

Year 2

Unit	Why this, why now?	Prior Knowledge
Where did Kings and Queens live through time?	Builds on learning about significant people by exploring monarchy and historical buildings across different periods.	Understanding of significant people and events from Year 1.

Who was Walter Tull?	Deepens understanding of significance by studying an individual who overcame barriers and influenced society.	Knowledge of significant individuals such as Mary Seacole and local/national history.
How has communication changed over time?	Revisits change and continuity through inventions and technological developments.	Understanding that life changes over time from toys and local history studies.

Year 3

Unit	Why this, why now?	Prior Knowledge
How have homes and other buildings in Hullbridge changed over the years?	Strengthens local history knowledge while introducing children to historical enquiry and source analysis expected in KS2.	KS1 local history studies and understanding of change over time.
What was life like in Tudor times?	Introduces a significant period in British history beyond 1066 and develops chronological understanding.	Understanding of chronology and significant people from KS1.
How did Britain change during Prehistory?	Provides the foundation of Britain's story and establishes the earliest period studied in the curriculum.	Understanding that periods of history occur in sequence.

Year 4

Unit	Why this, why now?	Prior Knowledge
Where and when did the earliest civilisations begin?	Builds from prehistoric Britain to examine how complex societies emerged elsewhere in the world.	Knowledge of Stone Age, Bronze Age and Iron Age Britain.
What were some of the significant achievements of the Ancient Egyptians and what did they help them achieve?	Develops understanding of civilisation, significance and achievements in world history.	Understanding of early civilisations and chronological sequencing.
Which Roman achievements had the most significant impact on Britain?	Builds directly on prehistoric Britain by examining the next major period in British history.	Knowledge of chronology and civilisation from previous units.
What were some of the most significant changes to leisure and entertainment in the 20th century?	Returns to more recent history, allowing pupils to identify change and continuity across a familiar period.	Understanding of change over time developed throughout KS1 and LKS2.

Year 5/6 A

Unit	Why this, why now?	Prior Knowledge
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What were some of the impacts of World War II on the people in our locality?	Provides a rich local history study that enables pupils to explore cause, consequence and significance through a major twentieth-century event.	Understanding of local history, chronology and twentieth-century change from earlier studies.
Why should we study the Maya?	Broadens understanding of world civilisations and enables comparison with societies already studied.	Knowledge of Ancient Egypt and early civilisations.
What were the life, achievements and legacy of the Ancient Greek civilisation?	Explores the origins of many aspects of modern society and prepares pupils for understanding democracy and legacy.	Knowledge of civilisations and significance from previous ancient history units.

Year 5/6 B

Unit	Why this, why now?	Prior Knowledge
What were the effects of Anglo-Saxon, Viking and Scots settlement in Britain?	Continues the British history narrative following Roman Britain and develops understanding of migration, settlement and change.	Knowledge of Roman Britain and chronological sequencing.
When did the Early Islamic civilisation begin and how enormous did it become? Why was Baghdad a significant settlement?	Broadens pupils' understanding of world history and challenges Eurocentric narratives by studying a civilisation of global significance.	Knowledge of ancient civilisations and significance.

How has migration to Britain over time shaped our country?	Draws together learning about invasion, settlement and migration across the curriculum, helping pupils make long-term historical connections.	Knowledge of Romans, Anglo-Saxons, Vikings, Windrush and local/national history studies.
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Black History Week - Why This, Why Now?

Year Group	Why this, why now?
Year 1 - Mary Seacole	Introduces significance through an inspirational individual and broadens representation within history.
Year 2 - Floella Benjamin	Builds understanding of migration, identity and contribution to British society.
Year 3 - Katherine Johnson	Introduces significant achievements in science and technology while challenging historical stereotypes.
Year 4 - Rosa Parks	Develops understanding of equality, civil rights and the impact one individual can have on society.
Year 5/6A - Atlantic Slave Trade	Provides essential context for understanding Britain's history, diversity and global connections.
Year 5/6B - Windrush Generation	Builds understanding of post-war migration and the shaping of modern Britain.

