



History Curriculum Map 2025-26

		Aut 1	Aut2	Sp1	Sp2	Su1	Su2	Diversity and Cultural Capital	Links to subjects
History	N	To begin to make sense of own\ life-story and family's history. To talk about their photos and memories and how we change over time.	To listen to various stories about different cultures.	To begin to make sense of own\ life-story and family's history. To talk about their photos and memories and how we change over time.	Look at different forms of transport during vehicles/transport topic. To look at similarities and differences in transport then and now.	To begin to make sense of own\ life-story and family's history. To talk about their photos and memories and how we change over time.	To know what some of the British Values are	Black History Month. Stories from different cultures All about Me sheets that are made into class books Asking for photos after Christmas holidays	PSHE – Being me in my world Geography/ science – understanding cause/ consequence Seasons Growing
	R	To be able to talk about myself and members of my immediate family. To know what some of the British values are and to start being able to talk about them. To listen to various stories about different cultures and to begin to make connections between different lives, cultures and experiences. To remember and talk about significant events in their own experiences.	To know what some of the British values are and to start being able to talk about them. To listen to various stories about different cultures and to begin to make connections between different lives, cultures and experiences. To begin to identify similarities and differences between now and then. To be able to talk about the lives of people around me and my community. To understand the lives and roles of different people in society e.g. police, firefighters.	To know that some things are older than others. To make observations of familiar objects and be able to recognise that some things are old and some things are new. To ask questions about the past and understand why asking questions is important.	To know about my own life story and how I have changed.	To know about significant figures in my own life, for example grandparents. To find answers to some simple questions about the past from different sources- books, artefacts and technology. To remember and talk about significant events in their own experiences, understanding there are similarities and differences and connections.	To be able to talk about images of familiar situations /people/ places/ items.	Black History Month. Stories from different cultures Baby and toddler photos that are brought in Grandparents invited in to talk about special memories	PSHE – Being me in my world Geography/ science – understanding cause/ consequence Seasons



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	Yr1	<p>To handle and make observations about artefacts (old toys) and describe some simple similarities and differences. Toy workshop.</p> <p>To be able to analyse properties of an artefact and relate it to their own experiences.</p> <p>To look at a significant person in history – Dr Lonnie Johnson – Inventor (linked to history of toys)</p>		<p>To find out about Queen Victoria and changes that happened in her reign. To look at artefacts from Victorian times and look at how these have changed as well as similarities between them.</p> <p>To compare changes in day to day life, looking at diary entries and comparing it to how we live now and having an enrichment morning acting out being in a victorian school.</p>	<p>To learn about heraldry and castles. Design shields. Learn about the features of a castle. Trip to Hever Castle</p>		<p>Link with art week – learn about a famous artist. Walk to the Reigate Castle grounds.</p>	<p>Loan boxes of old toys and home artefacts. Workshop on old toys.</p> <p>Trip to Hever Castle, Reigate Castle grounds.</p> <p>Black History Month. Stories from different cultures</p> <p>Victorian school day – children experiencing a day in the life of a Victorian child and comparison between now and then.</p> <p>Victorian Loan Box.</p>	<p>Whole Class Reading (Queen Victoria, diary entries, castles)</p> <p>Geography – Castles, where to build a castle.</p> <p>Science-materials (building a castle)</p> <p>Art – To compare pictures of people in the past and begin to understand that the past can be seen in different ways. To look at some portraits / statues of kings and queens from the past</p> <p>DT- Make castles out of paper</p> <p>PE- Dance (tudor dance)</p> <p>PSHE – Jigsaw</p>
	Yr2	<p>History timeline – showing clear representation of the past from</p>		<p>Famous scientists – Edward Jenner, Lois Pasteur and Alexander Fleming – How they</p>	<p>History of transport – How transport has changed</p>	<p>Great Fire of London</p>		<p>Black History Month – sharing videos/ stories/</p>	<p>PSHE – Jigsaw Being Me in My World – Rights</p>



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	<p>Nursery- Yr 2. Black History Month – Rosa Parks</p> <p>Emeline Pankhurst – comparison between her and Rosa Parks</p>		<p>changed the world of medicine</p>	<p>Early travel – the Viking Longboats</p> <p>George Stephenson and trains</p> <p>The Wright brothers</p> <p>Amelia Earhart</p>			<p>songs from different cultures around the world</p> <p>Learning about important people who have shaped society and figures of significance</p> <p>Transport assembly</p> <p>The Great Fire of London workshop – children immersing themselves in the experience</p> <p>Walk to Reigate – look at Tudor houses</p>	<p>and Responsibilities</p> <p>English – writing The Great Fire of London (diary entry, fact file)</p> <p>Whole Class reading</p> <p>Art- History of artist from art week</p> <p>DT- Design and make a Tudor house</p>
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SCAFFOLDING /inclusion

- Parents providing information (eg photos, achievements)
- Pre-teaching topics
- Providing sound mats so the children can look at letter formation
- Drawing or photograph and verbally describe their favourite toy
- Using question stems (what, why, when, etc.)
- Recording their observations using an audio device
- Identifying one similarity and one difference between two toys/artefacts
- Using single words or phrases rather than sentences in their descriptions
- Recording an audio description using sentence stems
- Ordering less photographs with adult support
- Using Knowledge Organisers for vocabulary support
- Supporting the children with question prompts – what, where, how etc.



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- Working in a guided group with an adult – add ideas to a sheet
- Using their five senses as support when writing their eyewitness account - I could see/hear/smell... I felt... etc