

Whole School History Map



Big Ideas

- Work and communicate historically through historical enquiry and critical analysis of evidence
- Understanding how Britain has influenced and been influenced by the wider world
- Understanding key historical concepts such as: chronology, cause and consequence, continuity and change

Reception-

Seasons and Celebrations

Children talk about celebrations they have experienced in the past including birthday parties, weddings, christenings. We discuss Remembrance day and learn about the significance of the poppy. We will talk about our present day experiences of Bonfire night and introduce Guy Fawkes as a significant figure from British history.

We are Heroes

We will read about Mary Seacole and children will learn that she is a person from the past who is remembered today for her heroism as a nurse during the Crimean War.

Terrific Tales

We will compare houses and homes in the stories we read. The children will discuss images of homes in the past to the homes in which they live today. We will focus on the changes in technology for example, we now have hoovers, washing machines, microwaves, televisions, laptops etc... We will look at how people from the past completed daily chores without these technologies.

Year 1/2- Cycle A

London

Children start to build their knowledge about British history by looking at the chronology of a significant event and how it influenced the world today. Children learn about key figures of the time: Samuel Pepys and Christopher Wren.

Transport

Children apply their understanding of change over time to look at innovations in transport over the last 100 years. They will begin to look at the positive and negative impacts of change. They will learn about the history of trains, cars and flight whilst considering what they think transport will look like in the future. They will learn about significant individuals such as, Amelia Earhart and George Stephenson.

Bridges

To continue the children's learning about significant landmarks and people, the children will be introduced to Brunel's engineering work of bridges. We will also link this to our own locality and the building of the Humber Bridge and its significance to our area.

Year 1/2- Cycle B

Toys

As an introduction to chronology, children use the familiar concept of toys and pastimes to explore how changes happen over time. The children will experience Victorian toys and compare them to the toys they play with today. They look at which toys have stood the test of time (including looking at Ole Kirk Christianson who invented Lego) and how technology has changed the world of toys.

Explorers

Children begin to understand that British History has influenced world history and vice versa. They start to understand that different historical events were happening at the same time through studying explorers and the places they discovered. They will build on their knowledge of transport innovations. Children will learn about Christopher Columbus and Neil Armstrong.

Victorian Cleethorpes

To deepen the children's understanding of their local area, the children will be taught about the changes at the seaside. The children will explore how a place that is significant to them has changed over time, beyond their living memory.

Year 3/4 – Cycle A

Romans

Adding to their knowledge on the British Isles and world history, children learn about the sophistication of the Roman Empire and the characteristics of this time, with a particular focus on their invasion and occupation of Britain. They will explore different sources of evidence and consider the Roman lifestyle and the impact their invasion had on daily life in Britain; innovation (technology and beliefs) and British resistance (Boudicca and the Iceni).

Tudors

The children will learn how the Tudor period began and understand its impact within history, linking back to other periods previously studied. The children will study the life of Henry VIII. They will explore the dissolution of the Catholic Church and the formation of the Church of England. They will find out about significant Tudor explorers.

Ancient Egypt

The children will further develop their understanding of chronology by making connections between the Romans and Ancient Egyptians. They study different sources of evidence, considering what we can learn about daily life and beliefs in Ancient Egypt from them. The children will also learn about the significance of the discovery of Tutankhamun's tomb and the work of the historian, Howard Carter. They will also

Year 3/4 – Cycle B

The Mayan Civilisation

Building on their understanding of chronology and their knowledge of ancient civilisations, the children will learn about the Mayans; who they were, where they lived and their place in history. Through the study of primary and secondary sources they will learn about the Maya religion, daily life and the importance of corn and chocolate. They will identify similarities with the Romans and Egyptians.

Grimsby's Fishing Heritage

The children will study an aspect of local history over time, focussing on Grimsby's Fishing Heritage. They will investigate why the industry has declined and the advantages and disadvantages of this. Children will also study key buildings on the local area and consider why and how their use has changed; Dock Tower, Ice House.

Prehistoric Britain

The children will further their understanding of chronology by investigating changes over time by comparing the Stone, Bronze and Iron Age. They will explore landmarks of evidence of these periods and ask historical questions about what we can learn about daily life from early cave paintings.

Year 5/6 – Cycle A

WW2

Children will learn about World War 2 and they will identify why Britain declared war on Germany and the events and preparations leading up to it. Children will also identify the social impact of war on daily life, through the investigation of primary sources, including exploring bias and propaganda, reflecting on prior learning in other year groups to identify patterns and trends in relation to war and conflict. They will also study sources to investigate and draw conclusions as to why Grimsby was a key target during the Blitz.

Shackleton

The children will study a key figure of modern history. Building on their prior learning about explorers and exploration they will learn about Ernest Shackleton's expeditions. They will study evidence of the Endurance Expedition asking historical questions to consider why he is regarded as a hero, despite failing to reach the South Pole.

Olympic Legacies

Building on their learning about ancient civilisations the children will learn about the origins of the Olympics. They will investigate evidence of the Ancient Greek Olympics and identify similarities and differences to the modern games.

Year 5/6 – Cycle B

Guy Fawkes

Children will study an aspect of British history that will extend their chronological knowledge beyond 1066 and a significant turning point in British History; The Gunpowder Plot. The children will study the cause and consequences of the Gunpowder Plot and consider how significant the key figures were. They will also think critically, weigh evidence, sift arguments and present a perspective on The Gunpowder Plot. E.g. the validity of Guy Fawkes' confession.

Viking Raiders

Building on their learning about the Roman Invasion the children will learn about the Viking Invasion – where they came from and why. They will learn about where the Vikings travelled to and what they traded. Children will learn about the attack on Lindisfarne and critically explore the validity of the recounts of the event. They will also analyse whether the Vikings were raiders or traders. Children will use primary and secondary sources to identify the advantages and disadvantages of their settlement in Britain and their influence on daily life.

Keen to Be Green

The children will investigate the consequences of an event in modern history (Chernobyl Disaster) and consider how it has impacted on daily life and influenced actions world-wide.