

Beam County Primary School: Long-term Component Map

Subject: History

Nursery



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Do you know a nursery rhyme? How Do We Celebrate?		What is a farm? Where are we going?		How does it grow? Are you ready for big school?	
Chronology Characteristic features Change Enquiry	<p>Understanding the world: Birth Matters</p> <ul style="list-style-type: none"> ●Learns that they have similarities and differences that connect them to, and distinguish them from, others ●Recognises and describes special times or events for family and friends. ●Has a sense of own immediate family and relations and pets ●In pretend play, imitates everyday actions and events from own family and cultural background. ●Is interested in photographs of themselves and other familiar people and objects. <p>Knowledge of the past and people developed through the following texts in Autumn term:</p> <p>PEEPO! – Allan Ahlberg In every house on every street – Jess Hitchman.</p> <p>Disciplinary knowledge</p> <ul style="list-style-type: none"> ●To notice how they have changed (growing, baby photos, haircuts etc). ●To understand the concept of next and know when something is finished. ●Talk about what they can see in images of the past. ●Know and talk about who lives in their house/who is their family. 		<p>Understanding the world: Birth Matters</p> <ul style="list-style-type: none"> ●Learns that they have similarities and differences that connect them to, and distinguish them from, others ●Has a sense of own immediate family and relations and pets ●Shows interest in different occupations and ways of life indoors and outdoors. ●Is interested in photographs of themselves and other familiar people and objects. <p>Knowledge of the past and people developed through the following texts in Spring term:</p> <p>Lost in the toy museum – David Lucas The house that once was – Julie Fogliano</p> <p>Disciplinary knowledge</p> <ul style="list-style-type: none"> ●To understand yesterday happened and tomorrow will happen. ●Find information about different locations, modes of transports and places. ●Recognise and describe features of different locations. ●Identify objects that are old and new. ●Identify what is the same and what is different. ●Know and talk about wider family members. 		<p>Understanding the world: Birth Matters</p> <ul style="list-style-type: none"> ●Show interest in the lives of people who are familiar to them. ●Remembers and talks about significant events of their own experience. ●Recognises and describes special times or events for family and friends. ●Knows some of the things that make them unique. ●Is interested in photographs of themselves and other familiar people and objects. <p>Knowledge of the past and people developed through the following texts in Summer term:</p> <p>Tad – Benji Davies The Growing Story – Ruth Krauss The King's Crown – Rose Cobden</p> <p>Disciplinary knowledge</p> <ul style="list-style-type: none"> ●Know how to visually represent their day using a visual timeline. ●Recount an event that has happened. ●Identify through visuals how a living thing changes over time (plants, animals, people etc). ●Understand some changes in the natural world around them, including the seasons. ●Understand that the King is an important individual. 	

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Reception



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Am I Unique? How Do We Celebrate?		What is in the sea? What is an animal?		Where did the Big Bad Wolf go? Who can save the world?	
Chronology Characteristic features Change Enquiry Interpretation	Understanding the world: EYFS Framework <ul style="list-style-type: none"> ●Talk about members of their immediate family and community ●Name and describe people who are familiar to them ●Comment on images of familiar situations in the past ●Compare and contrast characters from stories including figures from the past Knowledge of the past and people developed through the following texts in Autumn term: <i>Once there were giants</i> – Martin Waddell <i>Grandma's Bill</i> – Martin Waddell		Understanding the world: EYFS Framework <ul style="list-style-type: none"> ●Talk about members of their immediate family and community ●Name and describe people who are familiar to them ●Comment on images of familiar situations in the past ●Compare and contrast characters from stories including figures from the past Knowledge of the past and people developed through the following texts in Spring term: <i>The Oak Tree</i> – Julia Donaldson <i>The Whale's Song</i> – Dyan Sheldon <i>When I was little like you</i> – Jill Walsh		Understanding the world: EYFS Framework <ul style="list-style-type: none"> ●Talk about members of their immediate family and community ●Name and describe people who are familiar to them ●Comment on images of familiar situations in the past ●Compare and contrast characters from stories including figures from the past Knowledge of the past and people developed through the following texts in Summer term: <i>A Superhero like you</i> – Dr Ranj Singh <i>Major Glad, Major Dizzy</i> – Jan Oke <i>Winnie the Pooh meets the King</i> – Jane Riordan	
	Disciplinary knowledge <ul style="list-style-type: none"> ●To talk about members of my family and my relationship to them. ●Use the language of time when talking about past and present in their own lives, others' lives and the lives of those in stories. ●Learn you can find out information from different sources. ●Find out about historical events and why/how we celebrate them, including Remembrance Day, Diwali and Christmas. ●Know that a familiar event, like a birthday, can be represented in different ways, e.g. a photograph, a video and memories. 		Disciplinary knowledge <ul style="list-style-type: none"> ●To look closely at similarities, differences, patterns and change. ●To talk about changes in your own and the lives of animals and what happens as we get older. ●To make observations of animals and plants and explain why some things occur, and talk about changes. ●To comment on differences in the past relating to a specific category (e.g. fishing). ●To look at and discuss pictures and photographs from the past. ●Describe and ask questions about old and new. 		Disciplinary knowledge <ul style="list-style-type: none"> ●To listen to texts and stories that help to develop an understanding of the past and present. ●To order experiences that have happened to them and characters in stories read. ●Answer how and why questions about experiences and in response to stories or events. ●Can see that there are several versions of a nursery rhyme by comparing pictures ●Begin to understand that we have different views of familiar events, eg: first day at school. We cannot always remember what happened in the past. ●Talk about roles people have in society in the present and the past. ●Know that the King is a monarch and a significant individual in the country. ●Identify similarities and differences about the past and present. 	

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Year 1



Domain	Changes within living memory: Schools Past and Present	The lives of significant individuals in the past: Aviators	Old and new: Toys	Changes within living memory: Seaside Holidays
Composite Goal	To describe how schools have changed over time.	To recognise why some historical people are significant.	To compare and contrast old and new items from different time periods.	To describe how seaside holidays are different to the Victorian period.
Components (32)	<ol style="list-style-type: none"> To describe what schools are like today. To know when the Victorian period took place. To describe what schools were like in the Victorian period. Enrichment: Ragged School Museum To describe what it was like for children in the Ragged school To compare school life in the Victorian period with the present day. To recognise that Victorian schools were different for boys and girls. To compare the lives of rich and poor Victorian children's schooling. <p>Assessment: Children sort the images and artefacts into hoops labelled 'Victorian schools' and 'present schools'. Record children's responses on what the changes are.</p>	<ol style="list-style-type: none"> To explain the meaning of significance. To sequence key events in the Wright brothers lives. To recognise why the Wright Brothers are significant. To explain how we know about the Wright Brothers first flight. To sequence key events in Hilda Hewlett's life. To recognise why the Hilda Hewitt is significant. To sequence key events in Bessie Coleman's life. To recognise why Bessie Coleman is significant. <p>Assessment: Using a thinking frame, identify why their chosen aviator is significant.</p>	<ol style="list-style-type: none"> To explore what toys are like in today's world. To describe how toys change as people get older. To identify what makes a toy old. To describe differences of toys from at least 60 years ago compared to today. To investigate who and what was played with beyond living memory. To make reasoned decisions as to what makes old and new items. <p>Assessment: Select three old toys that pupils haven't seen before. Pupils choose and draw one of the toys and write below how they know that the toy is old.</p>	<p>1.Enrichment: Hook lesson – visit to the seaside</p> <ol style="list-style-type: none"> To describe the characteristic features of a seaside holiday in the modern period. To describe the characteristic features of a seaside holiday in the Victorian period. To use artefacts to find out what holidays were like in the Victorian period. To identify reasons why people went on holiday to the seaside in the Victorian period. To identify the impact steam train invention had on Victorian holidays. To describe the characteristic features of a seaside holiday in the 1950s. To describe grandparents' experiences of seaside holidays'. <p>Assessment: Provide children with a mixture of seaside images that they can sort into the Victorian and present period (using a Venn diagram/hoops). Annotate the similarities/ differences.</p>

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Year 2



Domain	Events beyond living memory: The Plague	Events beyond living memory: The Great Fire of London	The lives of significant individuals in the past: Florence Nightingale and Mary Seacole
Composite Goal	To describe how the plague impacted Londoners.	To describe why London need to be rebuilt after the Great Fire.	To explain who the significant individuals in nursing are from the past and why.
Components	<p>1. Enrichment: Hook lesson</p> <p>2.To describe where and when the plague began.</p> <p>3. To explain the signs and symptoms of the plague.</p> <p>4.To recognise why the plague spread so quickly.</p> <p>5.To explore how Londoners tried to prevent the plague from spreading.</p> <p>6. To describe the role of the plague doctors.</p> <p>7. To make comparisons between the Great Plague and Covid pandemic.</p> <p>8. To explain how and when the Great Plague ended.</p> <p>Assessment: Using the images provided, can they retell the story of the Plague and what Londoners had to do to try and prevent the spread.</p>	<p>1.Enrichment: Hook lesson – Theatre Experience and Fire Brigade visit</p> <p>2. To sequence the events of the Great Fire of London.</p> <p>3. To explain what happened during the Great Fire.</p> <p>4.Enrichment: Art link – creating Tudor houses</p> <p>5.Enrichment: Eco Area – burning the houses</p> <p>6.To explain why the fire spread.</p> <p>7. To use Samuel Pepys's diary and other sources to find out about the Great Fire.</p> <p>8.To recognise ways the fire could have been prevented from spreading.</p> <p>9.To describe how people managed to live through the fire.</p> <p>10. To identify the changes that were made to London.</p> <p>Assessment: Label the image with reasons why London had to be rebuilt after the fire.</p>	<p>1.To sequence key events in Florence's life.</p> <p>2.To identify features of Florence's character.</p> <p>3. To describe the main changes Florence introduced.</p> <p>4. To recall the different opinions of Florence.</p> <p>5. To identify Florence's achievements.</p> <p>6. To understand why Mary Seacole is commemorated today.</p> <p>7. To identify key turning points in Mary's life.</p> <p>8. To explain Mary's achievements.</p> <p>9. To identify events in Mary's life after the Crimean war.</p> <p>10. To describe what makes Mary Seacole a significant figure.</p> <p>Assessment: Provide a range of images of Mary and Florence. Children select those that show the nurses greatest achievements and justify why.</p>

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Year 3



Domain	The Roman Empire and its impact on Britain	Changes in Britain from the Stone Age to the Iron Age	The achievements of the earliest civilisations: Ancient Egyptians
Composite Goal	To understand the impact that the Roman Empire had on Britain.	To explain how Britain changed and developed from the Stone Age to the Iron Age.	To understand why we still remember the achievements of the Ancient Egyptians.
Components	<p>1.To explore reasons why the Romans invaded Britain.</p> <p>2. To find answers about why Claudius invaded Britain.</p> <p>3. Enrichment: Roman soldier day</p> <p>4. To sequence key points in Boudicca's life on a timeline.</p> <p>5. To use more than one source to build up a picture of Boudicca.</p> <p>6. To identify key features of Roman towns.</p> <p>7. To use evidence to find out more about Roman's daily lives.</p> <p>8.To justify why the Roman Empire suddenly came to the end.</p> <p>9. To identify features of the Roman legacy.</p> <p>Assessment: Poster to show how the Roman Empire impacted Britain.</p>	<p>1.To identify when the prehistoric period happened.</p> <p>2.To examine if the Stone Age man was simply a hunter and gatherer.</p> <p>Enrichment: Stone Age tent experience</p> <p>4.To investigate how different life was in the Stone Age when man started to farm.</p> <p>5.To explore what can we learn about life in the Stone Age from a study of Skara Brae.</p> <p>6.To deduce why it is so difficult to work out why Stonehenge was built.</p> <p>7.To explore how the Bronze Age changed how humans lived.</p> <p>8.To examine what life was like in the Iron Age.</p> <p>9.To justify which Iron Age invention improved people's lives the most.</p> <p>10.To identify the similarities and differences between the Bronze Age and Iron Age.</p> <p>Assessment: Create a timeline showing the changes from the Stone Age to Iron Age.</p>	<p>1.To identify when and where did this ancient civilisation take place.</p> <p>2.To examine why the Nile so important to the Ancient Egyptians.</p> <p>3.To deduce what we can we learn from Tutankhamun's tomb.</p> <p>4.To investigate who built the pyramids.</p> <p>5.To make deductions and inferences using knowledge of everyday life and religious customs of the period.</p> <p>6.To explore what everyday life like for Ancient Egyptian men, women and children.</p> <p>7.To describe the process of mummification.</p> <p>8.To discover what the ancient Egyptians believed about the afterlife.</p> <p>9.To compare this ancient civilisation to the Stone Age period.</p> <p>Assessment: Why do we still remember Ancient Egypt? Pupils to answer question in their choice of format.</p>

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Year 4



Domain	Local History Study: Dagenham	The Windrush	Tudors
Composite Goal	To describe how the past has helped to shape the Dagenham we know today.	To describe the impact of the Caribbean community on Britain and British culture.	To recognise why Queen Elizabeth I is a significant figure.
Components	<p>1.To describe the geographical features of Dagenham.</p> <p>2. To sequence the key events that changed Dagenham.</p> <p>3.To recall what the Dagenham Idol tells us about early settlers.</p> <p>4. Enrichment: visit to Dagenham Village</p> <p>5. To describe some of the main features of Dagenham Village in the early 20th C.</p> <p>6. To use oral history to find out more about Dagenham.</p> <p>7. To make comparison between schools from the 1920s to those in the present day.</p> <p>8.To recognise why Dagenham changed from a village to a town.</p> <p>Assessment: Provide a past and present image of Dagenham and pupils describe how the past has helped shaped modern Dagenham.</p>	<p>1. To describe the link between Britain and parts of the Caribbean.</p> <p>2. To recognise that Caribbean people were present in Britain before the 1940s.</p> <p>3. To research a person of Caribbean descent who served in the 2nd World War.</p> <p>4. To recognise reasons why Caribbeans migrated to Britain.</p> <p>5. To explore the emotional impact the Windrush generation felt in migrating to Britain.</p> <p>6. To research who was on board the Empire Windrush.</p> <p>7. To describe some of the challenges faced by the people of the Caribbean as they arrived and tried to settle in Britain.</p> <p>8. To explore the impact of the Caribbean community on Britain and British culture</p> <p>Assessment: Create a poster highlight the key reasons why Caribbeans migrated to Britain and celebrating the many wonderful contributions to British life due to the Windrush migration.</p>	<p>1.To recognise when the Tudor period took place.</p> <p>2.To describe how the Tudors came to power.</p> <p>3. To compare interpretations of Henry VIII.</p> <p>4.To identify the high and lows of Catherine of Aragon.</p> <p>5. Enrichment: Hampton Court</p> <p>6.To recognise why Henry broke with Rome.</p> <p>7.To describe how different life was for people at different levels of society living in Tudor times.</p> <p>8.To identify the limitations of using portraits of Elizabeth I to find out about her.</p> <p>9.To understand the power than Elizabeth I held and the contrast between the rich and the poor.</p> <p>10.To explain how Elizabeth I was able to defeat the Spanish Armada.</p> <p>11.To describe what we can learn about Elizabethan England by studying how they enjoyed their leisure time.</p> <p>Assessment: Provide an image of Queen Elizabeth. Does it support what we've learnt about Queen Elizabeth I? What can we learn about the way Elizabeth ruled the country from portraits and paintings like this?</p>

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Year 5



Domain	Local History Study: World War II	Anglo-Saxons and Scots	Vikings
Composite Goal	To describe how towns like Dagenham able to stand firm against the German threat.	To explain how did Britain change due to the Anglo-Saxon invasions.	To explain whether the Vikings were raiders, traders or settlers.
Components	<p>1.To sequence events that caused Britain to go to war in 1939.</p> <p>2.To use sources of information to form testable hypotheses about the Phoney War.</p> <p>3.To seek out and analyse a wide range of evidence in order to justify claims about the Battle of Britain.</p> <p>4.To use the language of probability when looking at Blitz sources.</p> <p>5.To investigate your own lines of enquiry about evacuation.</p> <p>6.To identify continuity and change to the evacuation process.</p> <p>7.To accurately use dates to identify the duration and interval of rationing.</p> <p>8.Enrichment: National Holocaust Centre workshop.</p> <p>9.To explore the concept of Propaganda.</p> <p>Assessment: Identify ways in which towns like Dagenham stood firm.</p>	<p>1.To identify when and where the Saxons settled.</p> <p>2. To explain why the Saxons invaded.</p> <p>3. To locate where the Saxons settled.</p> <p>4. To deduce information about Saxon society from Sutton Hoo.</p> <p>5. To describe the impact of the Christianity when it came to Britain.</p> <p>6. To explain the significance of Alfred's success in 878.</p> <p>7. To discover if King Alfred really was great.</p> <p>8.To identify how Anglo-Saxon society is structured.</p> <p>9.To explain why the period is known as the dark ages.</p> <p>Assessment: Using the images provided, explain what the main changes were that took place in Anglo-Saxon times. Children add ideas of their own.</p>	<p>1.To describe who the Vikings were and why they came to Britain.</p> <p>2.To explain the Viking's reputation.</p> <p>3.To sequence the Viking invasions.</p> <p>4.To recognise how excavations inform historians about the Vikings.</p> <p>5. To identify where Vikings settled.</p> <p>6. To make comparisons between Viking and Anglo-Saxon life.</p> <p>7. To explore how recent excavations have changed our views of the Vikings.</p> <p>8. To identify the events that led to England becoming a unified country.</p> <p>9. To describe the events led to the end of the Anglo-Saxon and Viking era in Britain.</p> <p>Assessment: Compare the two images and describe how the Vikings are shown differently in the two images and reasons for this.</p>

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Year 6



Domain	Thematic Study: The History of Crime and Punishment in London	Ancient Greece	A non-European society: Benin
Composite Goal	To describe how crime and punishment methods have changed over time.	To describe how Ancient Greece has influenced our lives today.	To explain how Britain's involvement impacted the Benin people.
Components	<p>1.To explain how Anglo-Saxon justice worked.</p> <p>2.To identify how criminals were punished 800 years ago and how historians know.</p> <p>3.To explore medieval justice through the legend of Robin Hood.</p> <p>4.To identify how crimes and punishments changed between 1500 and 1750.</p> <p>5.To describe how the social status of Tudor criminals affected the punishment they received.</p> <p>6.To explore the deterrent used in the 18th century.</p> <p>7.To describe the conditions of Victorian prisons.</p> <p>8.To identify why capital punishment was abolished.</p> <p>9.Enrichment: Forensic Day</p> <p>10.To explain modern crime and punishment methods.</p> <p>11.To explore if the way we catch and punish criminals has changed much in the last 100 years.</p> <p>Assessment: Create a timeline showing the change and continuity of crimes and punishment methods in London.</p>	<p>1. To understand the importance of Greek mythology and lore.</p> <p>2. To recognise why the Minoan civilisation considered to be so advanced.</p> <p>3.To examine if there is any evidence for the legend Theseus and the Minotaur</p> <p>4.To describe Athenian society.</p> <p>5. To describe the importance of Ancient Greek theatre.</p> <p>6.To use pottery remains to infer what everyday life was like in Ancient Athens.</p> <p>7. To explain Athenian democracy.</p> <p>8.To describe the life of Ancient Greek women.</p> <p>9. To compare daily life in Athens to Sparta.</p> <p>Assessment: To explore how wide ranging Greek influences still are today.</p>	<p>1.To describe key characteristics of the Benin civilisation.</p> <p>2. To recognise how and what historians know about Benin.</p> <p>3.To describe Benin society based on images and artefacts that have survived.</p> <p>4. To identify changes that took place when the European settlers started trading.</p> <p>5. To recognise why the British got involved in Benin.</p> <p>6.To describe reasons why the bronzes should be returned to Benin.</p> <p>Assessment: Children use their own way to present how Britain's involvement impacted Benin people.</p>