

HISTORICAL THREADS' CURRICULUM MAP 2022-2023

CHANGE OVER TIME			
LOCALITY	CIVILISATIONS	CONFLICT	COMMUNICATION
EYFS: Cycle A Why are there so many leaves on the ground? Who goes to the ugly bug ball? Is everyone's home the same?	EYFS: Cycle A: Is everyone's home the same? Who can I ask for help?	EYFS: Cycle B: How can we help Cinderella have a ball?	EYFS: Cycle A: Who can I ask for help?
EYFS: Cycle B: What do I know about me? What would you find at the farm?	EYFS: Cycle B: What do I know about me? How many nursery rhymes do I know? How can we help Cinderella have a ball?		EYFS: Cycle B: How many nursery rhymes do I know?
KS1: Cycle A: Who lived in Bramall Hall?	KS1: Cycle A: Who were the Wright brothers? How important were Ibn Battuta and Matthew Henson as explorers? Who lived in Bramall Hall?	KS1: Cycle A: How important were Ibn Battuta and Matthew Henson as explorers?	KS1: Cycle A: Who were the Wright brothers?
KS1: Cycle B: What was it like when the Queen came to the throne?	KS1: Cycle B: Who was to blame for the Great Fire of London? Why do we remember Florence Nightingale and Mary Seacole?	KS1: Cycle B: What was it like when the Queen came to the throne? Who was to blame for the Great Fire of London?	KS1: Cycle B: Why do we remember Florence Nightingale and Mary Seacole?
KS2: Cycle B: Were the Romans really rotten? Where does the Mersey go?	KS2: Cycle A: Who or what is Skara Brae? Where do mummies come from?	KS2: Cycle A: Who makes the law? (UKS2) Where do mummies come from?	KS2: Cycle A: Who or what is Skara Brae? Who makes the law? Where do mummies come from?
KS2: Cycle C: Why are there air raid tunnels under Stockport?	KS2: Cycle B: Where does the Mersey go? Could you be the next Willy Wonka?	KS2: Cycle B: Were the Romans really rotten?	KS2: Cycle B: Could you be the next Willy Wonka?
KS2: Cycle D: Is Stockport full of Mad Hatters?	KS2: Cycle C: Why is Mickey Mouse important? Who let the Gods out?	KS2: Cycle C: Why are there air raid tunnels under Stockport? Who let the Gods out?	KS2: Cycle C: Why is Mickey Mouse important?
	KS2: Cycle D: Were the Vikings always victorious? Is Stockport full of Mad Hatters?	KS2: Cycle D: Were the Vikings always victorious?	KS2: Cycle D: Is there anybody out there?

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LOCALITY:

This thread begins in the Early Years where the children explore their immediate surroundings and consider their home life and place in their immediate community. The focus is sharing the children's knowledge of their families through talk and photographs and considering the features of where they live now. In KS1, the children consider a wider time frame, considering changes to their locality and family life over a longer time period. This begins with the consideration that 'the past' goes back beyond their own memories to times before they were born but with the possibility of an introduction to primary sources of evidence through recollections from older family members. They also consider times prior to this, exploring the significance of a renowned historical building in the local area (Bramall Hall).

In KS2, the children build on their prior learning and refine their historical thinking by studying their local area in more detail, understanding some of the many different factors as to why Stockport developed as it did and the significance of this for their lives today.

CIVILISATIONS:

The children in the Early Years learn about their community as it is today and are introduced to the concept that things haven't always been this way. They consider the different roles and occupations of people and how these have changed over time, ending up as they are today.

In KS1, the children learn about specific people and events from a wider time frame and beyond their local area, which have had a lasting impact on the way we live our lives today. Comparisons begin to be made between 'then' and 'now.'

In KS2, different types of civilisations from a much broader time frame and on a more global scale are studied, enabling the children to build on their chronological understanding from KS1. The children compare different civilisations and begin to connect the threads of their learning, considering the significant effect of historical studies on their lives today and in the future.

CONFLICT:

Conflicts in its many manifestations, such as, invasions, peoples' inner conflicts, have had a huge impact on shaping history and, at Ladybridge, we consider it important that our children understand the significance of this.

In the Early Years, the children look at castles and the reasons behind why they were built. In KS1, significant events and people are the pathway into understanding what the civilisations were like at these times, how this affected the way people behaved or responded during these times, and what effect they had on the way we live today.

In KS2, the effect of conflict between different peoples in other lands is explored, along with the impact of invasions on this country and their longer lasting legacies.

COMMUNICATION:

Communication is the key to many things and its significance in shaping history begins in the Early Years where the children consider the importance of 'people who help us' and their roles in the community. The children consider how these people impact upon themselves.

In KS1, through the study of significant individuals and events, the children are able to broaden their understanding beyond the scope of their own immediate environment into the wider world and consider the effects these have had on their lives today. The children consolidate their understanding of changes over time and the importance of this on a global scale.

KS2 children again study a much broader timescale, reaching farther back into the past and consider not only how this has affected their lives today but how this could affect their own and the world's futures in times to come.