

History Curriculum Map (Redbrook)

Courage

Resilience

Respect

Compassion

THE WYE FOREST FEDERATION CURRICULUM

	Robbins		Kingfisher			
	Year A (2025-2026)	Year B (2024-2025)	Year A (2024-2025)	Year B (2025-2026)	Year C (2026-2027)	Year D (2027-2028)
Autumn	<p>1.1 How am I making history? - Changes within living memory</p> <p>(Respect – How was school different in the past?)</p>	<p>2.1 What is history? - Changes within living memory.</p> <p>(Resilience – How have holidays changed?)</p>	<p>1.1 Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</p> <p>(Courage – How was life different for the Stone Age, Bronze Age and Iron Age people?)</p>	<p>2.1 How have children’s lives changed? - A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>(Respect – How were children’s lives in the past different to mine?)</p>	<p>3.1 What does the census tell us about our local area - A local history study</p> <p>(Resilience – Can I find out who lives in our local area?)</p>	<p>4.1 Were the Viking raiders, traders or settlers? - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>(Courage – How were the Vikings different to us?)</p>
Spring	<p>1.2 How have toys changed? - Changes within living memory</p> <p>(Compassion – How have our toys changed?)</p>	<p>2.2 How was school different in the past? – Significant historical events, people and places in their own locality.</p> <p>(Compassion – How has my school changed?)</p>	<p>1.2 Why did the Romans settle in Britain? - The Roman Empire and its impact on Britain</p> <p>(Resilience – Why was Caerleon important to Roman Britain?)</p>	<p>2.2 What did the ancient Egyptians believe? - The achievements of earliest civilisations</p> <p>(Compassion – How were the Egyptians different to us?)</p>	<p>3.2 What did the Greeks ever do for us? – Ancient Greece - A study of Greek life and achievements and their influence on the Western World.</p> <p>(Respect – How did Ancient Greece change how we play sport?)</p>	<p>4.2 What was life like in Tudor England? - A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p>(Compassion – How can I find out more about life in Tudor England?)</p>
Summer	<p>1.3 How did we learn to fly? – Events beyond living memory that are</p>	<p>2.3 What is a monarch? - The lives of significant individuals in the past.</p>	<p>1.3 How hard was it to invade and settle in Britain?</p>	<p>2.3 How did the achievements of the Ancient Maya’s impact their society and beyond? - The</p>	<p>3.3 The Sikh Empire - A Non-European society that</p>	<p>4.3 What was the impact of World War 2 on the people of Britain? - A study of an aspect or theme in British history</p>

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	<p>significantly nationally or globally.</p> <p>(Resilience – How did we learn to fly?)</p>	<p>(Respect – What was a monarch in the past?)</p>	<p>- Britain's settlement by Anglo-Saxons and Scots</p> <p>(Respect – What is Offa's Dyke and why does it matter?)</p>	<p>achievements of earliest civilisations</p> <p>(Courage – Can I discover what caused the decline of the Mayans?)</p>	<p>provides contrast with British History</p> <p>(Courage – What are the Sikh beliefs?)</p>	<p>that extends pupils chronological knowledge beyond 1066</p> <p>(Respect – Why is WW2 so important for us to remember?)</p>
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