

**Curriculum Map Document**

<p><b>Bluebells</b> (Reception)</p>	<p><b>What makes me, me? Who helps us?</b></p> <p><b>Where Shall we go? Where in the world?</b></p>	
	<p><b>Year A</b></p>	<p><b>Year B</b></p>
<p><b>Daisy</b> (Year 1/2)</p>	<p><b>1.1 Toys</b> - Changes within Living Memory (Active – How have our toys changed?)</p> <p><b>1.2 Great Fire of London</b> - Events beyond living memory that are significant nationally or globally. (Independence – How did the Great Fire of London spread?)</p> <p><b>1.3 Explorers - Neil Armstrong &amp; Christopher Columbus</b> - The Lives of significant individuals in the past. (Active – Why do we explore?)</p>	<p><b>2.1 Sinking of the Titanic</b> - Events beyond living memory that are significant nationally or globally. (Diversity – Who were the people of the Titanic?)</p> <p><b>2.2 Royalty – Queen Elizabeth I &amp; Queen Elizabeth II</b> - The Lives of significant individuals in the past. (Belonging – What does the Queen do?)</p> <p><b>2.3 Castles in the Forest</b> – A local history study (Belonging - What are the castles in the Forest for?)</p>
	<p><b>Year A</b></p>	<p><b>Year B</b></p>
<p><b>Poppy</b> (Year 2/3)</p>	<p><b>2.1 Trees &amp; Timber</b> - Significant historical events, people and places in their locality (Active – What did we use the trees and timber in the Forest for?)</p> <p><b>2.2 Ancient Sumer</b> - The achievements of earliest civilisations (Diversity – Why is Mesopotamia the ‘cradle of civilisations?)</p> <p><b>2.3 Victorians in the Forest</b> – A local history study (Belonging – What did the Victorians do in the Forest?)</p>	

Belonging

Diversity

Active

Independence

	Year A	Year B	Year C
<p><b>Speedwell</b> (Year 4/5) + <b>Foxglove</b> (Year 5/6)</p>	<p><b>1.1 <u>The Roman Empire and its impact on Britain</u></b> (<b>Belonging</b> – Why was Caerleon important to Roman Britain?)</p> <p><b>1.2 <u>Early Islamic Civilisation</u></b> - A non-European society that provides contrast with British History (<b>Diversity</b> – How was Early Islamic Civilisation different to ours?)</p> <p><b>1.3 <u>Ancient Greece</u></b> – a study of Greek life and achievements and their influence on the Western World. (<b>Active</b> – How did Ancient Greece change how we play sport?)</p>	<p><b>2.1 <u>World War 2</u></b> - A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 (<b>Belonging</b> – Why is WW2 so important for us to remember?)</p> <p><b>2.2 <u>The Shang Dynasty</u></b> - The achievements of earliest civilisations (<b>Active</b> – How did Shang China fight differently to the Europeans?)</p> <p><b>2.3 <u>Changes in Britain Stone Age to Iron Age.</u></b> (<b>Diversity</b> – How was life different for the Stone Age, Bronze Age and Iron Age people?)</p>	<p><b>3.1 <u>Britain’s settlement by Anglo-Saxons and Scots</u></b> (<b>Belonging</b> – What is Offa’s Dyke and why does it matter?)</p> <p><b>3.2 <u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</u></b> (<b>Independence</b> – How did the Vikings change Britain?)</p> <p><b>3.3 <u>Free Mining in the Forest of Dean</u></b> - A local history study (<b>Belonging</b> – Why was free mining important in the Forest?)</p>

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