



Rotherhithe Primary School Curriculum Map



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	<p>Jobs and occupations Exploring different jobs and occupations (introduce shop role play and fire drill)</p>	<p>Christmas story Learning and acting out the Christmas story. Comparing life now and then.</p> <p>Key individuals -Explore the Little Leaders collection -Lives of historical figures, including comparisons of those from different periods.</p>	<p>Historical figure: <i>Amelia Earhart by Isabelle Sanchez Vegara</i></p> <p>Local history: -learning about the docks around Rotherhithe. -discussing what the docks were used for -discussing what life was like working at the docks. -comparing life then and now</p>	<p>Link to Mother's Day Learn about what life was like when you're grown up was at school.</p> <p>Compare school now and then.</p> <p>London history Day</p>	<p>Human growth: past and present "My own journey"</p> <p>St. George's Day: Learn about the Royal Family</p>	<p>Animals past and present -Learn about the jobs related to animal conservation and protection. -David Attenborough. -investigate extinct animals</p>
1	<p>Key Individuals Moon Landing Neil Armstrong Lives of historical figures, including comparisons of those from different periods.</p> <p>Key individuals Events of local importance Black History Month Studying a significant individual to mark an event. Dr Maggie Aderin-Pocock's (Black British space scientist)</p>		<p>Toys now and in the past Changes in living memory (linked to aspects of national life where appropriate) -Introduce key vocabulary -Compare and contrast old and new toys -Identify similarities and differences -Chronologically order toys/events</p>	<p>London then and now -To teach children about the UK's bustling capital city. -This project develops children's knowledge of key locations, transport, the Royal Family, contrasting places and events that have shaped London's past.</p>	<p>Local history unit - local history walk looking at local heritage sites - Compare and contrast maps of local area to an aerial photograph - Create models local heritage site - Create a map of the local area of Rotherhithe</p>	
2	<p>Victorian Seaside Changes in living memory (linked to aspects of national life where appropriate) -Look at how British holidays have changed over time (changes within living memory)</p> <p>Key individuals Martin Luther King</p>		<p>Great Fire of London -Understand how we can ask questions and find out about events of the past Gunpowder plot Individual Study: Guy Fawkes - Who was Guy Fawkes? - Why do we remember him?</p>	<p>Local history unit - local history walk looking at local heritage sites - Compare and contrast maps of local area to an aerial photograph - Create models local heritage site - Create a map of the local area of Rotherhithe</p>	<p>Key Individuals Literacy link-Queen Elizabeth I -Lives of significant historical figures, including comparison of those from different periods -Significant local people</p>	



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	(democracy P4C link) Lives of historical figures, including comparisons of those from different periods.					
3	<p>Key Individuals Mary Secole -who was she -Herbal remedies The British hospital Nurses now and then Why is she important</p>		<p>Ancient Egypt -Earliest ancient civilisations - Ancient Egypt -Egyptian structures, ways of life, beliefs and burial customs. Written communication in the time of the Egyptians. The importance of the Nile to the Ancient Egyptians. Ancient Egyptian farming. - A depth study linked to a studied period - A study over a period of time - A post-1066 study of a relevant period in local history</p>		<p>Stone age to Iron Age British History (taught chronologically) -Stone Age to Iron Age Britain, including: - hunter-gatherers and early farmers - Bronze age religion, technology & travel - Iron age hill forts -What was daily life like? -What was a stone age diet like? -Why was hunting important to stone age people? -How did stone age people communicate? -What do we know about animals from the past? -Tools and weapons -What was Stonehenge used for? -How life changed for stone age people</p>	<p>Local history unit - local history walk looking at local heritage sites - Compare and contrast maps of local area to an aerial photograph - Create models local heritage site - Create a map of the local area of Rotherhithe</p> <p>Literacy link-Pirates -Note connections, contrasts and trends over time develop the appropriate use of historical terms. -Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this</p>
4	<p>Key individuals Women of NASA- Hidden figures Literacy link- Historical -Develop a chronologically secure understanding of British, local and world history -Establish a clear narratives within and across the periods</p>		<p>Local history unit - local history walk looking at local heritage sites - Compare and contrast maps of local area to an aerial photograph - Create models local heritage site - Create a map of the local</p>		<p>Roman Empire & impact on Britain -Roman Empire & impact on Britain: - Julius Caesar’s attempted invasion - Roman Empire & successful invasion - British resistance, e.g.</p>	



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	<p>they study.</p> <ul style="list-style-type: none"> -Note connections, contrasts and trends over time develop the appropriate use of historical terms. -Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. 		<p>area of Rotherhithe</p>		<p>Boudicca</p> <ul style="list-style-type: none"> - Romanisation of Britain 	
5	<p>Key individuals Nelson Mandela The Wider World/ Lives of Significant Historical Figures Nelson Mandela Black History focus</p>		<p>Victorian Britain</p> <ul style="list-style-type: none"> -Develop a chronologically secure understanding of British, local and world history, -Establish a clear narratives within and across the periods they study. -Note connections, contrasts and trends over time develop the appropriate use of historical terms. -Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. 		<p>Local history unit Mayflower</p> <ul style="list-style-type: none"> -know the story of the Mayflower, including key dates -understand the relevance of the Mayflower narrative to today and the multiple legacies it has left -understand why the Separatists sailed to the New World -understand the difficulties faced by the travellers at different sections of their journey and why they occurred -understand the significance of the story for Plymouth, UK -understand the significance of the story for places nationally and internationally -understand and be able to differentiate between the historical context and contemporary values, and that societal values change with time 	<p>World History Study Ancient Greece</p> <ul style="list-style-type: none"> - A study of Greek life and achievements and their influence on the western world Identify primary/ secondary sources, select relevant information, Greek Timeline, Greek Theatre, The Mechanics of Ancient Greece (D&T) ,Greek Timeline, The Battle of Marathon ,Athens V Sparta ,The Olympic Games ,Greek Language ,Greek Gods, The Battle of Marathon
6	<p>Key individuals Windrush key figures Literacy link- Knowledge</p>		<p>WW2</p> <ul style="list-style-type: none"> -Significant turning points in British history 		<p>Local history unit</p> <ul style="list-style-type: none"> - local history walk looking at local heritage sites 	



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<ul style="list-style-type: none">-Developing place knowledge of the Caribbean Understand the links between Britain and parts of the Caribbean-To develop historical perspective about Britain's cultural diversity.-Develop chronologically secure knowledge and understanding of historical events.-To know and understand the difficulties faced by the Windrush settlers when they arrived in Britain.- To explore feelings and emotions of British people towards the new arrivals.-To explore the feelings and types of rejection migrants experienced after arriving in Britain by invitation- To know and understand the legacy of the Windrush.		<ul style="list-style-type: none">-An extended period studyLocality study – life in Bermondsey during the Blitz.-Key events of WW2.-Key figures in WW2-Life as an evacuee		<ul style="list-style-type: none">- Compare and contrast maps of local area to an aerial photograph- Create models local heritage site- Create a map of the local area of Rotherhithe	
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