

History curriculum map units of study

Year 1	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Phase 1		Events commemorated through festivals or anniversaries: Remembrance, Christmas			Changes within living memory: How our food has changed since war, impact on migration	Significant Individuals: Amy Johnson, RAF Joyce Green/Biggin Hill, London City Airport There's a First Time for everything - First flight
Phase 2	A study on the evolution of jobs within society - people (doctors, teachers etc) Links to modern-day and careers	A study beyond 1066 - 50s and 60s Great Britain - cultural turning point in history	World History - Aztecs			
Phase 3		First world war and the peace settlement	Women's suffrage			

Phase 4

In Phase 4, students access History through the Independent Living Skills Curriculum, community participation and inclusion and recreation/ pupil agency choices. They will also access history through the Phase 4 assemblies structure.

Milestone at Wilmington (M@W) offer ASDAN Life skills challenges and short courses based on student interests with some students opting to access a history course. The Business Enterprise pathways provide all students with appropriate and meaningful work experience within a familiar and supportive environment and opportunities to generalise learnt skills through functional experiences while working towards an ASDAN accreditation. Through this students can explore their personal history and interests and research significant individuals and industries and their impact on society.

Please refer to the [Business Enterprise/Work Based Learning](#) document to see a breakdown of enterprise/work based learning for each pathway (Brook, Stream, River and Waterfall) for the three year cycle.

In Phase 4, students participate in independent living skills and community participation. This includes opportunities to access the community and visits different locations within the local area. History will be interlinked within these visits as students are encouraged to think about their local history and discuss various aspects of history. For example, students can have the opportunity to consider the history of buildings and locations they visit, as well as significant individuals linked with specific locations too.

Please refer to the [Independent Living Skills SOW](#) document to see a breakdown of the implementation of independent living skills for each pathway (Brook, Stream, River and Waterfall) for the three year cycle.

Students within Phase 4 will explore History through assemblies and inquiry/ subject events, where students will learn about key dates, events, civilisations and communities through sensory experiences, stories, primary resources/ artefacts and at an appropriate and differentiated level

Year 2	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Phase 1		Comparison to now; Changes within national life Victorian Schools and Victorian Christmas.			Significant historical events - The gunpowder plot 1605	The lives of significant individuals First human on the Moon 1969 - Neil Armstrong
Phase 2	Living events beyond memory - The great fire of London	Lives of significant individuals - Kings and Queens Henry VIII Queen Elizabeth II			The achievements of the earliest civilisations: an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	
Phase 3	Local History study: The Sikh Community in Gravesend/Gravesend Gurdwara Why did this community settle in Gravesend? The history of the Gurdwara		Magna Carta and the Development of Parliament Laws and Justice British Values		Churchill's role in World war II Start/end Key people Chartwell Dover Castle Cabinet War Rooms	Technological change in post-war British society - Communication over time

Phase 4

In Phase 4, students access History through the Independent Living Skills Curriculum, community participation and inclusion and recreation/ pupil agency choices. They will also access history through the Phase 4 assemblies structure.

Milestone at Wilmington (M@W) offer ASDAN Life skills challenges and short courses based on student interests with some students opting to access a history course. The Business Enterprise pathways provide all students with appropriate and meaningful work experience within a familiar and supportive environment and opportunities to generalise learnt skills through functional experiences while working towards an ASDAN accreditation. Through this students can explore their personal history and interests and research significant individuals and industries and their impact on society.

Please refer to the [Business Enterprise/Work Based Learning](#) document to see a breakdown of enterprise/work based learning for each pathway (Brook, Stream, River and Waterfall) for the three year cycle.

In Phase 4, students participate in independent living skills and community participation. This includes opportunities to access the community and visits different locations within the local area. History will be interlinked within these visits as students are encouraged to think about their local history and discuss various aspects of history. For example, students can have the opportunity to consider the history of buildings and locations they visit, as well as significant individuals linked with specific locations too.

Please refer to the [Independent Living Skills SOW](#) document to see a breakdown of the implementation of independent living skills for each pathway (Brook, Stream, River and Waterfall) for the three year cycle.

Students within Phase 4 will explore History through assemblies and inquiry/ subject events, where students will learn about key dates, events, civilisations and communities through sensory experiences, stories, primary resources/ artefacts and at an appropriate and differentiated level

Year 3	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Phase 1		Changes within living memory: Seaside holidays in the past and present			The Lives of Significant Individuals: Florence Nightingale	Local history and significant individuals - Pocahantas (born Amonute, also known as Matoaka)
Phase 2	The Roman Empire and its impact on Britain: Local settlement (Lullingstone), the Road to London/Londinium		The Legacy of Art/The Arts: Ancient Greece		Local History - Battle of Hastings 1066 (Language, Laws, ChurchesFood Cultural influences Clothing Music	
Phase 3		The development of the state: Wat Tyler and the Peasants' Revolt Morals Tax Impact of state on working person - how do you feel if you were treated differently	The Slave Trade		A study of the USA in the 20th Century	

Phase 4

In Phase 4, students access History through the Independent Living Skills Curriculum, community participation and inclusion and recreation/ pupil agency choices. They will also access history through the Phase 4 assemblies structure.

Milestone at Wilmington (M@W) offer ASDAN Life skills challenges and short courses based on student interests with some students opting to access a history course. The Business Enterprise pathways provide all students with appropriate and meaningful work experience within a familiar and supportive environment and opportunities to generalise learnt skills through functional experiences while working towards an ASDAN accreditation. Through this students can explore their personal history and interests and research significant individuals and industries and their impact on society.

Please refer to the [Business Enterprise/Work Based Learning](#) document to see a breakdown of enterprise/work based learning for each pathway (Brook, Stream, River and Waterfall) for the three year cycle.

In Phase 4, students participate in independent living skills and community participation. This includes opportunities to access the community and visits different locations within the local area. History will be interlinked within these visits as students are encouraged to think about their local history and discuss various aspects of history. For example, students can have the opportunity to consider the history of buildings and locations they visit, as well as significant individuals linked with specific locations too.

Please refer to the [Independent Living Skills SOW](#) document to see a breakdown of the implementation of independent living skills for each pathway (Brook, Stream, River and Waterfall) for the three year cycle.

Students within Phase 4 will explore History through assemblies and inquiry/ subject events, where students will learn about key dates, events, civilisations and communities through sensory experiences, stories, primary resources/ artefacts and at an appropriate and differentiated level