

History Curriculum Map 2022-23

Overview:

History	Vocabulary	Understanding the world: People and Communities
EYFS		Children remember and talk about significant events in their own experience.
	now	Children talk about the past and present events in their own lives and in the lives of family members.
Ernest	next	Children know about similarities and differences between themselves and others, and among families, communities and
Shackleton	old	traditions.
	new	
Mae	past	Pupils are encouraged to ask and answer questions using historical language (see vocabulary).
Jemison	present	Children use magnifying glasses to look at photos. Search for clues. Look at old maps, diary entries, newspapers, old buildings.
	future	They are encouraged to answer the following questions: "What do you see? What do you think? What do you wonder?"
	timeline	The foundations of History learning begin in the 'Understanding of the World' area of learning and are highlighted within the
		topics below:

What makes me and my friends special?

Pupils talk about members of their immediate family and community, naming and describing people who are familiar to them. Children comment on images of familiar situations in the past.

Are we nearly there yet?

Pupils comment on images of familiar situations in the past and recognise some environments that are different from the one in which they live.

Who lives happily ever after?

Pupils compare and contrast characters from stories, including figures from the past and recognise that people have different beliefs and celebrate special times in different ways

Are all holidays at the seaside?

Pupils comment on images of familiar situations in the past and understand that some places are special to members of their community.

A journey through History:

During Key Stage 1, pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between the ways of life in different periods. They should use a wide vocabulary of everyday historical terms, they should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In line with National Curriculum requirements, pupils are taught about:

- Events within living memory
- Events beyond living memory
- Local people and places in the past
- Significant individuals of national and international importance

Significant	Disciplinary	Vocabulary	History Content and progression
historical	concepts	Key	
Figures		Specific	
			During year 1:
		before	
		then	Life in 1950's Britain
		now	
Queen	LL 6	same	Pupils will learn about life in 1950's Britain as an example of a time within living
Elizabeth II		similar	memory. They will find out about the coronation of Queen Elizabeth II, the coming of
	Similarities and	different	television, the food people ate and the clothes people wore. There will be
		evidence event	opportunities to talk about what has changed and what has stayed the same since
	uniterence	celebrate	their great grandparents were children. Pupils can discuss whether or not the 1950's
		recent	was a good time to live.
		remember	
		change	Disciplinary concept - similarities and difference
		timeline	
		Queen	
		Elizabeth II	
	historical Figures	historical concepts Figures Queen	Nistorical Figures Concepts Key Specific before then now same similar different evidence event celebrate recent remember change timeline coronation Queen



technology
transport
engineer
pioneer
steam
bridge
dock
train
steam ship
tunnel
Tamar
Richard
Trevithick
Isambard
Kingdom Brunel

Technology and Transport in Cornwall



In our local history topic, pupils will learn about two individuals who made a significant impact upon technology and transport in Cornwall and the wider world. **Richard Trevithick** was an engineer and scientist who pioneered and improved steam technology leading to more efficient steam engines, paving the way for trains. **Isambard Kingdom Brunel** was a famous engineer from Victorian times, responsible

for designing bridges, docks, steam ships and railway tunnels. He was the designer of the Albert bridge which spans the river Tamar, connecting Cornwall to Devon. Through studying these two men, pupils gain insights into inventions and engineering achievements which transformed our locality.

Disciplinary concept – Significance

Optional, when studying coasts: Grace Darling

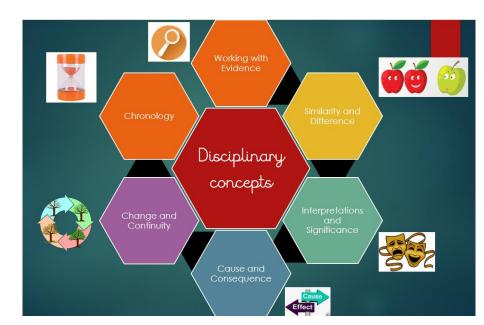
Year 2				During year 2
Year 2			nast	During year 2
Mary			past present	
Mary Anning			chronological	
Ailillig			earlier	
Marie	Samuel		later	
Curie	0 0.1110.01		timeline	The Great Fire of London
Curie	Pepys		artefact	The Great Fire of London
		Similarities and	milarities and similarities	Pupils will learn about The Great Fire of London as an example of an event beyond
		difference	differences	living memory. They will learn about historical evidence and consider how we know
			evidence	about what happened (Samuel Pepys' diary). We will discover how the fire started and
			century	identify its long-term impact on London, explaining the similarities and differences
			modern	between London in the 17th Century and London now.
			impact	between London in the 17th Century and London now.
			ППрасс	Disciplinary concept - similarities and difference
	Neil			Disciplinary concept - similarities and difference
	Armstrong		London	
	Christopher		Pepys	
	Columbus	Similarities and	diary	
	Coldinibus	difference	River Thames	
		amerence	Tower of	
			London	
			Pudding Lane	
			baker	
			King Charles II	
			firefighter	
			jej.ge.	Great Explorers
			navigate	In our significant individuals topic, pupils will compare and contrast the lives and times
			continent	of Christopher Columbus and Neil Armstrong. They will have an opportunity to gain
			voyage	an understanding of the challenges faced by these two explorers from different
			explorer	periods in history and their subsequent achievements. This unit links to the theme of
			discover	space exploration during summer term.
			Christopher	
			Columbus	Disciplinary concept - similarities and difference
			Neil Armstrong	
			Apollo	
			moon landing	
			astronaut	

During Key Stage 2, pupils should build upon the firm foundations in disciplinary concepts laid in Key Stage 1 of chronology, working with evidence and finding similarities and differences, in order to explore the other domains shown here:

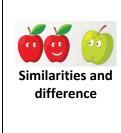
Across Key Stage 2, children learn about history chronologically, starting with the Stone Age in Year 3, up to the Battle of Britain and Blitz in Year 6.

In line with National Curriculum requirements pupils are taught about;

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A local history study.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The achievements of the earliest civilizations an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
- Ancient Greece a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



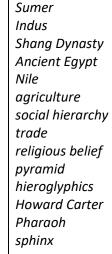
	Significant	Disciplinary	Vocabulary	History Content and progression
	historical	concepts	Key	
	Figures		Specific	
Year 3				Changes in Britain from the Stone Age to the Iron Age –
			BC/AD	
		4. Y.	ancient	Enquiry - How did humans in prehistoric Britain survive?
Guglielmo			period	
Marconi			civilisation	Pupils will understand where the Stone Age, Bronze Age and Iron Age fit into British
			archaeologist	history chronologically. They will identify how our understanding of this period has
Tim			excavate	developed from the discoveries of evidence uncovered by archaeologists, using Skara
Berners-		Change and	evidence	Brae as an example. Children consider the challenges of surviving during the Stone
Lee		continuity	timeline	Age and learn about man's dependence on the animals he hunted. Life and
			Historian	achievements in the Stone Age, Iron Age and Bronze Age are compared and periods of change such
			decade	as the move from nomadic hunter gatherer to early farmer are studied.
			century	
			achievements	Disciplinary concepts – Change and continuity; working with evidence
		Working with	bias	
		evidence		Enquiry Questions
		evidence		1. When was the Stone Age? How long did it last? (chronology)
			Stone Age	2. How did people get their food during the old Stone Age?
			Bronze Age	3. What changes took place in the new Stone Age? (change and continuity)
			Iron Age	4. What does the evidence tell us about life at Skara Brae? (evidence)
			Skara Brae	5. Why is it so difficult to work out why Stonehenge was built? (evidence)
			survival	6. How did using bronze and iron change the way people lived? (change and continuity)
			dependence	7. Can you solve the mystery of the 52 skeletons of Maiden Castle? (evidence)
			hunt	
			nomad	
			farmer	
			Maiden Castle	
			pelt	
			tools	
			neolithic	
			weapons	
			·	
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Working with

evidence

Howard Carter



The achievements of the earliest civilisations and a depth study of Ancient Egypt

Enquiry – How did the Ancient Egypt become such a great civilisation?



Pupils explore an overview of where and when the first civilisations (Sumer, Indus, Shang Dynasty) appeared and undertake a depth study of Ancient Egypt. We look at the importance of the Nile and its role in supporting the development of Ancient Egypt. The use of the Nile in agriculture is important in pupils' developing understanding of what a civilisation is. We focus on the daily life and achievements of

the Ancient Egyptians – social hierarchy, agriculture, trade, religious beliefs, pyramids and hieroglyphics. Pupils learn that a civilisation leaves us written evidence which though often biased and written to record the achievements of rulers, still provides valuable insights into people's actions and motives.

Disciplinary concepts – similarities and differences, working with evidence

Enquiry Questions

- 1. What did the world's earliest civilisations have in common? (similarities and difference)
- 2. Why was the Nile so important in the lives of Ancient Egyptians? (significance)
- 3. How do we know what Ancient Egypt was like over 5,000 years ago? (evidence)
- 4. What was everyday life like for men, women and children? (similarities and difference)
- 5. Who had most power in Ancient Egypt and how did they use it? (similarities and difference)
- 6. What did the Ancient Egyptians believe about the afterlife and how do we know? (evidence)

	Significant	Disciplinary	Vocabulary	History Content and progression
	historical	concepts	Key	
	Figures	•	Specific	
Year 4				Ancient Greece and its lasting influence. 800BC-146BC
			Historical	
Richard		1 1 6	argument	Enquiry - What have the Greeks ever done for us?
Trevithick			conquered	
		Civella vitica and	point of view	Pupils will learn about Ancient Greek civilisation and the legacy it left behind. They
Isambard		Similarities and difference	impact	will consider how Greek civilisation began and make comparisons with other places
Kingdom	Archimedes	difference	significance	across the World during this period, particularly linked to the birth of democracy and
Brunel			compare	some of the famous philosophers / mathematicians who are still impacting on the
			empire	world today. Pupils will learn about cultural achievements including architecture,
			invasion	pottery, art, theatre, sport and poetry. They will also learn about the religious beliefs of the Greeks
			conquer	and how these affected their behaviour and actions.
		5 6	invader	
		Interpretations	legacy	Disciplinary concepts - interpretations and significance, similarities and difference
		and Significance	impact	
			motivation	Enquiry Questions
				1. Who were the Ancient Greeks? (When, where and how did they live? Why are we studying
				them?) (evidence, interpretations and significance)
			philosopher	2. Athens and Sparta – how were these rival city-states similar and different? (similarities and
			Greece	difference)
			civilisation	3. What was life like for women and children in Ancient Greece? (similarities and difference)
			mathematician	4. How important was religion in the lives of the Ancient Greeks? (similarities and difference)
			culture	5. Why has Ancient Greece been so often copied and admired? (2) (interpretations and
			architecture	significance)
			pottery	
			Athens	
			Sparta	
			Parthenon	
			Archimedes	The Roman Empire and its impact on Britain 55BC- c410AD
				Enquiry – How easy was keeping control of a massive empire?
			Pantheon	Pupils will learn who the Romans were and how they built a massive empire by 1st
	Julius		natural	Century AD. They identify reasons why the Romans became interested in Britain –
	Caesar		resources	natural resources / farming – and their motivation for invading and conquering it.
			Barbarian	They assess the impact and legacy of the Roman occupation of Britain, including: the

Emperor
Claudius
Boudicca

Working with evidence



Cause and effect

baths
gladiator
Colosseum
Army
roads and
infrastructure
'romanisation'
Boudicca
tribe
contro
Julius Caesar

Emperor Claudius

amphitheatre

chariot

Sir Humphry Davy

Richard Trevithick



Change and continuity

Carnyorth
Geevor
Mine
ore
tin
borer
detonator
dynamite
carbide lamp
Sir Humphry
Davy
Richard
Trevithick

achievements of the Roman army, roads and infrastructure, 'romanisation' of the British and the Boudicca uprising. Through this unit, pupils will learn about the concept of empire and its impact on both rulers and ruled.

Enquiry Questions

- 1. Who were the Romans? (When, where and how did they live? Who influenced them?) (evidence, interpretations and significance)
- 2. What did Julius Caesar discover when he invaded Iron Age Britain in 55BC? (evidence)
- 3. What reasons did Emperor Claudius have for wanting to conquer Britain? (cause and effect)
- 4. Why were Boudicca and the British tribes ready to rebel by AD60? (cause and effect)
- 5. How do we know that the Romans had difficulty keeping control of northern Britain? (evidence)
- 6. Why did the Romans leave Britain? (cause and effect)

Disciplinary concepts – cause and effect, working with evidence

Local History Study – Cornish tin mines

Enquiry - How did mining change my local area?



As part of their residential visit to the Carnyorth- a world heritage site for mining-year 4 will undertake a local history study. Pupils will visit Geevor Tin mine (the site of the largest undersea and copper mines in the world) and participate in a number of workshops.

Enquiry Questions:

- 1. What can we learn about our local history from real-life evidence?
- 2. What was life like for a Cornish tin miner?
- 3. How did the introduction of mining change the face of Cornwall?
- 4. What is the lasting legacy of mining in Cornwall?

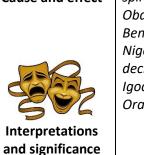
Disciplinary concepts - change and continuity

	Significant	Disciplinary	Vocabulary	History Content and progression
	historical	concepts	Key	Thousand progression
	Figures		Specific	
Year 5	0		settlers	Anglo- Saxons and Vikings 1 –
		ASM .	settlement	
Katie			Brits	NB: This Anglo-Saxons and Vikings topic has been broken into two parts in the National Curriculum:
Bouman			accurate	the periods before and after the main Viking invasions.
		1	empire	
Katherine			invade	Britain's settlement by Anglo-Saxons and Scots 410-793AD
Johnson		Change and	invasion	
		continuity	change	Enquiry - How dark was the Dark Ages?
			trade	
			artefact	Following on from learning about the Roman Empire during year 4, pupils will further
			reputation	develop their knowledge of the concepts of invasion and settlement by studying the
			excavations	Anglo-Saxon period up to 793AD. Pupils will learn about life in Anglo-Saxon times
			civilisation	including settlements and kingdoms, place names and village life. They will also
			empire	explore Anglo-Saxon art and culture, including religious buildings, artefacts and
			consequence	documents. Finally, pupils will be taught how the Anglo-Saxons converted from paganism to
				Christianity.
			kingdom village Anglo-Saxon culture religious building document converted paganism Christianity runes thatched Sutton Hoo monk nun	 Enquiry Questions: What can we learn about Anglo Saxons from archaeological evidence? (Sutton Hoo) (working with evidence) Who were the Anglo-Saxons? (Where did they come from? How did they travel? Where did they settle?) (change and continuity) What was life like in an Anglo-Saxon village? (similarities and difference) How important was Woden to the Anglo-Saxons? (significance) How did Christianity come to Britain and what changes occurred? (change and continuity) Why did some people choose to live as Christian monks and nuns? (evidence) Disciplinary concepts – change and continuity

Interpre and signing Alfred the Great Edward the Confessor	naviaata	Anglo- Saxons and Vikings 2 – NB: This Anglo-Saxons and Vikings topic has been broken into two parts in the National Curriculum: the periods before and after the main Viking invasions. The Anglo Saxons v Vikings: The struggle for the Kingdom of England 793-1066AD Enquiry — Do people in history always get the reputation they deserve? Following on from learning about the Anglo-Saxon period up to 793AD, pupils will learn about who the Vikings were, where they came from and how they travelled and navigated. Pupils will investigate and question different interpretations of the Vikings to find out whether they deserve their reputation for violence and brutality. They will also learn about the struggles between the Anglo-Saxons and Vikings for control of England, investigating the different methods used by Saxon kings to deal with the Viking threat. Enquiry Questions 1. Who were the Vikings? (Where did they come from? How did they travel? Where did they settle?) (change and continuity) (2) 2. 'Vicious Vikings' - Do the Vikings deserve their bloodthirsty and brutal reputation? How have recent excavations changed views of the Vikings? (interpretations) 3. Which Anglo-Saxon king dealt with the Viking threat most successfully? Does Alfred deserve all the credit? (interpretations and significance) (2) 4. Who was Edward the Confessor and why did his reign end in confusion? (evidence) Disciplinary concepts – interpretations and significance
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society
culture
achievements
African
empire
political
spiritual
Obas
Benin 'bronzes'
Nigeria
decline
Igodomigodo
Oracle



Benin – a non-European society which provides contrast with British history - c900-1900AD –

Enquiry Question: Why are we learning about Benin in our History lessons?



In this unit, pupils learn about the Benin civilisation and explore the significance of this society. They will encounter a fascinating and very different culture to their own, and reflect on the amazing achievements of this sophisticated and complex African civilisation. They will study the rise and fall of the Benin Empire, and learn about the political and spiritual power of the mighty Obas. Finally, linking their learning to the

present day, pupils will debate whether the Benin 'bronzes' should be returned to Nigeria.

Enquiry Questions

- 1. Where was Benin and how did this civilisation begin? (significance)
- 2. What can we tell about life in Benin from the images and artefacts that have survived? (Working with evidence)
- 3. What was special about the Obas of Benin? (significance, similarities and differences)
- 4. Why did Benin's empire start to decline after 1500 AD? (cause and effect)
- 5. Why did the British get involved in Benin and what were the consequences? (cause and effect)
- 6. Should the Benin 'bronzes' be returned to Nigeria? (significance)

Disciplinary concepts - Cause and effect, significance

	Significant	Disciplinary	Vocabulary	History Content and progression
	historical	concepts	Key	
	Figures		Specific	
Year 6			influence	Theatre through time- thriving or threatened?- changes in an aspect of social history, beyond 1066
			viewpoint	
Charles			propaganda	Enquiry Question - How has theatre thrived and been threatened over time?
Darwin			significant	
			interpretations	In this unit, pupils learn about some of the significant changes of theatre in Britain
Alan			causes	from the mystery plays of medieval times up to WW2. They will learn about the origins
Turing	William		relationship	of theatre and investigate how this form of entertainment has changed over time and
			changes	what has threatened its place in society. They will focus upon the influence and importance of Shakespeare during Tudor times and beyond. Pupils will also explore
	Shakespeare		pre post	how censorship, licensing and the Old Price Riots of 1809 impacted theatres at different times. The
	John		invade	pupils will finally focus on theatre pre, during and post war.
	Kemble		cause	pupils will fillally focus off theatre pre, during and post war.
	Kemble		Cause	
				Enquiry Questions
		A		
		7-14		1. What did 'theatre' look like in Britain in 1350? (working with evidence, similarities and
				difference- medieval mystery plays)
				2. How did Shakespeare change theatre when he was alive? (similarities and difference, change
				and continuity)
		Change and	William	3. How did Shakespeare continue to influence theatre after his death? (influence, change and
		continuity	Shakespeare	continuity)
			John Kemble	4. Why do people censor theatre? (What was the impact of the 1737 licensing act?)
			mystery play	(significance, change and continuity)
			origin	5. Should the New Price Riots have happened? (evidence)
			influence	6. What did theatre do to survive through wartimes? (evidence, change and continuity)
		Similarities and	censorship	
		difference	licensing	
			old Price Riots	Disciplinary concepts – change and continuity, similarities and difference
			wealthy	
			poor	
			entertainment	
			advancements	

Winston Churchill Adolf Hitler	Cause Effect Cause and effect	dictator politician victory Luftwaffe The Battle of Britain Home Front Blitz	The Battle of Britain and The Blitz 1940-1941AD (WW2) – A turning point in British history, post 1066 Enquiry Question - Why did Hitler's planned invasion of Britain end in failure? In this unit, pupils learn about a dramatic turning point in British history, which remains within living memory. They learn about the dictator, Hitler's plans to invade Britain and investigate the causes of Britain's victory over Hitler's Luftwaffe in The Battle of Britain. They explore what life was like for people on the Home Front during the Blitz and compare different experiences of bombing, blackouts, evacuation and rationing. Pupils will encounter examples of wartime propaganda and censorship and analyse these to understand
		bombing blackouts evacuation rationing Germany war thwart D-day VE-day VJ- day Winston Churchill Adolf Hitler	Enquiry Questions 1. Why did Britain go to war with Germany again in 1939? (cause and effect) 2. How did the British thwart the Nazis' invasion plans? (2) (cause and effect, change and continuity) 3. How did women and children help Britain through its 'darkest hour'? (similarity and difference) 4. What was a blackout and why was one necessary in Autumn 1941? (change and continuity) 5. Why is it so difficult to be sure what life was really like on the Home Front? (working with evidence) 6. What happened on each of the following; D-day, VE-day and VJ-day? (chronology overview)

Disciplinary concepts - Cause and effect