



History Curriculum Map 2022-23

Overview:



History	Vocabulary	Understanding the world: People and Communities
EYFS Ernest Shackleton Mae Jemison	<i>now</i> <i>next</i> <i>old</i> <i>new</i> <i>past</i> <i>present</i> <i>future</i> <i>timeline</i>	<p><i>Children remember and talk about significant events in their own experience.</i></p> <p><i>Children talk about the past and present events in their own lives and in the lives of family members.</i></p> <p><i>Children know about similarities and differences between themselves and others, and among families, communities and traditions.</i></p> <p>Pupils are encouraged to ask and answer questions using historical language (see vocabulary).</p> <p>Children use magnifying glasses to look at photos. Search for clues. Look at old maps, diary entries, newspapers, old buildings. They are encouraged to answer the following questions: "What do you see? What do you think? What do you wonder?"</p> <p>The foundations of History learning begin in the 'Understanding of the World' area of learning and are highlighted within the topics below:</p>
		<p>What makes me and my friends special?</p> <p>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.</p> <p>Are we nearly there yet?</p> <p>Pupils comment on images of familiar situations in the past and recognise some environments that are different from the one in which they live.</p> <p>Who lives happily ever after?</p> <p>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</p> <p>Are all holidays at the seaside?</p> <p>Pupils comment on images of familiar situations in the past and understand that some places are special to members of their community.</p>



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

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

	<p>Richard Trevithick Isambard Kingdom Brunel</p> <p>Optional, when studying coasts: Grace Darling</p>	 <p>Significance</p>	<p><i>technology transport engineer pioneer steam bridge dock train steam ship tunnel Tamar Richard Trevithick Isambard Kingdom Brunel</i></p>	<p>Technology and Transport in Cornwall</p>  <p>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.</p> <p>Disciplinary concept – Significance</p>




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 historical Figures	Disciplinary concepts	Vocabulary Key <i>Specific</i>	History Content and progression
Year 3 Guglielmo Marconi Tim Berners-Lee		 <p>Change and continuity</p>  <p>Working with evidence</p>	<p>BC/AD ancient period civilisation archaeologist excavate evidence timeline Historian decade century achievements bias</p> <p><i>Stone Age</i> <i>Bronze Age</i> <i>Iron Age</i> <i>Skara Brae</i> <i>survival</i> <i>dependence</i> <i>hunt</i> <i>nomad</i> <i>farmer</i> <i>Maiden Castle</i> <i>pelt</i> <i>tools</i> <i>neolithic</i> <i>weapons</i></p>	<p>Changes in Britain from the Stone Age to the Iron Age –</p> <p>Enquiry - How did humans in prehistoric Britain survive?</p>  <p>Pupils will understand where the Stone Age, Bronze Age and Iron Age fit into British history chronologically. They will identify how our understanding of this period has developed from the discoveries of evidence uncovered by archaeologists, using Skara Brae as an example. Children consider the challenges of surviving during the Stone Age and learn about man's dependence on the animals he hunted. Life and achievements in the Stone Age, Iron Age and Bronze Age are compared and periods of change such as the move from nomadic hunter gatherer to early farmer are studied.</p> <p>Disciplinary concepts – Change and continuity; working with evidence</p> <p><u>Enquiry Questions</u></p> <ol style="list-style-type: none"> 1. When was the Stone Age? How long did it last? (chronology) 2. How did people get their food during the old Stone Age? 3. What changes took place in the new Stone Age? (change and continuity) 4. What does the evidence tell us about life at Skara Brae? (evidence) 5. Why is it so difficult to work out why Stonehenge was built? (evidence) 6. How did using bronze and iron change the way people lived? (change and continuity) 7. Can you solve the mystery of the 52 skeletons of Maiden Castle? (evidence)




	Howard Carter	 <p>Similarities and difference</p>  <p>Working with evidence</p>	<p><i>Sumer</i> <i>Indus</i> <i>Shang Dynasty</i> <i>Ancient Egypt</i> <i>Nile</i> <i>agriculture</i> <i>social hierarchy</i> <i>trade</i> <i>religious belief</i> <i>pyramid</i> <i>hieroglyphics</i> <i>Howard Carter</i> <i>Pharaoh</i> <i>sphinx</i></p>	<p>The achievements of the earliest civilisations and a depth study of Ancient Egypt</p> <p>Enquiry – How did the Ancient Egypt become such a great civilisation?</p> <div>  <p>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.</p> </div> <p>Disciplinary concepts – similarities and differences, working with evidence</p> <p><u>Enquiry Questions</u></p> <ol style="list-style-type: none"> 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 historical Figures	Disciplinary concepts	Vocabulary Key <i>Specific</i>	History Content and progression
Year 4				Ancient Greece and its lasting influence. 800BC-146BC
Richard Trevithick	Archimedes	 Similarities and difference  Interpretations and Significance	Historical argument conquered point of view impact significance compare empire invasion conquer invader legacy impact motivation	Enquiry - What have the Greeks ever done for us?  <p>Pupils will learn about Ancient Greek civilisation and the legacy it left behind. They will consider how Greek civilisation began and make comparisons with other places across the World during this period, particularly linked to the birth of democracy and some of the famous philosophers / mathematicians who are still impacting on the world today. Pupils will learn about cultural achievements including architecture, pottery, art, theatre, sport and poetry. They will also learn about the religious beliefs of the Greeks and how these affected their behaviour and actions.</p>
Isambard Kingdom Brunel				<p>Disciplinary concepts - interpretations and significance, similarities and difference</p> <p><u>Enquiry Questions</u></p> <ol style="list-style-type: none"> 1. Who were the Ancient Greeks? (When, where and how did they live? Why are we studying them?) (evidence, interpretations and significance) 2. Athens and Sparta – how were these rival city-states similar and different? (similarities and difference) 3. What was life like for women and children in Ancient Greece? (similarities and difference) 4. How important was religion in the lives of the Ancient Greeks? (similarities and difference) 5. Why has Ancient Greece been so often copied and admired? (2) (interpretations and significance)
	Julius Caesar		<i>philosopher</i> <i>Greece</i> <i>civilisation</i> <i>mathematician</i> <i>culture</i> <i>architecture</i> <i>pottery</i> <i>Athens</i> <i>Sparta</i> <i>Parthenon</i> <i>Archimedes</i> <i>Pantheon</i> <i>natural resources</i> <i>Barbarian</i>	<p>The Roman Empire and its impact on Britain 55BC- c410AD</p> <p>Enquiry – How easy was keeping control of a massive empire?</p>  <p>Pupils will learn who the Romans were and how they built a massive empire by 1st Century AD. They identify reasons why the Romans became interested in Britain – natural resources / farming – and their motivation for invading and conquering it. They assess the impact and legacy of the Roman occupation of Britain, including: the</p>

	Significant historical Figures	Disciplinary concepts	Vocabulary Key <i>Specific</i>	History Content and progression
Year 5 Katie Bouman Katherine Johnson		 Change and continuity	settlers settlement Brits accurate empire invade invasion change trade artefact reputation excavations civilisation empire consequence <i>kingdom</i> <i>village</i> <i>Anglo-Saxon</i> <i>culture</i> <i>religious</i> <i>building</i> <i>document</i> <i>converted</i> <i>paganism</i> <i>Christianity</i> <i>runes</i> <i>thatched</i> <i>Sutton Hoo</i> <i>monk</i> <i>nun</i>	Anglo- Saxons and Vikings 1 – 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. Britain’s settlement by Anglo-Saxons and Scots 410-793AD Enquiry - How dark was the Dark Ages?  Following on from learning about the Roman Empire during year 4, pupils will further develop their knowledge of the concepts of invasion and settlement by studying the Anglo-Saxon period up to 793AD. Pupils will learn about life in Anglo-Saxon times including settlements and kingdoms, place names and village life. They will also explore Anglo-Saxon art and culture, including religious buildings, artefacts and documents. Finally, pupils will be taught how the Anglo-Saxons converted from paganism to Christianity. <u>Enquiry Questions:</u> <ol style="list-style-type: none"> 1. What can we learn about Anglo Saxons from archaeological evidence? (Sutton Hoo) (working with evidence) 2. Who were the Anglo-Saxons? (Where did they come from? How did they travel? Where did they settle?) (change and continuity) 3. What was life like in an Anglo-Saxon village? (similarities and difference) 4. How important was Woden to the Anglo-Saxons? (significance) 5. How did Christianity come to Britain and what changes occurred? (change and continuity) 6. Why did some people choose to live as Christian monks and nuns? (evidence) Disciplinary concepts – change and continuity

				<p>Anglo- Saxons and Vikings 2 –</p> <p>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.</p> <p>The Anglo Saxons v Vikings: The struggle for the Kingdom of England 793-1066AD</p> <p>Enquiry – Do people in history always get the reputation they deserve?</p> <div data-bbox="913 571 1061 718">  </div> <p>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.</p> <p><u>Enquiry Questions</u></p> <ol style="list-style-type: none"> 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) <p>Disciplinary concepts – interpretations and significance</p>
	<p>Alfred the Great</p> <p>Edward the Confessor</p>	 <p>Interpretations and significance</p>	<p><i>Bayeux tapestry</i> <i>Alfred the Great</i> <i>Vikings</i> <i>navigate</i> <i>travelled</i> <i>violence</i> <i>brutality</i> <i>control</i> <i>Edward the Confessor</i> <i>reign</i> <i>Danelaw</i> <i>Wessex</i> <i>York</i> <i>long boat</i></p>	

		 <p>Cause and effect</p>  <p>Interpretations and significance</p>	<p><i>society</i> <i>culture</i> <i>achievements</i> <i>African empire</i> <i>political</i> <i>spiritual</i> <i>Obas</i> <i>Benin 'bronzes'</i> <i>Nigeria</i> <i>decline</i> <i>Igodomigodo</i> <i>Oracle</i></p>	<p>Benin – a non-European society which provides contrast with British history - c900-1900AD –</p> <p>Enquiry Question: Why are we learning about Benin in our History lessons?</p> <div data-bbox="916 311 1072 464"> </div> <p>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.</p> <p>Enquiry Questions</p> <ol style="list-style-type: none"> 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) <p>Disciplinary concepts - Cause and effect, significance</p>
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	Significant historical Figures	Disciplinary concepts	Vocabulary Key <i>Specific</i>	History Content and progression
Year 6 Charles Darwin Alan Turing	William Shakespeare John Kemble	 Change and continuity  Similarities and difference	influence viewpoint propaganda significant interpretations causes relationship changes pre post invade cause <i>William Shakespeare</i> <i>John Kemble</i> <i>mystery play</i> <i>origin</i> <i>influence</i> <i>censorship</i> <i>licensing</i> <i>old Price Riots</i> <i>wealthy</i> <i>poor</i> <i>entertainment</i> <i>advancements</i>	History Content and progression Theatre through time- thriving or threatened?- changes in an aspect of social history, beyond 1066 Enquiry Question - How has theatre thrived and been threatened over time?  <p>In this unit, pupils learn about some of the significant changes of theatre in Britain from the mystery plays of medieval times up to WW2. They will learn about the origins of theatre and investigate how this form of entertainment has changed over time and 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 how censorship, licensing and the Old Price Riots of 1809 impacted theatres at different times. The pupils will finally focus on theatre pre, during and post war.</p> <p><u>Enquiry Questions</u></p> <ol style="list-style-type: none"> 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) 3. How did Shakespeare continue to influence theatre after his death? (influence, change and continuity) 4. Why do people censor theatre? (What was the impact of the 1737 licensing act?) (significance, change and continuity) 5. Should the New Price Riots have happened? (evidence) 6. What did theatre do to survive through wartimes? (evidence, change and continuity) <p>Disciplinary concepts – change and continuity, similarities and difference</p>

	<p>Winston Churchill</p> <p>Adolf Hitler</p>	 <p>Cause and effect</p>	<p><i>dictator</i> <i>politician</i> <i>victory</i> <i>Luftwaffe</i> <i>The Battle of Britain</i> <i>Home Front</i> <i>Blitz</i> <i>bombing</i> <i>blackouts</i> <i>evacuation</i> <i>rationing</i> <i>Germany</i> <i>war</i> <i>thwart</i> <i>D-day</i> <i>VE-day</i> <i>VJ- day</i> <i>Winston Churchill</i> <i>Adolf Hitler</i></p>	<p>The Battle of Britain and The Blitz 1940-1941AD (WW2) – A turning point in British history, post 1066</p> <p>Enquiry Question - Why did Hitler’s planned invasion of Britain end in failure?</p> <p> 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 their purpose.</p> <p><u>Enquiry Questions</u></p> <ol style="list-style-type: none"> 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) <p>Disciplinary concepts - Cause and effect</p>
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