



## Curriculum Map Subject: History



### **Intent Statement**

Our intent at St Nicholas Catholic Primary School is to deliver a broad and balanced History curriculum that is ambitious, challenging and engaging. Pupils receive a high-quality history education that ***'inspires pupils' curiosity to know more about the past'*** (National Curriculum for History). The History Curriculum is designed to give all pupils, including those who are disadvantaged and pupils with SEND, the knowledge, understanding, skills and cultural capital they need to succeed in future education, employment and life. We want to develop pupils' essential knowledge, understanding and skills which they need not only to be 'secondary ready' but to be educated and opinionated citizens. Through our history curriculum, pupils will develop skills in enquiry, using evidence as a source and the ability to use critical thinking when looking at contrasting views and interpretations of the past. The History curriculum is designed in a coherent and chronological way to increase pupils' grasp of vocabulary and to ensure they can recall and remember what they have learned through revisiting. The aim is that pupils can apply what they know and what they can do with increasing fluency and independence.

### **Implementation - curriculum coverage**

\*NB - History and Geography are taught during alternate half terms.

Year group	Autumn	Spring	Summer
Reception	In the EYFS History is about people, places and the world around us. Aspects of History appear within the Area of Learning called Understanding the World in the Early Years		

Foundation Stage Framework, Children will learn through experiences that introduce the concept of time and change.

This will also link to Communication and Language (Understanding and Speaking).

Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

To meet the Early Learning Goal children should be able to talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations

To meet the Early Learning Goals children should be able to answer 'how' and 'why' questions about their experiences and in response to stories or events. Children should be able to express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

**Key objectives**

**Understanding the World / ELG: Past & Present**

- ★ Talk about the lives of the people around them and their roles in society
- ★ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- ★ Understand the past through settings, characters and events encountered in books read in class and storytelling

Year group	Autumn	Spring	Summer
Year 1	<b>War &amp; Remembrance - The life of Walter Tull</b> - learning about a significant event in British and global history - WW1 and Remembrance Day. Learning about a significant individual - Walter Tull - the first black army officer.	<b>Toys</b> - learning about popular toys through the 20th Century and early 21st Century. Children will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and recognising change and exploring how this influences them today	<b>Kings &amp; Queens</b> - learning about the significant British monarchs in history. Pupils take part in a more in-depth study of Richard III. Pupils draw comparisons between Elizabeth I and Queen Victoria.
	<p><b>Key objectives</b></p> <ul style="list-style-type: none"> <li>★ Use, with accuracy, words and phrases such as 'old', 'new', 'a long time ago', 'before' and 'after'.</li> <li>★ Use stories as sources for answering questions about the past.</li> <li>★ Know some of the main events and people studied in a topic.</li> <li>★ Show some understanding of aspects of the past beyond living memory.</li> <li>★ Begin to use some simple timelines to order some recent events.</li> </ul>		

Year group	Autumn	Spring	Summer
Year 2	<b>Great fire of London</b> - learning about the key events of the GFOL, introducing pupils to Samuel Pepys' diary & comparing and contrasting present day London to that of the 17th Century.	<b>Nurturing Nurses</b> - learning about the influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. Through investigation and discussion pupils explore the question: "What makes a person	<b>Great Explorers</b> - building on the previous unit, pupils discuss what makes some people significant in history and then go on to learn about some significant explorers such as Ibn Battuta, Matthew Henson, Neil Armstrong & Felicity

		significant?" Children explore and compare the lives and work of these nurses and consider how these individuals have influenced nursing today.	Aston. Racism and sexism are discussed in age appropriate terms.
<p><b><u>Key objectives</u></b></p> <ul style="list-style-type: none"> <li>★ Recognise why significant individuals did things, why events happened and what happened as a result.</li> <li>★ Identify similarities and differences between ways of life at different times.</li> <li>★ Use a range of simple sources for answering and asking questions about the past.</li> <li>★ Explain what they think is important about the past and explain reasons why.</li> <li>★ Use more complex phrases to describe time - 'a long time ago, 'centuries ago' etc.</li> </ul>			

Year group	Autumn	Spring	Summer
<b>Year 3</b>	<p><b>Roman Empire:</b> Children learn about the impact the Roman empire had on life in Britain. Learning about the spread of the Roman empire, the invasion of Britain and the eventual conquest. The children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. In addition to this, they will have the</p>	<p><b>Anglo-Saxons and Scots:</b> learning about the invasions of the Scots and Anglo-Saxons in the 5th century. Finding out where the invading troops came from and where in Britain they managed to settle, investigating how life in Britain changed as a result.</p>	<p><b>Local history - Victorian Birmingham</b> Children will learn about the history of Bournville, Birmingham and the impact of the cadbury factory on the local area, both</p> <p>Children will continue to learn key skills, including creating timelines, gathering evidence and drawing reliable conclusions from historical data.</p>

	<p>opportunity to learn about the British resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives. The children will also investigate Hadrian's Wall, examining how, where and why it was built. They will learn about the different features of the wall and use maps to determine its location.</p>		
<p><b><u>Key objectives</u></b></p> <ul style="list-style-type: none"> <li>★ Place events from periods studied on time line.</li> <li>★ Use terms related to the period and begin to date events.</li> <li>★ Understand more complex terms eg BC/AD</li> <li>★ Look for links and effects in time studied.</li> <li>★ Offer a reasonable explanation for some events.</li> </ul>			

Year group	Autumn	Spring	Summer
Year 4	<p><b>World World II</b> - Declaration of War, Evacuation, Rationing, Role of Women, Sequencing key events, Propaganda (Dig for victory)</p>	<p><b>Vikings</b> - learning about the raids and invasions by Vikings in Anglo-Saxon Britain. Finding out who the Vikings were as well as when and where they raided and settled. Learning about significant events from the period and</p>	<p><b>Ancient Egypt</b> - Pupils will look, in depth, about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who</p>

		ordering these chronologically on a timeline. Pupils find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history	Tutankhamun was and how mummies were made. Pupils will also learn about how Egyptian people used hieroglyphics to communicate and compare the powers of different gods.
	<p><b><u>Key objectives (Pupils must know and remember these facts / Improve, hone &amp; apply these skills)</u></b></p> <ul style="list-style-type: none"> <li>★ Look at the evidence available. Begin to evaluate the usefulness of different sources. Choose relevant material to present a picture of one aspect of life in time past.</li> <li>★ Recall, select and organise historical information</li> <li>★ Communicate their knowledge and understanding.</li> <li>★ Use evidence to build up a picture of a past event.</li> </ul>		

Year group	Autumn	Spring	Summer
Year 5	<b>Ancient Greece</b> - learning about who the Ancient Greek people were, when they lived and where and how they were able to establish their empire. Learning about how the political system worked in Ancient Greece, investigating the legacy of Athenian Democracy and comparing it with the political	<b>Early Islamic Civilisation</b> - learning in detail about the significance and importance of Baghdad in helping to build and shape this early civilisation and examine how and why it developed into such a major world power. Children will also have the opportunity to learn about other significant	<b>Leisure and Entertainment in the 20th Century:</b> learning in depth about the rise in popularity of cinema. Pupils learn about how and why football became the nation's favourite sport, the social and cultural importance of the 'Swinging Sixties', why British holiday camps emerged and how television has impacted modern

	systems we have today.	discoveries and inventions made by Muslim scholars in the early Islamic civilisation and to explore how items were made and where and how they were traded with the rest of the world.	life. Children will also learn about how developments in 20th century technology can make life in this century easier.
<p><b><u>Key objectives (Pupils must know and remember theses facts / Improve, hone &amp; apply these skills)</u></b></p> <ul style="list-style-type: none"> <li>★ Know and sequence key events of time studied.</li> <li>★ Use relevant terms and period labels.</li> <li>★ Make comparisons between different times in the past.</li> <li>★ Examine causes and results of great events and the impact on people.</li> <li>★ Offer some reasons for different versions of events.</li> </ul>			

Year group	Autumn	Spring	Summer
Year 6	<p><b>World War Two</b></p> <p>Children learn when and why World War II began and find out about the key individuals and countries involved. They will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. Children learn</p>	<p><b>History of Ancient Benin</b></p> <p>Children will learn, in depth, about where the ancient Kingdom of Benin was located and how it came to thrive, what the people there believed in and how they showed this in their artwork. The unit explores western attitudes towards African civilisations, comparing the</p>	<p><b>The Shang dynasty</b></p> <p>The children will learn who the Ancient Shang people were, where and when they lived, using maps and atlases to locate Shang cities. They will also learn about the role of the king, the religious beliefs and rituals of the Shang people and how oracle bones were used in divination</p>

	<p>important facts about the Holocaust and investigate events that were key turning points in the war. Studying World War II will help children to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events have helped to shape the world we know today.</p>	<p>achievements, oral tales and artefacts of ancient Benin to those in Europe at the same time. The children will also learn about the story of Eweka and finally discover how European invaders threatened the civilisation of ancient Benin.</p>	<p>ceremonies. The children will also examine a range of Shang artefacts and draw conclusions about what they can teach us. The unit ends with a close look at the remarkable discovery of the first intact Shang tomb which belonged to the military general and high priestess Fu Hao.</p>
<p><b><u>Key objectives (Pupils must know and remember these facts / Improve, hone &amp; apply these skills)</u></b></p> <ul style="list-style-type: none"> <li>★ Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>★ Compare beliefs and behaviour with another time studied</li> <li>★ Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>★ Know key dates, characters and events of time studied.</li> <li>★ Use a range of sources to find out about an aspect of time past.</li> </ul>			