









## 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.

Key skills we are developing at St Nicholas:

<u>Evidence</u>	<u>Investigation</u>	<u>Chronology</u>	<u>Characteristics</u>	<u>Significance</u>	<u>Communication</u>
					

## **Implementation - curriculum coverage**

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

<b>Year group</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reception</b>	<p>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).</p> <p>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</p> <p>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.</p> <p>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</p> <p>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.</p>		
	<p><b><u>Key objectives</u></b> <b>Understanding the World / ELG: Past &amp; Present</b></p> <ul style="list-style-type: none"><li>★ Talk about the lives of the people around them and their roles in society</li><li>★ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li><li>★ Understand the past through settings, characters and events encountered in books read in class and storytelling</li></ul>		

Year group	Autumn	Spring	Summer
Year 1	<p><b>War &amp; Remembrance - The life of Walter Tull</b> - In this unit, children will learn 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.</p>	<p><b>Kings &amp; Queens</b> - In this unit of work, children will learn 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>	<p><b>History of our local area- Sutton Coldfield-</b> In this unit of work, children will learn about the changes to Sutton Coldfield. 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.</p>
<p><b><u>Key objectives</u></b></p> <ul style="list-style-type: none"> <li>★ Chronology- Use, with accuracy, words and phrases such as ‘old’, ‘new’, ‘a long time ago’, ‘before’ and ‘after’.</li> <li>★ Evidence- Use stories as sources for answering questions about the past.</li> <li>★ Significance- Observe evidence to ask simple questions about the past.</li> <li>★ Characteristics- Describe significant individuals from the past.</li> <li>★ Chronology- Begin to use some simple timelines to order some recent events.</li> <li>★ Communication- To talk, write and draw things from the past.</li> </ul>			

Year group	Autumn	Spring	Summer
<b>Year 2</b>	<p><b>Great fire of London</b> - In this unit, children will learn about the key events of the Great Fire Of London, introducing pupils to Samuel Pepys' diary &amp; comparing and contrasting present day London to that of the 17th Century.</p>	<p><b>Nurturing Nurses</b> - In this unit, children will learn about the influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. Through investigation and discussion pupils explore the question: "What makes a person significant?" Children explore and compare the lives and work of these nurses and consider how these individuals have influenced nursing today.</p>	<p><b>Great Explorers</b> - In this unit, children will build on the previous unit of work and 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 &amp; Felicity Aston. Racism and sexism are discussed in age-appropriate terms.</p>
<p><b><u>Key objectives</u></b></p> <ul style="list-style-type: none"> <li>★ Characteristics- Recognise why significant individuals did things, why events happened and what happened as a result.</li> <li>★ Evidence- Explain that there are different types of evidence and sources that can be used to help represent the past.</li> <li>★ Significance- Use a range of simple sources for answering and asking questions about the past.</li> <li>★ Characteristics- Know and recount episodes from stories and significant events in history.</li> <li>★ Chronology- Use more complex words and phrases to describe time - 'a long time ago, 'centuries ago', 'modern' etc.</li> <li>★ Communication- Use historical vocabulary to retell simple stories about the past.</li> </ul>			

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Year 3	<p><b>Roman Empire:</b> Children will learn about the impact the Roman empire had on life in Britain, 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 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.</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><b><u>Key objectives</u></b></p> <ul style="list-style-type: none"> <li>★ Chronology- Understand that a timeline can be divided into BC/AD</li> <li>★ Characteristics- find out about the everyday lives of people in time studied compared with our life today</li> <li>★ Significance- use a range of primary and secondary sources to find out about the past</li> <li>★ Evidence- look at more than two versions of the same event or story in history and identify differences</li> <li>★ Characteristics- explain how people and events in the past have influenced life today</li> <li>★ Communication- Use and understand appropriate historical vocabulary to communicate.</li> </ul>			

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<b>Year 4</b>	<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 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</p>	<p><b>Tudors</b>- Pupils will explore the Tudors and how they came to rule England. The children will learn about Tudor kings and queens that reigned during this time. This unit will explore how Henry changed religion but then moves on to focus on Henry's six wives. The children will be able to explore Tudor schools and children will discuss the similarities and differences between school now and then.</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 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>
<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>★ Evidence- Look at the evidence available. Begin to evaluate the usefulness of different sources. investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> <li>★ Characteristics- note key changes over a period of time and be able to give reasons for those changes</li> <li>★ Communication- present, communicate and organise ideas about the past</li> <li>★ Chronology- sequence several events, artefacts or historical figures on a timeline using dates</li> <li>★ Significance- gather more detail from sources such as maps to build up a clearer picture of the past.</li> </ul>			

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<b>Year 5</b>	<p><b>Ancient Greece</b> - Children will learn 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 systems we have today.</p>	<p><b>Stone Age to Iron Age-</b> Children will learn about Stone Age to Bronze Age period impacted on life in Britain. They will learn about how early man survived in a harsh environment, why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built. Children will also learn about why Iron Age people developed hillforts and how important Druids were in Iron Age Britain.</p>	<p><b>Ancient Mayan Civilisation-</b> The children will learn who the ancient Maya people were and where and when they lived. They will use maps and atlases to locate Maya cities and identify countries in Mesoamerica. In addition to this they will learn about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped. The children will also learn about the Maya number system and have the opportunity to read and write Maya numbers and solve number problems.</p>
<p><b><u>Key objectives</u></b></p> <ul style="list-style-type: none"> <li>★ Evidence- find and analyse a wide range of evidence about the past</li> <li>★ Chronology- order an increasing number of significant events, movements and dates on a timeline using dates accurately</li> <li>★ Evidence- Recognise when they are using primary and secondary sources of information to investigate the past</li> <li>★ Characteristics- identify and note connections, contrasts and trends over time in the everyday lives of people</li> <li>★ Communication- know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social and political</li> </ul>			

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<b>Year 6</b>	<p><b>World War Two</b> 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 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><b>History of Ancient Benin</b> 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 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><b>The Shang Dynasty</b> 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 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</u></b></p> <ul style="list-style-type: none"> <li>★ Evidence- show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others</li> <li>★ Evidence- begin to evaluate the usefulness of different source</li> <li>★ Consider different ways of checking the accuracy of interpretations of the past</li> <li>★ Significance- select relevant sections of information to address historically valid questions and construct detailed, informed responses</li> <li>★ Chronology- To understand and describe in some detail the main changes to an aspect in a period in history</li> <li>★ To understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</li> <li>★ Characteristics- examine causes and results of great events and the impact these had on people</li> <li>★ Communication- present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing.</li> </ul>			