



Curriculum Map History

Intent:

Our topics within History have been picked and placed in a systematic, coherent way. We use the whole autumn term to embed British historical knowledge; major events that have shaped who we are as a people, today. By using the whole term for predominantly British, topics, we are not only beginning to develop a deep understanding of the historical British timeline, but we are also intertwining the British values in the process. In the summer term, pupils broaden their world-wide historical knowledge by looking at topics such as: famous explorers from around the globe, Egyptians, Mayans, Greeks etc.

Although specific time within history are studied within our curriculum, it also ensures targeted focuses on individual, historical figures including: Darwin, E.Pankhurst, Henry VIII etc. This is done so children have an appreciation that although historical periods can bring about immense change, individuals over a short period can also engender immeasurable change.

Implementation:

Through a question-based, enquiry approach, we believe children will become engrossed in their topic and given a continuous focus throughout. Children are introduced to the enquiry question in their first lesson of the topic and understand they will answer it at the end, using all the knowledge they have acquired throughout the half-term. This means an inherent thread is intertwined throughout: curriculum maps, planning, delivery and assessment. Although each lesson will have a different outcome and set of skills, the children understand that new knowledge, wedded with prior knowledge, will help them answer their over-arching topic question. This answer, teamed with teacher assessment, is used to form an overall assessment on Fischer Family Trust.

Impact:

At West Heath, we are mindful of the significance and scope for History, and seek to maximise its benefits through a carefully selected knowledge-led curriculum, based on the National Curriculum guidelines. The National Curriculum has a similar, broad and wide-reaching expectation that History should inspire, motivate and promote meaningful opportunities for children to reflect on their own values and society.

A high-quality History education should ensure pupils gain a coherent knowledge and understanding of Britain's past and that of the wider-world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence,

sift arguments, and develop perspective and judgement. The curriculum at West Heath will help pupils understand the complexity of peoples' lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and changes of their time (National Curriculum in England, DFE).

CURRICULUM MAP						
Year 1						
HEART: Excellence Respect Collaboration Honesty Resilience Determination Empathy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Toys	Remembrance	The seaside	The seasons	Intrepid Explorers	People who help us
Vocabulary	past, present, timeline, change, wooden, materials, plastic, living-memory	WW1, fields, poppies, war, peace, cenotaph, memorial.				
Focus Question	How have toys changed through time? <u>Invention</u>	Why do we celebrate remembrance? Why is this important? <u>Leadership</u>			How have famous explorers changed history? <u>Travel</u>	
HEAD (Substantive Knowledge)	<ul style="list-style-type: none"> What toys their family used to play with. Knowledge of toys from the past including the Victorian era. How toys have changed through time. Use the terms past and present 	<ul style="list-style-type: none"> What WW1 was. When WW1 took place. The importance of Remembrance. What a war memorial is and why they are important. 			<ul style="list-style-type: none"> Who Christopher Columbus was. What Columbus discovered and how he got there. Who Neil Armstrong was. What Armstrong discovered and how he got there. 	
HANDS	<ul style="list-style-type: none"> Sequence artefacts from the following: the Victorians, their grandparents and their parents . Use the terms past 	<ul style="list-style-type: none"> They know and recount episodes from stories about the past, such as a 			<ul style="list-style-type: none"> Compare adults talking about the past – how reliable are their memories? 	

(Disciplinary Knowledge)	<ul style="list-style-type: none"> • Recognise the difference between past and present in relation to toys and what they are made of • Produce a simple timeline showing toys from the past. 	<p>first-hand diary account of a soldier.</p> <ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. letters, diaries. • Choose and select evidence (pictures, videos) and say how it can be used to find out about the past. • Recognise the difference between past and present in their own and others' lives. • Use text books, historical knowledge, library or internet research. 			<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. Diary entry of explorers. • Recognise the difference between past and present in their own and others' lives. • To be able to recount stories about significant figures from the past. 	
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CURRICULUM MAP						
Year 2						
HEART: Excellence Respect Collaboration Honesty Resilience Determination Empathy						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Fire	Titanic	The UK	Africa	Charles Darwin (reviewed: to changed 2023/2024)	Heath West local environment
Vocab	timeline, source, diary, eye witness account, bakery, London, consequence, Pudding Lane, Samuel Pepys, evidence.	Lifeboat, boat, ship, iceberg, unsinkable, atlantic, journey, New York, survivors, First class, Second Class, Third Class.				
Focus Question	How did London Change after the Great Fire? <u>Settlement</u>	Why was the sinking of the Titanic such a significant event? <u>Invention</u> <u>Travel</u>			Why was Charles Darwin such a significant historical figure? <u>Invention</u>	

<p>HEAD</p> <p>(Substantive Knowledge)</p>	<ul style="list-style-type: none"> • To know how the Great Fire of London had an impact on Britain. • That the fire started in 1666 • The fire started on Pudding Lane • That it was that caused by a baker's oven • Who was Samuel Pepys. • That Samuel Pepys diary is source of evidence • Why the fire spread • The impact it had on London. • The materials used for building houses changed from wood to brick as a consequence 	<ul style="list-style-type: none"> • What the Titanic was and why it was such big news at the time. • What life was like on board, looking at the three classes. • Why people from Britain and Ireland were migrating to America. • What happened to the titanic and who/what was to blame. 			<ul style="list-style-type: none"> • Who Charles Darwin was. • What his theory of evolution meant. • Children will know that Darwin's theory contradicted the teachings of the church. 	
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<p>HANDS</p> <p>(Substantive Skills)</p>	<ul style="list-style-type: none"> • Place events from period studied on time line • Use terms related to the period and begin to date • Understand terms e.g. BC/AD. • Use evidence to reconstruct life, identity and key features of time studied. • Begin to evaluate the usefulness of different sources and ask a variety of questions. 	<ul style="list-style-type: none"> • Use terms related to the period and begin to date events. • Offer a reasonable explanation for some events. • Look at the evidence available. • Begin to evaluate the usefulness of different sources. • Use text books and historical knowledge. • Use the library and internet for research. 			<ul style="list-style-type: none"> • Begin to identify primary and secondary sources. • Use evidence to build up a picture of a past event. • Select relevant sections of information. • Use the library and internet for research with increasing confidence. • Study different aspects of different people - differences between men and women. 	
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CURRICULUM MAP						
Year 3						
HEART: Excellence Respect Collaboration Honesty Resilience Determination Empathy						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone Age	Bronze and Iron Age	Biomes	Biomes	The Egyptians	Birmingham
Vocab	Prehistoric, Neolithic, archaeologist, artefacts, stone age, hunter gather, farmer, tools, Scotland	Prehistoric, roundhouse, pottery, metal, bronze, iron, weapons, settlement, hoard, hillfort.				
Focus Question	What have we learned about the stone age people from Skara Brae? <u>Settlement</u>	What were the main differences between the Stone Age and the Bronze / Iron Age? <u>Invention</u>			Why was the finding of Tutankhamen so important and what have mummies told us about Egyptian life? <u>Invention</u>	
HEAD (Substantive Knowledge)	<ul style="list-style-type: none"> Understand the terms AD and BC Understand and use the term prehistoric Know what archology is and what an 	<ul style="list-style-type: none"> The differences between the Stone age and the Iron/Bronze age. Why burial sites are historically important and what they tell us. 			<ul style="list-style-type: none"> Who Tutankhamen was. · What life was like in Ancient Egypt. What the beliefs of the ancient Egyptians were. Who Howard Carter was and what his findings told us about 	

	<p>archaeologist does.</p> <ul style="list-style-type: none"> • Know that Skara Brae is a Neolithic settlement that lay undiscovered until the 1800s • Know where Skara Brae is (Orkney Isles, Scotland) and that it is an archaeological site of interest. • Know that artefacts found at Skara Brae tell us about how the inhabitants were skilled farmers and a peaceful community. 	<ul style="list-style-type: none"> • What life was like in an iron hill-fort. 			Egyptian life.	
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<p>HANDS</p> <p>(Disciplinary Knowledge)</p>	<ul style="list-style-type: none"> • Place the time studied on a timeline with all other periods of history studied previously • Use dates (AD, BC) and terms (Prehistoric) • Use sources of evidence to establish that inhabitants of Skara Brae farmed crops, reared animals and used tools using bone and stone. 	<ul style="list-style-type: none"> • Place the time studies on a timeline. • Use dates and terms related to the study unit and passing of time. • Observe small details – artefacts, pictures. • Select and record information relevant to the study. 			<ul style="list-style-type: none"> • Place the time studies on a timeline. • Use dates and terms related to the study unit and passing of time. • Find out about everyday lives of people in time studied. • Use a range of sources to find out about a period. • Observe small details – artefacts, pictures. 	
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CURRICULUM MAP						
Year 4						
HEART: Excellence Respect Collaboration Honesty Resilience Determination Empathy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Invaders- Romans	Invaders – After the Romans left	Volcanoes, Earthquakes	Italy	The Mayans	Our Capital City
Vocab	Invade, settlement, Legion, Century, testudo, fort, aqueduct, empire, conquer, villages, cities.	Tribe, raid, settle, rebellion, invade, monk, longboat, migration.				
Focus Question	What did the Romans do for Britain? <u>Settlement and Invention</u>	Who invaded Britain after the Romans had left? <u>Settlement</u>			Why should we remember the Mayans? (reviewed: to be changed 2023/2024) <u>Invention</u>	

<p>HEAD</p> <p>(Substantive Knowledge)</p>	<ul style="list-style-type: none"> • What Britain was like in 55BC • Why the Romans wanted to invade Britain. • How the organisation of the Roman army ensured success. • What was Britain like before the Romans? • What life in Britain was like in 43 CE How we know about life in Britain before the Romans. • How did the Romans conquer Britain? The difference between the Roman and Celtic armies How the Romans built up new towns and cities. • How did the Romans change Britain? Roman towns, cities and buildings Roman roads Government and taxes Roman plumbing and sewage • Why did the Romans leave Britain? The collapse of the Roman Empire How the empire had become too big to 	<ul style="list-style-type: none"> • Who the Anglo-Saxons were, where did they come from and why did they settle. • Who the Vikings were and where they came from. • Who the Scots were and where they came from. 			<ul style="list-style-type: none"> • Who the Mayan people were. • Why their architectural achievements were so advanced for their time. • Why the Mayan declined after 900AD, the conspiracy theories around this. • To understand the difficulties faced when studying a culture when only limited sources are available. • Compare and contrast the Mayan civilisation with a period in British history. 	
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	support itself The Vandals, Huns, Visigoths and Goths					
HANDS (Disciplinary Knowledge)	<ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date Understand terms e.g. BC/AD. Use evidence to reconstruct life, identity and key features of time studied. Begin to evaluate the usefulness of different sources and ask a variety of questions. 	<ul style="list-style-type: none"> Use terms related to the period and begin to date events. Offer a reasonable explanation for some events. Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge. Use the library and internet for research. 			<ul style="list-style-type: none"> Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence. Study different aspects of different people - differences between men and women. 	

CURRICULUM MAP						
Year 5						
HEART: Excellence Respect Collaboration Honesty Resilience Determination Empathy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Topic	The Victorians	Heroes and Villains of British History	Water Worlds	Global Trade	The Greeks	Politics
Vocab	Century, industrial revolution, urbanisation, sanitisation, invention, factory, Great exhibition, steam engine	Monarchy, king, queen, ruler, civil war, religious war, empire, magna carter, conquer, catholic, protestant, parliamentarians, monarchists.				
Focus Question	Did the industrial revolution have a positive or negative impact on Britain? <u>Invention</u>	Rulers of England: Hero or Villain? <u>Leadership</u>			What legacy did the Greeks leave? <u>Invention</u>	
HEAD (Substantive Knowledge)	<ul style="list-style-type: none"> Who Queen Victoria was and how she figure-headed the British Empire What the industrial revolution was The rise of factories Urbanisation Humanitarian problems- Chorea, workhouses Improvements in transportation. 	<p>Who the following were and why they are still remembered as important historical, British figures:</p> <ul style="list-style-type: none"> King Alfred King John Henry VIII Elizabeth 1 Oliver Cromwell Queen Victoria 			<ul style="list-style-type: none"> Who the ancient Greek were and why they were famous. The day to day life of ancient Greeks. The legacy the ancient Greeks left behind: Language, Science, Architecture, Mathematics and Politics. 	

<p>HANDS</p> <p>(Disciplinary Knowledge)</p>	<ul style="list-style-type: none"> • Know and sequence key events of time studied. • Use the term century accurately • Make comparisons between the period before and after the industrial revolution • Select relevant sections of information from written sources • Examine causes and effects of the industrial revolution on Britain • Begin to use and identify primary and secondary sources of evidence <p>Vocabulary; Century, industrial revolution urbanisation, sanitation, invention, factory, Great exhibition, steam engine</p>	<ul style="list-style-type: none"> • Know and sequence key events of time studied. • Use relevant terms and period labels. • Examine causes and results of great events and the impact on people. • Compare accounts of events from different sources – fact or fiction. • Offer some reasons for different versions of events. 			<ul style="list-style-type: none"> • Place events from period studied on time line • Use terms related to the period and begin to date events. • Understand more complex terms e.g. BC/AD. • Look for links and effects in time studied. • Choose relevant material to present a picture of one aspect of life in time past. 	
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CURRICULUM MAP						
Year 6						
HEART: Excellence Respect Collaboration Honesty Resilience Determination Empathy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	WW2	Consolidation	Rivers	America	Transition	Transition
Vocab	Allies, invasion, evacuation, air-raid, rural, urban, rationing, D-day, moral, political, leadership.	Prehistoric, Neolithic, archaeologist, artefacts, stone age, hunter gather, nomad, catholic, protestant, invention, industrial revolution, empire, urbanisation, allies, invasion, evacuation, air-raid				
Focus Question	What impact did world war two have on the citizens of the united kingdom? <u>Leadership</u>	Which leadership would I have liked to live under and why? <u>Leadership</u> <u>Invention</u> <u>Settlement</u>				

<p>HEAD</p> <p>(Substantive Knowledge)</p>	<ul style="list-style-type: none"> • That World War 2 happened between 1939-1945 • How did Britain become involved in the second world war? • How life changed in England during the war: • Evacuations – how children were taken out of cities into rural areas. As cities were industrial and had population density. (Link to industrial revolution) • Rationing • Work force • The D-day landing as turning point in British history. 	<p>Use 5 lessons to recap learning that occurred in KS2; focusing on the elements of Leadership (also recapping invention and settlement):</p> <ul style="list-style-type: none"> • Stone Age • Vikings in Britain • King Henry VIII • Victorian Era • WW2 				
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<p>HANDS</p> <p>(Disciplinary Knowledge)</p>	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies. • Use relevant dates and terms. Decade, century, Day landing, migration, evaluation, propaganda, government • . Be aware that different evidence will lead to different conclusions. • Select and organise information to produce structured work, making appropriate use of dates and terms. • I can recognise primary and secondary sources of information. 	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies. • Use relevant dates and terms. • Know key dates, characters and events of time studied. • Use a range of sources to find out about an aspect of time past. • Use evidence to build up a picture of a past event 			<ul style="list-style-type: none"> • Place current study on time line in relation to other studies. • Use relevant dates and terms. • Know key dates, characters and events of time studied. • Use a range of sources to find out about an aspect of time past. • Use evidence to build up a picture of a past event 	
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