



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. Our curriculum aims are built around the following: Empowering children to be respected citizens that make valuable contributions to social capital, to ensuring children know the importance of being physically and mentally healthy, ensuring children experience a range of opportunities and trips and visits.

Implementation:

Our curriculum had been designed around key substantive history themes. These are society, beliefs, travel and exploration, conflict, movement and settlement, leadership and inventions. Topic provide opportunities to develop these themes and make links between different periods of time. These topics also allow for children to make links with fundamental British values of individual liberty, the rule of law, mutual respect and democracy as well as looking how society has developed over-time.

	Society	Beliefs	Travel and exploration	Conflict	Movement and settlement	Leadership	Inventions
Toys							✓
Remembrance				✓			
Intrepid explorer			✓				
Great fire of London	✓						
Guy Fawkes	✓					✓	
Titanic			✓				✓
Stone Age	✓						
Iron age and Bronze age	✓	✓					
The Egyptians	✓	✓				✓	
The Romans	✓				✓		✓
Anglo Saxons and Vikings	✓	✓		✓	✓		
The Maya							
The industrial revolution	✓				✓		✓
Heroes and Villains of British leadership						✓	
The Greeks	✓					✓	✓
World War Two	✓			✓		✓	
Britain since 1948	✓				✓		✓
Ancient civilisations	✓	✓					

In addition, we also ensure that the disciplinary skills of cause, consequence, change and continuity, similarity and difference, significance and interpretation. We also place a heavy emphasis on historical enquiry by using a question-based approach, to each unit. 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.

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, order, old, new	WWI, fields, poppies, war, peace, cenotaph, memorial.			explorer, significant individual, exploration, moon, America, modern, timeline, NASA, rocket, continent.	
Focus Question	How have toys changed through time? <u>Culture and Past times</u>	Why do we celebrate remembrance? Why is this important? <u>Conflict</u>			How have famous explorers changed history? <u>Travel and exploration</u>	
Substantive Knowledge	<ul style="list-style-type: none"> Knowledge of toys from the past including the Victorian era. How toys have changed through time. Use the terms past present 	<ul style="list-style-type: none"> Know what the terms war and conflict mean Understand what WWI was and when it took place, relating to the past/ Know the importance of Remembrance. Know the significance of the poppy What a war memorial is and why they are important. 			<ul style="list-style-type: none"> What an explorer is and what they do. Who Christopher Columbus was and when he lived Why Christopher Columbus is significant Who Neil Armstrong was and when he lived What Armstrong discovered and how he got there. Modes of transport used by both explorers 	
	<ul style="list-style-type: none"> Use the terms past and present, old and new 	<ul style="list-style-type: none"> Listen and respond to stories about the past 			<ul style="list-style-type: none"> Ask relevant questions based on pictures and photographs 	

Disciplinary Knowledge	<ul style="list-style-type: none"> • Describe the differences between there toys and toys from the past • Order toys from oldest to newest 	<ul style="list-style-type: none"> • Find answers to simple questions about the past from simple sources of information given by the teacher 			<ul style="list-style-type: none"> • Describe the differences in how the explorer travelled • Place events in chronological order and give reasons for their choices. • Talk about the life of a significant invidu7al. 	
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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	Gunpower Plot	Great Fire of London	The UK	Africa	Titanic	West Heath
Vocab	timeline, source, diary, eye witness account, bakery, London, consequence, Pudding Lane, Samuel Pepys, evidence.	The Gunpowder Plot, Catholics, Protestants, Houses of Parliament, Gunpower, Arrest, Bonfire, Conspirator, Executed, Monarch, Plot, Treason.			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? Society	Why do we remember the 5 th of November? Leadership			Why was the sinking of the Titanic such a significant event? Exploration and travel	
HEAD (Substantive Knowledge)	<ul style="list-style-type: none"> Know what London was like in 1066 in terms of housing. Know that the fire started in 1666 on Pudding lane Know that it was that caused by a baker's oven Who was Samuel Pepys and why he is significant 	<ul style="list-style-type: none"> Know what a Monarch is and who the King was at the time Know what parliament is Who Guy Fawkes and Robert Catesby were To know how the conspirators intended to blow up Parliament. Understand the 			<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. 	

		<p>reasons why they wanted to do this.</p> <ul style="list-style-type: none"> • To know how the plot was foiled. 				
Disciplinary Skills	<ul style="list-style-type: none"> • To make compare and contrast life today and in the past. • To begin to understand the sources of evidence (Photos, painting and written sources) tell us about the past. • Begin to explain cause effect in terms of the buildings and the fire spreading in London • Understand that historical events can bring about change. 	<ul style="list-style-type: none"> • . To make compare and contrast life today and in the past. • Understand that historical events can bring about change. 			<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. 	

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? Society	What were the main differences between the Stone Age and the Bronze / Iron Age? Society and Invention			What do we know about life in ancient Egypt from what has survived? Society	
Substantive Knowledge	<ul style="list-style-type: none"> Understand and use the term prehistoric Know what the term society means and why it important Know what archology is and what an archaeologist does. Know that Skara Brae is a Neolithic settlement that lay undiscovered until the 1800s 	<ul style="list-style-type: none"> The differences between the Stone age and the Iron/Bronze age in terms of materials used, housing and agriculture What Stonehenge is believed to be and what it tells us about beliefs Why archaeological finds have told us 			<ul style="list-style-type: none"> Know where Egypt is and what the landscape is like What life was like in Ancient Egyptian society including hierarchy, food and farming, technology and beliefs Know the significance of Howard Carter and the finding of Tutankhamun tomb 	

	<ul style="list-style-type: none"> • 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 Bronze age society and how the inhabitants were skilled farmers and a peaceful community. 	<p>about society at the time.</p> <ul style="list-style-type: none"> • What life was like in an iron hill-fort. 			<ul style="list-style-type: none"> • Know how artefacts help us learn about the past • Understand the Egyptians belief system 	
(Disciplinary Knowledge)	<ul style="list-style-type: none"> • Use dates (AD, BC) and terms (Prehistoric) • Place the time studied on a timeline with all other periods of history studied previously • Know that artefacts tell us about the past • Select and record information relevant to the study from books and the internet. 	<ul style="list-style-type: none"> • Place the time studies on a timeline using • Use dates and terms related to the study unit and passing of time including AD, BC and prehistoric • Ask relevant questions about artefacts • Select and record information relevant to the study from books and the internet. 			<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. Including ancient modern, BC and AD • Use vocabulary specific to the period of history correctly. • Find out about everyday lives of people in time studied from artefacts. • Conduct research using secondary sources into significant objects and aspects of society. • Answer questions about the past using sources of evidence 	

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.			Civilization, Pyramid, Hieroglyphics, City-state, Sacrifice, Calendar, cocoa, Maize, Stele, ballgame, decline	
Focus Question	What did the Romans do for Britain? <u>Conflict, movement, leadership and society</u>	Who invaded Britain after the Romans had left? <u>Conflict, movement and society</u>			Why should we remember the Mayans? Society	
Substantive Knowledge	<ul style="list-style-type: none"> • What the Roman Empire was and why it was successful • 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 4-3 CE How we know 	<ul style="list-style-type: none"> • Reasons that people migrate to new lands with reference to the Vikings and Anglo Saxons. • Know that the monasteries were a major feature of Anglo Saxon Britain. • Give reasons why the Vikings raided the monasteries. 			<ul style="list-style-type: none"> • That the Mayans are an ancient civilisation • Where the mayan lived and when • Why their architectural achievements were so advanced for their time. • How the Mayan society was organised and how they lived. • The developments of the Mayan civilisation 	

	<p>about life in Britain before the Romans.</p> <ul style="list-style-type: none"> • How the Romans conquered Britain. • How the Romans changed society and its leadership in terms of buildings, roads, government and taxes, plumbing and sewage • The reasons for the collapse of the Roman Empire 	<ul style="list-style-type: none"> • What everyday life was like for people living in Viking Britain? • What Danelaw was and how it enables the Anglo Saxons and Vikings to live side by side. 			<ul style="list-style-type: none"> • Why the Mayan declined after 900AD, the conspiracy theories around this. • 	
<p>HANDS</p> <p>(Disciplinary Knowledge)</p>	<ul style="list-style-type: none"> • Place events from period studied on time line • Use terms related to the period of history studies including words associated with the Celts, Romans and settlement • Use evidence from range of sources to reconstruct life, identity and key features of time studied. • Begin to evaluate the usefulness of different sources and ask a variety of questions. • Begin to understand that events can be interpreted in different ways. 	<ul style="list-style-type: none"> • Place the period of time in chronological order in relation to other periods of time studied. • Offer a reasonable explanation for some events. • Explain why accounts of the same event can differ depending on the source. • Look at the evidence available. • Begin to evaluate the usefulness of different sources. • Use textbooks and internet for research. 			<ul style="list-style-type: none"> • 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. • To understand the difficulties faced when studying a culture when only limited sources are available. 	

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 Industrial Revolution	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>Society, movement</u>	Rulers of England: Hero or Villain? <u>Leadership</u>			What legacy did the Greeks leave? <u>Society and leadership</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 and why it is important The rise of factories and its impact on society in terms of migration, housing working conditions, health Improvements in transportation. 	<ul style="list-style-type: none"> What monarchy is and how it has changed over time What government is and how this differs from the monarchy? Know why each of the following is considered an important ruler. <ul style="list-style-type: none"> King Alfred- Introduction of Danelaw King John- the magna Carta Henry VIII- reformation of the church 			<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: sport Language, Science, Architecture, Mathematics and Politics. 	

		<ul style="list-style-type: none"> • Elizabeth I – age of exploration, Spanish Armada • Oliver Cromwell- Lord protector • Queen Victoria- Expansion of the British Empire, 				
<p>HANDS (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 	<ul style="list-style-type: none"> • 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 and begin to compare on contrast periods of history • Use terms related to the time 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. 	

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	Rebuilding Britain?	Rivers	America		Transition
Vocab	Allies, invasion, evacuation, air-raid, rural, urban, rationing, D-day, moral, political, leadership.	British Empire			.Prehistoric, Neolithic, archaeologist, artefacts, stone age, hunter gather, nomad, catholic, protestant, invention, industrial revolution, empire, urbanisation, allies, invasion, evacuation, airraid	
Focus Question	What impact did world war two have on the citizens of the united kingdom? <u>Leadership and conflict</u>	How has Britain changed since the end of the Second World War?			How has leadership changed overtime?	
HEAD (Substantive Knowledge)	<ul style="list-style-type: none"> • That World War 2 happened between 1939-1945 • How Britain became involved in the second world war • Evacuations – how children were taken out of cities into rural areas. As cities were industrial and had population density. (Link to industrial revolution) 	<ul style="list-style-type: none"> • That following the war houses and factories were destroyed and the country had suffered significant financial loss. • That following the second world war Britain had a change in government. • That following the second world war people came 			Use 5 lessons to recap learning that occurred in KS2; focusing on the elements of Leadership (also recapping invention and settlement): <ul style="list-style-type: none"> • Stone Age • Vikings in Britain • King Henry VIII • Victorian Era • WW2 	

	<ul style="list-style-type: none"> • How society changed in England during the war in terms of: Women and the workforce Rationing Workforce • How propaganda was used by the government used to influence society • The D-day landing as turning point in British history. 	<p>from around the British Empire to rebuild Britain.</p> <ul style="list-style-type: none"> • That the Empire Windrush brought people from the Caribbean to Britain • Explore the prejudice faced by immigrants to Britain. • That the National Health service was created in 1948 • 				
<p>HANDS (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 related to the period 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 related to the period 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. <p>I can recognise primary and secondary sources of information.</p>				