



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, Maya, Greeks etc. Our curriculum aims are built around the following: empowering children to be respected citizens that make valuable contributions to social and cultural capital, and society, 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 has been designed around key substantive history themes. These are society, conflict, leadership, invention and settlement. Topics 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 overtime.

Year Group	Topics	Society	Conflict	Leadership	Invention	Settlement
1	Toys	✓			✓	
	Remembrance		✓			
2	Intrepid Explorers	✓		✓	✓	✓
	Great Fire of London	✓				
	Gunpowder Plot		✓	✓		
	Titanic	✓			✓	✓
3	Stone Age	✓			✓	✓
	Iron Age and Bronze Age	✓	✓		✓	✓
	Ancient Egyptians	✓		✓	✓	
4	The Romans	✓	✓		✓	✓
	Anglo-Saxons and Vikings	✓	✓	✓		✓
	The Maya	✓		✓		✓
5	The Industrial Revolution	✓		✓	✓	✓
	Heroes and Villains of British Leadership		✓	✓	✓	
	Ancient Greeks	✓		✓	✓	

6	World War Two	✓	✓	✓		
	Rebuilding Britain	✓	✓	✓		

Every history lesson (Years 2-6) begins with the same, uniform timeline of events studied throughout their time at our school, helping to develop chronology across every lesson. In addition, we ensure that the over-arching skills of identifying and analysing cause and consequence, change and continuity, similarity and difference and significance and interpretation are taught; we follow a progression of skills map for this. We also constantly develop the skills of using primary and secondary sources (including artefacts) and being able to make links between periods of history. We 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 skill development, 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, which can be reflected on. 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). At West Heath, we see the importance of giving history its own independence and importance and take all opportunities across other subjects as a chance to bring their history topics to life.

Early Years:

In EYFS, history is not taught as a discrete subject but is embedded within the broader context of "Understanding the World." Children explore past and present through play and hands-on experiences – including texts related to this – which lays the groundwork for thinking historically. Children have a topic lesson once a week, which focuses on the objectives; this is then implemented into the environment for children to access during continuous provision.

Development Matters Reception

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

Early Learning Goals

Understanding the World Past and Present

- Talk about the lives of 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.

How this is achieved in EYFS

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Black History Day – Lyda Newman
- Bonfire Night – story of Guy Fawkes · Remembrance Day · The Christmas Story · Look back at calendar for the term
- Explore the past and present
- Changes over time
- Similarities and differences from the past
- Recent past and a long time ago
- then/now using photographs and artefacts
- Personal history and family history
- Learning through stories about and from the past
- Roles in society and people who hate us
- Look back over calendar for the term

History Curriculum						
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	Local Area	The Weather	Intrepid Explorers	The United Kingdom
Focus Question	How have toys changed over time?	Why do we celebrate remembrance?			How have famous explorers changed history?	
	<u>Society and Invention</u>	<u>Conflict</u>			<u>Leadership, Invention and Settlement</u>	
Vocabulary	past, present, timeline, change, old, new	WWI, fields, poppies, war, peace, cenotaph, memorial.			significant, individual, explorer, discover, mission, voyage, journey, expedition	
HEAD Knowledge	- What is meant by past and present - Knowledge of toys from the past - Similarities and differences between past and present toys	- Know what the term war means - Understand what WWI was - Know the importance of Remembrance. - Know how it is commemorated. - What a war memorial is.			- Know what makes a person significant - Know what an explorer is - Know the achievements of Neil Armstrong - Know the achievements of Christopher Columbus - Compare significant individuals	
HANDS Skills	- Similarities and differences - Change and continuity - Links between periods	- Cause and consequence - Significance and interpretation - Change and continuity			- Cause and consequence - Significance and interpretation - Change and continuity - Similarity and difference	

History Curriculum						
Year 2						
HEART: Excellence Respect Collaboration Honesty Resilience Determination Empathy						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Great Fire of London	The Gunpowder Plot	Continents and Oceans	Birmingham vs Kenya	Titanic	Hot and Cold Places
Vocabulary	sources of evidence, modern, monarch, reliability, chronological order,	Parliament, conspirator, executed, plot, treason			Titanic, maiden voyage, survivors, passenger, social class, 1 st class, 2 nd class, 3 rd class, eyewitness, campaign, activist, hero, heroine, human error,	
Focus Question	How did London Change after the Great Fire? Society	Why do we remember the 5 th of November? Conflict and Leadership			Why is the Titanic disaster such a significant event? Society, Invention and Settlement	
HEAD Knowledge	- Know what London was like in 1666 - Know how the fire started - Know key reasons as to why the fire spread - Know how London changed as a result of	- Know what the Gunpowder Plot was - Know who Guy Fawkes was - Understand term: parliament - Types of historical sources: primary and secondary			- Know key facts about the Titanic - Know why the disaster is a significant event - Know what life was like onboard - Understand the idea of social class systems - Know about a	

	the fire • Some evidence is more reliable than others • Why Samuel Pepys is significant				key survivor • Understand reasons for the sinking	
HANDS Skills	• Cause and consequence • Change and continuity • Similarities and differences • Use primary and secondary sources of evidence	• Cause and consequence • Change and continuity • Significance and interpretation			• Cause and consequence • Change and continuity • Significance and interpretation • Similarities and differences • Using primary and secondary sources, including artefacts	

History Curriculum						
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	Settlement Changes (Bournville)	Land Use in the UK	The Egyptians	Biomes
Focus Question	What does Skara Brae tell us about the lives of Stone Age people? <u>Society, Invention and Settlement</u>	What were the changes in Britain from the Stone Age to the Iron Age? <u>Society, Conflict, Invention and Settlement</u>			What do we know about life in ancient Egypt from what has survived? <u>Society, Leadership and Invention</u>	
Vocabulary	Prehistoric, Stone Age, BC, AD, Palaeolithic, Mesolithic, Neolithic, Skara Brae, hunter-gatherers, settlement, artefact, archaeology	Bronze Age, Must Farm, excavation, hoard, roundhouse, Iron Age, hillforts, tribes, Celts, warrior, defence			<u>Civilisation, ancient, pharaoh, kingdom, pyramid, tomb, chariot, tomb, sarcophagus, treasure, hieroglyphs, afterlife, mummification, embalming</u>	
HEAD Knowledge	- Understand and use the terms prehistoric and archaeology - Use dates (AD, BC) - Know that the Stone Age developed across into old, middle and new - Know about Neolithic settlement: Skara Brae	- Know what archaeology is and how it supports understanding of the past - Know the sequencing of the Stone, Bronze and Iron Age - Know key developments of the Stone, Bronze and Iron Age			- Know where the Ancient Egyptians lived and why - Know that the time period is split into kingdoms - Know about the discovery of Tutankhamun's tomb - Know how writing developed	

	• Know that artefacts can tell us about lifestyles in the earliest times of Britain	• Know who the Celts were • Know how developments have influenced current society.			• Know how the dead were treated • Know what stayed the same and what changed	
HANDS Skills	• Cause and consequence • Change and continuity • Significance and interpretation	• Change and continuity • Using artefacts • Similarities and differences • Links between periods • Significance and interpretation			• Change and continuity • Using primary and secondary sources, including artefacts • Similarities and differences • Links between periods • Significance and interpretation	

History Curriculum						
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	Water Worlds	The Maya	The Mediterranean
Focus Question	What did the Romans do for Britain? <u>Society, Invention and Settlement</u>	What did Britain look like after the Romans? <u>Society, Conflict, Invention, Settlement</u>			How did the Maya civilisation compare with life in prehistoric Britain? <u>Society, Leadership and Settlement</u>	
Vocabulary	Romans, Celts, invade, legionary, testudo, empire, colosseum, architecture, aqueduct, revolt, Barbarians	Scots, Anglo-Saxons, warrior, kingdom, raiders, Vikings, longships, treaty, Danelaw, conquer, fort			Maya, Mayan, artefacts, advanced, leisure, ruins, polytheistic, underworld, sacrifice, hierarchy, society, legacy, glyphs	
HEAD Knowledge	- How, why and when the Romans invaded Britain. - What the Roman Empire was and why it was successful - What Britain was like before the Romans - Know about British resistance - Successes of the Romans: army, buildings, roads, government and taxes, plumbing and sewage - The reasons for the collapse of the Roman Empire	- Know who the Scots were - Know who the Anglo-Saxons were and why they came - Know that England was split into Kingdoms - Know how the Vikings were - Know what the Danelaw was - Know the impact that these invaders had on Britain			- Know who the Maya were - Place the Maya on a timeline and see correlation with prehistoric Britain - Know about Maya settlements - Know about the influence of religion - Understand what daily life was like - Know some key Maya achievements	

HANDS Skills	• Cause and consequence • Links between periods of history • Significance and interpretation • Using primary and secondary sources • Using artefacts	• Change and continuity • Using primary and secondary sources, including artefacts • Similarities and differences • Links between periods • Significance and interpretation			• Change and continuity • Using primary and secondary sources, including artefacts • Similarities and differences • Links between periods • Significance and interpretation	
--	--	---	--	--	---	--

History Curriculum						
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	Global Trade	Mountains	Ancient Greece	Coasts
Focus Question	Did the industrial revolution improve life for the people of Britain? <u>Society, Leadership, Invention and Settlement</u>	Rulers of England: Hero or Villain? <u>Conflict, Leadership and Invention</u>			What legacy did the Greeks leave? <u>Society, Leadership and Invention</u>	
Vocabulary	industrial revolution, era, industrialisation, trade, back-to-back houses, pollution, smog, slum, social reform, poverty, workhouse	Ruler, Magna Carta, tyranny, reformation, heir, colonise, puritan, parliamentarians, monarchists, civil war, Lord Protector, peasantry			pottery, culture, preserved, philosophy, philosopher, Olympia, Olympics, ostracism, city states, institution, citizen, architecture, temple, columns, frieze	
HEAD Knowledge	- 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 - People were affected differently, largely dependent on social class	Know the significance, achievements and follies of King Alfred, King John, King Henry VIII, Oliver Cromwell, Queen Victoria			- Know how artefacts suggest what life was like - Know some Greek philosophers - Know the origin of the Olympics - Understand Ancient Greek democracy - Know about developments in language and architecture	

					Understand how Greek ideas have influenced modern ways	
HANDS Skills	- Cause and consequence - Change and continuity - Similarities and differences - Use of artefacts - Use primary and secondary sources - Significance and interpretation - Links between periods of history	- Change and continuity - Similarities and differences - Links between periods of history - Significance and interpretation - Use primary and secondary sources			- Cause and consequence - Change and continuity - Using primary and secondary sources, including artefacts - Similarities and differences - Links between periods - Significance and interpretation	

History Curriculum						
Year 6						
HEART: Excellence Respect Collaboration Honesty Resilience Determination Empathy						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	WW2	Rebuilding Britain	South America	Wealth and Economy	Make Money Grow – Citizenship Project Transition	
Vocab	Declaration, allies, evacuation, air-raid, rationing, D-day, political, land army, home front, home guard, Blitz, Dunkirk, Battle of Britain	Labour, Conservatives, nationalisation, Welfare state, NHS, Beveridge report, resettlement, Windrush, segregation migration				
Focus Question	What was life in Britain like during WW2? <u>Society, Leadership and Conflict</u>	How has Britain changed since the end of the Second World War? <u>Society, Leadership and Conflict</u>				
HEAD IS	- When and why WW2 happened - How society changed in England during the war - Government strategies to support the war effort - The significance of the Battle of Britain - Why VE Day is celebrated	- The impact of war on Britain - How WW2 led to nationalisation - Britain became a welfare state - How the strategy of migration supported Britain - Challenges faced by the Windrush generation				

HANDS (Skills)	• Cause and consequence • Change and continuity • Significance and interpretation • Links between periods of history • Use of primary and secondary sources	• Change and continuity • Cause and consequence • Similarities and differences • Links between periods • Significance and interpretation • Primary and secondary sources of information, including artefacts				
--	---	---	--	--	--	--