



FOUR MARKS CE PRIMARY SCHOOL

HISTORY CURRICULUM MAP

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Early Years Foundation Stage

Please note that the Foundation Stage Curriculum is separate to the National Curriculum which starts in Year 1. However, the Foundation Stage curriculum plays an important part in securing foundation skills in National Curriculum subjects.

Understanding the World NC links: History	Autumn	Spring	Summer
	<u>Past and Present</u> <u>Children will:</u> • Begin to make sense of their own life-story and family's history • Explore how things work. • Talk about the differences between materials and changes they notice.	<u>Past and Present</u> <u>Children will:</u> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Recognise some environments that are different from the one in which they live.	<u>ELG: Past and Present</u> <u>Children will:</u> • 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.

Key Stage 1 coverage overview: HISTORY

	Cycle A		Cycle B		
Year 1/2	Autumn	Spring	Autumn	Spring	Summer
Matters, skills, processes	Amelia Earhart Significant individuals nationally/ internationally (Harriet Quimby; Hilda Hewlett and Bessie Coleman)	Florence Nightingale & Mary Seacole Significance nationally/ internationally	Great Fire of London significant national event beyond living memory	The Mary Rose local/ national/ international event Henry VIII Significant people to compare life at different times Ships and Artefacts cooking etc. – change within living memory	All Around Us
Topic	Up, Up and Away! In this Unit pupils will explore man's fascination with flight. They will learn about the Wright brothers & the achievements of Amelia Earhart. They will explore the invention of powered flight & how aeroplanes have changed people's lives, creating a timeline showing the developments in the field of flight from the first inventions to the present day. They will look at the impact of the development of air travel & how life has changed because of this. What would life be like without aeroplanes? Children will look at the differences between flying machines now & in the past, including the number of people they can carry, the materials they are made from, & the speeds that they can travel.	Doctor, Doctor? The achievements of Florence Nightingale, Edith Cavell & Mary Seacole are used in this unit to inspire learners to understand how nursing practice, training and hospitals have changed, and the influence and legacy of these early nurses. Pupils will look at artefacts that could have belonged to Florence, and consider what the items might have been used for.	Fire, Fire! Linked to information about the Great Fire of London, they will consider how the design of houses, and the materials they were built from, changed as a result of the Great Fire. Pupils will consider reasons why the Great Fire spread so quickly, and will set fire to their own model houses from card and straw to see how quickly they burn. The children will investigate artefacts relating to Samuel Pepys, working out who they belonged to. With links to the Fire Service, pupils will learn about fire safety and fire equipment, exploring modern day fire equipment and learn about how this has changed from the time of the Great Fire of London to the present day.	Journeys into the Unknown This Unit explores a famous event, linked to our locality: the fate of the Mary Rose which sailed during Tudor times and was King Henry VIII's flagship. Children will use a timeline to establish where events surrounding the sinking of the Mary Rose takes place, focusing on The Tudor era. They will be faced with the big question, which we will return to regularly "Can any good come out of a disaster?". As a class, children will discuss and study events about the past using artefacts to support the learning. Use inference skills to predict events that may have occurred using the Anthony Roll and decide why there is no photographic evidence of this time. Children will investigate certain artefacts/ships throughout time – focusing on materials, techniques and uses through time. We will use a timeline to place these. We are going to use primary and secondary sources to focus on the events.	All around us In this local history Unit pupils learn about where they live, the history of Four Marks and the school, considering what it would have been like here 100 years ago. The children will explore what it was like for in the village 100 years ago when our school opened.
Disciplinary concepts:					
Chronology sequencing events/ objects in time; using chronological vocab	Locate her lifetime on class/ school timeline. Create a pictorial timeline of her life	Locate their lives on timeline.	Place event on timeline. Retell story orally /by picture timeline	Locate the Tudor era using a timeline. Place events and artefacts/ships on a timeline. Create a timeline. Place the Sinking of the Mary Rose	Create a pictorial timeline of school/ town, link to major events e.g. monarchs/ wars
Characteristic features of period/ person/ events studied	Explore how attitudes to gender/ class at the time, restricted recognition of her achievements.	Florence Nightingale and Mary Seacole enquiry shows gender /class attitudes at the time limited the roles women were expected/ allowed to undertake	Great Fire box/ enquiry pk to explore the role building materials/ firefighting methods played in the amount of damage	International travel meant sailing across oceans, not flying Toys enquiry pack explores how period is characterized by change from outdoor play to indoor/electronic toys.	
Change/ continuity Similarities & differences between ways of life at different times	explore Amelia's motivation, and the consequences of her achievements.	How did their work influence our understanding of infection and nursing?		Examine how exploration has changed (how information was shared + transport) Appreciates some toys have remained unchanged over long periods (Ludo, yoyos).	Use pictures/maps/ accounts of to explore how the locality has changed over time..
Cause/ consequence- why people did things/ causes/ results of events & changes	Does our love of flying damage our planet?	Florence Nightingale and Mary Seacole enquiry to compare their lives, motivation and achievements	Great Fire of London enquiry to explore causes of the fire and its spread and the changes made when London was rebuilt	Titanic Enquiry pk to explore Why titanic sank and changes to safety regulations as a result of enquiry findings afterwards	Consequence of change to mainly sedentary indoor play detrimental to children's health.
Significance		Florence Nightingale and Mary Seacole enquiry examines if either woman is more significant than the other		Create a museum display for the Titanic. Examine the continued and widespread interest in this story, why is it still remembered?	
Interpretation –explore ways we find out about the past and how it is represented	Explore representations/ interpretations: books/ video/ websites	Look at commemorations of their lives and when they are from to see how interest in each has changed over time.	Books describe the event differently/ give different numbers for those killed. Representations: books/ TV progs/monument	Explore a range of Titanic memorabilia; visit SeaCity Museum in Southampton	Possible visit to local museum. How well does it tell the story of our locality?

Historical enquiry –asking /answering questions; using sources to find answers & show understanding			Great Fire of London Enquiry pk the strengths/ limitations of written accounts and images are highlighted by comparing the information each imparts	Select sources to tell particular parts of the story. Investigate images/ written accounts, etc plus books, websites, visit to museum. Interviewing adults about their childhood toys use pictures from Toys enquiry/ loan box	Interview people about how the village has changed. What do they remember from the past.
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Lower Key Stage 2 coverage overview: HISTORY

Year 3/4	Cycle A			Cycle B	
	Autumn	Spring	Summer	Autumn	Spring
Unit/Period Matters, skills and processes	British study that extends beyond 1066 – aspect/ theme/ turning point. Industrial Revolution	The Roman Empire and its impact on Britain	Non-Euro contrast with Britain: Mayans AD900	Stone Age to Iron Age Britain	Earliest civilizations In depth study - Egypt
Topic Overview	Full Steam Ahead In this Unit pupils will explore the lives of children in the Victorian era, contrasting it with their own lives. They will explore how steam was used to power different machines, and consider the importance of steam power in the Industrial Revolution and how this affected the lifestyles of Victorians as it progressed.	The Romans in Britain Sewage systems, the calendar, paved roads; turnips and carrots are all things that were introduced to Britain by the Romans. But where did they come from and why were they here? The children will have the opportunity to look at Roman art in the form of mosaics and other aspects of Roman culture.	It's Chocolate! A study of the Mayans. Were they the first writers, mathematicians and stargazers? What can they tell us about these things that are still true today?	Where we came from? This Unit explores the lives and legacy of early Britons and settlers, including those who lived during the Stone, Bronze and Iron Ages. Pupils will have the opportunity to consider how and why the ways of life adopted by prehistoric people slowly changed over time. Pupils will be transported back to the Stone age with our English focus, the story of 'Stone Age Boy'. Inspired by the Lascaux caves, pupils will create their own cave paintings and clay tiles. They will visit to Butser Ancient farm where they will have the opportunity to see where the ancient people lived and how they survived. At the farm they will experience an archaeological dig, pot making and jewelry making. Pupils will design and make their own roundhouse from natural materials.	Temples, Tombs and Treasure Children will find out about the Ancient Egyptian culture, including gods and goddesses, burial and mummification. They will discover the hidden treasures of the pyramids and Tutankhamen by exploring the suitcase of Howard Carter. In technology they will design and make Egyptian bread. As well as studying the River Nile, the land surrounding it and the people who populate it, pupils will also study some of the more unusual aspects of this amazing river.
Disciplinary concepts:					
Chronology including duration/ interval/ overlap		Examine expansion of empire via timeline and World map.	Compare to Britain c900 via timelines and locate on World map.	Timeline comparison of durations etc.	Compare durations/ explore overlaps on timeline. Compare locations on World map.
Characteristic features of the period/ society studied		Roman Soldier Box: The Romanisation of Britain	Mayan enquiry pk, & Mayan box	Tools, technology burials, shelters & settlements, art. Stone, Bronze & Iron Age box & CD	Earliest Civilizations Overview Enquiry pk Compare civilizations – what is similar, what is different?
Change & continuity	Explore important historical events that had an impact (changed something) in your locality	Roman Impact pk Roman Life/Soldier Boxes Romanisation			
Cause & Consequence incl short term/ long term		Roman Impact pk Why the Romans came to Britain, plus impact – short term long term			
Significance incl short term/ long term	Explore important historical events/ people that are remembered locally				Overview Enquiry pk Compare/ contrast achievements of each civilization.
Interpretation of the past inc how and why contrasting views arise			Mayan enquiry pk Misinterpretation of Maya in past e.g. belief that buildings influenced by Egyptians.	Scarcity of evidence means gaps have to be filled by reasoned interpretation	

Historical Enquiry Inc source comparison and analysis	Examine how aspects of national history are reflected ,locally eg. by monuments	Roman Soldier box Roman excavation box – Deducing information from objects.	Mayan enquiry pk		Egyptian achievements box to examine e.g astronomy, maths, medicine.
Connections local/national/ international, cultural, economic, military, political religious and social history	Explore how typical your town's/ school's past is in national terms.	Examine local impact e.g. Portchester/ Winchester/ Silchester etc.		Refer back to period, from later world studies that were Bronze Age cultures.	The Egyptians were contemporary to the Bronze Age culture – compare to Britain in Bronze age.

Upper Key stage 2 coverage overview: HISTORY

Year 5/6	Cycle A	Cycle B			
	Summer	Autumn	Spring	Summer	
Unit/Period Matters, skills & processes	Saxon & Scots Settlement Local history study	Viking & Anglo- Saxon conflict	Ancient Greece	British study (beyond 1066) – aspect/ theme/ turning point: The Battle of Britain	
Topic	Who goes there? In this unit pupils will investigate how the Anglo Saxons influenced our lives today and their struggle for the Kingdom of England. Pupils will have the opportunity to consider the values of 'Britishness', in the context of both our island nation, and the many centuries of immigration, and the long debate over tightening of immigration law/ the impact of immigrants on our country today. They will complete a local study of the City of Winchester and explore the impact and legacy of the Anglo Saxons including that of Alfred the Great and the development of democracy. Pupils will read heritage texts and focus on common names and words we use today that derive from Anglo-Saxon times. They will also design and make their own jewelry based on the patterns commonly used by Anglo-Saxons.	The Final Frontier Were the Vikings traders or raiders? In this Unit, children have the opportunity to discover for themselves that recent discoveries are beginning to change our perceptions of the stereotypical Vikings and that our earliest recordings of invasions were heavily biased. Children will explore the Viking way of life, looking at how the Vikings made cloth, dying wool and weaving. Pupils further explore the theme of migration by debating the pros and cons of modern day migration/refugee movement in modern times. Pupils will also explore Space and The Antarctic, other 'final frontiers' that have been conquered. Shackleton (who was one of the principle figures in the Heroic Age of Antarctic Exploration), and his experiences, will be studied to give an insight into the difficulties of survival in extreme environments, and how people have strived to explore and understand them. They will study the world poles and regions as an integral part of this work.	It's all Greek to me! In this unit pupils will explore how the Greeks influenced modern democracy and government. Did their pioneering nature make them the first real geeks through their achievements in architecture, philosophy, inventions, theatre, art and sport? Pupils will be able to explore equality through gender by comparing the lives of women in Ancient Greece with those of today. They will have the opportunity to visit the British Museum and see real artefacts which have told us the story of the Ancient Greek people. They will explore the relevance of the Greek myths and legends in life today and produce a clay pot which they have illustrated with their own ideas that have been inspired by their research.	The Battle of Britain: Bombs, Battles and Bravery This unit will look at the four months in 1940 when the Battle of Britain was fought. Pupils will investigate why the Battle of Britain was so important and how the invention of the RADAR and the Spitfire helped Britain to victory. They will find out about the roles of women in this battle, the lives of evacuees and also consider the effects of World War 2 in our locality, in particular, how Southampton and Portsmouth survived the Blitz. Pupils will investigate how we see light and why light was such an important feature in WW2. They will make periscopes to see how light is reflected. Pupils will read novels based on the night the bombs fell and create a large scale model poster of London in the Blitz.	
Disciplinary concepts:					
Chronology including duration/ interval/ overlap	Anglo-Saxons the ruin of Britain pk - Timeline/ map work to see when/ where from/why they left their homelands. Add important local historical events/ people to the timeline e.g. at their anniversaries.	Explore where/when Vikings came from/ travelled to on world map & timeline.	Explore duration and timing via timeline and locations via World map	Add important local historical events/ people to the timeline e.g. at their anniversaries.	
Characteristic features of the period/ society studied	Anglo-Saxon Life & Death Box change from paganism to Christianity/ Saxon Culture. Explore important historical events that had an impact (changed something) in your locality	Viking Life Box		Explore important historical events that had an impact (changed something) in your locality	
Change & continuity	Changing Saxon kingdoms. Christian conversion from Paganism.	Watery places compare to SB&I ages			
Cause/ Consequence short term/ long term	Anglo-Saxons the ruin of Britain pk Why came to Britain. Why/how converted to Christianity	Vikings: Raiders or Traders pk Why Vikings came to Britain, conflict with Saxons			
Significance inc short term/ long term	Anglo-Saxons the ruin of Britain pk the Saxon legacy - language, learning, Christian centres	Alfred the Great pk Survival/dominance of Wessex and later Wessex kings	Ancient Greek box Greek Legacy pk	Explore important historical events/ people that are remembered locally	

Interpretation of the past inc how and why contrasting views arise	Alfred the Great pk does Alfred deserve his title? Was he great or just lucky? Explore important historical events/ people that are remembered locally	<i>Vikings: Raiders Traders pk</i> – just murderous thugs or some positives?		
Historical Enquiry inc source comparison and analysis	<i>Anglo-Saxon Life & Death Box</i> to explore Christian conversion/ Saxon culture. Examine how aspects of national history are reflected locally (monuments)		<i>Ancient Greek box</i> – features modern items that illustrate some Greek ideas are current today.	Examine how aspects of national history are reflected locally e.g, by monuments
Connections (local/ national/ cultural, economic, political religious and social	Saxon legacy -language, cultural identity and important Christian centres	Evidence of Viking trading & settlement across the known world. Normans	Many modern ideas and institutions stem from Ancient Greece Contrast with Britain	

Progression in History benchmarks

	Early Years children should:	KS1 children should:	KS2 children should:
1. Chronological knowledge / understanding (including characteristic features of periods)	- Use everyday language related to time - Order and sequence familiar events - Describe main story settings, events and principal characters - Talk about past and present events in their own lives and in lives of family members.	- Develop an awareness of the past - Use common words and phrases relating to the passing of time - Know where all people/events studied fit into a chronological framework - Identify similarities / differences between periods	- Continue to develop chronologically secure knowledge of history - Establish clear narratives within and across periods studied - Note connections, contrasts and trends over time
2. Historical terms eg empire, peasant	Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.	Use a wide vocabulary of everyday historical terms	Develop the appropriate use of historical terms
3. Historical enquiry - Using evidence / Communicating ideas	- Be curious about people and show interest in stories - Answer 'how' and 'why' questions ... in response to stories or events. - Explain own knowledge and understanding, and asks appropriate questions. - Know that information can be retrieved from books and computers - Record, using marks they can interpret and explain	- Ask and answer questions * - Understand some ways we find out about the past - Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)	- Regularly address and sometimes devise historically valid questions * - Understand how knowledge of the past is constructed from a range of sources - Construct informed responses by ... - Selecting and organising relevant historical information
4. Interpretations of history		Identify different ways in which the past is represented	Understand that different versions of the past may exist, giving some reasons for this
KEY CONCEPTS	* 5 – Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:		
5a. Continuity and change in and between periods	- Look closely at similarities, differences, patterns and change - Develop understanding of growth, decay and changes over time	Identify similarities / differences between ways of life at different times	Describe / make links between main events, situations and changes within and across different periods/societies

5b. Cause and consequence	• Question why things happen and give explanations	• Recognise why people did things, why events happened and what happened as a result	• Identify and give reasons for, results of, historical events, situations, changes
5c. Similarity / Difference within a period/situation (diversity)	• Know about similarities and differences between themselves and others, and among families, communities and traditions	• Make simple observations about different types of people, events, beliefs within a society	• Describe social, cultural, religious and ethnic diversity in Britain & the wider world
5d. Significance of events / people	• Recognise and describe special times or events for family or friends	• Talk about who was important eg in a simple historical account	• Identify historically significant people and events in situations

Key KS1 and KS2 historical terms & vocabulary

The development and teaching of related key vocabulary should be done in context. Children should encounter words within specific contexts in order to develop a deep understanding of the concepts behind them. This supports pupils to express their ideas, learning and thinking with coherence and accuracy.

Chronological vocabulary that relates to the passage of time, should be a focus in ALL topic units. Key vocabulary linked to the historical context should be an identified focus for each specific topic

AD	Century	Discovery	Immigrant	Millennium	Oral history	Secondary
Agriculture	Change	Diversity	International	Missionary	Parliament	Evidence
Ancient	Church	Duration	Interpretation	Modern	Past	Sequence
civilizations	Christianity	Emigrant	Invasion	Monarchy	Peasant	Settler
Archaeology	Chronology	Emperor	Invention	Monastery	Period	Significance
Aristocracy	Colony	Empire	Iron Age	Month	Pope	Slave
Artefact	Conquest	Execution	Islam	Museum	Prehistory	Stone Age
After	Continuity	Explorer	King/Queen	Myths and legends	Present	Today
BC	Court	Global	Last year	Nation	Primary evidence	Tomorrow
BCE	Crusades	Gods /	Local	New	Rebellion	Torture
Bronze Age	Dark Ages	Goddesses	Long ago	19 th Century	Republic	Traitor
Calendar	Day	Heresy	Metal-working	Nomad	Revolt	Treason
Causation	Decade	Hunter-gatherer	Migration	Old	Sacrifice	Week
CE	Democracy					Yesterday

Descriptive Vocabulary: Before, After, Ancient, Old, New, Decade, Century, Millennium, Modern	Technical Vocabulary: AD, BC, the use of the 'nineteenth century, e.g. for 1845	Conceptual Vocabulary: Change, Continuity, Sequence, Duration, Period, Chronology.
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