

History Whole School Curriculum Map – 2021/2022

Year Group:	Autumn Term:	Spring Term:	Summer Term:
Reception:	Exploring the changes of Kingswinford – similarities/differences (Chronological Understanding; Historical Enquiry)	Old Toys/New Toys – changes over time (Knowledge and Interpretation)	Exploring changes and comparing the differences in where people go on holidays (Knowledge and Interpretation)
Year 1:	<p>Changes in living memory (linked to aspects of national life where appropriate)</p> <ul style="list-style-type: none"> • Focusing on life in the 60s/Grandparents Era • Comparing our lives to our Grandparent’s. <p>Key Events Bonfire night Harvest Remembrance Day Christmas</p> <p><i>Chronological understanding</i></p> <ul style="list-style-type: none"> - Recognising objects from the past. - Understanding that we celebrate certain events because of events that happened many years ago. - Recognise that a story read to them happened a long time ago. <p><i>Knowledge and interpretation:</i></p> <ul style="list-style-type: none"> - Using phrases like: old, new and a long time ago? - Explain why certain objects were different in the past, e.g. iron, music systems, and televisions. 	<p>Comparing toys from the past and present.</p> <ul style="list-style-type: none"> • Geography based contrasting locality topic • History of Farming <p>Key Events e.g. Easter, Chinese New Year. Events of local importance Mothers’ Day</p> <p><i>Chronological understanding</i></p> <ul style="list-style-type: none"> - Recognise that we celebrate certain events, because of what happened many years ago. - Retell a familiar story set in the past. 	<p>Changes beyond living memory (linked to aspects of national life where appropriate)</p> <p>Focus on the Victorian seaside and holidays.</p> <p>Key Individuals = Lewis Carrol Lives of significant historical figures, including comparison of those from different periods Significant local people Events of local importance e.g. Black Country Day.</p> <p><i>Chronological understanding:</i></p> <ul style="list-style-type: none"> - Put up to three objects in chronological order (recent history). <p><i>Knowledge and interpretation:</i></p> <ul style="list-style-type: none"> - Tell me about things that happened when they were little. - Explain how they have changed since they were born. - Use the words before and after correctly. - Appreciate that some famous people have helped our lives be better today. Science link. - Understand that we have a queen who rules us and that Britain has had a king or queen for many years. - Begin to identify the main differences between old and new objects. - Identify objects from the past, such as vinyl records.

History Whole School Curriculum Map – 2021/2022

	<ul style="list-style-type: none"> - Use words and phrases like: very old, when mummy and daddy were little. - Talk about an important historical event that happened in the past. 		<ul style="list-style-type: none"> - Ask and answer questions about old and new objects. - Spot old and new things in a picture. - Answer questions using an artefact/ photograph provided. - Give a plausible explanation about what an object was used for in the past. - <p><i>Historical enquiry</i></p> <ul style="list-style-type: none"> - Research about the life of Lewis Carrol
Year 2:	<p>17th Century London <i>Chronological understanding</i></p> <ul style="list-style-type: none"> - Identifying similarities and differences between ways of life in different periods. <p><i>Historical enquiry</i></p> <ul style="list-style-type: none"> - Using a range of sources to find out information <p>The Great Fire of London The Gunpowder Plot</p> <p><i>Chronological understanding</i></p> <ul style="list-style-type: none"> - Events beyond living memory that are significant nationally <p><i>Knowledge and interpretation:</i></p> <ul style="list-style-type: none"> - Significant places and people in our own locality (Gunpowder Plot perpetrators and Holbeache House) - Explain how our local area has changed since the 1600's (Holbeache House, Charterfields estate.) - Explaining why people in the past behaved like they did. 	<p>Famous explorers</p> <p>Ibn Battuta (ib-an bat-tut-a) – visited Islamic world of the 1300's, including most of Asia. Christopher Columbus – Italian explorer, completed first voyage to the Americas (at the time unknown to the 'Old World'), late 1400's. Sir Richard Burton – tried to find the source of the Nile in the mid 1800's. Robert Scott – Antarctic Explorer, early 1900's.</p> <p><i>Chronological understanding</i></p> <ul style="list-style-type: none"> - How exploring changed over 600 years (What was different about Ibn Battuta's expeditions and Robert Scott's?) - Using technical language to describe the past (after, before, x number of years ago) and describe changes between these periods of time. <p><i>Knowledge and interpretation</i></p> <ul style="list-style-type: none"> - Recounting the life of a famous British person and explain what makes them significant (Sir Richard Burton and Robert Scott). 	<p>Changes over time within living memory Local industry <i>Chronological understanding</i></p> <ul style="list-style-type: none"> - Sequence a set of events in chronological order and give reasons for their order - Use words and phrases like: before I was born, when I was younger? - Try to work out how long ago an event happened? <p><i>Knowledge and interpretation</i></p> <ul style="list-style-type: none"> - Explain how their local area was different in the past. - Give examples of things that are different in their life from that of their grandparents when they were young. - Explain what is meant by a parliament. - Explain why their locality (as wide as it needs to be) is associated with a special historical event. - Explain what is meant by a democracy and why it is a good thing. <p><i>Historical enquiry</i></p> <ul style="list-style-type: none"> - Research about a famous event that happens in Britain and why it has been happening for some time? - Research the life of someone who used to live in their area using the Internet and other sources to find out about them?

History Whole School Curriculum Map – 2021/2022

		<p>- Explaining why famous historical figures made the choices that they did.</p> <p><i>Historical enquiry</i></p> <p>- Use age appropriate non-fiction books and websites to find out information about historical figures and events.</p> <p>- Start to explain why some historical accounts record events in different ways.</p>	
Year 3/4	<p>Cycle A: The Roman Empire and its impact on Britain</p> <p>Including:</p> <ul style="list-style-type: none"> • The story of Romulus and Remus • Comparing invaders and settlers <p>Chronological Understanding:</p> <ul style="list-style-type: none"> • Describe events and periods using the words: BC, AD and decade • Describe dates from the past using dates when things happened • Describe events and periods using the words ancient and century • Use a timeline within a specific time in history to set out the order things may have happened • Place periods of history on a timeline showing periods of time <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Recognise the part that archaeologists have had in helping us understand more about what happened in the past • Use various sources of evidence to answer questions • Research a specific event from the past 	<p>Cycle A: Benin civilization a non-European society that provides contrasts with British history; Benin (West Africa) c. AD 900-1300.</p> <p>Chronological Understanding:</p> <ul style="list-style-type: none"> • Describe events and periods using the words: BC, AD and decade • Use a timeline within a specific time in history to set out the order things may have happened • Place periods of history on a timeline showing periods of time <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Recognise the part that archaeologists have had in helping us understand more about what happened in the past • Use various sources of evidence to answer questions • Give more than one reason to support an historical argument. <p>Knowledge and Interpretation:</p> <ul style="list-style-type: none"> • Explain how events from the past have helped shape our lives. • To know that people who lived in the past cooked and travelled differently and used different weapons. • Recognise that people's way of life was dictated by the work they did. 	<p>Cycle A: Amazon tribes and their lifestyles Rainforest and food</p> <p>Identify how different ancient tribes lived in the rainforest and how the rainforest has changed over time.</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> • Describe events from the past using dates when things happened. • Describe events and periods using the words: ancient and century. • Use their mathematical knowledge to work out how long ago events would have happened. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Use various sources of evidence to answer questions. • Use various sources to piece together information about a period in history. • Research a specific event from the past. • Identify similarities and differences between given periods in history. • Knowledge and interpretation • Suggest why certain events happened as they did in history. • Suggest why certain people acted as they did in history.

History Whole School Curriculum Map – 2021/2022

	<ul style="list-style-type: none"> Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out <p>Knowledge and Interpretation:</p> <ul style="list-style-type: none"> Begin to picture what life would have been like for early settlers Recognise that Britain has been invaded by several different groups over time Realise that invaders in the past would have fought fiercely, using hand to hand combat <p>Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences</p> <p>Cycle B: Queen Victoria Life in Victorian times</p> <ul style="list-style-type: none"> A significant turning point in British history, e.g. the first railways <p>Chronological Understanding:</p> <ul style="list-style-type: none"> Use a timeline within a specific time in history to set out the order things may have happened Set out on a timeline within a given period what special events took place Describe events and periods using BC, AD and decades <p>Knowledge and interpretation:</p> <ul style="list-style-type: none"> Understanding changes in social history Develop an understanding that wealthy people would have had a very different way of living which impacted upon their health and education 	<p>Cycle B:</p> <p>The Viking struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Including:</p> <ul style="list-style-type: none"> Further Viking raids and invasions <p>Modern volcano events</p> <ul style="list-style-type: none"> Give more than one reason to support an argument Local History – Barrow Hill <p>Chronological Understanding:</p> <ul style="list-style-type: none"> Use a timeline within a specific time in history to set out the order things may have happened Describe events and periods using BC, AD and decades Begin to picture what life would have been like for the early settlers 	<p>To know that people who lived in the past cooked and travelled differently and used different weapons from ours</p> <p>Cycle B: Changes in Britain from the Stone Age to the Iron Age Including:</p> <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture <p>Chronological understanding:</p> <ul style="list-style-type: none"> Use mathematical skills to work out how long event happened and round up time differences into centuries and decades Describe events and periods using the words ancient and century Describe events and periods using BC, AD and decades
--	--	--	--

History Whole School Curriculum Map – 2021/2022

	<p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Research/present a specific event from the past • Use research skills to help them write about historical information • Use specific search engines on the Internet to help them find information more rapidly • Use various sources to piece together information about a period in history • Research two versions of an event and say how they differ • Research what it was like for a child in a given period in the past and use photographs and illustrations to present their findings 	<p>Knowledge and Interpretation:</p> <ul style="list-style-type: none"> • Appreciating how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past • Know that people who lived in the past cooked and travelled differently and used different weapons from ours • Recognise that Britain has been invaded by several different groups over time • Know that invaders in the past would have fought fiercely, using hand to hand combat • Suggest why certain events happened as they did in history • Suggest why certain people acted as they did in history • Recognise that people's way of life in the past was dictated by the work that they did <p>Historical Enquiry:</p> <ul style="list-style-type: none"> • Use various sources to piece together information about a period in history. • Appreciate that wars have happened from a very long time ago and are often associate with invasion 	<p>Knowledge and Interpretation:</p> <ul style="list-style-type: none"> • Understand that early Brits would not have communicated as we do, or have eaten as we do • Appreciate how items found belonging to the past are helping us to build an accurate picture of how people lived in the past • Appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period <p>Historical enquiry:</p> <ul style="list-style-type: none"> • Recognise the part that archaeologists had in helping us understand more about what happened in the past • Research what it was like for a child in a given period in the past and use photographs and illustrations to present their findings • Communicate knowledge and understand orally and in writing and offer points of view based upon what they have found out
Year 5/6	<p><u>Cycle A: WWI & WWII (Yr 5 and 6)</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><i>Chronological understanding:</i></p> <ul style="list-style-type: none"> - When & Why? - Blitz - Shelters - Evacuation - Rationing 	<p><u>Cycle A: Lights, Camera, Action (Yr 5 and 6)</u></p> <p><i>Chronological Understanding:</i></p> <ul style="list-style-type: none"> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p><i>Knowledge and Interpretation:</i></p> <ul style="list-style-type: none"> - History of Hollywood, the reel of history - Bollywood bound – links to India - The history behind the American flag 	<p><u>Cycle A: Raging Rivers (Yr 5 and 6)</u></p> <p><i>Knowledge and Interpretation:</i></p> <ul style="list-style-type: none"> - The development of major cities over time around rivers (London and Manchester) <p><i>Additional Topic for Year 5 pupils, as Year 6 are doing SATS Boosters:</i></p> <ul style="list-style-type: none"> - Egyptians <p><i>Chronological Understanding:</i></p>

History Whole School Curriculum Map – 2021/2022

	<ul style="list-style-type: none"> - Holocaust - Everyday Lives – home guard, women, soldiers, children etc. - Local war heroes <p><i>Knowledge and interpretation:</i></p> <ul style="list-style-type: none"> • Can they identify and explain their understanding of propaganda? (WW2) • Can they describe a key event from Britain's past using a range of evidence from different sources? <p><i>Historical Enquiry:</i> A local history study</p> <p><u>Cycle B:</u></p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world (Yr 5 and 6) <p><i>Chronological understanding:</i></p> <ul style="list-style-type: none"> - To investigate the Ancient Greeks - To create a timeline of events <p><i>Knowledge and interpretation:</i></p> <ul style="list-style-type: none"> - To bring knowledge from several sources and present it in a variety of ways - Know about Ancient Greece traditions and customs - To compare famous Ancient Greek city states - To understand the impact Ancient Greek has on today's civilizations (Olympics. Democracy. Military) 	<p><i>Additional Topics for Year 5 pupils, as Year 6 are doing SATS Boosters:</i></p> <ul style="list-style-type: none"> - Mayans - Space Race <p><i>Chronological Understanding:</i></p> <ul style="list-style-type: none"> - Use their mathematical skills to work out exact time scales and differences as need be on a glass cone timeline <p><i>Knowledge and Interpretation:</i></p> <ul style="list-style-type: none"> - Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? (Comparing Mayans to Ancient Greece) <p><u>Cycle B:</u></p> <ul style="list-style-type: none"> - Black Country Local Area Study (Yr 5 and 6) <p><i>Chronological Understanding:</i></p> <ul style="list-style-type: none"> - Can they place a specific event on a timeline by decade? (BLACK COUNTRY INVENTIONS) - Can they place features of historical events and people from past societies and periods in a chronological framework? (GLASS PRODUCTION) <p><i>Knowledge and Interpretation:</i></p> <ul style="list-style-type: none"> - Can they summarise the main events from a specific period in history, explaining the order 	<ul style="list-style-type: none"> - <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> <p><i>Knowledge and Interpretation:</i></p> <ul style="list-style-type: none"> - Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? (Howard Carter Tuttenkamen) <p><u>Cycle B:</u></p> <ul style="list-style-type: none"> - Crime and Punishment (Yr 5 and 6) <p><i>Chronological Understanding:</i></p> <ul style="list-style-type: none"> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Draw a timeline with different time periods outlined which show different information, such as, periods of history <p><i>Knowledge and Interpretation:</i></p> <ul style="list-style-type: none"> - Have a good understanding as to how crime and punishment has changed over the years. - Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? (C&P) - Begin to appreciate that how we make decisions has been through a Parliament for some time.
--	---	--	--

History Whole School Curriculum Map – 2021/2022

	<ul style="list-style-type: none"> - To describe features of historical events and people from past societies and periods they have studied? (Spartans/Athenians/Wars) 	<p>in which key events happened? (BLACK COUNTRY INVENTIONS)</p> <ul style="list-style-type: none"> - Can they summarise how Britain has had a major influence on world history? (BLACK COUNTRY INVENTIONS) - Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? (Letter to and from Coal Mine Owner) <p><i>Historical Enquiry:</i></p> <ul style="list-style-type: none"> - Can they test out a hypothesis in order to answer a question? THE BLACK COUNTRY WAS A MAJOR INFLUENCER ON THE INDUSTRIAL REVOLUTION (eg canals, glass, coal, iron, bridges) <p><i>Additional Topics for Year 5 pupils, as Year 6 are doing SATS Boosters:</i></p> <ul style="list-style-type: none"> - Mayans - Space Race <p><i>Chronological Understanding:</i></p> <ul style="list-style-type: none"> - Use their mathematical skills to work out exact time scales and differences as need be on a glass cone timeline <p><i>Knowledge and Interpretation:</i></p> <ul style="list-style-type: none"> - Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? (Comparing Mayans to Ancient Greece) 	<p><i>Additional Topic for Year 5 pupils, as Year 6 are doing SATS Boosters:</i></p> <ul style="list-style-type: none"> - Egyptians <p><i>Chronological Understanding:</i></p> <ul style="list-style-type: none"> - <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> <p><i>Knowledge and Interpretation:</i></p> <ul style="list-style-type: none"> - Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? (Howard Carter Tuttenkamen)
--	---	--	--