

Chilham St Mary's CE Primary School
History Curriculum Map

EYFS - Early Learning Goal – Understanding the World

The EYFS Framework for Understanding the World aims to ensure that all pupils:

Past and Present

- 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.

EYFS Specific knowledge within the topics

Term	Into the Woods Term 1	Celebrations Term 2	Travel and Transport Term 3	Fairy Tales Term 4	People who Help in our Village Term 5
	<p>I can talk about members of my immediate family and community. I can name and describe people who are familiar to me.</p> <ul style="list-style-type: none"> ➤ Sharing Special books, talking about their weekend at home. 	<p>I Can talk about members of my immediate family and community.</p> <p>I can comment on images of familiar situations in the past</p> <ul style="list-style-type: none"> ➤ Talking about celebrations they are involved in; birthdays and Christmas. ➤ Compare how they have grown and changed from a baby photo, toddler photo and to now. 	<p>I can comment on images of familiar situations in the past.</p> <ul style="list-style-type: none"> ➤ Compare photos and videos of trains from the past and present day. 	<p>Compare and contrast characters from stories.</p> <ul style="list-style-type: none"> ➤ Read a range of traditional Fairy Tales. ➤ Note differences from the past, e.g. no cars or mobile phones. ➤ Organise story events in chronological order. 	<p>I can name and describe people who are familiar to them and learn about their role in our community.</p> <ul style="list-style-type: none"> ➤ Understanding our community and the people's roles within it. ➤ Meeting and interviewing a Nurse, Vet, Fireman,

		<p>I can compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none"> ➤ Listen to the story about Guy Fawkes. ➤ Learn about what Diwali is and how it is celebrated. 			Police Officer.
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National Curriculum Aims for Key Stages 1 and 2

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales.

Key Concepts

During History topics, pupils will explore the following key concepts:

- Pupils learn about the experiences of both wealthy and poor people and/ or pupils learn about the life of a child, including whether their rights would have been respected at that time
- Pupils learn about how the topic is part of a chronology

Deepening Understanding

When learning during the history topics pupils will deepen their knowledge in:

- Chronological understanding, making connections, contrasts and trends over time
- Being able to ask historical questions about similarities and differences, changes or the cause of change and the significance of historical events
- Constructing effective pieces of written work which convey information
- Historical terms – using these with confidence
- Historical Enquiry - The process of developing knowledge and understanding by posing questions about the past, and applying skills associated with locating, analysing, evaluating and using sources as evidence to develop an informed argument or interpretation.

Key Stage 1 Specific knowledge within the topics

Cycle A	The Great Fire of London Terms 3 and 4			
	<p>What was life in London like in the 17 Century?</p> <p>How did the Great Fire start and spread across London?</p> <ul style="list-style-type: none"> ➤ Can I order the events of the Great Fire of London? ➤ What caused the fire? ➤ What damage did it cause? ➤ Extracts from the Diary of Samuel Pepys to challenge the reliability of evidence ➤ Write own diary extract from a key character <p>Did anything good come from the fire?</p> <ul style="list-style-type: none"> ➤ Were there any changes in fire safety? ➤ How were buildings constructed? ➤ How do we protect houses and buildings from fire now? Fire alarms, smoke alarms, fire drills in school ➤ Fire safety awareness (forest school link opportunity) <p>How has London changed over time?</p> <ul style="list-style-type: none"> ➤ Name some of the important buildings in London ➤ Would a fire spread so quickly in London today? 			
Cycle B	Kings and Queens Term 3	Significant Explorers Term 4	Toys Term 5	Seaside Holidays Term 6
	What qualities do you to be a good Monarch?	What makes someone a significant person?	What are toys like today?	Why do we go to the seaside and how do we get there?

<p>Who are some of the important British Monarchs?</p> <ul style="list-style-type: none"> ➤ Timeline of British Monarchs ➤ Family tree for our current Royal Family <p>Can I show my family history on a family tree?</p> <p>Who was Queen Victoria?</p> <ul style="list-style-type: none"> ➤ Can they spot her on the timeline of monarchs? ➤ Link to our Victorian school building – can they find the clue as to when it was built? ➤ Compare our school building to a modern school e.g. Goat Lees – how are they different? (Zoom meeting, share photographs, write description of their classroom/playground and share with KS1 class at Goat Lees) <p>What was it like in a Victorian school?</p> <ul style="list-style-type: none"> ➤ Victorian School Day experience – visiting workshop ➤ Look at the punishment book – compare with class rules and behaviour strategies in Herons Class today <p>Who was Queen Elizabeth I?</p> <ul style="list-style-type: none"> ➤ Can they spot on her on the timeline of monarchs? Before Queen Victoria ➤ Tudor buildings in Chilham – take a closer look 	<p>Can I find out about an explorer who lived a long time ago?</p> <p>Who was Felicity Aston?</p> <p>Who was Matthew Henson?</p> <p>Who is Neil Armstrong?</p> <p>How could the explorers be remembered?</p>	<ul style="list-style-type: none"> ➤ What is your favourite toy and why? <p>What were toys like in the past?</p> <ul style="list-style-type: none"> ➤ What toys did your parents and grandparents play with? (home learning activity) ➤ How do toys compare from different times? ➤ Have there been toy trends? <p>What were toys like in Victorian times?</p> <ul style="list-style-type: none"> ➤ Was it different for rich and poor children? ➤ How have playground games changed since Victorian times? 	<p>Why did the seaside become a popular place to go?</p> <p>What were seaside holidays like 100 years ago? How did people get there?</p> <p>How can photographs give us clues about holidays in the past?</p> <ul style="list-style-type: none"> ➤ Can we order holidays from past to present? ➤ Can we find similarities and differences for seaside holidays in the past and present?
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	<p>What did Kings and Queens eat during a banquet?</p> <ul style="list-style-type: none"> ➤ Compare Tudor, Victorian and a banquet today ➤ Plan a class banquet as a birthday party for a Queen (Link to 'The Queen's Knickers' class text – what would be on the menu?) 			
Key Stage 2 Specific knowledge within the topics				
Year 3/4 Cycle A	Riotous Royalty Term 2	Ancient Egypt Term 3	Scots and Anglo-Saxons Term 6	
	<p>How did the Normans come to rule Britain in 1066?</p> <p>Why is King John the most important King in British history?</p> <p>Why did King Henry VIII want an heir?</p> <p>Why was Queen Ann important in the creation of the UK?</p> <p>What did the British Empire mean to the Victorian people?</p> <p>Can I answer questions about our current Royal Family?</p>	<p>What can artefacts tell us about Ancient Egypt?</p> <p>What was important to people in Ancient Egyptian times?</p> <p>What was the ancient Egyptian ritual of mummification?</p> <p>Who was Tutankhamun?</p> <p>Can I compare and contrast the Egyptian writing with my own?</p> <p>Who were the Egyptian Gods?</p> <p>Why did the Egyptians build the pyramids?</p>	<p>Where and when did the Scots and Anglo-Saxons invade Britain?</p> <ul style="list-style-type: none"> ➤ Where did they come from? ➤ Why did they invade and did they succeed? <p>How have the Scots and Anglo-Saxons influenced Britain? (place names)</p> <p>What did a typical Anglo-Saxon village look like and what were people's jobs?</p> <p>What can artefacts tell us about the Anglo-Saxons?</p> <ul style="list-style-type: none"> ➤ What are runes and how can they help us to understand Anglo-Saxon life? <p>What were the Religious beliefs of the Anglo-Saxons?</p> <p>When and why did the Anglo-Saxons convert to Christianity?</p> <ul style="list-style-type: none"> ➤ How can Canterbury Cathedral help us to understand Anglo-Saxon religious beliefs? ➤ King Arthur – Truth or Legend? 	

Year 3/4 Cycle B	Stone Age to Iron Age Terms 1 and 2	The Romans Terms 5 and 6	
	<p>How did early man survive in the Stone Age?</p> <p>What was found at Skara Brae and why is it important?</p> <p>Life at Skara Brae - what happens every day?</p> <p>Becoming a copper child: What copper mining meant to the people of the Bronze Age.</p> <p>What is Stonehenge, and how does evidence about Stonehenge give us different answers about the past?</p> <p>Hillforts: How and why were hillforts developed in the Iron Age?</p> <p>Druids: Using evidence from the past to answer questions.</p>	<p>What was the Roman Empire and how did it spread?</p> <ul style="list-style-type: none"> ➤ The Roman invasion of Britain ➤ Julius Caesar – Why did he fail? ➤ Why was the Roman army so powerful ➤ Life of a Roman soldier <p>What was Boudicca’s Rebellion? Rebel or Hero?</p> <p>What is the history behind Hadrian’s Wall?</p> <p>What were the Roman Religious beliefs?</p> <p>What would you find at the Roman Baths?</p> <p>The Legacy of the Roman Empire – what did the Romans do for us?</p> <ul style="list-style-type: none"> ➤ How and where did the Romans build roads? 	
Year 5/6 Cycle A	Crime and Punishment Term 1	World War II Term 2	Ancient Greece Terms 5 and 6
	<p>What rules do we need to follow? Class rules: Sanctions and rewards – compare with the school punishment book dating back to early 1900’s</p> <p>How have punishments and sanctions in schools changed over time?</p>	<p>What were the main causes of the Second World War?</p> <p>How can photos help us to learn about the impact of the Blitz?</p> <p>Why were children evacuated and where did they go?</p> <p>How did diet change during wartime Britain?</p>	<p>Who were the Ancient Greeks and when were they at their most powerful?</p> <p>Why was politics fundamental to Ancient Greek life?</p> <p>What are the key differences between the way the Athenians and Spartans ruled?</p>

	<p>What are some of the key terms used when talking about crime and punishment?</p> <p>What did the Romans believe about crime and punishment?</p> <p>How did the legal system work in Anglo-Saxon Britain?</p> <p>What punishment methods were used during the Tudor period?</p> <p>Who was Dick Turpin?</p> <p>What was the experience like for Victorian prisoners?</p> <p>Can I compare modern methods of crime prevention and detection with what existed in the past?</p>	<p>How did women support the country?</p> <p>What was the Holocaust and why were the Jews persecuted?</p>	<p>What was Alexander the Great's impact on the Greek empire?</p> <p>What was the Battle of Marathon and how has it influenced modern day Olympics?</p> <p>What can we infer about Greek life in Ancient Athens from the pottery evidence that remains?</p> <p>What is polytheism religion and who were the Greek Gods?</p> <p>How did Hippocrates and Plato influence Greek culture?</p> <p>Did the events of the Trojan Horse War really happen?</p> <p>What was daily life like for children in Ancient Greece?</p> <p>How significant is the legacy of Ancient Greece for life today?</p>
Year 5/6 Cycle B	Mysteries of the Maya Terms 3 and 4	The Vikings Term 5	Canterbury Term 6
	<p>Who were the Maya?</p> <ul style="list-style-type: none"> ➤ Children will discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived. <p>Who did the Maya worship and why?</p> <p>What beliefs and rituals did they have?</p> <ul style="list-style-type: none"> ➤ Children will explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people. 	<p>Who were the Vikings?</p> <p>Why did the Vikings invade Britain?</p> <ul style="list-style-type: none"> ➤ Children will know who the Vikings were and when and why they raided and invaded Britain. They will explain when and where the Vikings came from and why they raided Britain. <p>Who was King Ethelred II?</p>	<p>How has Canterbury changed overtime?</p> <ul style="list-style-type: none"> ➤ Timeline activity of events that have happened in Canterbury overtime. ➤ Case Study On Medieval Canterbury and on Pilgrims Way,

<p>How did the Mayan calendar system work?</p> <ul style="list-style-type: none"> ➤ Children will learn about how the Maya invented and used their calendars and number system. They will understand how the Maya number system works. <p>Who discovered and explored the Mayas?</p> <ul style="list-style-type: none"> ➤ Children will identify and use sources of evidence to learn about the Maya cities and some of the people who explored and documented them. They identify and use a range of evidence sources to help me understand more about the Maya civilisation. <p>What food did the Mayans eat?</p> <ul style="list-style-type: none"> ➤ Children will learn about the food the ancient Maya people ate and its religious and cultural significance. They will describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant <p>What did the Mayans do for fun?</p> <p>https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zbqyy4j</p> <p>Pe link-Mayan ball game</p>	<p>When and why was Danegeld introduced?</p> <ul style="list-style-type: none"> ➤ Children will learn about the later Viking raids, the actions of King Ethelred II and the introduction of Danegeld. <p>What were the key aspects of Viking life?</p> <ul style="list-style-type: none"> ➤ Clothes and jewellery ➤ Religion and gods ➤ Houses and food ➤ Rhyme and writing ➤ Art and craft <p>What were the laws in Viking Britain?</p> <ul style="list-style-type: none"> ➤ Learn about the Anglo-Saxon and Viking legal systems and how they are similar and different to the modern legal system in Britain 	<p>comparing it to what we see today.</p> <p>Who are significant people in history that have shaped Canterbury?</p> <ul style="list-style-type: none"> ➤ Children will learn about people who have shaped Canterbury's history eg- Thomas Becket and Marlowe. Writing an autobiography on a chosen person. <p>Why is Canterbury Cathedral still such a significant destination for pilgrims and tourists?</p> <ul style="list-style-type: none"> ➤ After their visit to the Cathedral, children will be given time to research further and make an information brochure about the cathedral and its history.
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Year Group Learning Expectations

Pupils make historical comparisons:

- Year 1: Recognise the difference between past and present in their own and others' lives
- Year 2: Compare two versions of a past event, including comparison of pictures or photographs
- Year 3: Comparison between two periods of time, including dates when they happened
- Year 4: Comparison between more than two periods of time
- Year 5: Comparison between more than two periods of time, including explanations on how and why things have or have not changed
- Year 6: Summarise main events in history, including explanations on how and why things have or have not changed

Pupils use historical language:

(In the following progression and incorporating project specific vocabulary)

Year 1:

a long time ago, when I was little, past, since I was born, famous, celebrate, event(s), queen, king, rule, years, difference, object, artefact, picture, photograph, explain, used for

Challenge: chronological order, recent history, very old, when mummy and daddy were little, before, after, historical event, past/present, succeed/succession

Year 2:

before I was born, when I was younger, before/after, past/present, then/now, sequence, chronological order, earlier, later, local area, historical event, when grandparents were young, Britain, parliament, older person, source, research, Briton

Challenge: locality, democracy, eye-witness account

Year 3:

BC/AD, decade, ancient, century, timeline, period, Brits, settlers, settlement, invaders/invasion, conquer(ed), combat, archaeologists, excavate, evidence, similarities/ differences, information finding skills, historical information, historian

Challenge: war, distress, bloodshed, specific reason, homesick

Year 4:

recent history, time difference, shape our lives, religious differences, wealthy, poor, items, accurate picture of the past, version, historical argument, point of view

Challenge: way of life, dictated, availability, food sources, developments, inventions, impact on health/ education, aspect

Year 5:

comparison, role of Britain, Christian values, crime, punishment, hypothesis

Challenge: specific features of a time period, (e.g. medicine/ weaponry/ transport), plague, medicine, healthcare, influence

Year 6:

societies, summarise, major influence, world history, civilizations, changes/ continuity, persuade, viewpoint, propaganda

Challenge: advancements, causes in history, British Empire, helped/ hindered relationships, monocultural/multi-cultural society, interpretations, significant

Pupils order events chronologically:

Year 1: Sequence events in their life or objects from distinct periods of time in chronological order

Year 2: Sequence artefacts, photos and events closer together in time

Year 3: Use a timeline within the project they are studying to order events

Year 4: Plot events on a timeline, including reference to centuries

Year 5/6: Draw a timeline including different historical periods, identifying key historical events or lives

Pupils construct effective pieces of written work which convey historical information:

Year 1: Describing events and retelling stories using simple historical terms

Year 2: Describing what/who was significant in simple historical accounts using a variety of historical terms and concepts

Year 3: Describing the events effectively

Year 4: Including comparison

Year 5: Including explanation

Year 6: Constructing from a range of different sources