



# St. Vincent's History Curriculum Map

Terms	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Autumn 1</u>					Anglo Saxons & Vikings	Henry VIII & the church
<u>Autumn 2</u>	Great Fire of London	George Stephenson	Stone Age & Bronze Age	Early civilizations & Ancient Egypt		
	C. Columbus vs. N. Armstrong	Florence Nightingale Vs. Edith Cavell		Ancient Greece	Normans	Victorians (Darwin)
<u>Spring 1</u>						
<u>Spring 2</u>	When grandparents were young	Castles	Local History: Coal Mining			World Wars
				Roman Empire & its impact on Tyne & Wear	Local History: Ship building	
<u>Summer 1</u>						
<u>Summer 2</u>		Tynemouth 100 years ago				
	Grace Darling		Jacki Milburn	Capability Brown	Lord Collingwood	St. Cuthbert

# Knowledge, Skills and Understanding breakdown for History

## Progression in CHRONOLOGICAL UNDERSTANDING

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>• Can they put up to three objects in chronological order (recent history)?</li> <li>• Can they use words and phrases like: old, new and a long time ago?</li> <li>• Can they tell me about things that happened when they were little?</li> <li>• Can they recognise that a story that is read to them may have happened a long time ago?</li> <li>• Do they know that some objects belonged to the past?</li> <li>• Can they retell a familiar story set in the past?</li> <li>• Can they explain how they have changed since they were born?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use words and phrases like: before I was born, when I was younger?</li> <li>• Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</li> <li>• Can they use the words past and present correctly?</li> <li>• Can they use a range of appropriate words and phrases to describe the past?</li> <li>• Can they sequence a set of events in chronological order and give reasons for their order?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe events and periods using the words: BC, AD and decade?</li> <li>• Can they describe events from the past using dates when things happened?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Can they use their mathematical knowledge to work out how long ago events would have happened?</li> </ul>
Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Can they plot recent history on a timeline using centuries?</li> <li>• Can they place periods of history on a timeline showing periods of time?</li> <li>• Can they use their mathematical skills to round up time differences into centuries and decades?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use dates and historical language in their work?</li> <li>• Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</li> <li>• Can they use their mathematical skills to work exact time scales and differences as need be?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they say where a period of history fits on a timeline?</li> <li>• Can they place a specific event on a timeline by decade?</li> <li>• Can they place features of historical events and people from past societies and periods in a chronological framework?</li> </ul>

# Knowledge, Skills and Understanding breakdown for History

## Progression in **KNOWLEDGE AND INTERPRETATION**

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>Do they appreciate that some famous people have helped our lives be better today?</li> <li>Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?</li> <li>Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?</li> <li>Can they begin to identify the main differences between old and new objects?</li> <li>Can they identify objects from the past, such as vinyl record?</li> </ul>	<ul style="list-style-type: none"> <li>Can they recount the life of someone famous from Britain who lived in the past giving attention to what that person did earlier and what they did later?</li> <li>Can they explain how their local area was different in the past?</li> <li>Can they recount some interesting facts from a historical event, such as where the fire of London started?</li> <li>Can they give examples of things that are different in their life from that of their grandparents when they were young?</li> <li>Can they explain why Britain has a special history by naming some famous events and some famous people?</li> <li>Can they explain what is meant by a parliament?</li> </ul>	<ul style="list-style-type: none"> <li>Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?</li> <li>Can they begin to picture what life would have been like for the early settlers?</li> <li>Can they recognise that Britain has been invaded by several different groups over time?</li> <li>Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</li> <li>Can they suggest why certain events happened as they did in history?</li> <li>Can they suggest why certain people acted as they did in history?</li> </ul>
Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Can they explain how events from the past has helped shape our lives?</li> <li>Do they appreciate that wars have happened from a very long time ago and they are often associated with invasion, conquering or religious differences?</li> <li>Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</li> <li>Do they recognise that the lives of wealthy people were very different from those of poor people?</li> <li>Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</li> </ul>	<ul style="list-style-type: none"> <li>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>Can they summarise how Britain has had a major influence on world history?</li> <li>Can they summarise what Britain may have learned from other countries and civilizations through time gone by and more recently?</li> <li>Can they describe features of historical events and people from past societies and periods they have studied?</li> <li>Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> </ul>	<ul style="list-style-type: none"> <li>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>Can they summarise how Britain has had a major influence on world history?</li> <li>Can they summarise what Britain may have learned from other countries and civilizations through time gone by and more recently?</li> <li>Can they describe features of historical events and people from past societies and periods they have studied?</li> <li>Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> </ul>

# Knowledge, Skills and Understanding breakdown for History

## Progression in HISTORICAL ENQUIRY

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>• Can they ask and answer questions about old and new objects?</li> <li>• Can they spot old and new things in a picture?</li> <li>• Can they answer questions using a artefact/ photograph provided?</li> <li>• Can they give a plausible explanation about what an object was used for in the past?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they find out something about the past by talking to an older person?</li> <li>• Can they answer questions by using a specific source, such as an information book?</li> <li>• Can they research the life of a famous Briton from the past using different resources to help them?</li> <li>• Can they research about a famous event that happens in Britain and why it has been happening for some time?</li> <li>• Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they use various sources to piece together information about a period in history?</li> <li>• Can they research a specific event from the past ?</li> <li>• Can they use their 'information finding' skills in writing to help them write about historical information?</li> <li>• Can they, through research, identify similarities and differences between given periods in history?</li> </ul>
Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Can they research two versions of an event and say how they differ?</li> <li>• Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</li> <li>• Can they give more than one reason to support a historical argument?</li> <li>• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they test out a hypothesis in order to answer a question?</li> <li>• Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</li> <li>• Can they identify and explain their understanding of propaganda?</li> <li>• Can they describe a key event from Britain's past using a range of evidence from different sources?</li> </ul>

## What the national curriculum requires in history at key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Being an historian

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Historical content

## What the national curriculum requires in history at key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Being an historian

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Historical content