



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		
<u>Spring 1</u>	C. Columbus vs. N. Armstrong	Florence Nightingale Vs. Edith Cavell		Ancient Greece	Normans	Victorians (Darwin)
<u>Spring 2</u>	When grandparents were young	Castles	Local History: Coal Mining			World Wars
<u>Summer 1</u>				Roman Empire & its impact on Tyne & Wear	Local History: Ship building	
<u>Summer 2</u>		Tynemouth 100 years ago				
	Grace Darling		Jacki Milburn	Capability Brown	Lord Collingwood	St. Cuthbert

YEAR 1	Topics	Knowledge (Theory)	Skill (Practice)	Chronology	Links and progression
	Great Fire of London	<ul style="list-style-type: none"> Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? 	<ul style="list-style-type: none"> Can they recognise that a story that is read to them may have happened a long time ago? Can they answer questions using an artefact/ photograph provided? 	1666	Weather & Seasons (Science Y1) Everyday Materials (Science Y1)
	C. Columbus vs. N. Armstrong	<ul style="list-style-type: none"> Can they give a plausible explanation about what an object was used for in the past? Can they begin to identify the main differences between old and new objects? 	<ul style="list-style-type: none"> Can they use words and phrases like: old, new and a long time ago? Can they spot old and new things in a picture? 	1451 -1506 1930 - 2012	Night and Day (Science Y1) Everyday Materials (Science Y1)
	When grandparents were young	<ul style="list-style-type: none"> Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? Can they identify objects from the past, such as vinyl records? Do they know that some objects belonged to the past? 	<ul style="list-style-type: none"> Can they put up to three objects in chronological order (recent history)? Can they explain how they have changed since they were born? Can they ask and answer questions about old and new objects? 	1960s	Neil Armstrong (History Y1) Everyday Materials (Science Y1)
	Grace Darling	<ul style="list-style-type: none"> Can they tell me about things that happened when they were little? 	<ul style="list-style-type: none"> Can they retell a familiar story set in the past? 	1815-1842	Weather & Seasons (Science Y1) Night & Day (Science Y1) Seasonal Change (Geography Y1)

Peace, Truth, Loyalty

YEAR 2

Topics	Knowledge (Theory)	Skill (Practice)	Chronology	Links and progression
George Stephenson	<ul style="list-style-type: none"> • Can they give examples of things that are different in their life from that of their grandparents when they were young? • Do they appreciate that some famous people have helped our lives be better today? • Can they research about a famous event that happens in Britain and why it has been happening for some time? 	<ul style="list-style-type: none"> • Can they use the words 'past' and 'present' accurately? • Can they research the life of a famous Briton from the past using different resources to help them? • 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? 	<ul style="list-style-type: none"> • 1781 - 1848 	Grace Darling (History Y1) C Columbus & N Armstrong (History Y1) Everyday Materials (Science Y1) Materials (Science Y2) Pneumatic Models (DT Y2)
Florence Nightingale Vs. Edith Cavell	<ul style="list-style-type: none"> • Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? 	<ul style="list-style-type: none"> • Can they sequence a set of events in chronological order and give reasons for their order? • Can they answer questions by using a specific source, such as an information book 	1820-1910 1865 -1915	C Columbus & N Armstrong (History Y1) Grace Darling (History Y1) Body Parts (Science Y1) Healthy Living & Survival (Science Y2)
Castles	<ul style="list-style-type: none"> • Can they explain why Britain has a special history by naming some famous events and some famous people? • Can they recount some interesting facts from an historical event? 	<ul style="list-style-type: none"> • Can they use a range of appropriate words and phrases to describe the past? 	1080 -1180	When our Grandparents were young (History Y1) The UK (Geography Y1) Newcastle/Walker (Geography Y2) Materials (Science Y2) Healthy Living & Survival (Science Y2)
Tynemouth 100 years ago	<ul style="list-style-type: none"> • Can they explain how their local area was different in the past? • Can they find out something about the past by talking to an older person? 	<ul style="list-style-type: none"> • Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? • Can they use the words 'past' and 'present' accurately? 	1920s	Grace Darling (History Y1) When our Grandparents were young (History Y1) The UK (Geography Y1) Newcastle/Walker (Geography Y2) Materials (Science Y2)

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YEAR 3

Topics	Knowledge (Theory)	Skill (Practice)	Chronology	Links and progression
Stone Age, Bronze Age & Iron Age	<ul style="list-style-type: none"> Can they describe events and periods using the words: BC, AD and decade? Can they describe events and periods using the words: ancient and century? Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? 	<ul style="list-style-type: none"> Can they use a timeline within a specific time in history to set out the order things may have happened? Can they use their mathematical knowledge to work out how long ago events would have happened? Can they begin to picture what life would have been like for the early settlers? Can they use various sources to piece together information about a period in history? Can they suggest why certain events happened as they did in history? Can they use their 'information finding' skills in writing to help them write about historical information? 	<p>30,000 -3,000 BC</p> <p>2,500 -1,100 BC</p> <p>800 – 200BC</p>	<p>The Globe (Y2 Geography)</p> <p>Common Animals & Plants (Y1 Science) Seasonal Change (Y1 Science) Materials (Y2 Science) Healthy Living & Survival (Y2 Science) Rocks and soils (Y3 Science)</p>
Local History: Coal Mining	<ul style="list-style-type: none"> Can they describe events from the past using dates when things happened? 	<ul style="list-style-type: none"> Can they use various sources of evidence to answer questions? Can they research a specific event from the past? 	1183 - 19	<p>When our grandparents were young (Y1 History) George Stephenson (Y2 History) Stone age and iron age (Y3 History)</p> <p>The UK (Y1 Geography) Newcastle/Walker (Y2 Geography) Geology (Y3 Geography)</p> <p>Rocks and soils (Y3 Science) Make a torch (Y3 DT)</p>
Jacki Milburn	<ul style="list-style-type: none"> Can they suggest why certain people acted as they did in history? 	<ul style="list-style-type: none"> Can they, through research, identify similarities and differences between given periods in history? 	1924 -1988	<p>When grandparents were young (Y1 History) Tynemouth 100 years ago (Y2 History)</p> <p>Newcastle/Walker (Y2 Geography)</p>

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YEAR 4

Topics	Knowledge (Theory)	Skill (Practice)	Chronology	Links and progress
Early civilizations & Ancient Egypt	<ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? • Do they recognise that the lives of wealthy people were very different from those of poor people? 	<ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? • Can they use their mathematical skills to round up time differences into centuries and decades? 	3,200 BC to 1324 BC	Stone, Bronze & Iron ages (Y3 History) Hot & Cold Countries (Y1 Geog) Earthquakes/volcanoes (Y3 Geog)
Ancient Greece & today	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Can they place periods of history on a timeline showing periods of time? • 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? 	700 BC to 432 AD	Stone, Bronze & Iron ages (Y3 History) Ancient Egypt (Y4 History) Hot & Cold Countries (Y1 Geog) The Globe (Y2 Geography) Mediterranean Holiday (Y4 Geog)
Roman Empire & its impact on Tyne & Wear	<ul style="list-style-type: none"> • Can they explain how events from the past have helped shape our lives? • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? 	<ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ? • Can they give more than one reason to support an historical argument? 	800 BC to 128 AD	Stone, Bronze & Iron ages (Y3 History) Ancient Egypt (Y4 History) Ancient Greece (Y4 History) The Globe (Y2 Geography) Newcastle/Walker (Y2 Geography) Mediterranean Holiday (Y4 Geog)
Capability Brown		<ul style="list-style-type: none"> • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? 	1716 to 1783	Grace Darling (Y1 History) George Stephenson (Y2 History) Jacki Milburn (Y3 History) Newcastle/Walker (Y2 Geography) Counties/Cities (Y3 Geography)

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YEAR 5

Topics	Knowledge (Theory)	Skill (Practice)	Chronology	Links & Progress
Anglo Saxons & Vikings	<ul style="list-style-type: none"> • Can they use dates and historical language in their work? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? 	<ul style="list-style-type: none"> • Do they appreciate that significant events in history have helped shape the country we have today? • Can they recognise that Britain has been invaded by several different groups over time? • Can they suggest why certain events happened as they did in history? 	499 to 1066	Stone, Bronze & Iron ages (Y3 History) Ancient Egypt (Y4 History) Ancient Greece (Y4 History) Roman Empire (Y4 History) The Globe (Y2 Geography) Newcastle/Walker (Y2 Geography) NE/SW England Comparison (Y3 Geog)
Normans	<ul style="list-style-type: none"> • Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? 	<ul style="list-style-type: none"> • Can they use their mathematical skills to work out exact time scales and differences as need be? 	1066 to 1154	Castles (Y2 History) Stone, Bronze & Iron ages (Y3 History) Ancient Egypt (Y4 History) Ancient Greece (Y4 History) Roman Empire (Y4 History) Anglo Saxons & Vikings (Y5 History) The Globe (Y2 Geography) Newcastle/Walker (Y2 Geography) NE/SW England Comparison (Y3 Geog)
Local History: Ship building	<ul style="list-style-type: none"> • Can they describe historical events from the different period/s they are studying/have studied? 	<ul style="list-style-type: none"> • Can they test out a hypothesis in order to answer a question? 	1852 - 2010	Newcastle/Walker (Y2 Geog) Counties 7 Cities in the UK (Y3 Geog) Build a City (Y4 Geog) Climate Change (Y5 Geog) Materials (Y2 Science) Forces/Magnets (Y3 Science) Changes in the Environ' (Y4 Science) Forces (Y5 Science)
Lord Collingwood	<ul style="list-style-type: none"> • Can they suggest why certain people acted as they did in history? 	<ul style="list-style-type: none"> • Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? 	1748 to 1810	Grace Darling (Y1 History) George Stephenson (Y2 History) Jacki Milburn (Y3 History) Capability Brown (Y4 History)

YEAR 6

Topics	Knowledge (Theory)	Skill (Practice)	Chronology	Links & Progress
Henry VIII & the church	<ul style="list-style-type: none"> Can they say where a period of history fits on a timeline? Can they summarise the main events from a specific period in history, explaining the order in which key events happened? Can they begin to appreciate that how we make decisions has been through a Parliament for some time? 	<ul style="list-style-type: none"> Can they place a specific event on a timeline by decade? Can they explain the role that Britain has had in spreading Christian values across the world? 	1445 to 1541	Castles (Y2 History) Stone, Bronze & Iron ages (Y3 History) Ancient Egypt (Y4 History) Ancient Greece (Y4 History) Roman Empire (Y4 History) Anglo Saxons & Vikings (Y5 History) Normans (Y5 History)
Victorians (Darwin)	<ul style="list-style-type: none"> Can they summarise how Britain has had a major influence on world history? 	<ul style="list-style-type: none"> Can they place features of historical events and people from past societies and periods in a chronological framework? 	1760 to 1875	Castles (Y2 History) Stone, Bronze & Iron ages (Y3 History) Ancient Egypt (Y4 History) Ancient Greece (Y4 History) Roman Empire (Y4 History) Anglo Saxons & Vikings (Y5 History) Normans (Y5 History) Henry VIII (Y6 History) Inheritance/Evolution (Y6 Science)
World Wars	<ul style="list-style-type: none"> Can they describe features of historical events and people from past societies and periods they have studied? Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? 	<ul style="list-style-type: none"> Can they identify and explain their understanding of propaganda? Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? 	1914-1918 1939 - 1945	Previous history chronology Ship Building (Y5 History) UK vs Germany (Y6 Geography) Round the World (Y5 Geog) Properties of Materials (Y5 Science)
Comparison of UK history & Benin (c. AD900-1300)	<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? 	<ul style="list-style-type: none"> Can they describe a key event from Britain's past using a range of evidence from different sources? 	900AD - 1897	The Bronze Age (Y3 History) Round the World (Y5 Geog) Changes in Environment (Y4 Science)
St. Cuthbert	<ul style="list-style-type: none"> Can they explain the role that Britain has had in spreading Christian values across the world? 		634AD – 995AD	Previous history chronology