



Topics that lend themselves to supporting British Values

Democracy

The Rule of Law

Individual Liberty

Mutual Respect

Tolerance

## Subject content – EYFS –

Pupils should develop an awareness of the past, through a focus on their own growth and experiences for their personal learning. Using the Early Years Outcomes found in Development Matters the children will develop their use of past tense vocabulary from building on prior learning within their **Communication and Language** and **Understanding of the World** strands. History learning within the EYFS is incorporated into daily life through focusing on their understanding of the world. Through the philosophy of ensuring children have a wide range of experiences through a multitude of educational visits and high quality learning experiences ensure the children have more experiences to draw on when developing their expressive language about their past.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Pre-school</b>	<ul style="list-style-type: none"> <li>Beginning to talk about people and things that are not present at the time.</li> <li>Developing an interest in looking at photos of themselves and of familiar people in their past.</li> </ul> <p><b><u>Relatable Topics</u></b></p> <p>Fireworks and Christmas (Nativity)</p>	<ul style="list-style-type: none"> <li>In pretend play, imitates everyday actions and events from their own past experiences.</li> <li>Develop awareness of things happening a long time ago</li> </ul> <p><b><u>Relatable Texts</u></b></p> <p>That's Not My Dinosaur</p>	<ul style="list-style-type: none"> <li>Uses language as a powerful means of sharing experiences, some of which may be recalled in the correct order.</li> <li>Shows concern for living and growing things e.g. Mini beasts/Growing vegetables</li> </ul> <p><b><u>Relatable Texts</u></b></p> <p>Vegetable Soup</p>			
<b>Nursery</b>	<ul style="list-style-type: none"> <li>Can retell a simple past event in correct order</li> <li>Remembers and talks about significant events in their own experience.</li> </ul> <p><b><u>Relatable Texts</u></b></p> <p>Maisey's Birthday</p>	<ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar or special to them including people from the past</li> </ul> <p><b><u>Relatable Texts</u></b></p> <p>The Easter Story</p>	<ul style="list-style-type: none"> <li>Talks about recent events using the language of past tense.</li> <li>Talks about growth and change over time with plants and animals</li> </ul> <p><b><u>Relatable Texts</u></b></p> <p>Jasper's Beanstalk</p> <p>The Very Hungry Caterpillar</p>			
<b>Reception</b>	<ul style="list-style-type: none"> <li>Look at similarities, differences, patterns and change.</li> </ul> <p><b><u>Relatable Topics</u></b></p> <p>RE Topic of Baptism – looking at their own photos</p>	<ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar and recent world</li> </ul> <p><b><u>Relatable Texts</u></b></p> <p>Knuffle Bunny</p>	<ul style="list-style-type: none"> <li>Can apply skills in ordering events to different activities and situations.</li> </ul> <p><b><u>Relatable Experiences</u></b></p> <p>Recount writing language linked to the Gruffalo Park Educational Visit</p>			

Subject Leader: Mary Orwell



Topics that lend themselves to supporting British Values

Democracy

The Rule of Law

Individual Liberty

Mutual Respect

Tolerance

## Subject content - 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.

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<b>Cultural History Focus Weeks</b> Tolerance/ Individual Liberty/ Mutual Respect  Icons and Inventors		Spring 1 <b>Changes within living memory</b> What were homes like a long time ago? Comparing past and present toys.  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		Summer 2 <b>Going to the Seaside</b> Similarities and Differences. What were seaside holidays like in the past?  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	
Year 2	<b>Cultural History Focus Weeks</b> Tolerance/ Individual Liberty/ Mutual Respect  Icons and Inventors		Spring 2 - <b>An event beyond living memory that is significant nationally or globally.</b> The Great fire of London. 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]		Summer 1 - <b>The life of a significant individual who has contributed to national and international achievements.</b> Mary Seacole & Florence Nightingale. 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, <b>Mary Seacole</b> and/or <b>Florence Nightingale</b> and Edith Cavell]	

St Helen's Catholic Primary School  
History Curriculum Map 2017 – 2018



Topics that lend themselves to supporting British Values    **Democracy**    **The Rule of Law**    **Individual Liberty**    **Mutual Respect**    **Tolerance**

### Subject content - 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.

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 (W Africa) c.AD 900-1300.

	Autumn 1	Spring	Summer
Year 3	<p><b><u>Cultural History</u></b> Tolerance/ Individual Liberty/ Mutual Respect Icons and Inventors</p>	<p>Spring 1 <b><u>Changes in Britain from the Stone Age to the Iron Age.</u></b> Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.</p>	<p>Summer 1 <b><u>Ancient Greece</u></b> A study of Greek life and achievements and their influence on the western world. (See curriculum guidance document for further clarification on expectations)</p>
Year 4	<p><b><u>Cultural History</u></b> Tolerance/ Individual Liberty/ Mutual Respect Icons and Inventors</p>	<p>Spring 1 <b><u>The Roman Empire and its impact on Britain</u></b> Julius Caesar's attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, for example, Boudica. 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>	<p>Summer 2 - <b><u>Britain's settlement by Anglo Saxons and Scots</u></b> The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. Scots invasions from Ireland to north Britain (now Scotland). Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture. Christian conversion – Canterbury, Iona and Lindisfarne. Viking raids and invasion. Resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld. Anglo-Saxon laws and justice. Edward the Confessor and his death in 1066.</p>
Year 5	<p><b><u>Cultural History</u></b> Tolerance/ Individual Liberty/ Mutual Respect Icons and Inventors</p>	<p>Spring 1 <b><u>Tudors</u></b> Tracing aspects of the past in our locality with reference to what life was like for a Tudor living in East London. Including the persecution of Catholics.</p>	<p>Summer 1 - <b><u>British Empire</u></b> - The changing power of monarchs with a case study of Queen Victoria and what life was like during her reign. Including the growth of the British empire. The changing power of monarchs using case studies such as John, Anne and Victoria. Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> Century. The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. A significant turning point in British history, for example, the first railways or the Battle of Britain.</p>
Year 6	<p><b><u>Cultural History</u></b> Tolerance/ Individual Liberty/ Mutual Respect Icons and Inventors</p>	<p><b><u>A Local History Study</u></b> - A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p><b><u>A contrasting settlement – Central or South America</u></b> A study of a non European society that provides contrasts with British History (Mayan / Aztec) 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. 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.</p>

Subject Leader: Mary Orwell