



Sherdley Primary School

History Curriculum Map

2020-21

	Autumn	Spring	Summer
Year 1	<p>I am learning to recall facts about William Caxton (inventor of printing press) and Tim Berners-Lee (inventor of the world wide web) because they are significant people who have changed technology and I live in a technological world.</p> <p>I will learn about important people who have changed technology in the world, using a variety of sources of evidence.</p> <p><i>CONCEPT: Dreams, Change,</i></p>	<p>I am learning about changes within living memory to do with toys, so that I can sequence objects and understand the difference between past/present, now/then.</p> <p>I will compare old and new toys looking at similarities and differences. Look at how the toys fit into their history and show chronology e.g. grandma's toys). Look at changes over time (materials and safety). Begin to ask questions about toys and how they are used.</p> <p><i>CONCEPT: Creativity,</i></p>	<p>I am learning about Stephenson's Rocket because I need to know the importance of a local place. The railway line near my school is part of the local history and I need to know how that affected others in the past, and why.</p> <p>I will compare and contrast old and new trains and learn about steam power. I will be able to talk about the first competition to run a train from Liverpool to Manchester. Then I will look at the trials at Rainhill, looking at how this is very close to where we live and potentially visit and ride the trains.</p> <p><i>CONCEPT: Resilience,</i></p>
	<p><i>KEY VOCABULARY: timeline, before, after, then, now, past, present, dates, change, communication, technology,</i></p>	<p><i>KEY VOCABULARY: past, present, then, now, living memory, differences, similarities</i></p>	<p><i>KEY VOCABULARY: steam power, trials, local place, past, present</i></p>
Year 2	<p>I am exploring why the word 'Mills' appears in my local community, i.e. Mill Lane. I am learning about my own locality and how and why it has changed over time and beyond my living memory.</p> <p>I will explore Mill Lane in the past compared to now. I will use Digi-maps to explore the differences in the streets, focusing on local street names. I will be researching the Mill and what was it used for. What is in its place now?</p> <p><i>CONCEPT: Service, Community,</i></p>	<p>I am learning about the Great Fire of London because it was a significant event in history and I can use lots of historical terminology. I can explain why people acted in the way that they did.</p> <p>I will be able to discuss what happened, why it happened and consequences of the event. I will be looking at the chronology of the event over time. I will use a variety sources of information (diary) and consider the different ways it is represented.</p> <p><i>CONCEPT: Resilience, Consequences,</i></p>	<p>I am exploring the lives of Florence Nightingale's and Mary Seacole and how their lives were different to mine, including sequencing key events in their lives. I will be using lots of different sources of evidence, because these significant people contributed to the world.</p> <p>I will look at hospitals before and hospitals now, and compare them. I will discuss the impact Florence had on hospitals and the difference she made. I will use artefacts she may have used and answer questions about them. I will be able to look at the similarities and differences between their lives. I will write a diary as Florence.</p> <p><i>CONCEPT: Dreams, Diversity</i></p>
	<p><i>KEY VOCABULARY: locality, past, present, compare, living memory, community</i></p>	<p><i>KEY VOCABULARY: timelines, source, chronology, consequences, significant, event</i></p>	<p><i>KEY VOCABULARY: difference, similarity, compare, significant, impact, contribute, Florence Nightingale, Mary Seacole</i></p>
Year 3	<p>I am learning about the Stone Age to Iron Age so that I know that the past is divided into different periods of time and I can use phrases such as BC & AD. I can sequence events and dates on a timeline using a variety of sources of evidence. I can explain why there might be different accounts in history.</p>	<p>I am learning about the Romans so that I can recognise that Britain has been invaded by different groups over time, and why Britain would have been an important country to invade and conquer. The Roman invasion of Chester is in my locality and I visit it to learn from a variety of sources and enhance my written content on this topic considering how they would</p>	<p>I am learning about the railways and canals in St Helens so that I can explain how the lives of people were different (wealthy v poor). I can express my own opinions about the people who lived at this time. I can explain the changes trends over time, i.e. use of canals and its importance to St Helens. I can suggest the causes for events and recall the consequences</p>

	<p>I will learn that this covers 10,000 years of history, including early hunters/farmers (Skara Brae), Bronze Age (religion, technology, travel and Stonehenge) and Iron Age hill forts (tribal, farming, art and culture).</p> <p><i>CONCEPT: Choice, Diversity,</i></p>	<p>have fought and how it has changed to day. I can explain how items found can help us build up an accurate picture of the past.</p> <p>I will focus on the settlement in Britain, the impact it had on British life and society that occurred as a result of this. I will look at artefacts and different sources of information (potentially visit a museum). This will include: Julius Caesar's invasion in 55BC, the power of the Roman army 42AD, invasion by Claudius (and Hadrian's wall), British resistance (and Boudica) and Romanisation (technology, culture and beliefs).</p> <p><i>CONCEPT: Influence, Power,</i></p>	<p>that came from this i.e. St Helens as a town has grown from coal.</p> <p>I will learn about the history of canals and railways in my local area. I will research their inventors and consider important dates. I will discuss the local industry and look at images of the past to compare it to now (Digi-maps). I will be able to show a comparison between living and working conditions in 2 different time periods locally.</p> <p><i>CONCEPT: Class, Consequences,</i></p>
	<p><i>KEY VOCABULARY: centuries, timeline, BC, AD, Skara Brae, Stonehenge, fort, bronze age, iron age, archaeology, research, evidence, source, Palaeolithic, Mesolithic, Neolithic</i></p>	<p><i>KEY VOCABULARY: AD, BC, soldier, opinion, evidence, invasion, resistance, culture, artefact, invade, conquer, source, Romans, Emperor, legacy, impact, recount, settlers, settlement,</i></p>	<p><i>KEY VOCABULARY: wealthy, poor, trends, canal, river, inventor, compare, contrast, research, source, consequences</i></p>
Year 4	<p>I am learning about the features and achievements of the earliest ancient civilisations and where and when they appeared, including Ancient Sumer, Indus Valley and The Shang Dynasty. I can summarise the main events and explain the order in which they happened and identify how they fit into a chronological framework. I can make comparisons between different times in history and different historical events.</p> <p>I will compare and contrast these periods, identifying the particular strengths of each one and drawing on parallels between them.</p> <p><i>CONCEPT: Belonging, Consequences,</i></p>	<p>I am learning in detail about the civilisation of Ancient Egypt, so that I can identify some historically significant people and suggest reasons why they acted in the way that they did, i.e. Pharaohs</p> <p>I will use important terminology and vocabulary about Ancient Egyptian culture and beliefs (slavery), religion and their rituals (mummification) etc.</p> <p><i>CONCEPT: Loyalty, Power, Faith</i></p>	<p>I am learning about Ancient Greece because many of its ideas impacted on the western world that I now inhabit, i.e. legacy, theatre, language, democracy and artefacts. I will learn about why wars started and their impact, i.e. Athens and Sparta. I can express opinions about the people I have studied, i.e. Alexander the Great and create a timeline of important events and dates. I can list the consequences in events and summarise what Britain has learnt from this civilisation.</p> <p><i>CONCEPT: Democracy, Influence,</i></p>
	<p><i>KEY VOCABULARY: earliest, ancient, civilisation, Sumer, Indus Valley, Shang Dynasty, chronological, comparison, contrast, beliefs, Emperor, non-European, primary source, secondary source, explore, dynasty, recount,</i></p>	<p><i>KEY VOCABULARY: ancient, Pharaohs, culture, beliefs, primary source, secondary source, slavery, mummification, ritual, pyramid,</i></p>	<p><i>KEY VOCABULARY: ancient, western world, legacy, language, democracy, artefact, impact, timeline, Athens, Sparta, war, armies, politics, state, debate, citizen, cause, effect, consequence, military, philosophy,</i></p>
Year 5	<p>I am learning about how Britain changed with the withdrawal of the Roman Empire and how subsequent invasions impacted on my life today, i.e. the Scots and Anglo-Saxon invasions, and places names and Christianity considering Canterbury, Iona and Lindisfarne. This will also allow me the opportunity to retrieve my knowledge about the Roman invasion.</p> <p>I am learning how these significant groups of people influenced the UK, and wider world. I can use a wider range of sources of evidence and research questions or test a hypothesis.</p>	<p>I am learning to describe aspects of the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. This will allow me to describe how significant individuals have influenced the UK, where they fit on a timeline. I will be able to explain why accounts from the past may not always be accurate and why there may be different versions of events.</p> <p>I will cover British history up until 1066. This period of time includes Anglo-Saxons, Vikings and Normans. I will research Viking raids and invasion, resistance by Alfred the Great and</p>	<p>I am learning about Liverpool's role in the slave trade so that I can use a range of local history resources to describe how an event affected Liverpool and link events from that period to contemporary society (discrimination now and then). I will be able to give more than one reason for why these events have consequences on Liverpool, using primary and secondary resources and comparing different versions of events and offering reasons. I will communicate orally and in writing about changes in the past and offer my own points of view.</p>

	<p>I will look at place names, village life, Anglo-Saxon art and culture.</p> <p><i>CONCEPT: Conflict, Belief, Faith,</i></p>	<p>Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice and Edward the Confessor and his death in 1066.</p> <p><i>CONCEPT: Fear, Strength,</i></p>	<p>I will look at Modern world changes beginning to look at Slave Trade: how it started, where it started, who started it. I will explore the life of the slaves, the jobs they had to do and the conditions/treatment they had to face. I will know the main countries involved and the Slave Trade triangle. I will focus my research the main shipping port of Liverpool, with a potential trip to the slavery museum. I will research how it ended and look at the abolitionists as a movement group.</p> <p>I will look at history over time and explore the idea of discrimination /racism in later History. I will consider the role of significant individuals (Martin Luther King Jr and Rosa Parks).</p> <p><i>CONCEPT: Equality, Rights, Protest</i></p>
	<p><i>KEY VOCABULARY: Empire, invasions, significant, research, evidence, source, Anglo-Saxon, village, hypothesis, Christianity, withdrawal, culture</i></p>	<p><i>KEY VOCABULARY: Vikings, Anglo-Saxon, invasion, resistance, struggle, battle, laws, raids, invasions, research, account, Alfred the Great, Athelstan, Danegeld justice, Edward the Confessor, 1066,</i></p>	<p><i>KEY VOCABULARY: Liverpool, resources, local history, contemporary, society, versions, communicate, primary resources, secondary resources, modern, slave trade, slavery, conditions, treatment, shipping, port, research, abolitionists, explore, discrimination, racism</i></p>
Year 6	<p>I am learning to extend my knowledge of my life and how it has been influenced by significant individuals, movements or groups of people, i.e. women's suffrage. I can use my knowledge to debate historical issues using sources as evidence, and justify my opinions of the past. I can also suggest relationships between causes in history, i.e. WW1, job roles for women and the relationship with suffrage – support for the war effort. I can extend my chronological knowledge of conflict e.g. Hastings, WW1 and WW2.</p> <p><i>CONCEPT: Rights, Prejudice, Fairness, Common Good</i></p>	<p>I am learning how WW2 impacted on my local area (St Helens, Warrington, Liverpool) using accounts from different sources which may be different. I will provide reasons for main events and changes caused by the wars on Britain and the wider world, which may be negative and positive. I can explain the impact and purpose of propaganda in the past (and compare to now). I know about the impact of the Blitz in St Helens and Liverpool.</p> <p><i>CONCEPT: Media, Community, Freedom,</i></p>	<p>I am learning about a non-European society that provides contrast with British history. I am focussing on the Mayan civilisation. I will investigate a complex research question, constructing an informed response about the Mayan civilisation, c. AD 900. I will be able to describe features and people from past societies and periods of time.</p> <p>I will know where the Mayan civilisation was located and that the Mayans have three major achievements: architecture, astronomy and maths.</p> <p><i>CONCEPT: Democracy, Equality, Individuality</i></p>
	<p><i>KEY VOCABULARY: influence, debate, source, justify, opinion, relationships, suffrage, discrimination, chronological, WW1, WW2, conflict, war, battle, cause & effect</i></p>	<p><i>KEY VOCABULARY: impact, housing, account, wider world, negative, positive, blitz, impact, propaganda, compare, contrast, Adolph Hitler, Germany, Allied Forces,</i></p>	<p><i>KEY VOCABULARY: timeline, impact, research, non-European, Mayan, civilisation, AD, society, architecture, astronomy, debate, deduct, era, sacrifice,</i></p>