St Margaret's History Curriculum Map

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kapow Unit	How am I making History?		How have toys changed?		How have explorers changed the world?	
End of Unit Objectives	Pupils who are **secure** will be able to: Order three photographs correctly on a simple timeline. Use the terms 'before' and 'after' when discussing their timelines. Talk about three memories and place one of them on a timeline. Explain why memories are special and name four events that they celebrate throughout the year. Think of three ways they celebrate their birthday.		Pupils who are **secure** will be able to: • Discuss their favourite toy using language related to the past. • Ask questions about toys in the past. • Make comparisons between toys in the past and present. • Sequence artefacts from		Pupils who are **secure** will be able to: Explain what explorers do Name equipment or transport an explorer would need. Sequence four photographs from different periods of time. Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley). Identify where they travelled and write a sentence about the achievements of one explorer.	

	Ask a visitor one question about childhood in the past. Know a similarity and a difference between childhood now and in the past. Add three ideas to a time capsule about themselves. Use key vocabulary to compare the present, the past and possible changes in the future		different periods of time. • Identify changes between teddy bears today and those from 100 years ago. • Discuss how toys different around the world • Describe how toys have changed over time		Select the most important events in a historical story. Sequence events on a timeline and use this to retell the story. Describe what they can see in a photograph. Make inferences about what a person in an image could be saying and ask questions to further their understanding. Recall information about past and presentation exploration. Understand events in relation to the present day and compare how exploration has changed over time. Describe how an explorer is significant and how they impacted events or people's ideas. Present significant people using a coat of arms.	
History/ Geography Vocabulary	Celebrate celebration change childhood different event		artefact century decade different evidence living memory		achievement beyond living memory coat of arms determination discovery equipment	

	family future grandparent lifetime living memory memory now present past remember significant similar time capsule timeline		memory modern now past present remember similar source special		event exploration explorer historical significance living memory North Pole past present qualities remember resilience solo timeline transport voyage yacht	

Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kapow Unit	How was school (village) different in the past?		How did we learn to fly?		What is a monarch?	
End of Unit Objectives	Pupils with **secure** understanding will be able to: • Correctly order and date four photographs on a timeline and add some dates. • Ask one question about schools in the past. • Make one comparison between schools		Pupils who are **secure** will be able to: • Identify important events surrounding the history of flight. • Explain how a significant event has		Pupils who are **secure** will be able to: • Recall that a monarch is a king or queen. • Explain that recent monarchs in the UK do not have the power to make decisions alone.	

	in the past and present. • Use sources to research and develop an understanding of what schools were like 100 years ago. • Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences. • Recognise two similarities and two differences between schools now and schools in the past. • State whether they would have preferred to go to school in the past or not and explain why.		changed the lives of others. • Ask questions about people and events in the past. • Use primary sources to find out about people and events in the past. • Correctly order five events on a timeline.		• Identify some of the monarch's role. • Explain that a king or queen is crowned in a special ceremony called a coronation. • Name some of the main steps in the coronation ceremony. • Explain the use of special objects in the coronation. • Use sources to explain how William the Conqueror became King of England. • Know that monarchs in the past had all the power to make decisions. • Explain how William the Conqueror kept order and	

					conquered England. • Identify the two different types of castle built by the Normans. • Compare the similarities and differences between Norman castles. • Identify features of Norman castles. • Explain how castles have changed over time. • Recognise that we still have castles today. • Sequence castles on a timeline. • Describe characteristics of the monarchy in the past. • Identify that the monarchy	

					has changed over time. • Make comparisons between past and present monarchy	
History / Geography Vocabulary	past timeline date different decade present important similar modern living memory evidence source decade beyond living memory preferred		beyond living memory decade evidence eyewitness flight historic historically significant inventor living memory past present primary source source		absolute monarchy Anglo-Saxon anointing Archbishop of Canterbury armed forces attack bailey battle battlements Bayeux Tapestry ceremony concentric castle constitutional monarchy conquer coronation crowning defend earl Edward the Confessor fortified manor house gatehouse government Harold Godwinson, Earl of Wessex Harald Hardrada Head of State invade investing	

					keep moat monarch motte motte-and-bailey nobility Normandy Normans oath orb parliament portcullis power procession rule sceptre stone keep tower walls William of Normandy Witan	

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kapow Unit	How have children's lives changed?		Would prefer to live in the Stone Age, Bronze Age or Iron Age?		Why did the Romans settle in Britain?	
End of Unit Objectives	Pupils who are **secure** will be able to: • Make observations and deductions from sources.		Pupils who are **secure** will be able to: • Understand that prehistory was a long time ago. • Accurately place AD and		Pupils who are **secure** will be able to: • Explain the meaning of empire and invasion. • Understand the	

	• Suggest how children's lives have changed. • Explain why children needed to work. • Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them. • Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. • Use sources to identify leisure activities and compare them over time. • Identify diseases		BC on a timeline. • Identify conclusions that are certainties and possibilities based on archaeological evidence. • Explain the limitations of archaeological evidence. • Use artefacts to make deductions about the Amesbury Archer's life. • Identify gaps in their knowledge of the Bronze Age. • Explain how bronze was better than stone and how it transformed farming. • Explain how trade increased during the Iron Age and why		chronology of the Roman invasion of Britain. • Identify the consequences of the Roman invasion. • Create an interpretation of Boudicca using sources. • Explain why the Romans needed a powerful army. • Identify a soldier's equipment. • Explain how the Roman army was organised and perform simple manoeuvres and drills. • Make observations about an artefact. Explain the meaning of legacy, identifying how the Romans changed Britain and	

	from the past and discuss how effective the treatments were.		coins were needed. • Identify changes and continuities between the Neolithic and Iron Age periods. • Explain which period they would prefer to have lived in, providing evidence for their choice.		ordering legacies by their significance.	
History/ Geography Vocabulary	childhood continuity change chronological order inference observation apprentice chaffing wheat hot seat		Stone Age BC AD prehistory Ancient Egypt Ancient Greece Romans Anglo-Saxons Vikings Tudors Victorians period Palaeolithic Mesolithic Neolithic Skara Brae settlement archaeological evidence evidence limitations		Boudicca empire inference invasion legacy Romans settlers	

	master oath primary source secondary source trapper hurrier/hurrying gin textile mills bird scarer domestic servant working conditions historically significant Factory Acts Parliament government ragged schools poverty		Amesbury Archer Stonehenge artefacts deduction flint duration similarities differences bronze copper tin trade import export goods barter change continuity tribes king/chief reconstruction			

	bill reform leisure time compare plague smallpox flu cholera treatments vaccination					

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kapow Unit	What do the Ancient Egyptians believe?		How hard was it to invade and settle in Britain?		Were the Vikings raiders, traders or settlers?	
End of Unit Objectives	Pupils who are **secure** will be able to: • Identify the ancient civilisations and key periods in ancient Egypt.		Pupils who are **secure** will be able to: • Explain how the Britons felt when the Romans left Britain.		Pupils who are **secure** will be able to: • Identify the different reasons for migration to Britain.	

	• Describe the physical features of Egypt. • Explain the Egyptian creation story. • Identify the characteristics of important gods or goddesses. • Explain why the pyramids were built. • Identify the stages and challenges of building a pyramid. • Explain the links between ancient Egyptian beliefs and mummification. • Name sources that can be used to find out about ancient Egyptian beliefs. • Explain some Egyptian		• Suggest reasons for the Anglo-Saxon invasion of Britain. • Name the key features of Anglo-Saxon settlements. • Identify changes and continuities in settlements from prehistoric Britain. • Make inferences about artefacts. • Describe how Anglo-Saxon beliefs changed. • Explain how missionaries spread Christianity. • Explain the threat the Vikings posed to the		• Sequence events according to their significance for groups of people. • Explain where the Vikings came from and why they came to Britain. • Make inferences from sources. • Explain how sources can be biased. • Find evidence within a source to support their reasoning. • Describe the parts of a longboat. • Design and creating a longboat. • Describe what the Vikings traded. • Identify Viking trading routes. • Explain whether the Vikings were	

	beliefs about the afterlife.		Anglo-Saxons. • Identify the qualities needed to be a monarch in 1066.		traders or raiders and providing supporting evidence. • Identify important events in the Anglo-Saxon and Viking struggle for Britain. • Explain the meaning of cause and consequence. • Suggest the cause and consequences of events. • Make observations and deductions about artefacts.	
History/ Geography Vocabulary	afterlife Book of the Dead civilisation historically significant immortal mummification preserve Ra River Nile sarcophagus		Anglos Britons convert empire inference invasion Kingdom missionary paganism Pope Romans		Anglo-Saxon Chronicle balanced bias cause consequence Danelaw event longboat one-sided perspective	

	facing the Maya in the rainforest. • Explain how the Maya settled in the rainforest. • Name the features of Maya houses. • Identify the similarities and differences between Maya and Anglo-Saxon houses. • Explain the Maya creation story. • Identify the characteristics of important gods or goddesses. • Make deductions about cities. • Name the features of Maya cities. • Create a plan of a Maya city, including the main features. • Explain the reasons for		from the census and identify changes between periods of time. • Identify the dangers of working in a textile mill. • Create questions to identify the thoughts and feelings of a Victorian working child. • Identify the key events of Mary's life and interpret her thoughts and feelings. • Extract information from the census to recreate the lives of people who lived in a household from the local area.		supporting interpretations with evidence. • Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements. • Identify primary sources, highlighting evidence in a source and make historical deductions from evidence. • Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.	

	• the decline of the Maya civilisation. • Evaluate the reasons for the decline of the Maya civilisation. • Identify similarities and differences between the Maya civilisation and the Anglo-Saxons.		• Extract information from the census and decide whether a family was rich or poor. • Describing change throughout time.		• Make deductions using inventories and making judgements as to whether a person was rich or poor. • Explain how inventories are useful to historians and create a realistic inventory.	
History/ Geography Vocabulary	analyse audience city data data collection methods enquiry evidence impact improvement issue justify plot presenting process recommendation region risk route		bobbins can-hooker carding census comparing condition enumeration books enumerator flax flax linen flax mill spinner governess head of household inference joiner observation overlooker piecer reconstruct		Tudor Battle of Bosworth Henry VII Elizabeth of York Henry VIII tyrant fair ruler	

	subjective viewpoint		schedule scholar shilling suffragette textile mill textiles William Dodd yarn		monarch portrait interpretation primary source secondary source bias historical investigation Anne Boleyn Catherine of Aragon Jane Seymour Anne of Cleves Katherine Howard Katherine Parr heir evidence Royal Progress propaganda	

					image litter historical deductions reliability audience purpose accuracy creator reconstruction inventory valuation merchant pewter John Blanke Cattelena of Almondsbury free enslaved	

					tournament	

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kapow Unit	What was the impact of WW2?		What did the Greeks ever do for us?		Who should feature on a £10 note?	
End of Unit Objectives	Pupils who are **secure** will be able to: • Identify the causes of World War 2. • Identify the different phases in the Battle of Britain. • Make inferences and deductions about a photograph. • Describe how children may have felt when evacuated.		Pupils who are **secure** will be able to: • Describe the features of ancient Greece. • Identify the key periods in the ancient Greek civilisation. • Make inferences about Greek gods. • Research a Greek god. • Compare Athens and Sparta. • Understand the different types of democracy.		Pupils who are **secure** will be able to: • Name the features of a banknote. • Make inferences about a person using a banknote. • Explain the significance of historical figures. • Make inferences from sources. • Apply criteria to decide if a person is historically	

	• Evaluate the accuracy and reliability of sources. • Describe the impact WW2 had on women's lives.		• Explain how Athenian democracy worked. • Explain what philosophy is. • Identify the achievements of the ancient Greek philosophers. • Identify the ancient Greeks' legacies and their impact.		significant and explain why. • Explain the significance of William Tuke. • Research important aspects of a person's life. • Explain what makes a person significant.	
History/ Geography Vocabulary	accuracy air raid Battle of Britain bias The Blitz evacuation evacuee impact propaganda purpose reliability		assembly constitutional monarchy democracy direct democracy ethics government period philosophy oligarchy representative democracy		Alan Turing criteria issuing bank historically significant Jane Austen Joseph William Turner remarkable remembered watermark Winston Churchill Lily Parr Betty Snowball	