

Great Crosby Catholic Primary School



History Curriculum Map

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims The national curriculum for history aims to ensure that all pupils:

- ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
 - ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- ♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales



		Development Matters, Children are learning to...		
	Year Group		What will this look like in Great Crosby?	New Vocabulary
EYFS	Nursery	<p>Understanding the world</p> <p>Begin to make sense of their own life-story and family's history.</p>	<ul style="list-style-type: none"> • Timeline of birthdays • Family trees up on display 	
	Reception	<p>Understanding the world</p> <p>Past and Present</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past 	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Past</p> <p>present</p>



National Curriculum, Pupils should be taught to....			What will this look like in Great Crosby?	New Vocabulary
KS1	Year 1	<p>Changes Within Living Memory</p> <p>How have I changed since I was born? *To understand their own history.</p> <p>How they have changed from when they were born *To begin to understand a timeline</p> <p>How have toys changed through history? *To understand that the toys we have now are different from toys long ago. *To ask and answer questions about an old and new toy. *To identify similarities and differences between old and new toys. *To order objects in time.</p> <p>Can we put photos of houses on a timeline? *To identify the features of a house from the past.</p> <p>Can we recognise rooms in houses from the past? *To recognise different rooms from the past.</p>	<p>Children use example timelines and then discuss how they have changed since they were a baby.</p> <p>They use a timeline to look and think about how there are different generations in their family.</p> <p>Through use of the children's own photos and photos of older toys the children learn how toys have changed over time.</p> <p>Children use images to aid their understanding of how houses and rooms have developed and changed.</p>	<p>Timeline x years ago</p> <p>Now years</p> <p>Then similar</p> <p>Different</p>



	<p>Can we recognise and compare objects from the past and the present? *To recognise different objects from homes in the past.</p> <p>Significant events, people, places in their own locality.</p> <p>What is the Titanic?</p> <p>Why is the Titanic important to Liverpool?</p> <p>How has the Titanic disaster changed life today</p> <p>What facilities did each class have on board the Titanic</p>	<p>The Titanic and Liverpool</p> <p>Through discussion, role-play, use of photos and model building children develop their understanding of the impact of the Titanic and its sinking on Liverpool.</p> <p>They use a timeline to develop their chronological understanding</p>	<p>Disaster Class Engineer Captain Significant Travel</p>
Year 2	<p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> • Chronological Understanding • Who were The Suffragettes? • Who was Emily Davison? • Who was Rosa Parks? 	<p>Rosa Parks and Emily Davison</p> <p>Children develop their understanding through the use of videos, PowerPoint and photographs</p>	<p>Suffragettes, impact, change, vote, women, segregation, civil rights, protest, significant, achievement, influence, fair, justice</p>



Progression Map

	<ul style="list-style-type: none">• What impact did both women have during their time and what lasting impact do they continue to have today?• Knowledge and interpretation• To appreciate that some famous people have helped our lives to be better today• To know important historical events that happened in the past• To tell us about an important event that happened in the past• To understand the achievements of significant individuals in the past who have contributed to national and international achievements.• Historical enquiry• To find out about a famous person from the past and carry out some research on him/her• To answer questions using a range of artefacts/ photographs provided.• To reflect on an individual's impact and question how things would be different now had they not done what they did		
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		<p>Events Beyond Living Memory that are nationally or globally significant:</p> <ul style="list-style-type: none"> •Show an understanding of what life was like in Stuart London •Show an understanding that the past has been interpreted in different ways •Begin to realise that there are reasons why people acted as they did •Describe the event studied in a structured piece of work •Select and combine information from different sources •Give reasons for and results of changes 	<p>The Great Fire of London</p> <p>The children make a class mind KWL grid on what they already know and what they are curious to find out. Make a timeline and display throughout the topic</p> <p>Children discover what London was like in 1666 by using maps. Through questioning, curiosity is developed and the children discuss and recognise the danger of the close proximity of houses. Children study the difference between London in 1666 and the present day. Through interactive, visual resources the children discuss and recognise the impact of the fire on the people at the time. They use speech and thought bubbles to show how they think people felt about the events. Children are introduced to the significance of Samuel Pepys and how his diary has helped historians understand the fire. Children complete their own diary inspired by Pepys.</p>	<p>Fire, chronological, River Thames, Samuel Pepys, smoke, flames, diary, Tower of London, leather buckets, bakery, London, fire hook, timeline, Pudding Lane</p>
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	Year 3	<p>The achievements of one of the earliest civilizations</p> <ul style="list-style-type: none"> • When did the ancient Egyptian civilisation begin? • What is a civilisation and how and why did the ancient Egyptian civilisation start? • Why was farming so important to the ancient Egyptians and why were they so good at it? • What was the Ancient legacy? • How do we know what the ancient Egyptian civilisation was like? <p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • When was the Stone Age through to Iron Age? • How do we know what life was like in the Stone Age? • How do we know what life was like in the Stone Age? 	<p>Ancient Egypt</p> <p>Children review learning in KS1 with a timeline activity</p> <p>Through use of a timeline they discover how much time they are travelling back to when they learn about Ancient Egypt.</p> <p>Through artefacts, books and images the children are immersed into life in Egyptian times. This enables them to consider what the legacy of the ancient Egyptians is.</p> <p>Children use timelines, artefacts and archaeological discoveries to develop their understanding of the changes over time between the Stone Age to Bronze Age</p>	<p>archaeologist artefact mummification tomb hieroglyphics Ancient pyramid Pharaoh god/goddess chronology civilisation evidence legacy settlement trade trade route</p> <p>Stone Age Bronze Age Iron Age Paleolithic Mesolithic Neolithic hunter-gathers Skara Brae Stonehenge</p>
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Progression Map

		<ul style="list-style-type: none"> • Skara Brae – a stone age settlement- What does it tell us about the Stone Age? • Why was Stonehenge built? 		
Year 4	<p>(i) The achievements of the earliest civilizations (Mayan Civilization c. AD 900):</p> <ul style="list-style-type: none"> • Chronologically locate key events from the Mayan civilisation onto a timeline • Explore Mayan artefacts and make historical claims based on these • Use a range of sources to understand what the daily life of The Mayan civilisation was like • Compare and contrast the life of a Mayan Nobelman and Peasant in Mayan society. • Use a range of sources to explore what happened to The Mayan civilisation around AD900 	<p>The achievements of the earliest civilizations (Mayan Civilization c. AD 900):</p> <p>Children should locate The Mayan civilisation onto the whole school time line in the hall, using their existing knowledge to compare them periodically to other civilisations including The Ancient Egyptians and Stone Age.</p> <p>Children should be able to identify that The Mayan civilisation was in existence c. AD 900, and be able to place a range of key Mayan events onto a timeline chronologically.</p> <p>Children to locate the predated area of Mesoamerica using Google Earth and to discuss changes in relation to this geographical area over time.</p> <p>Children to conduct historical enquiry through exploring Mayan artefacts and make historical claims relating to Mayan daily life and culture.</p> <p>Children to use a range of sources, focused on a case study of Chichen Itza, to construct informed conclusions regarding Mayan daily life and culture.</p> <p>Children to gain an understanding of the hierarchal approach of Mayan society and to use sources to</p>	<p>Mayan Civilisation</p> <p>Chichen Itza</p> <p>Peasantry</p> <p>Nobelman</p> <p>Roman Empire</p> <p>Invade</p> <p>Conquest</p> <p>Migrate</p> <p>Settle</p> <p>Resistance</p> <p>Hadrian’s Wall</p> <p>Julius Caesar</p> <p>Claudius</p> <p>Boudica</p> <p>Romanisation</p> <p>resistance</p>	



		<p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • Chronologically locate key events relating to The Roman Empire onto a timeline. • Identify the growth of The Roman Empire and give reasons as to why this occurred • Use sources to understand when and how The Romans invaded Britain • Use sources to explore Boudica’s resistance to The Roman Empire • Understand the impact The Roman’s have had on modern day Britain. • Identify reasons why The Romans left Britain. 	<p>compare and contrast life for a Nobelman with life of a Peasant and/or Farmer.</p> <p>Children to use a range of sources to carry out a historical enquiry into what happened to The Mayans around the time of AD900.</p> <p>The Roman Empire and its impact on Britain</p> <p>Children should locate The Roman Empire onto the whole school time line in the hall, using their existing knowledge to compare them periodically to other civilisations including The Ancient Egyptians and The Mayans.</p> <p>Children to use Google Earth and maps to locate Rome and observe the expansion of The Roman Empire from 753 BC to AD 410 and give informed reasons as to why the expansion occurred.</p> <p>Children should be able to give informed responses regarding how and why The Roman Empire expanded, and to show this expansion on a map.</p> <p>Children to explore a range of sources and make informed conclusions as to why The Romans invaded Britain.</p> <p>Children should be able to establish a clear narrative regarding Julius Caesar’s attempted invasion and the successful invasion of Claudius.</p>	
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			<p>Children to explore a range of sources and give informed reasons for Boudica’s resistance to The Roman Empire, debating if they agree/disagree with her rebellion</p> <p>Children to identify The Romanisation of Britain and make links to how The Romans continue to influence present day Britain.</p> <p>Children to use a range of sources, focused on a case study of Hadrian’s Wall, to construct informed conclusions regarding if The Roman Empire invaded Scotland and why they left Britain.</p>	
	Year 5	<p>Unit of work: A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> • What is a book? What makes a book? How were books made in the past? 	<p>‘Books Through Time’</p> <p>Children discuss and use websites and images: What is a book? What are the characteristics of a book? Children are Introduced to images or artefacts containing a range of different formats from the past e.g. stone tablets, scrolls, wall paintings that tell stories or give information.</p> <p>Are these books? Why (not)? What can they tell us about the time in which they were produced? Use ideas to develop a class sense of the characteristics of a book. Explain the importance of</p>	<p>Papyrus Wall painting Cuniform Manuscript Scribe Parchment Quill Quires Printing press</p>



Progression Map

		<ul style="list-style-type: none">• How did the first Civilisations record information? Period 3000 BC – AD 500.	<p>this as historians disagree over the oldest book as they have different definitions of what they consider to be a book e.g. does it have to be written or can it be drawn? Does it have to be written on parchment/reed/paper substance or can it be stone? Does it have to be bound into folios? Does it have to have a front and back cover? Etc.</p> <p>Children produce a mind map ‘What is a book?’ of their ideas following on from the discussion and study of images.</p> <p>Children consider the definition of a book according to Wikipedia. Do they agree/disagree? Explain. Write response in books.</p> <p>Children extend their learning through homework or further research: What is the oldest surviving book and where does it come from? Does it look like a recognisable book? What are the similarities and differences between it and modern books?</p> <p>Children are shown a range of different examples from Egyptian wall paintings, Sumerian stone tablets to bound books from Ancient Rome.</p>	
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		<ul style="list-style-type: none">• How were books made in the Middle Ages? Period from about 500 to 1400–1500• How valuable were books in the Middle Ages?	<p>Key questions: Why might images have been used to convey information? How can we tell that some books were very important? Children to make notes about The book of the Dead, Galen’s theories, the Bible and the Quran.</p> <p>Children study images of illuminated manuscripts on the flipchart to introduce books of the middle ages. What do pupils notice about them? E.g. colours, writing, images, language etc. pupils begin to identify some things that could point to how valuable the books might have been? E.g. painstaking work, minerals from faraway places, gold used, religious and political texts are important etc</p> <p>Why were most books produced by monks in England? Pupils learn that monks and nobility were among the only educated people and the vast majority could not read or write. Religion was very important at the time and Religious, political and books associated with history, science and other learning were valued because to own such a book was a status symbol of nobility and/or holiness. The books were painstakingly produced by hand and most people could not afford to own such an item.</p> <p>Children learn about The Winchester Bible which is arguably the greatest Bible ever made in England. Believed to have been commissioned in 1160 by Henry of Blois, grandson of William the Conqueror</p>	
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		<ul style="list-style-type: none">• What effect did printing have on books in Britain?	<p>and Bishop of Winchester, it is thought to have been crafted in the Cathedral.</p> <p>Using knowledge gained pupils use some of the techniques of the calligraphers, script writers and illuminators to create their own illuminated pages.</p> <p>Pupils are provided with printed evidence of: Illuminated manuscripts with gold, jewelled book bindings, book curses, book patronage.</p> <p>They discuss what we can learn from these resources.</p> <p>Using this evidence they answer the question: How valuable were books in the Middle Ages? How do we know?</p> <p>Children are shown image of the first printing press – What do the children think it is? Who is the picture of?</p> <p>How might this change the value or the availability of books?</p> <p>The children are introduced to William Caxton and the first printed book in English</p> <p>They complete a before and after sheet and consider why was the invention of the printing press such an important event in history?</p> <p>Children consider, If more copies of a book and lots of different types are available – does it mean that lots more people will have been reading them?</p>	
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		<ul style="list-style-type: none"> • What impact did the Education Act, 1870, have on reading and the value of books? • What is the future for books? 	<p>Children discuss: Was schooling different for boys and girls? Did they have their own books? If more people learned to read, what might that do to the value of books? Would poor people have books? Did literacy levels rise during Victorian times? Children use weblinks to find out how the 1870 Education impacted on boys and girls ability to read. Children write an interview with a Victorian child about their experience of schooling. Try to show the differences for boys and girls along with rich and poor</p> <p>Children discuss: How do we buy and read books now? Is there a future for books? How will we read books in the future? What makes a printed book highly valuable or priceless today? What are the similarities and differences with the past? (e.g. signed by author, first edition) Printed, online, audio books, kindle or other e-readers, on phones. Explore with the children, the difference in price and ease of reading between an e- book, audio and a printed book and the levels of reading of different types among the class/school. How prevalent is digital e-reading? Children complete a survey of the class to find out if they prefer printed, online or audio books.</p>	
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		<ul style="list-style-type: none"> • Britain’s settlement by the Anglo-Saxons and Scots • Children will be introduced to the idea that people from other societies have been coming to Britain for a long time. (recall Romans) • They will learn about some of the tensions involved in the settlement as well as ways of life and matters that impact on us still. • Links can be made with other societies that contributed to the formation of the United Kingdom and 	<p>Ask teaching staff to complete survey before this lesson too. Compare and analyse the results to make judgments and draw conclusions?</p> <p>To support this topic:</p> <p>The children will visit Liverpool Central Library to view some of the city’s oldest and rarest books and see how a library operates in the 21st century.</p> <p>Children will also visit Crosby library to view a selection of resources and see the day to day running of their local library.</p> <p>Make a class timeline with cards provided – use string and pegs – showing Anglo- Saxons, in a wider framework of history so far covered in KS1/2 and in relation to present day Revisit work done earlier on Romans and why they left Britain in 410.</p> <p>Consider what inhabitants might feel about the Romans suddenly leaving and any advantages or disadvantages. Why did the Anglo-Saxons invade? How did the Picts feel during this time? Children make profiles of different Anglo-Saxon invaders.</p>	<p>settlement, migration, invasion, conquest, raiding, archaeology, evidence.</p>
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Progression Map

		<p>how Saxons contributed to the development of institutions, culture and ways of life in the country.</p> <ul style="list-style-type: none">• There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.• It also aims to show that the Anglo-Saxons did not exist in isolation but interacted with others around the world.	<p>Pupils list reasons why people might choose to settle in a new country. Explain that there were lots of reasons that the Anglo-Saxons wanted to be settlers in Britain. Some of the reasons were pull factors, that ‘pulled’ them to the new land because of good things about Britain. Others were push factors, that ‘pushed’ them away from their own countries and made them want to find new places to live</p> <p>Homework: Pupils research Vortigern and report back next lesson.</p> <p>Pupils imagine that they are Anglo-Saxons who have arrived in Britain and are looking for a place to build their settlement or village. Pupils should discuss what they think their basic natural resources would be (e.g. somewhere to get water, land to grow crops, ways of defending themselves, materials to build houses, fuel source for cooking etc.) and to make a list as a group. Create a labelled map of an Anglo-Saxon village</p> <p>Pupils understand that in Anglo-Saxon times the king was the most important person in each kingdom, and some of the kings liked to claim that they were ‘bretwalda’, or over-king of all Britain. However, the kingdoms were not united and in reality, there was nobody who was in charge of all of Britain. There were other roles in Anglo-Saxon society too, each with its own level of importance.</p>	
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Progression Map

			<p>Pupils use the social hierarchy diagram – line up within their group in order of importance, according to Anglo-Saxon social hierarchy.</p> <p>Pupils study a local map and are challenged to look for towns or villages containing ‘ham’, ‘ing’, ‘den’ or ‘ton’ etc in their names.</p> <p>Children to make a list in their books with possible meanings.</p> <p>Children learn that before paper and pens, were invented, one way of writing things down was to carve marks into wood or stone. It is not easy to carve shapes into hard materials, but it helps if the shape is made up of only straight lines.</p> <p>Ch discover the development of language during this time.</p> <p>They study manuscripts such as the Lindisfarne bible and the Anglo-Saxon Chronicle.</p> <p>How useful do they think their manuscript is to historians?</p> <p>Children discover the significance of the discovery</p> <p>Introduce children to where Sutton Hoo is.</p> <p>Start to elicit ideas about what could have been buried/ what would have survived</p> <p>Pupils study objects found</p> <p>Study photographs and film</p> <p>Watch clips from ‘The Dig’</p> <p>Watch a short BBC clip</p> <p>Children discuss the significance of the find and how this enabled historians to learn so much about the Anglo-Saxon period.</p>	
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		Ancient Greece – a study of Greek life and achievements and their influence on the western world	Redeveloped for summer 2023	
Year 6	Unit of work Local History	<ul style="list-style-type: none"> • Can children use dates and historical language in their work? • Can children draw a timeline with different periods outlined which show different information, such as periods of history, famous people etc? • Can children describe a key event from Liverpool’s past using a range of evidence from different sources? 	<p>‘The Impact of World War I on Liverpool’</p> <p>Children discover the key events in Liverpool’s history over the past 200 years through the use of a timeline</p> <p>From this they can develop their understanding of what Liverpool was like in the early 20th century and when war broke out in 1914.</p> <p>Children develop an understanding of why so many men enlisted in 1914 through the use of historical sources: First hand accounts Propaganda posters Photographs</p>	Patriotism Enlist Propaganda Shell shock Gallantry Posthumous Valour Empire Monarchy Government Alliance Memorial



Progression Map

		<ul style="list-style-type: none"> • Can they pose and answer their own historical questions? Can they describe features of historical events from the period they are studying. • Can they suggest why certain events are significant? • Can they summarise main events from a specific period? • Can they suggest relationships between causes in history? • Can they describe a key event from Britain's past using a range of evidence from different sources? • Can they suggest why certain people might be seen as more significant than others? 	<p>Children use lists of the war dead from the Kings's Liverpool Regiment to gain an insight into the number of deats during the war, where they were from and where they are buried or remembered on a memorial.</p> <p>They read poems by Siegfried Sassoon and look at images of World War I paintings (eg. Paul Nash), consider the value of books/plays/films such as War Horse to help them to define what it was like to be a soldier in WWI</p> <p>Children use the Sefton at war booklet, radio clips (Radio Merseyside) and photographs to develop their understanding of the impact of the war on women in Liverpool. They consider the changing role of women and whether their lives continued to change afterwards (links to work done in Year 2 on womens right to vote)</p> <p>Children research and develop their understanding of how soldiers were awarded for their actions during the war.</p> <p>They discover through use of local artefacts/statues/plaques and war memorials that several men from Liverpool were awarde the VC.</p> <p>They learn about the most significant one of these – Noel Chavasse.</p>	
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Progression Map

		<p>The Viking and Anglo-Saxon struggle for the kingdom of England to the Time of Edward the Confessor</p>	<p>To support this topic:</p> <p>Children have visited the Museumm of Liverpool to explore the World War 1 gallery and take part in a workshop</p> <p>The Author of Emma’s suitcase has come to school to share how he discovered his own families history and links to WWI when he discovered artefacts, letters in a suitcase.</p> <p>NEW TO YEAR 6 – SUMMER 2023</p>	
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