

St. Peter's History Curriculum Map – 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.
- In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

	Autumn A Homes	Spring A Great Fire of London	Summer A Captain Cook	Autumn B Toys	Spring B Poles Apart	Summer B Seaside Holidays
Changes in Living Memory	Know the main differences between their school days & that of their grandparents			Know that the toys their grandparents played with were different to their own Organise a number of artefacts by age Know what a number of older objects were used for Know the main differences between their school days & that of their grandparents		
Beyond Living Memory		Know that children's lives today are different to those of children a long time ago Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts				Know what we use today instead of a number of older given artefacts Know that children's lives today are different to those of children a long time ago
Lives of Significant People		Name a famous person from the past and explain why they are famous	Name a famous person from the past and explain why they are famous Know about a famous person from outside the UK and explain why they are famous		Name a famous person from the past and explain why they are famous	Know about a famous person from outside the UK and explain why they are famous
Local History	Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc)			Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc)	Know the name of a famous person, or a famous place, close to where they live	Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc)

St. Peter's History Curriculum Map – Key Stage LKS2

Pupils should continue to develop a chronologically secure 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.

<p>The achievements of one of the Earliest Civilizations</p> <p>Autumn A The Ancient Egyptians</p>	<p>Spring A</p>	<p>Changes in Britain from The Stone Age to the Iron Age</p> <p>Summer A The Stone Age</p>	<p>The Roman Empire & its Impact on Britain</p> <p>Autumn B The Romans</p>	<p>Britain's Settlement by Anglo-Saxons & Scots. The Viking & Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p> <p>Spring B The Anglo-Saxons & Vikings</p>	<p>Summer B</p>
<p><u>Enquiry Question</u> <u>What did the Ancient Egyptians ever do for Us?</u></p> <p>Know that Egypt is an ancient civilisation</p> <p>To recognise how archaeology played a significant role in discovering life in Ancient Egypt</p> <p>Identify key features and events of the time studied (pyramids, slavery)</p>		<p><u>Enquiry Question</u> <u>Would you prefer to live in The Stone Age, Bronze Age or Iron Age?</u></p> <p>To place events on a timeline knowing the 3 stages of Stone Age period – Palaeolithic, Mesolithic, Neolithic. Know this is identified as Pre-History</p> <p>Know how Britain changed between the beginning of the stone age and the iron age</p> <p>Know how Britain changed from the iron age to the end of the Roman occupation</p> <p>Know what is meant by 'Hunter Gatherers'</p> <p>*Stimulus Rewilding Visit</p>	<p><u>Enquiry Question</u> <u>What did the Romans do for Us?</u></p> <p>Know how Britain changed from the iron age to the end of the Roman occupation</p> <p>Know how the Roman occupation of Britain helped to advance British society</p> <p>Know how there was resistance to the Roman occupation and know about Boudica</p> <p>Know about at least one famous Roman emperor (Caesar)</p> <p>*Stimulus A Roman Day</p>	<p><u>Enquiry Question</u> <u>What effects did the Anglo-Saxon and Viking settlements have on Britain?</u></p> <p>Know that the Vikings and Anglo-Saxons were often in conflict</p> <p>Know why the Vikings frequently won battles with the Anglo-Saxons</p> <p>Know how Britain changed between the end of the Roman occupation and 1066</p> <p>Know about how the Anglo-Saxons attempted to bring about law and order into the country</p> <p>Know that during the Anglo-Saxon period Britain was divided into many kingdoms</p> <p>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</p> <p>Use a timeline to show when the Anglo-Saxons were in England</p>	

St. Peter's History Curriculum Map – Key Stage UKS2

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<p>A Local History Study</p> <p>Autumn A Ironstone Mining</p>	<p>The achievements of the earliest Civilizations</p> <p>Spring A The Mayans</p>	<p>Summer A</p>	<p>Autumn B</p>	<p>A Study of Greek Life and Achievements, and their Influence on the Western World</p> <p>Spring B The Ancient Greeks</p>	<p>A Study of an Aspect or Theme in British History that Extends Chronological knowledge Beyond 1066 Summer B World War II</p>
<p><u>Enquiry Question</u> <u>What was it like for a child my age and their family during the mining era?</u></p> <p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period</p> <p>Know how the lives of wealthy people were different from the lives of poorer people during this time</p> <p>Know why industrial areas and ports are important</p> <p>Understand the life of a trappy boy/ miner working in the conditions of the ironstone mines</p> <p>*Stimulus Visit to Skinninggrove</p>	<p><u>Enquiry Question</u> <u>What was it like to be a Mayan?</u></p> <p>Place the Mayan era on a timeline</p> <p>Understand how the Mayans lived, including rituals</p> <p>Understand how a Mayan settlement was organised</p> <p>Give examples of what Mayans would eat according to what was available due to the environment</p> <p>Can give examples of how the Mayans played</p> <p>Contrast the Mayan lifestyle with those in Europe at the time</p> <p>Explain what happened to the Mayan civilisation</p> <p>*Challenge Understand the Mayan number system</p>			<p><u>Enquiry Question</u> <u>What Did the Ancient Greeks do for Us?</u></p> <p>To know some of the main characteristics of the Athenians and the Spartans</p> <p>To know about the influence the gods had on Ancient Greece</p> <p>To recognise the importance of Greek mythology</p> <p>To know at least five sports from the Ancient Greek Olympics</p> <p>To understand the architecture that was built at the time and still stands today</p> <p>To develop a knowledge of Greek warfare and famous battles</p>	<p><u>Enquiry Question</u> <u>How did WW2 impact children and adults?</u></p> <p>To understand why World War II started</p> <p>To understand the impact WWII had on children and be able to relate this to how they live their lives today</p> <p>To be able to discuss how the role of women changed during the course of WWII due to men being away at war, and how this opened up opportunities for women after the war</p> <p>How warfare changed the lives of the civilian during WWII</p> <p>To be able to discuss 'blitzkrieg' and its effect on England</p> <p>To understand the Holocaust</p> <p>*Stimulus WW2 experience day</p>