









Curriculum Map
Subject: History

Intent Statement

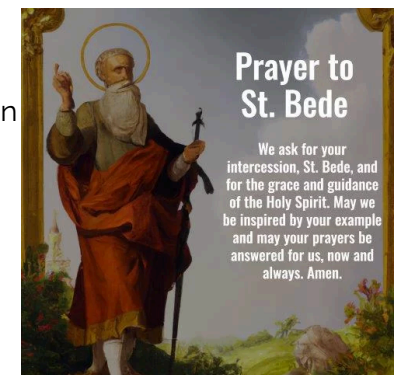
Our intent at St Nicholas Catholic Primary School is to deliver a broad and balanced History curriculum that is ambitious, challenging and engaging. Pupils receive a high-quality history education that **'inspires pupils' curiosity to know more about the past'** (National Curriculum for History). The History Curriculum is designed to give all pupils, including those who are disadvantaged and pupils with SEND, the knowledge, understanding, skills and cultural capital they need to succeed in future education, employment and life. We want to develop pupils' essential knowledge, understanding and skills which they need not only to be 'secondary ready' but to be educated and opinionated citizens. Through our history curriculum, pupils will develop skills in inquiry, using evidence as a source and the ability to use critical thinking when looking at contrasting views and interpretations of the past. The History curriculum is designed in a coherent and chronological way to increase pupils' grasp of vocabulary and to ensure they can recall and remember what they have learned through revisiting. The aim is that pupils can apply what they know and what they can do with increasing fluency and independence.

Key skills we are developing at St Nicholas:

| <u>Evidence</u> | <u>Investigation</u> | <u>Chronology</u> | <u>Characteristics</u> | <u>Significance</u> | <u>Communication</u> |
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We are the patron Saint of History- Saint Bede- to pray for us.

St. Bede was born in **672 AD** and became a monk at age seven, living at the **Wearmouth** monastery founded by Benedict Biscop. He later moved to the **Jarrow** monastery, where he spent his life and died in **735 AD**. Bede is known as one of the greatest Anglo-Saxon scholars. He wrote more than **40 books**, mostly on theology and history. Bede was declared **Venerable** in **836 AD** and **canonized** in **1899**. In recognition of his contributions, he was named **Doctor of the Church** by Pope **Leo XIII**. St. Bede is the **Patron Saint of scholars and historians**.





Implementation - curriculum coverage

*NB - History and Geography are taught during alternate half terms.

| Year group | Autumn | Spring | Summer |
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| Reception | <p>In the EYFS History is about people, places and the world around us. Aspects of History appear within the Area of Learning called Understanding the World in the Early Years Foundation Stage Framework, Children will learn through experiences that introduce the concept of time and change. This will also link to Communication and Language (Understanding and Speaking).</p> <p>Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment</p> <p>To meet the Early Learning Goal, children should be able to talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations</p> <p>To meet the Early Learning Goals children should be able to answer 'how' and 'why' questions about their experiences and in response to stories or events. Children should be able to express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p><u>Links to CST:</u></p> <p><u>Key objectives</u></p> <p>Understanding the World / ELG: Past & Present</p> <ul style="list-style-type: none">★ Talk about the lives of the 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 | | |



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| | ★ Understand the past through settings, characters and events encountered in books read in class and storytelling |
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| Year group | Autumn | Spring | Summer |
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| Year 1 | <p>War & Remembrance - The life of Walter Tull - In this unit, children will learn about a significant event in British and global history - WW1 and Remembrance Day. Learning about a significant individual - Walter Tull - the first black army officer. <u>VIPERS - Remembrance</u></p> | <p>Kings & Queens - In this unit of work, children will learn about the significant British monarchs in history. Pupils take part in a more in-depth study of Richard III. Pupils draw comparisons between Elizabeth I and Queen Victoria. <u>VIPERS - The Royal Family</u> <u>VIPERS - Famous Queens</u></p> | <p>History of our local area- Sutton Coldfield- In this unit of work children will learn about the changes to Sutton Coldfield. Children will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and recognising change and exploring how this influences them today. <u>VIPERS - Towns and Villages</u> <u>VIPERS - The UK</u></p> |
| | <p>Key questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> Human Dignity: Why is it important to treat everyone with respect, no matter what they look like? Solidarity: What does it mean to help your friends and be part of a team? The Common Good: How can we make sure everyone in our neighborhood is happy and safe? | <p>Key questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> Human Dignity: Why should we think everyone is important, even kings and queens? The Common Good: How can leaders help everyone, not just a few people? | <p>Key questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> Human Dignity: How do our schools and charities help people feel valued and cared for? The Common Good: What can we do to make our parks and community places fun for everyone? Justice and Peace: Why is it important to be fair and kind to everyone? Solidarity: How can we work together with our friends to help each other? |



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| | <p>4. Preferential Option for the Poor and Vulnerable: Why should we help people who need extra care or are feeling sad?</p> | | |
| <p><u>Key objectives</u></p> <ul style="list-style-type: none">★ Chronology- Use, with accuracy, words and phrases such as 'old', 'new', 'a long time ago', 'before' and 'after'.★ Evidence- Use stories as sources for answering questions about the past.★ Significance- Observe evidence to ask simple questions about the past.★ Characteristics- Describe significant individuals from the past.★ Chronology- Begin to use some simple timelines to order some recent events.★ Communication- To talk, write and draw things from the past. | | | |

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| Year group | Autumn | Spring | Summer |
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| Year 2 | <p>Teach in Autumn 1</p> <p>Nurturing Nurses - In this unit, children will learn about the influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. Through investigation and discussion pupils explore the question: "What makes a person significant?" Children explore and compare the lives and work of these nurses and consider how these individuals have influenced nursing today.</p> <p><u>VIPERS - Nursing in Crimea</u></p> | <p>Teach in Spring 1</p> <p>Great fire of London - In this unit, child will learn about the key events of the GFOL, introducing pupils to Samuel Pepys' diary & comparing and contrasting present day London to that of the 17th Century.</p> <p><u>VIPERS - The Great Fire of London</u></p> | <p>Teach in Summer 1</p> <p>Great Explorers - In this unit, children will build on the previous unit of work and discuss what makes some people significant in history and then go on to learn about some significant explorers such as Ibn Battuta, Matthew Henson, Neil Armstrong & Felicity Aston. Racism and sexism are discussed in age-appropriate terms.</p> <p><u>VIPERS - Explorers</u></p> |
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| <p>Key questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none">1. Human Dignity: Why should we treat everyone with kindness and respect?2. The Common Good: How can nurses help keep everyone healthy?3. Solidarity: Why is it important for nurses to work together and help each other?4. Care for the Poor and Vulnerable: How can nurses help people who need extra support?5. Stewardship: Why should we take care of our medical supplies and the environment? | <p>Key questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none">1. Human Dignity: Why is it important to help people who lost their homes in a fire?2. The Common Good: How can we all work together to keep our community safe?3. Solidarity: How can we help our friends when something bad happens?4. Justice: Why should we make sure everyone has what they need after a disaster?5. Stewardship: How can we rebuild things in a way that is safe and smart? | <p>Key questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none">1. Human Dignity: Why should we respect people from different cultures?2. The Common Good: How can explorers help make life better for everyone?3. Solidarity: Why is it important to work together with others when exploring?4. Stewardship: Why should we take care of nature when we explore new places?5. Care for the Poor and Vulnerable: How can we help people who might be hurt or scared when explorers come? |
| <p><u>Key objectives</u></p> <ul style="list-style-type: none">★ Characteristics- Recognise why significant individuals did things, why events happened and what happened as a result.★ Evidence- Explain that there are different types of evidence and sources that can be used to help represent the past.★ Significance- Use a range of simple sources for answering and asking questions about the past.★ Characteristics- Know and recount episodes from stories and significant events in history.★ Chronology- Use more complex words and phrases to describe time - 'a long time ago', 'centuries ago', 'modern' etc.★ Communication- Use historical vocabulary to retell simple stories about the past. | | |



| Year group | Autumn | Autumn | Summer |
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| Year 3 | <p>Teach in Spring 1</p> <p>Roman Empire: Children will learn about the impact the Roman empire had on life in Britain, the invasion of Britain and the eventual conquest. The children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. In addition to this, they will have the opportunity to learn about the British resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives. The children will also investigate Hadrian's Wall, examining how, where and why it was built.</p> <p><u>VIPERS - The Romans</u></p> | <p>Teach in Autumn 2</p> <p><i>Need to teach to History units together for writing curriculum.</i></p> <p>Anglo-Saxons and Scots: learning about the invasions of the Scots and Anglo-Saxons in the 5th century. Finding out where the invading troops came from and where in Britain they managed to settle, investigating how life in Britain changed as a result.</p> <p><u>VIPERS - The Anglo Saxons</u></p> | <p>Local history - Victorian Birmingham</p> <p>Children will learn about the history of Bournville, Birmingham and the impact of the Cadbury factory on the local area, both</p> <p>Children will continue to learn key skills, including creating timelines, gathering evidence and drawing reliable conclusions from historical data.</p> <p><u>VIPERS - The Victorians</u></p> |



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| | <p>Key questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none">1. Human Dignity: Why is it important to treat everyone with respect, even if they are different from us?2. The Common Good: How did the Romans build things like roads to help everyone in their empire?3. Justice: Why do we need fair laws to protect everyone, including people who are treated unfairly?4. Solidarity: How can people from different cultures work together and support each other?5. Stewardship: Why should we take care of our resources and think about how they affect the environment? | <p>Key questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none">1. Human Dignity: Why should we respect everyone, no matter what their job is or who they are?2. The Common Good: How did leaders like Alfred the Great help their people and make their lives better?3. Justice: What does it mean to be fair, and why is it important for everyone to be treated equally?4. Solidarity: How did different tribes support each other when they faced dangers together?5. Care for the Poor and Vulnerable: How can we help people who need extra support in our community? | <p>Key questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none">1. Human Dignity: Why is it important to make sure everyone has a good place to work and live?2. The Common Good: What did people like Joseph Chamberlain do to help improve their community?3. Justice: Why is it important to have rules that protect workers and make sure they are safe?4. Participation: How can we show kindness and help our friends and neighbors who might be struggling?5. Care for the Poor and Vulnerable: How can our community help people who are having a hard time? |
| <p><u>Key objectives</u></p> <ul style="list-style-type: none">★ Chronology- Understand that a timeline can be divided into BC/AD★ Characteristics- find out about the everyday lives of people in time studied compared with our life today★ Significance- use a range of primary and secondary sources to find out about the past★ Evidence- look at more than two versions of the same event or story in history and identify differences★ Characteristics- explain how people and events in the past have influenced life today★ Communication- Use and understand appropriate historical vocabulary to communicate. | | | |



| Year group | Autumn | Spring 2 | Spring |
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| Year 4 | <p>Teach in Autumn 1</p> <p>Tudors - Pupils will explore the Tudors and how they came to rule England. The children will learn about Tudor kings and queens that reigned during this time. This unit will explore how Henry changed religion but then moves on to focus on Henry's six wives. The children will be able to explore Tudor schools and children will discuss the similarities and differences between school now and then.</p> <p><u>VIPERS - Henry VIII</u></p> | <p>Teach in Autumn 2</p> <p><i>Need to teach 2 History units in Autumn for writing curriculum</i></p> <p>Vikings - learning about the raids and invasions by Vikings in Anglo Saxon Britain. Finding out who the Vikings were as well as when and where they raided and settled. Learning about significant events from the period and ordering these chronologically on a timeline. Pupils find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history.</p> <p><u>VIPERS - The Anglo Saxons</u></p> | <p>Teach in Summer 1.</p> <p>Ancient Egypt - Pupils will look, in depth, about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. Pupils will also learn about how Egyptian people used hieroglyphics to communicate and compare the powers of different gods.</p> <p><u>VIPERS - The River Nile</u></p> <p><u>VIPERS - A Pharaohly Big Deal</u></p> |



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| <p>Key questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none">1. Human Dignity: Why is it important to respect everyone, even if they are not famous or powerful?2. The Common Good: How did the Tudors help improve schools and healthcare for everyone?3. Justice: Why do we need fair laws, and what can we learn from how some people were treated unfairly during the Tudor period?4. Solidarity: How did communities support each other during tough times like poverty or famine?5. Care for the Poor and Vulnerable: Why is it important to help people who are struggling, and how did the Tudors try to do this? | <p>Key questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none">1. Human Dignity: Why should we recognize that everyone has value, not just warriors and leaders?2. The Common Good: How did Viking trade and cultural exchanges help their communities?3. Justice: How did Vikings settle disputes fairly, and why is it important to have justice in a society?4. Solidarity: Why did Viking communities need to work together, especially during harsh winters?5. Care for the Poor and Vulnerable: How did Viking societies support those in need during difficult times? | <p>Key questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none">1. Human Dignity: Why should everyone, from pharaohs to farmers, be treated with respect?2. The Common Good: What big projects did Ancient Egyptians work on together, and how did this help their community?3. Justice: How did the legal system in Ancient Egypt work, and why is fairness important?4. Solidarity: How did people in Ancient Egypt help each other during hard times like droughts or famines?5. Care for the Poor and Vulnerable: How did wealthy Egyptians help the poor, and why should we think about how to care for those in need today? |
| <p><u>Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills)</u></p> <ul style="list-style-type: none">★ Evidence- Look at the evidence available. Begin to evaluate the usefulness of different sources.★ Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.★ Characteristics- note key changes over a period of time and be able to give reasons for those changes★ Communication- present, communicate and organise ideas about the past★ Chronology- sequence several events, artefacts or historical figures on a timeline using dates★ Significance- gather more detail from sources such as maps to build up a clearer picture of the past. | | |



| Year group | Autumn | Spring | Summer |
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| Year 5 | <p>Teach in Autumn 1 Ancient Greece - Children will learn about who the Ancient Greek people were, when they lived and where and how they were able to establish their empire. Learning about how the political system worked in Ancient Greece, investigating the legacy of Athenian Democracy and comparing it with the political systems we have today. <u>VIPERS - Traditional Greek Myths</u></p> | <p>Teach in Spring 2 Stone Age to Iron Age- Children will learn about Stone Age to Bronze Age period impacted on life in Britain. They will learn about how early man survived in a harsh environment, why Skara Brae was important for understanding life in the Stone Age, how copper mining was crucial to the Bronze Age and why Stonehenge was built. Children will also learn about why Iron Age people developed hillforts and how important Druids were in Iron Age Britain. <u>VIPERS - The Stone Age</u></p> | <p>Ancient Mayan Civilisation- The children will learn who the ancient Maya people were and where and when they lived. They will use maps and atlases to locate Maya cities and identify countries in Mesoamerica. In addition to this they will learn about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshiped. The children will also learn about the Maya number system and have the opportunity to read and write Maya numbers and solve number problems. <u>VIPERS - The Maya</u></p> |



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| | <p>Key questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> 1. Human Dignity: Why is it important to value every person, even if they have different rights in society? 2. The Common Good: How did citizens in Ancient Athens work together to help everyone in their community? 3. Justice: Why is fairness important in a society, and how did Ancient Greece try to ensure everyone got a fair chance? 4. Solidarity: What does it mean to help each other, and how did people in Athens and Sparta support one another during tough times? 5. Care for the Poor and Vulnerable: Why should we help people who are less fortunate, and how did Ancient Greeks try to support those in need? | <p>Key questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> 1. Human Dignity: Why does every person matter in a community, and how did early humans show care for one another? 2. The Common Good: Why is it important for everyone to work together, especially in hunting and gathering food? 3. Justice: How did early communities try to be fair and resolve disputes among their members? 4. Solidarity: What does it mean to support one another, and how did early humans depend on teamwork for survival? 5. Care for the Poor and Vulnerable: Why is it important to care for those in need, like the sick or elderly, in small communities? | <p>Key questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> 1. Human Dignity: Why is it important to recognise the value of every person in a society like the Mayans? 2. The Common Good: How did the Mayans' farming practices help the whole community? 3. Justice: Why is fairness important in a society, and how did the Mayans maintain order with their laws? 4. Solidarity: What does it mean to work together, and how did the Mayans show community support through activities like building temples? 5. Care for the Poor and Vulnerable: Why should we help people in need, and how did the Mayans take care of the elderly or ill in their society? |
| <p><u>Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills) ★</u></p> <p>Evidence- find and analyse a wide range of evidence about the past</p> <ul style="list-style-type: none"> ★ Chronology- order an increasing number of significant events, movements and dates on a timeline using dates accurately ★ Evidence- Recognise when they are using primary and secondary sources of information to investigate the past ★ Characteristics- identify and note connections, contrasts and trends over time in the everyday lives of people ★ Communication- know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social and political | | | |



| Year group | Autumn | Spring | Summer |
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| Year 6 | <p>Teach in Autumn 1 World War Two Children learn when and why World War II began and find out about the key individuals and countries involved. They will discover all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort. Children learn important facts about the Holocaust and investigate events that were key turning points in the war. Studying World War II will help children to develop their investigation and evaluation skills; learn to organise information chronologically and understand how past events have helped to shape the world we know today. <u>VIPERS - WWII</u></p> | <p>History of Ancient Benin Children will learn, in depth, about where the ancient Kingdom of Benin was located and how it came to thrive, what the people there believed in and how they showed this in their artwork. The unit explores western attitudes towards African civilisations, comparing the achievements, oral tales and artefacts of ancient Benin to those in Europe at the same time. The children will also learn about the story of Eweka and finally discover how European invaders threatened the civilisation of ancient Benin. <u>VIPERS - Kingdom of Benin</u></p> | <p>Teach in Su 1 The Shang Dynasty The children will learn who the Ancient Shang people were, where and when they lived, using maps and atlases to locate Shang cities. They will also learn about the role of the king, the religious beliefs and rituals of the Shang people and how oracle bones were used in divination ceremonies. The children will also examine a range of Shang artefacts and draw conclusions about what they can teach us. The unit ends with a close look at the remarkable discovery of the first intact Shang tomb which belonged to the military general and high priestess Fu Hao. <u>VIPERS - Ancient China</u> <u>VIPERS - Shang Dynasty</u></p> |



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| | <p>Links to Catholic Social Teaching:</p> <ol style="list-style-type: none"> 1. Human Dignity: Why is it important to respect the dignity of every person, and what lessons can we learn from the Holocaust during World War II? 2. The Common Good: How did countries and communities come together to support each other during World War II, and why is this concept important in times of crisis? 3. Justice: What are war crimes, and why were the Nuremberg Trials significant in pursuing justice for the victims of World War II? 4. Solidarity: How did acts of solidarity among nations and communities help people during World War II, and can you share examples of heroism or cooperation? 5. Care for the Poor and Vulnerable: How did World War II impact vulnerable groups like refugees and the elderly, and what can we learn about our responsibility to help those in need today? | <p>Links to Catholic Social Teaching:</p> <ol style="list-style-type: none"> 1. Human Dignity: What roles did leaders like the Oba play in caring for their subjects in Ancient Benin, and why is it important to recognize the dignity of every individual? 2. The Common Good: How did trade and community projects in the Benin Kingdom contribute to the welfare of its people? 3. Justice: What legal systems were in place in Ancient Benin, and how did the Oba ensure fairness and order in society? 4. Solidarity: In what ways did families and clans support each other in Ancient Benin, and how does this show the importance of solidarity? 5. Stewardship: Why was resource management important in the Benin Kingdom, and how can we apply those lessons about stewardship to our environment today? | <p>Key questions linked to Catholic Social Teaching:</p> <ol style="list-style-type: none"> 1. Human Dignity: How did the social hierarchy in the Shang Dynasty impact the way leaders cared for their subjects, and why is it essential to respect everyone's dignity? 2. The Common Good: What advancements in agriculture and governance during the Shang Dynasty helped improve the lives of its citizens? 3. Justice: How did the Shang Dynasty's legal system maintain order, and what role did the king play in ensuring justice? 4. Solidarity: How did cooperation among different social classes contribute to the strength of communities in the Shang Dynasty? |
| <p><u>Key objectives (Pupils must know and remember these facts / Improve, hone & apply these skills) ★</u></p> <p>Evidence- show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others</p> <p>★ Evidence- begin to evaluate the usefulness of different source</p> <p>★ Consider different ways of checking the accuracy of interpretations of the past ★ Significance- select relevant sections of information to address historically valid questions and construct detailed, informed responses</p> <p>★ Chronology- To understand and describe in some detail the main changes to an aspect in a period in history</p> | | | |



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| | <ul style="list-style-type: none">★ understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.★ Characteristics- examine causes and results of great events and the impact these had on people ★Communication- present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing. |
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