CHJS Curriculum Map for History

Let your light shine (Matthew 5:16)

In history, children are encouraged to let their light shine by taking delight in learning how events in history have helped shape God's wonderful world. Children appreciate how changes in the physical world have influenced the human world and vice versa. Children use their knowledge of history to understand how society has developed and changed over time and to help make positive changes to the global community in the future. They are also encouraged to make positive changes within their classroom by sharing their knowledge with their peers and supporting each other with their learning.

Substantive Knowledge	Year 3 and 4 Cycle B	Year 3 and 4 Cycle A	Year 5	Year 6
Knowledge / understanding of British history.	To know about changes in Britain from the **Stone Age to the Iron Age** • late Neolithic hunter-gatherers and early farmers, • Bronze Age religion, technology and travel, Stonehenge •Iron Age hill forts: tribal kingdoms, farming, art and culture	To know about the **Roman Empire** and its impact on Britain •Julius Caesar's attempted invasion in 55-54 BC •the Roman Empire by AD 42 and the power of its army •successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudicca • 'Romanisation' of Britain: towns, the impact of technology, culture and beliefs, including early Christianity.	To know about the **Viking and Anglo-Saxon** struggle for the Kingdom of England to the time of Edward the Confessor •Viking raids and invasion •resistance by Alfred the Great and Athelstan, first king of England •further Viking invasions and Danegeld •Anglo-Saxon and Viking laws and justice •Edward the Confessor and his death in 1066 To study an aspect or theme in British history that extends pupils'	To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: focus on **WW2**. How did World War 2 start and which countries were involved? The Blitz and its impact on the UK, including evacuations. To understand what rationing was and its impact on the UK.

		To know about Britain's settlement by **Anglo-Saxons and Scots** •Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire •Scots invasions from Ireland to north Britain (now Scotland) •Anglo-Saxon invasions, settlements and kingdoms: place names and village life •Anglo-Saxon art and culture •Christian conversion	chronological knowledge beyond 1066 and to complete a local history study in this area. This will be a focus on 'The Battle of Bosworth and Richard 111.	
Knowledge / understanding of wider world history.	To know about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of **Ancient Egypt.** -Everyday life: travel, farming, jobs, irrigation, technology, homes. -The importance of the River Nile on the civilization Beliefs about religion including Gods/Goddesses, mummification and the afterlife. -Hieroglyphs -Art work and architecture			To know about a non-European society that provides contrasts with British history – **focusing on Baghdad c. AD 900**. To compare and contract the city of Baghdad 900AD with England 900AD. To know about architectural feature of Baghdad – round city and gardens. To know about academic knowledge, inventions

				and medicine from this period and their impact. To understand how the Golden Age of Baghdad came to an end.
Knowledge / understanding of wider world history.	**Ancient Greece** – To know about Greek life and achievements and their influence on the western world. To know: -Who the Ancient Greeks were. -Schools and Education -Myths and Legends – the story of Medusa.	**Ancient Greece** – To know about Greek life and achievements and their influence on the western world. To know: • The impact of Alexander the Great • Myths and Legends – Apollo and his Oracle • Battle of Marathon • Ancient Greek architecture	**Ancient Greece** – To know about Greek life and achievements and their influence on the western world. To know: • The origins of the Olympic games and how they compare to those today • Myths and Legends – Demeter and Persephone • Daily life in Ancient Greece: food, homes, children, clothing and the roles of men and women. • The meaning of the concepts of slavery and freedom.	**Ancient Greece** – To know about Greek life and achievements and their influence on the western world. To know: • That Ancient Greece was governed by city states with Athens and Sparta being powerful and influential. • The legacy of Ancient Greece, including democracy. • Myths and Legends – Orpheus and Eurydice • The Trojan War

Disciplinary Knowledge	Year 3 and 4 Cycle B	Year 3 and 4 Cycle A	Year 5	Year 6
Chronological understanding	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. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.			
	To know how to… • Place the time studied on a timeline, compare where this fits in to topics previously studied. • Use dates and terms related to the study unit and passing of time. • Sequence several events or artefacts. • Begin to develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.	To know how to… • Place the time studied on a timeline, compare where this fits in to topics previously studied. • Use terms related to the period and begin to date events. • Understand more complex Historical terms e.g. BC/AD/CENTURY • Begin to develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and	To know how to… • Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. • Gain greater Historical perspective by placing their growing knowledge into different contexts. • Use and relevant terms and period labels continuity and change, Cause and consequence, similarity, difference and significance.	To know how to… • Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective. • Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance. • Sequence previously studied topic on a timeline to gain greater Historical perspective.

		across the periods studied. • Use and relevant terms and period labels - Empire, civilisation,	• Make comparisons between different times in the past. • Develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.	• Develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.
Range and depth of Historical study	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. 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			
	To know how to… • Find out about everyday lives of people in time studied. Tools/weapons/cave painting/hunter gatherers/barrows/pottery/Stone Henge/hill forts • Compare with our life today.	To know how to… (Using the artefacts and evidence from Sutton Hoo) • Use evidence to reconstruct life in the time studied.	To know how to… • Study different aspects of different people – differences between men and women. (Ancient Greece daily lives). • Examine causes and results of great events	To know how to… • Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.

	• Identify reasons for and results of people's actions. • Understand why people may have wanted to do something.	• Identify key features and events of time studied. • Look for links and effects in the time studied. • Offer a reasonable explanation for some events.	and the impact on people. • Compare life in 'early' and 'late' times studies. • Compare an aspect of life with the same aspect in another period.	• Compare beliefs and behaviour with another time studied. • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. • Know key dates, characters and events of time studied.
Interpretations of History	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.			
	To know how to… • Identify and give reasons for the different ways in which the past is represented. • Distinguish between different sources – compare different versions of the same story. • Note connections in Historical periods studied. • Note connections and cause and effect in Historical periods studied.	To know how to… • Look at and evaluate the evidence available. • Begin to evaluate the usefulness of different sources. Alexander the Great • Note connections in Historical periods studied.	To know how to… • Compare different accounts of events from different sources – fact or fiction. • Offer some reasons for different versions of events. Historical bias associated with Richard III.	To know how to… • Link sources and work out how conclusions were arrived at. • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. • Be aware that different evidence will lead to different conclusions.

	• Look at representations of the period e.g. Museum, cartoons cave painting etc.	• Use text books and own growing Historical knowledge to gain a better perspective.		• Confidently use the library and internet for research.
Historical enquiry	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.			
	To know how to… • Use a range of sources to find out about a period. • Observe small details – artefacts, pictures. Egyptian artefacts. Stone Age – Iron Age tools • Select and record information relevant to the study. • Use the library and the Internet for own personal research. • Ask and answer simple questions	To know how to… • Use evidence to build up a picture of a past event. • Choose relevant material to present a picture of one aspect of life in time past. • Ask and answer a variety of questions. • Use the library and the internet for own personal research. • Answer and begin to devise own Historically valid questions.	To know how to… • Begin to identify primary and secondary sources. • Use evidence to build up a picture of a past event. • Select relevant sections of information. • Use the library and internet for research with increasing confidence. • Answer and devise own Historically valid questions about change, cause, similarity and	To know how to… • Recognise primary and secondary sources. • Use a range of sources to find out about an aspect of time past. • Suggest omissions and the means of finding out. • Bring knowledge gathered from several sources together in a fluent account. • Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.

			difference and significance. Local Study – Richard III – finding evidence and proof that he was Richard III.	WW2 – use Government reports, diary entries, propaganda posters and advertisements, photographs text books and internet.
Organisation and communication	Gain historical perspective by placing their growing knowledge into different contexts.			
	To know how to… • Communicate their knowledge through discussion, pictures, writing and ICT. • Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information. • Use Historically accurate terms to talk about the passing of time.	To know how to… • Communicate their knowledge through discussion, pictures, drama and role play (Alexander the Great), making models (Greek architecture), writing and ICT. • Construct own responses beginning to select and organise relevant Historical information. • Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY	To know how to… Recall, select and organise historical information. • Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. • Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT.	To know how to… • Recall, select and organise information. Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. • Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. • Select and organise information to

			• Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY	produce structured work, making appropriate use of dates and terms. • Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY
Vocabulary	Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'			
	Historical information Sources BC AD **Stone Age to Iron Age** Stone age Bronze Age Iron age Palaeolithic Mesolothic Neolithic Bronze age Neanderthal Pre-historic Mammoth Sabre-tooth tiger Flint Pick axe Awl Bison Pelt Hide Hunter	Historical information Sources Civilisation Ancient BC AD **Romans** Empire/Emperor Conquest/conquer Invade Gauls Caesar Boudicca Evidence – first and second hand Archaeologist Archaeology Importance Impact Change Significance Saxons	Historical information Sources Civilisation Ancient BC AD Evidence – first and second hand Archaeologist Archaeology Importance Impact Continuity Change Significance Cause Consequence **Vikings** Kingdoms Era/Period Danegeld Danelaw	Historical information Sources Civilisation Ancient BC AD Evidence – first and second hand Archaeologist Archaeology Importance Impact Change Significance Cause Consequence **WW2** Declare Allies Invade Continent

	Gatherer Roots Grubs Stonehenge Hill fort **Egypt and Egyptians** Civilisation Ancient Archaeology Archaeologist Artefact Source Papyrus Afterlife God Preserve Embalm Evidence – first and second hand Pharoah Irrigation The Nile Tomb **Ancient Greeks** Athens Sparta Weaving Gymnasium Tablets Stylus Abacus Mediterranean Sea Europe	Roman withdrawal Celts Era/Period Centurion Cohort Picts Legion Rebellion Trade Tribe Forum Latrines **Anglo Saxons and Scots** Archaeologist Sutton Hoo Burial ship AD Century Jutes Angles Saxons Picts Scots Pagans/paganism Christians Invade/invasion King Monk Soldier Afterlife King Vortigern Hengest	Resistance Raids Exile Invade Kingdom Longship Outlawed Pagans Pillaged Wergild Sagas Reigned Monarch Treaty Monastery Monk Nun Odin Frigg Manuscript Longhouse Valhalla **Local Study – Richard III** Medieval Kind Richard !!! Friars Battle/battlefield Monks Discover Identification Archaeologist Trenches	Strategy Morale Rations Air raid Surrender Genocide Evacuee The Holocaust Global conflict The Blitz **Ancient Greeks** Democracy Legacy City States Athens Sparta Raids Gods/Goddesses Troy Democracy Chariot Trojan War Wooden Horse (Trojan Horse) **Golden Age of Baghdad** Islam Baghdad Dark ages Civilisations Trade

	Myth Legend trade	Horsa Augustine King Ethelbert Columba King Oswald Aidan Lindisfarne **Ancient Greeks** Alexander the Great Apollo Priestess Myth Oracle Empire Macedonia City states Aristotle Conquer Hoplite Phalanx Athens Sparta Persia Columns Doric Ionic Corinthian	Buried/burial; Skeleton Scoliosis DNA Bones Tomb Motto Coat of arms Reinternment Bow Bridge Legend Bias **Ancient Greeks** Athens Sparta Myth City states Enslavement Olympic Games Olympia Pentathlon Chariot racing Pankration Zeus Dementer Persephone Chariot	Caliph Mosque Spirituality Symbolism Inventions Leeches Sacking Philosophy Scholar House and Wisdom
Cross-curricular reading	Stone age Boy Cave Baby DK – Stone age	Escape from Pompeii Survivor: Escape from Pompeii	Viking Boy The fox and the ghost King – Michael Morpurgo	Friend or Foe – Michael Morpergo

	Pharaoh in the bath Marcy and the riddle of the sphynx Box of CC reading	Avoid being a Roman soldier Usborne Official Roman Soldier's handbook Beowulf Anglo-Saxon Boy How to be an Anglo-Saxon in 13 easy stages	Viking poem The Krachen Richard 111	Letters from the light house – Emma Carol Anne Franks Diary Rose blanche
Cross-curricular links	Stone age Boy (CC English) Cave baby (CC English) Cave paintings (CC – art) Stone age (CC – art) Pharaoh faces (CC art) Cartouches (CC DT) How to make a mummy (CC art/English instructions) Oat cookies (CC DT)	Roman/Anglo-Saxon Minecraft world DT - Anglo-Saxon cooking DT – Roman catapults Art - mosaic	Viking masks – Art Viking jewellery - Art	Diary entry – (CC English) Blitz paintings (CC art) Rose Blanche (CC English) WW2 day Location of countries in WW2 – CC geography
Christian Values	**Courage –** Children develop courageous advocacy to make positive changes in the world from learning about historical events. They show the courage to take risks and learn from mistakes and they are inspired by historical human endeavour and exploration. **Fairness** Children learn about changes in history and how this has influenced society as it is today – eg women's rights to vote (suffragettes). Learning about how Leicester became multicultural and the rights of people regardless of heritage. They are given opportunities for healthy debate. **Kindness** Children are able to compare their own lives with others in the past and show compassion for those in history who didn't have what they have today.			

	Koinonia Through this subject, children can demonstrate understanding and respect of other culture's histories and beliefs, including economic and political knowledge. They learn how our co-humanity is inextricably involved with others as we share life on planet. They learn how history has shaped different religious and cultural communities and why some countries have problems. **Responsibility** Children develop the discipline for seeking wisdom. They can use their knowledge of history and historical events to help them understand how the world is developing today. Eg – understanding the history of climate change and how this is changing. Understanding historical events and how these influence borders/policies/politics around the world. **Thankfulness** Children show thankfulness for the people and events that helped shape our history and which have led to where we are in society today (eg people who fought in WW1 and WW2) **Truthfulness** Children explore this value through discovery, through the investigative aspects of history and historical enquiry. They develop a growing appreciation for the positive impact historians can have when learning about and influencing current and new ideas about where society is now, due to past events.
Spiritual Development	Our study of History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.