



# 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	Year 4	Year 5	Year 6
Knowledge / understanding of British history.	To know about changes in Britain from the <b>Stone Age to the Iron Age</b> Examples (non-statutory) This could include: <ul style="list-style-type: none"><li>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li><li>Bronze Age religion, technology and travel, for example, Stonehenge</li><li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li></ul>	To know about the <b>Roman Empire</b> and its impact on Britain Examples (non-statutory) This could include: <ul style="list-style-type: none"><li>Julius Caesar's attempted invasion in 55-54 BC</li><li>the Roman Empire by AD 42 and the power of its army</li><li>successful invasion by Claudius and conquest, including Hadrian's Wall<ul style="list-style-type: none"><li>British resistance, for example, Boudicca</li><li>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</li></ul></li></ul>	To know about the <b>Viking and Anglo-Saxon</b> struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: <ul style="list-style-type: none"><li>Viking raids and invasion</li><li>resistance by Alfred the Great and Athelstan, first king of England</li><li>further Viking invasions and Danegeld</li><li>Anglo-Saxon laws and justice</li><li>Edward the Confessor and his death in 1066</li></ul> To study an aspect or theme in British history that extends pupils' chronological knowledge	To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: focus on <b>WW2</b> .

		<p>To know about Britain's settlement by Anglo-Saxons and Scots</p> <p>Examples (non-statutory)</p> <p>This could include:</p> <ul style="list-style-type: none"> <li>•Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>•Scots invasions from Ireland to north Britain (now Scotland)</li> <li>•Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>•Anglo-Saxon art and culture</li> <li>•Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>	beyond 1066 and to complete a local history study in this area. This will be a focus on 'The Battle of Bosworth and Richard III'.	
<b>Knowledge / understanding of wider world history.</b>	To know about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of <b>Ancient Egypt</b> .			To know about a non-European society that provides contrasts with British history – <b>focusing on Baghdad c. AD 900.</b>
<b>Knowledge / understanding of wider world history.</b>	<b>Ancient Greece</b> – To know about Greek life and achievements and their influence on the western world.	<b>Ancient Greece</b> – To know about Greek life and achievements and their influence on the western world.	<b>Ancient Greece</b> – To know about Greek life and achievements and their influence on the western world.	<b>Ancient Greece</b> – To know about Greek life and achievements and their influence on the western world.

<b>Disciplinary Knowledge</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>• Place the time studied on a timeline, compare where this fits in to topics previously studied.</li> <li>• Use dates and terms related to the study unit and passing of time.</li> <li>• Sequence several events or artefacts.</li> <li>• Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Place the time studied on a timeline, compare where this fits in to topics previously studied.</li> <li>• Use terms related to the period and begin to date events.</li> <li>• Understand more complex Historical terms e.g. BC/AD/CENTURY</li> <li>• Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.</li> <li>• Gain greater Historical perspective by placing their growing knowledge into different contexts.</li> <li>• Use and relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance.</li> <li>• Make comparisons between different times in the past.</li> <li>• Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.</li> <li>• Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance.</li> <li>• Sequence previously studied topic on a timeline to gain greater Historical perspective.</li> <li>• Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</li> </ul>

<b>Range and depth of Historical study</b>	<ul style="list-style-type: none"> <li>• Find out about everyday lives of people in time studied.</li> <li>• Compare with our life today.</li> <li>• Identify reasons for and results of people's actions.</li> <li>• Understand why people may have wanted to do something.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to reconstruct life in the time studied.</li> <li>• Identify key features and events of time studied.</li> <li>• Look for links and effects in the time studied.</li> <li>• Offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>• Study different aspects of different people – differences between men and women.</li> <li>• Examine causes and results of great events and the impact on people.</li> <li>• Compare life in 'early' and 'late' times studies.</li> <li>• Compare an aspect of life with the same aspect in another period.</li> </ul>	<ul style="list-style-type: none"> <li>• Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>• Compare beliefs and behaviour with another time studied.</li> <li>• Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>• Know key dates, characters and events of time studied.</li> </ul>
<b>Interpretations of History</b>	<ul style="list-style-type: none"> <li>• Identify and give reasons for the different ways in which the past is represented.</li> <li>• Distinguish between different sources – compare different versions of the same story.</li> <li>• Note connections in Historical periods studied.</li> <li>• Note connections and cause and effect in Historical periods studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at and evaluate the evidence available.</li> <li>• Begin to evaluate the usefulness of different sources.</li> <li>• Note connections in Historical periods studied.</li> <li>• Use text books and own growing Historical knowledge to gain a better perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare different accounts of events from different sources – fact or fiction.</li> <li>• Offer some reasons for different versions of events.</li> </ul>	<ul style="list-style-type: none"> <li>• Link sources and work out how conclusions were arrived at.</li> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>• Be aware that different evidence will lead to different conclusions.</li> <li>• Confidently use the library and internet for research.</li> </ul>

	<ul style="list-style-type: none"> <li>• Look at representations of the period e.g. Museum, cartoons etc.</li> </ul>			
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>• Use a range of sources to find out about a period.</li> <li>• Observe small details – artefacts, pictures.</li> <li>• Select and record information relevant to the study.</li> <li>• Use the library and the Internet for own personal research.</li> <li>• Ask and answer simple questions</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to build up a picture of a past event.</li> <li>• Choose relevant material to present a picture of one aspect of life in time past.</li> <li>• Ask and answer a variety of questions.</li> <li>• Use the library and the internet for own personal research.</li> <li>• Answer and begin to devise own Historically valid questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify primary and secondary sources.</li> <li>• Use evidence to build up a picture of a past event.</li> <li>• Select relevant sections of information.</li> <li>• Use the library and internet for research with increasing confidence.</li> <li>• Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise primary and secondary sources.</li> <li>• Use a range of sources to find out about an aspect of time past.</li> <li>• Suggest omissions and the means of finding out.</li> <li>• Bring knowledge gathered from several sources together in a fluent account.</li> <li>• Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.</li> </ul>
<b>Organisation and communication</b>	<ul style="list-style-type: none"> <li>• Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.</li> <li>• Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.</li> <li>• Construct own responses beginning to select and organise relevant Historical information.</li> <li>• Use Historically accurate terms to talk about the</li> </ul>	<ul style="list-style-type: none"> <li>□□ Recall, select and organise historical information.</li> <li>□□ Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.</li> <li>□□ Communicate their knowledge and understanding through discussion, drawing pictures, drama and</li> </ul>	<ul style="list-style-type: none"> <li>□□ Recall, select and organise information.</li> <li>□□ Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.</li> <li>□□□ Communicate their knowledge and understanding through discussion, drawing pictures, drama and role</li> </ul>

	<ul style="list-style-type: none"> <li>• Use Historically accurate terms to talk about the passing of time.</li> </ul>	passing of time e.g. BC/AD/CENTURY	role play, making models, writing and ICT. <input type="checkbox"/> <input type="checkbox"/> Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY	play, making models, writing and ICT. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Select and organise information to produce structured work, making appropriate use of dates and terms. <input type="checkbox"/> Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY
<b>Vocabulary</b>	Chronology Historical information Sources Civilisation Ancient BC AD Stone age Iron age Neolithic Bronze age Egypt and Egyptians Archaeology Archaeologist Evidence – first and second hand Hill forts Nomads Pharoah Ancient Greeks Athens	Chronology Historical information Sources Civilisation Ancient BC AD Romans Empire Conquest Invasion Caesar Boudicca Evidence – first and second hand Archaeologist Archaeology Importance Impact Change Significance Saxons Roman withdrawal Celts	Chronology Historical information Sources Civilisation Ancient BC AD Evidence – first and second hand Archaeologist Archaeology Importance Impact Change Significance Vikings Kingdoms Era/Period Danegeld Resistance Raids Ancient Greeks Athens	Chronology Historical information Sources Civilisation Ancient BC AD Evidence – first and second hand Archaeologist Archaeology Importance Impact Change Significance WW2 Propaganda Ancient Greeks Democracy Legacy Athens Sparta Raids Islam

		Era/Period Ancient Greeks		Baghdad
<b>Cross-curricular reading</b>	Stone age Boy Cave Baby DK – Stone age Pharaoh in the bath Marcy and the riddle of the sphynx Box of CC reading	Escape from Pompeii Survivor: Escape from Pompeii 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 Boy The fox and the ghost King – Michael Morpurgo Viking poem The Krachen  Richard 111	Friend or Foe – Michael Morpergo Letters from the light house – Emma Carol Anne Franks Diary Rose blanche
<b>Cross-curricular links</b>	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 runes – Art Viking boat - Art	Diary entry – (CC English) Blitz paintings (CC art) Rose Blanche (CC English) WW2 day  Location of countries in WW2 – CC geography
<b>Christian Values</b>	<b>Courage</b> – 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.			

	<p><b>Fairness</b> 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.</p> <p><b>Kindness</b> 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.</p> <p><b>Koinonia</b> 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.</p> <p><b>Responsibility</b> 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.</p> <p><b>Thankfulness</b> 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)</p> <p><b>Truthfulness</b> 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.</p>
<b>Spiritual Development</b>	<p>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</p>



	world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.
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