










Madginford Primary School




History

Curriculum Map and Key substantive knowledge

Year group	Topic 1	Topic 2	Topic 3
1	<p>How did the Great Fire change London? </p> <ul style="list-style-type: none"> - How the fire started in the bakery. - Date of fire - What caused the fire to spread so rapidly – materials of housing/buildings and proximity to them. - What happened after the fire in terms of rebuilding the city. - Influential people at the time and how it was evidenced. Samuel Pepys and his diary. - How fire fighting has changed 	<p>What has changed in the way we communicate? </p> <ul style="list-style-type: none"> - Alexander Graham Bell was the innovator that invented the telephone - The first telephone call was made on March 10, 1876. Alexander Graham Bell transmitted his voice to his assistant Thomas Watson using a liquid transmitter. The famous first words spoken were, "Mr. Watson, come here, I want to see you", according to the Science Museum. - Why is he so famous? Thanks to his contributions, communications continue to expand and improve across the globe, allowing people to stay connected from virtually anywhere. - How telephones have changed over time. Provide real examples of phones. - When the first mobile phone was invented. 	<p>How has the monarchy changed over time? </p> <ul style="list-style-type: none"> - What does monarchy mean? - Who are the monarchs that we know in our lifetime? Charles 3, Elizabeth 2 - Who are monarchs that we should be aware of and why? Henry 8, Victoria. - How has monarchy changed over time – Victorian era and now – compare and contrast. - An introduction to castles - with a SCHOOL TRIP to Leeds Castle (local) as Castles are covered more in Year 2. - EXPERIENCE (kings and queens day) IN HOUSE
2	<p>Who are these influential people and why were they significant? </p>	<p>Who helped Neil Armstrong land on the moon? </p>	<p>What makes Dover Castle special? </p>

	<ul style="list-style-type: none"> - Mary Seacole and Florence Nightingale were nurses in the Crimean War - Mary Seacole set up her own hospital with her own money. - Mary Seacole came from Jamaica and travelled to Britain to be a nurse. - Florence Nightingale changed the way cleanliness was seen in hospitals and how nursing staff were treated. - Grace Darling was a child when she rescued 9 people with her father. - Grace Darling's story led to the foundation of the RNLI. 	<ul style="list-style-type: none"> - John F Kennedy was the President of the United States, played a role in creating NASA - Buzz Aldrin, Michael Collins were the astronauts that went to space with Neil Armstrong. - The space race was between the USA and Russia. - Margaret Hamilton, computer scientist whose coding helped Apollo 11 to land on the moon. - Ellie Foraker designed the space suits that the astronauts wore. 	<ul style="list-style-type: none"> - Features of a castle - Purpose of a castle (jobs, invasion and defence) - Why locations of castles are important. - Dover Castle was built high on a hill and along the English coast, to defend from invaders. - Henry II rebuilt Dover Castle, to use as a defensive building against any invasions.
3	<p>How can we find out about History before it was written down? </p> <ul style="list-style-type: none"> - The role of an archaeologist is to uncover evidence/artefacts - The conditions in the stone were very different to how we live now but there. - Are there some similarities (eg getting food/needng shelter). - The stone age on a timeline is very distant to the year we are in now. - Hunter gatherers killed/ hunted/ lived in caves/tents and made their own clothes out of animal skin - That Stone henge is a place of worship/celebration - Cave paintings give us an indication of how life was at that time. 	<p>Who had power in Ancient Egypt?</p> <ul style="list-style-type: none"> - To identify where the Nile/ valley of kings and queens are on the map - To understand the hierarchy during Ancient Egypt and that pharaohs are top of the social ladder. - The importance of Howard carters' discovery and the significance of Tutankhamun. - The river Nile is the lifeblood of Egypt and its flooding would help feed Egyptians - That mummification is a key process in preserving bodies and the steps behind it. 	<p>What happened when the Romans arrived in Britain? </p> <ul style="list-style-type: none"> - The Roman empire originated in Rome, their empire spread throughout the world. - The Roman army were the strongest due to great leadership/training and advanced weapons - Romans invaded the UK to take its land/ minerals and grow its empire. - Boudicca rebelled against the Romans and showed they could be challenged. - Hadrian's wall was created to protect and to segregate Romans from rebellious gangs.
4	<p>What happened when the Romans left Britain? (Anglo-Saxons) </p>	<p>Where did Democracy come from?</p>	<p>Who were the Vikings? </p>

	<ul style="list-style-type: none"> - Saxons came from Germany and Denmark and settled in South and east England. - England was divided into 7 kingdoms. - Legend says that the Saxons were invited to defend Britons from the Picts in Scotland. - Children learnt parent's skills very young and were seen to be an adult at a young age. - Saxons preferred to live in small villages – they were farmers. - Power and decisions were made by the Witan - Vocabulary: settlers, invaders, heptarchy, barbarians, Emperor, Saxons, Hengist, Horsa, Vortigen, Witan, nobles 	<ul style="list-style-type: none"> - Saxons came from Germany and Denmark and settled in South and East England. - England was divided into 7 kingdoms. - Legend says that the Saxons were invited to defend Britons from the Picts in Scotland. - Children learnt their parents' skills very young and were seen as an adult at a very young age. - Saxons preferred to live in small villages - They were farmers. - Power and decisions rested with the Witan - a group of nobles who advised the king. 	<ul style="list-style-type: none"> - Vikings began raiding Britain in 793, - Vikings were skilled sailors and fierce warriors. - Vikings attacked monasteries on the coast because they were poorly defended and had lots of gold and valuable items. - Vikings were farmers, whose homeland in Scandinavia was difficult to farm. - Vikings began to settle in Britain in the 9th century CE and took over York in 866CE - King Alfred and the Viking leader Guthrum agreed to divide Britain into two parts – Saxon England and the Danelaw, controlled by the Vikings. Guthrum also became a Christian as part of this agreement.
5	<p>How has Kent's location shaped its past?</p> 	<p>What happened to the Maya?</p> 	<p>How did the Tudors change Britain?</p> 
	<ul style="list-style-type: none"> - Know where Kent is located in relation to the United Kingdom and Europe - Know that humans are known to have lived in Kent 600,000 years ago from remains excavated and dated by archaeologists near Canterbury - Know that many place names in Kent originated from Saxon and Roman times - Know that place names, such as towns, villages, cities and streets originate from the past - Know that a street in Maidstone is named after Wat Tyler and that WT 	<ul style="list-style-type: none"> - Know the Maya lived in Central America in a region at the time called Mesoamerica and know some of countries as they are called now eg Mexico, Belize, Guatemala, Honduras - Know the Ancient Maya civilisation were prominent from around 2000BCE to the 16th century - Know that it is difficult to determine the start date of the Maya and present reasons why - Know that the Maya set up trade routes which helped them move goods to and from other parts of Mesoamerica - Know what a city-state is 	<ul style="list-style-type: none"> - Know the chronological order of the Tudor monarchs and where their reign is located on a wider British timeline. - To know the historical significance of the Battle of Bosworth as the start of the Tudor reign - I know the six wives of Henry VIII and his motivation for various marriages. - I know that the reformation of the English church was a significant turning point in British history - I know Henry VIII's motivations for the reformation - I know the standing of the Church of England compared with Catholicism in Great Britain today - I know that Queen Elizabeth I used her

	<p>led a peasant's revolt in the 14th century</p> <ul style="list-style-type: none"> - Know what a peasant and a revolt is - Know that Kent is the county closest to mainland Europe and consequently Kent had a prominent role in Britain's World War 2 efforts - Know that we can compare photographs from the past and present to make judgements about how people lived in our local area before us - Know what an invasion is and know Kent has been threatened with invasion during its past because of its locality 	<ul style="list-style-type: none"> - Know that the Maya were a very religious society who worshipped many gods for whom they sacrificed livestock and people and built temples to honour them - Know that the Maya had a hierarchal society, with noble and priests at the top; warriors and traders in the middle classes and slaves and farmers in the lower classes - Know that the upper classes lived in houses made of limestone and the lower classes built their own housing from materials they could source locally from the rainforests - Know that cacao beans were traded between northern and southern city-states - Know that the Maya were an intelligent people who were competent astrologists, builders, weavers and inventors - Know that city states in Northern Mesoamerica began to break down and that it is believed to be a consequence of a lack of resources in the 15th century; know this began a decline of the civilisation - Know that Spanish invaders brought warfare and diseases that killed many Maya and destroyed Mayan artefacts - Know that some Maya fled to rural areas and tropical rainforests to avoid the conquerors and that the Maya culture still exists today in small number 	<p>position of power to strengthen international relations for Britain</p> <ul style="list-style-type: none"> - I know that Queen Elizabeth reined when the British defeated the Spanish and Netherlands in war - I know that QEI knighted Francis Drake
6	<p>In the past, what happened if you broke the law?</p> 	<p>World War Two: What makes a hero?</p> 	<p>What happened to the Titanic?</p> 

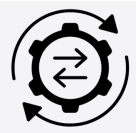
	<ul style="list-style-type: none"> -Know when the Anglo-Saxon and Viking periods in British History are. -Know what the Saxon Heptarchy is. -Understand how Britain has been influenced by the wider world and the Anglo-Saxon settlement. -In-depth knowledge of the arrival and settlement of the Anglo-Saxons. -Understand the problems and opportunities the division of Britain (into different kingdoms) may create. -Understand the comparison and validity of the use of Primary and Secondary sources. - Understanding whether the Saxon kingdom was democratic. -Knowledge of the Witan, Weregild, Trials by ordeal, Moots and Anglo-Saxon law system, comparison to modern law and its fairness. -Understanding evolution and transformation of the law system over time and key changes from Early use, Anglo-Saxon period, Post-Roman influence and Later medieval period. -Gain an understanding of social and economic implications. 	<ul style="list-style-type: none"> -Able to understand what a hero is and what makes a hero. -Knowledge of background events which influenced wartime heroes. -Gain an understanding and express opinion of the values and qualities a hero should have. -Understand how WW2 impacted life in Europe. -Able to identify the countries allied to and occupied by Nazi Germany. -Able to identify neutral countries who did not take part in the war. -Understand, convey and explore similarities between the impact on life in Germany and occupied Europe. -Children able to explore the life of specific WW2 heroes and explore the circumstances surrounding the creation of wartime heroes. -Children able to use flow maps to think critically and communicate sequence of key events and use this to explain why someone may be significant within WW2 Historical events. -Children able to explore migration and displacement of communities due to war. 	<ul style="list-style-type: none"> - The Titanic was built between 1909–1912 and sank on 15th April 1912. - It was considered the largest and most luxurious ship of its time. - The event took place during the Edwardian era, a time of innovation and social class divisions. - The Titanic was built by Harland and Wolff in Belfast, Northern Ireland. - The ship had first, second, and third-class sections showing the differences between social groups. - The Titanic set sail from Southampton bound for New York on its maiden voyage. - It struck an iceberg in the North Atlantic Ocean. - More than 1,500 people died because there were not enough lifeboats and poor emergency procedures.
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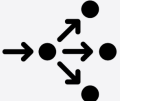
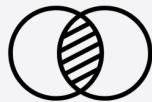



		<p>-Able to explore Wartime heroes and extract information to form a conclusion on what it takes to be a hero.</p> <p>- Compare and contrast true stories.</p> <p>-Able to identify key aspects, features and events of this time period.</p> <p>-Describe connections and contrasts between aspects of history, people, events and artefacts studied and form links, connections and contrasts with the modern world.</p> <p>-Describe the key features of the past, including the attitudes, beliefs, politics and culture using historical terms.</p>	
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EYFS

- Understanding the concepts of time (What did you do yesterday? What are you doing now? What did you do last weekend?)
- Understanding the history of what is happening now and in the present.
- Understanding the world (Who was Mary Anning? Exploring the Dinosaurs)
- What is the past and present (What was the seaside like in Victorian times?)

Disciplinary concepts Progression

	EYFS and Years 1/2	Years 3/4	Years 5/6
<p>Change and continuity</p> 	<ul style="list-style-type: none"> -Being aware that some things have changed and some have stayed the same in their own lives. -Describing simple changes and ideas/objects that remain the same. -Recognise some things which have changed/stayed the same as the past. -Identifying simple reasons for changes. -To know that people change as they grow older. -To know that everyday objects have changed over time. -To know that daily life has changed over time but that there are some similarities to life today. -To know that some attitudes have changed over time. 	<ul style="list-style-type: none"> -Identifying reasons for change and reasons for continuities. -Identifying what the situation was like before the change occurred. -Comparing different periods of history and identifying changes and continuity. -Describing the changes and continuity between different periods of history. -Identifying the links between different societies. -To know that change can be brought about by advancements in technology and trade 	<ul style="list-style-type: none"> -Making links between events and changes within and across different time periods / societies. -Identifying the reasons for changes and continuity. -Describing the links between main events, similarities and changes within and across different periods/studied. -Describing the links between different societies. -Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. -To know that change can be brought about by conflict.

<p>Cause and consequence</p> 	<ul style="list-style-type: none"> -Asking questions about why people did things, why events happened and what happened as a result. -To know that changes may come about because of improvements in technology. 	<ul style="list-style-type: none"> -Identifying the consequences of events and the actions of people. -Identifying reasons for historical events, situations and changes. -To know that the actions of people can be the cause of change. -To know that advancements in science and technology can be the cause of change. 	<ul style="list-style-type: none"> -Giving reasons for historical events, the results of historical events, situations and changes. -Starting to analyse and explain the reasons for, and results of historical events, situations and change.
<p>Similarities and differences</p> 	<ul style="list-style-type: none"> -Identifying similarities and difference between ways of life at different times. -Finding out about people, events and beliefs in society. -Making comparisons with their own lives. -To know some similarities and differences between the past and their own lives. -To know that people celebrate special events in different ways. -To know that everyday objects have similarities and differences with those used for the same purpose in the past -To know that there are explanations for similarities and differences between children's lives now and in the past. 	<ul style="list-style-type: none"> -Identifying similarities and differences between periods of history. -Explaining similarities and differences between daily lives of people in the past and today. -Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. 	<ul style="list-style-type: none"> -Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. -Making links with different time periods studied. -Describing change throughout time.
<p>Historical Significance</p> 	<ul style="list-style-type: none"> -Recalling special events in their own lives. -Discussing who was important in a historical event. -To know that some people and events are considered more significant than others. -To know that some events are more significant than others. -To know the impact of a historical event on society. -To know that 'historically significant' people are those who changed many people's lives. 	<ul style="list-style-type: none"> -Recalling some important people and events. -Identifying who is important in historical sources and accounts. -To know that significant archaeological findings are those which change how we see the past. -To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. 	<ul style="list-style-type: none"> -Identifying significant people and events across different time periods. -Comparing significant people and events across different time periods. -Explain the significance of events, people and developments.
<p>Sources of evidence</p> 	<ul style="list-style-type: none"> -Using artefacts, photographs and visits to historical sites to ask and answer questions about the past. -Making simple observations about a source or artefact. -Identifying a primary source. -To know that photographs can tell us about the past. -To know that we can find out about the past by asking people who were there. -To know that artefacts can tell us about the past. -To know that we can find out about how places have changed by looking at maps. -To know that historians use evidence from sources to find out more about the past. 	<ul style="list-style-type: none"> -Using a range of sources to find out about a period. -Using evidence to build up a picture of a past event. -Identifying sources which are influenced by the personal beliefs of the author. -To know that archaeological evidence can be used to find out about the past. 	<ul style="list-style-type: none"> -Recognising primary and secondary sources. -Using a range of sources to find out about a particular aspect of the past. -Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. -To understand the types of information that can be extracted from the census. -To know that the most reliable sources are primary sources which were created for official purposes.
<p>Historical interpretations</p> 	<ul style="list-style-type: none"> -Recognising different ways in which the past is represented (including eye-witness accounts). -Comparing pictures or photographs of people or events in the past. 	<ul style="list-style-type: none"> -Identifying and giving reasons for different ways in which the past is represented. -Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. -Evaluating the usefulness of different sources. -To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. -To know that historians' ideas can change in the light of new evidence. 	<ul style="list-style-type: none"> -Comparing accounts of events from different sources. -Suggesting explanations for different versions of events. -Evaluating the usefulness of historical sources. -Developing strategies for checking the accuracy of evidence. -Understanding that different evidence creates different conclusions. -To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. -To understand that there are different interpretations of historical figures and events.

Progression in chronology

Years 1/2	Years 3/4	Years 5/6
<ul style="list-style-type: none"> -Sequencing up to six artefacts on a timeline. -Sequencing up to six photographs, focusing on the intervals between events. -Beginning to recognise how long each event lasted. -Knowing where people/events studied fit into a chronological framework. -Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). 	<ul style="list-style-type: none"> -Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. -Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. -Using dates to work out the interval between periods of time and the duration of historical events or periods. -Using BC/AD/Century/CE/BCE. -Sequencing eight to ten artefacts, historical pictures or events. -Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. -Placing the time studied on a timeline. -Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. -Noticing connections over a period of time. -Making a simple individual timeline. 	<ul style="list-style-type: none"> -Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. -Understanding the term "century" and how dating by centuries works. -Putting dates in the correct century. -Using the terms CE and BCE, AD and BC in their work. -Developing a chronologically secure understanding of British, local and world history across the periods studied. -Placing the time, period of history and context on a timeline. -Relating current study on timeline to other periods of history studied. -Comparing and making connections between different contexts in the past. -Sequencing 10 events on a timeline.

