

History Curriculum Map

People and Community

Invasion

Authority/Power/Rule

Interpretation

Persecution

Intent:

At Longthorpe, we believe that a high quality History education should inspire pupils' curiosity to know more about the past, and to develop a genuine passion for and enjoyment of History. Our curriculum provides pupils with a coherent knowledge and understanding of Britain's past and that of the wider world. Teaching equips pupils to ask perceptive questions, to think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We enable children to draw upon and develop their own social and cultural awareness, using their personal experiences and knowledge to do so. Children are encouraged to ask questions about the world around them and question why we have the experiences we do today, in the society we live in.

We recognise that in our local context, the elements of the National Curriculum for History are vital for our children, in order to give them a successful start in their subject learning and in the acquisition of pertinent cultural capital. For our children we also believe it is important to learn about the history of Pakistan in particular, due to Pakistani heritage children making up 29% of our school intake, in line with the National Curriculum's purpose that the study will help them to learn about their own identity. As 10% of children in school are also Indian heritage, and 9% are of Black African, Black Caribbean and other mixed groups, a focus on the History of India, Africa and the Caribbean is also important for the children of our school. Learning about their own identities as well as the history of other countries is important for our children living in a multi-cultural city.

Implementation:

The skills and knowledge have been adapted to reflect the interests and cultures of our students. Pupils will dive deeper into the Key Concepts (People and Community, Invasion, Authority/Power/Rule, Interpretation and Persecution), focusing on the key skills and knowledge that is essential for shaping young Historians.

Longthorpe aims to teach History to all children. Pupils with SEND and other additional needs are supported in accessing the History curriculum by having an inclusive approach to our teaching through differentiated resources (e.g. pictures, sentence stems) and objectives and support from teaching assistants where available. We ensure that they, along with their peers, are gaining an understanding of their identity and an understanding of other cultures and societies.

History will be taught as a focus twice within an academic year. Teachers use this curriculum map as a working document. In keeping with the schools Learning to Learn approach, teachers have the freedom to follow different cohort's needs and interests by choosing their own topics, using this Curriculum Map to plan how and where they teach the essential skills and knowledge within their chosen topic. This document also provides teachers with key vocabulary for each phase, which will feature across different topics.

Intended impact:

- Children will have a secure knowledge of what History is and what skills are needed to be a successful historian.
- Children will succeed in acquiring and applying key Historical skills and knowledge.
- Children will be taught to use and build upon their prior Historical skills and knowledge to deepen and progress their understanding
- Children will have an understanding and awareness of local History as well as wider History
- Children will have a good knowledge of the key concepts covered across the school
- Children will be able to interpret and evaluate historical sources, comparing similarities and differences between time periods/civilizations.
- Children will be confident in applying their knowledge of specific historical terms through an exposure of rich, relevant vocabulary
- All children will be provided with the opportunity to challenge their Historical understandings, as well as given support where necessary
- Children will apply their Historical knowledge within writing which is for a range of different purposes, contexts and audiences

EYFS	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills
Chronology (Including characteristic features of periods)	<p>Understand and recognise time vocabulary -></p> <p>Understand that events happened before they were born (e.g. their parents were born, Olympics held in London 2012, Queen's Coronation 1953, invention of the motor car 1886, Royal Weddings 2011 and 2018)</p>	<p>To use (yesterday, today, tomorrow, now, next, days of the week, before, after, year) to sequence events.</p> <p>Sequence an event (their day, Life cycle of animal, events from story)</p> <p>Listen to stories accurately</p> <p>anticipating key events and respond to what they hear with relevant comments, questions or actions (e.g. "I think the bears will be angry that Goldilocks has eaten their porridge, broken their chair and slept in their bed, now they will be hungry and have to buy a new chair!")</p>	<p>Recall key memories and events in their own lives (birthdays, starting school, moving house, birth of siblings).</p>	<p>Describe memories of key events in their own lives in more detail (how they were feeling at the time, who else experienced the event with them).</p>
Range and depth of historical knowledge.	<p>Discuss similarities and differences of a past event (e.g. Queen's Coronation 1953, watching the Moon landing 1969) and now, role play area set in past times.</p> <p>Understand authority and rule in two different situations (e.g. a King/Queen rules a country, Mr McLay rules the school).</p> <p>Understand that persecution means to treat someone else badly because of something (use EYFS friendly</p>	<p>Discuss and explain changes in their own lives -now and as a baby.</p> <p>Observe and explain changes in familiar people around them over time (using photos to support)</p> <p>To explain what power/authority means within a given context (e.g. Mr McLay has authority in school, we follow the rules that he sets).</p> <p>Explain what 'persecution' means when asked (to treat someone - an individual or a group - badly).</p>	<p>Understand authority, power and rule in more than two different situations (e.g. if Miss Polson rules the classroom, who rules at home? Does anyone else rule our country other than the Queen? Link to PM)</p> <p>Understand that people have been persecuted throughout History (link to Pirates for EYFS friendly - e.g. Pirates were persecuted and punished for stealing - were all of</p>	<p>Be able to role play as a person in power e.g. King/Queen, teacher, headteacher, mum/dad in the Home Corner (modelling expected behaviours and vocabulary e.g. being waited on, giving direction, "Your Royal Highness"</p> <p>Identify people in power in other situations (Prime Minister, President etc)</p>

	<p>examples e.g. only people who wear glasses have to tidy-up today).</p> <p>Understand that invasion means to enter and intrude on a space (link to personal experiences and people coming into their space).</p>		<p>them thieves? (PSHCE - right or wrong)</p> <p>Understand Knights/pirates as invaders of peoples land (role play).</p>	
Interpretation of history	<p>Know that the same story can be told in different ways (e.g. look at different versions of "Cinderella/3 little pigs" all written by different authors to understand they are the same story but have been presented differently. Discuss why we think they are different - link to authors own opinions)- Chinese Whispers</p>	<p>Read different versions of the same story, illustrations, events to build comparative skills – discuss and identify what is the same and what is different about the stories (e.g. Three Little Pigs and Three Little Javelina's - similar but still different animals, different settings, similar events and story structure)</p>	<p>Understand the definition of 'fact' and 'fiction' in relation to books (a fact book tells us about real things that are true and have happened e.g. "Amazing Animal Facts", fiction books are stories that have been written to entertain us but might not necessarily be true e.g. "The Smartest Giant In Town").</p>	<p>Correctly identify fact books and fiction books within the classroom. Recognise who/why different people tell different versions of a single event - link to own experiences.</p>
Historical enquiry	<p>Know the difference between new and old (new things are the things we use today, old things we might not see anymore, and sometimes old objects can show signs of use). Distinguish between old and new objects (clothes, classroom toys etc).</p>	<p>- When looking at old and new objects - explain what its purpose is - observation and discussion- what's similar and what's different? -Be able to answer questions posed to them in a classroom context (When did you last take the register? Where did you find that pencil?)</p>	<p>- Understand that different time periods have different objects associated with them (e.g. set up an Investigation Station with a Video Tape and a DVD on, selection of keys from over the years, images of computers, books etc).</p>	<p>-Be able to talk about what is similar and what is different about the objects from different time periods (both played films, one is bigger and wider etc). To explain what is meant by new and old with reference to own/school objects.</p>
Organisation and communication	<ul style="list-style-type: none"> • Discussion • pictures drawn by children • Role-play • Models • Writing 			
Key Vocabulary	<p>people, events, changes, democracy, parliament, monarchy, change, order, similarities, differences, past, old, new, time related vocab e.g. yesterday.</p>			
Key Stage 1	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills
Chronology (Including characteristic features of periods)	<p>- Understand common words and phrases relating to the passing of time and chronology (Yr1 build on from previous year - old, new, young, months) (Yr2 build on previous year – recently, weekend, fortnight, past, present, before I was born, after I was</p>	<p>- Recount and explain changes that have occurred in their own lives (e.g. starting school, moving year group, moving house). - Use dates and terms to describe events ("In September we started</p>	<p>Be able to name at least 3 different time periods (e.g. Victorians, Ancient Egypt, Ancient Rome, WW1, WW2, modern day) Recognise that objects/artefacts come from different times.</p>	<p>- Sequence three or four artefacts/photos and explain/justify the order (range beyond their life - computers, phones, school boards). Know and explain that key events happened at different times (WW2, moon landing, coronation, starting school, other recent events).</p>

	<p>born, many years ago, a few..., in the future).</p> <ul style="list-style-type: none"> - Recognise that we are currently living in modern times and that some people have been alive for other key times/events e.g. WW2, moon landing, coronation, key inventions (TV/internet, mobile phones) 	<p>school”, “on 1st of January it will be my birthday”).</p>		
<p>Range and depth of historical knowledge.</p>	<ul style="list-style-type: none"> - Know about events from other times linked to their family links/location-discuss similarities and differences between then and now. -Study a key historical figure - what did they do? How did they impact others/society? What is their role and authority? (The latest Prime Minister/Monarch) -To understand that invasion means to take over someone's space with intent. -To understand that people have been persecuted throughout History (KS1 friendly e.g. pirates, introduce the fact that there have been wars where people have faced persecution) - Punishment of children through the ages eg. Victorians, parents when they were younger) 	<ul style="list-style-type: none"> Use a range of secondary sources to find out the characteristic features of the past (photos, stories, video clips, artefacts, pieces of music). - Play P.E. invasion games, talking about how we are coming into a person’s space or ‘territory’ when we play invasion games. -Give a simple explanation of why persecution is wrong (has led to bad treatment of people, hurtful, assuming). - To understand that laws/rules are in place to prevent persecution, but it can still happen (child rights act) 	<ul style="list-style-type: none"> Study a local/regional/national/global key historical figure as well as someone who is not local (police, imam, Mayor, council, monarch, president) Study other historical figures: e.g. Edith Cavell, The Queen, Malala, Armstrong. Know key facts about them: their name, when and which country they were born, what they did which is considered historically important. - (G) similarities and differences between places - learn about the key developments of these places over time. -To understand that people who arrive in a place peacefully are settlers rather than invaders. 	<ul style="list-style-type: none"> - Drama/role-play-why people acted the way they did/ why they did things in the past. - When studying the lives of key historical figures, compare them and explain their impact on their life and locality. To be able to explain how they felt as an ‘invader’ or being ‘invaded’ during invasion games.
<p>Interpretation of history</p>	<ul style="list-style-type: none"> -Know that some sources are Primary sources and this means it was ‘first hand’ (“I was there” e.g. a diary or letter), and others are Secondary sources are accounts from someone who wasn’t there (“I learned about it from someone who was there”). 	<ul style="list-style-type: none"> - Look at different primary and secondary sources. - Identify between fact and opinion and justify their decision . 	<ul style="list-style-type: none"> -Know that different people experience things differently. Be able to discuss within a classroom context (e.g. Child A picked up a toy because they thought Child B wasn’t playing with it and wouldn’t mind, but Child B was very upset and felt that Child A took the toy away from them.) Link 	<ul style="list-style-type: none"> - Compare two versions of past events/photos - Explain how they know a fact book is fact and fiction is fiction (“I know “The Seasons” is a fact book because it says the Seasons are Autumn, Winter, Spring, Summer. This is true –

	-Understand the difference between fact and opinion and why it is important in history.		this to secondary sources - we experience things differently so may write about/record them differently - different perspectives and points of view.	we looked at changes of the seasons in class.”)	
Historical enquiry	- Identify similarities and differences between primary and secondary sources (e.g. both are discussing The Great Fire of London, Moon landing, Royal wedding, an event at school e.g. pancake race), one is a diary entry, one is someone writing about it later).	- Sort artefacts- ‘then’ and ‘now’-timeline of artefacts. - Justify and explain their reason for sorting into that group/way (material? Time period? Use? etc) - Look at a wide range of sources in class-questioning who, what, why, when and where.	- Understand that the word ‘reliable’ means it can be trusted/taken as truth. -Know that not all sources (diaries, letters, newspapers) can be considered completely reliable.	- Explain clearly why artefacts were sorted. - Discuss reasons why a source may or may not be reliable (people remember things differently, could lie etc) - link in to storytelling and how things can be told differently over time.	
Organisation and communication	<ul style="list-style-type: none"> As reception with increasing detail-Class display, museum, primary and secondary sources. 				
Key Vocabulary	compare, artefacts, fact, fiction, opinion, similarities, differences, reason, viewpoint represented, interpretation, investigate, conclude, question, identify, understand, argue, show, construct, chronology, timeline, local, global, national, regional, living memory/beyond living memory, invaders, invasion, empire, rise, decline, raids, attack.				
	People and Community	Invasion	Authority/Power/Rule	Interpretation	Persecution
Lower Key Stage 2	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills	
Chronology (Including characteristic features of periods)	- Understand technical, conceptual and descriptive vocabulary to explain chronology (build on from previous years – ancient, decade, century, change, BCE ‘Before Christian Era’/‘Before Common Era’, AD ‘Anno Domini’ (the year of the Lord), during, period, timeline)	- Use and explain key events/time periods on a timeline with dates (19th- 21st century - link to events and time ers from previous year groups). -Be able to explain the impact that certain events have on others (tools changed materials depending on resources and use etc).	- Know that it is important to know that certain events occurred before others, as some events have a direct impact on later events (e.g events of Bronze Age to Iron Age).	- To use vocabulary in context to explain.	

	<ul style="list-style-type: none"> -To understand there is no 'Year 0', a timeline goes from BCE 1 to 1 AD. - To understand that power can be taken and a new era can begin (Romans took over Britain after the Bronze Age). - To recognise different types of rule: Romans = Emperor, different settlement had their own ruler) 			
<p>Range and depth of historical knowledge.</p>	<ul style="list-style-type: none"> - Understand what everyday life was like for people in times studied (Stone Age, Iron Age, Roman Britain- children - education, housing, clothing, transport, resources (G) = uk living) -Understand that the Romans invaded Britain. -Understand 'settlement' as a place, typically one which has previously been uninhabited, where people establish a community. <p>Explore persecution in S,B,I Age - was it the same without laws?</p>	<ul style="list-style-type: none"> -Identify key features and events of a time period (Stone Age, Iron Age, Bronze Age Roman Britain) and who was in a position of power. -From evidence available, begin to evaluate the usefulness and reliability of different sources (primary and secondary). - Recognise and explain key events in the lives of people in time periods studied. compare with life today. -Explain how and why the Romans invaded Britain (transport, location, resources). 	<ul style="list-style-type: none"> - Know why everyday life has changed and make suggestions/explanations for this (e.g. inventions, technology, industrial revolution etc). - (G) knowing some historical facts about locality. -Compare the difference between 'invasion' and 'settlement' and how this impacts on communities. 	<ul style="list-style-type: none"> - Identify reasons for and results of people's actions - linking to power/rule, laws, living etc - Give explanation or suggestions for why features happen within different time periods - materials, tools, skills, knowledge etc - To understand the structure of their community and explain why it enabled them to invade successfully.
<p>Interpretation of history</p>	<ul style="list-style-type: none"> -Recognise primary and secondary sources e.g. photograph, newspaper, physical object, stories etc. -Distinguish between different sources and compare primary and secondary sources and their reliability. 	<ul style="list-style-type: none"> -Identify and give reasons for the different ways in which the past is represented (e.g. Roman rule of Britain being helpful vs. destructive). - Begin to evaluate the usefulness of different sources (ICT reliability of sources). -Explain why the same event may be presented in different ways (e.g. Iron Age not much was written down, so which evidence do Historians use to 	<p>Recognise a range of primary and secondary sources.</p>	<ul style="list-style-type: none"> - Give justification for recognising a source as primary or secondary, and suggest who may have created it.

		write secondary sources, and how do they interpret this?).		
Historical enquiry	<p>Know when the Stone Age, Bronze Age, Iron Age (Y3) began and ended. To know when Roman Britain began and ended, and why they invaded (Y4). To know why some objects come before or after each other</p>	<p>- Introduce questioning about change, cause, similarity and difference, and significance throughout history e.g. changes to laws, farming techniques (S, B, I age) caused a change in tools. - Offer a reasonable explanation for why events or changes have happened. To explain why each age replaced the other (linked to technology, knowledge, agriculture, resources etc.) To explain why you have ordered artefacts in a particular way with reference to historical events.</p>	<p>-Identify and attribute different artefacts from different time periods studied (e.g. pottery, tools, cutlery, clothing etc.) - Know the date of this artefact and understand that time occurred within the period of the Roman Empire.</p>	<p>- Discuss similarities and differences between sources (primary or secondary) of time periods studied and what this tells us about the people of that time.</p>

Organisation and communication	<ul style="list-style-type: none"> Communicate knowledge and understanding in a variety of ways-discussions, pictures, writing, annotations, drama and models. Select data and organise to answer historical questions. 			
--------------------------------	---	--	--	--

Key Vocabulary	<p>chronological, timeline, primary/secondary sources, evaluate, demonstrate, construct, represent, significance, purpose, context, consequence, power, invasion, operation, weapons, conquered, rule, authority, empire, civilization, culture, persecution, religious, beliefs.</p>			
----------------	---	--	--	--

Upper Key Stage 2	Essential Knowledge	Essential Skills	Additional Knowledge	Additional Skills
Chronology (Including characteristic features of periods)	<p>- Use relevant dates, terms and period labels-Building on previous years (e.g. BC/AD, Stone Age, Bronze Age, Iron Age, Romans, Ancient Greeks, WW2) on a timeline and in discussions, - Recognise who had authority and why it is different during these time periods.</p>	<p>- Know/explain the significance of placing specific events on a timeline-cause and effect within the timeline events. -To explain how an invasion led to their involvement in the war (WW2). -To explain why there were ongoing conflicts between the smaller states of Ancient Greece.</p>	<p>-Use knowledge of other historical events to order key events (link to Learning to Learn). To understand why some countries were more involved in WW2 than others (finance, politics, resources). -To understand why some states (Ancient Greece) were involved in more conflict than others (resources, location, power, land etc.)</p>	<p>- Make comparisons between different times/events in history. - Explain why one event comes after another, offer suggestions using knowledge. - Suggest reasons for cause and effect events on a timeline.</p>

	<p>-To understand the order in which countries were invaded and involved in WW2 (Poland, Belgium, France).</p> <p>-To understand that the Greeks created settlements along the Aegean coast - 8th century BC (G - trade). Recognise the impact on power at this time.</p> <p>-To understand that Ancient Greece was made up of smaller states (G - districts), and that these often fought (Peloponnesian War 431-404, Persian Kings 490-449, Alexander the Great defeated Persian Empire 390's).</p> <p>-To know the chronology of key events that led up to WW2 and the shift of power in Germany.</p>	<p>-To explain how the key events which happened before WW2 resulted in the war.</p>	<p>- WW2 - Understand who was allied with who and what they were fighting for.</p>	<p>To explain why some countries/states were more involved than others in conflict (allies).</p>
<p>Range and depth of historical knowledge.</p>	<p>To understand the change to the type of rule (Greeks) and the move to democracy.</p> <p>- Study different aspects of the lives of different people during WW2 and Ancient Greece (e.g. children - education, housing, clothing, transport, resources (G) etc.)</p> <p>- G = capitals and history of trade.</p> <p>-To understand that Propaganda means 'information, especially of a biased or misleading nature, used to promote a political cause or point of view.'</p> <p>-To have an understanding of key terms associated with WW2 (Blitz, Allied Powers, Axis Powers, Facism, rationing, V.E. Day, V.J. Day).</p> <p>- Understand that Christians were persecuted in Ancient Rome.</p> <p>To understand how laws and rules are brought about (now) e.g. women's rights, the vote, apartheid, BLM etc.</p>	<p>Take part in democratic conversations.</p> <p>-Explain and suggest reasons why things have changed between different time periods (resources, technology, transport, housing, education etc.) Specifically looking at Ancient Greece and Modern Britain with reference to Olympic Games and religion.</p> <p>- To be able to explain the meaning of Propaganda and give a studied example.</p> <p>-To explain how people were persecuted during WW2.</p> <p>- Be able to explain and use key WW2 terminology in context.</p> <p>- Explain some reasons why Christians were persecuted in Ancient Rome (Romans had different Gods, Fire in Rome in 64 AD, role of Emperor Nero etc).</p>	<p>- Study the significant cultural places and how they influenced daily living (pilgrimage, hajj, mecca (G & RE)).</p>	<p>- Examine causes and results of other 'great events' and the impact on people. (V.E. Day, invention of government in Ancient Greece, Moon Landing, Pakistan Independence Day 14.08.1947) - to understand this happened as a result in a change of power.</p> <p>Recognise the difference in the way laws and rules are brought about (then and now).</p>

	<p>Recognise key figures who bring about change to law: Rosa Parks, Martin Luther King, Emiline Pankhurst, Greta Thurnberg, Rashford (2020)</p> <p>- Know some key features of Ancient Greek society (e.g. split into states, lots of fighting between states, emphasis on military success and being 'strong').</p>	<p>Explain the effect of key events/changes: apartheid, womens rights, voting, environmental changes etc <-</p>		
Interpretation of history	<p>Understand some wider social factors which influenced Primary and Secondary sources (e.g. WW2 censorship, political alignment of different newspapers).</p> <p>- To understand what bias is and its effect on history. To recognise that bias can cause problems or have a negative impact eg: BLM, women are homemakers, WW2 - Jews</p>	<p>- Compare accounts of events from different sources (diaries, letters home from WW2, video clips) and offer some reasons for different versions of events (propaganda, not wanting to worry loved ones with letters etc).</p> <p>-To link sources and understand how conclusions are made.</p> <p>- Explain bias and its impact on individual events/situations:</p> <p>-Discuss the Ancient Greeks behaviour and persecution - (e.g. is invading other states a form of persecution? In Sparta, 'weak' children were killed at birth - persecution? Why did they behave like this?)</p>	<p>To know why some opinions vary (propaganda, experience etc)</p> <p>To understand and explain how propaganda is used to promote bias - WW2: Krystal nacht, Nazi views of Jews</p>	<p>•Consider ways of checking the accuracy of interpretations-fact or fiction and opinion/bias</p>
Historical enquiry	<p>-Understand the validity/use of primary and secondary sources.</p> <p>- Identify and attribute different sources from different time periods studied- Roman and WW2 (photographs of armour, tools, weapons, cutlery, pots etc.)</p>	<p>-Compare and explain the validity/use of primary and secondary sources.</p> <p>- To hypothesise their own historically valid questions about change, cause, similarity and difference and significance (e.g. How was Propaganda helpful to the war effort in Great Britain? What impact did the Blitz have on people's behaviour?)</p>		

		<p>How did the inventions of the Ancient Greeks influence our lives today?</p> <p>-Use a range of sources as evidence-Including primary (photos, diaries, letters, video clips, speeches, newspaper clippings, artefacts, novels published at the time, memoirs) and secondary sources (journal articles/documentaries/accounts/books written later by someone not present) .</p>		
<p>Organisation and communication</p>	<ul style="list-style-type: none"> • Use a variety of ways to communicate knowledge and understanding, including extended writing. • Plan and carry out individual investigations. 			
<p>Key Vocabulary</p>	<p>cause and effect, conclude, hypothesise, investigate, continuity, narrative, impact, respond, evaluate, impact, controversy, anglo-saxon, ancient, Nazi, holocaust.</p>			