

St Mary's Catholic Primary School

History Curriculum Maps

Year Groups	Autumn Term	Spring Term	Summer Term
EYFS / Y1 Cycle A	How have homes changed over time? <i>Changes within living History</i> What do houses from the past looked like compared to modern houses? What similarities and differences can we see? Can we sort artefacts from now and the past? Can we guess the use of some old artefacts? How have household artefacts changed over time?	What can we learn about Explorers and Expeditions to the Antarctic? <i>Significant people & their achievements</i> What is like in the Antarctic? Why did people want to explore there? How did people prepare for expeditions? What happened on Shackleton's expedition? Why is it important to learn about these events?	What changed because of the Great Fire of London? <i>Significant events</i> What was London like at this time? How did the fire start and spread? How was the fire put out? How do we know what happened? What changed in London because of the fire?
EYFS / Y1 Cycle B	How have toys changed over time? <i>Changes within living History</i> What do toys from the past looked like compared to today? What similarities and differences can we see? Can we sort artefacts from now and the past? Have some toys stayed the same? Why have some toys changed?	Who was Mary Anning? <i>Significant people & their achievements</i> Who was Mary Anning and what did she do? What was her life like? What things did she find? Why was she so important?	What was it like at the Victorian seaside? <i>Changes within living history</i> What is it like at the seaside? What was it like at the seaside long ago? How have swimming costumes changed? Why do things change and how does this affect us today?
Y 2 / 3 Cycle A	Who was Queen Elizabeth II? <i>Significant people</i> Who was Queen Elizabeth? What do we know about her and her family? What was her life like? Why was she so important?	Who were Neil Armstrong and Christopher Columbus ? <i>Significant Achievements & Exploration</i> What is an explorer, what would they need? Who was Neil Armstrong and what kind of exploration did he do? Who was Columbus and what exploration did he go on? What was life like on each exploration? What was so significant about each of these explorations?	What was life like in the Stone age? – Focus on Skara Brae lifestyle <i>Changes in Britain from Stone age to Iron age.</i> What was everyday life like in the stone age? How do we know about life in the stone age? What was everyday life like in Skara Brae? How do we know this?
Y 2 / 3 Cycle B	How did Florence Nightingale change nursing? <i>Significant people</i> Who was Florence Nightingale? What were hospitals like in her time? What did she do to change hospitals? What significance do these changes have today?	Local History Study Fred Hooper - Southport <i>Events & people significant to our local area</i> Who was Fred Hooper? What did he do that was significant? How do we know about Fred Hooper? Why is he special to Southport?	What was Anglo-Saxon culture like? <i>Anglo-Saxons in Britain</i> What was it like in the Anglo-Saxon times? How did people live? What artwork did they produce? Where can we see this today? What can we learn from the work they produced?

Year Groups	Autumn Term	Spring Term	Summer Term
Y 4 / 5 / 6 Cycle A	What do we know about the Mayans? Non-European civilization What was the Mayan civilisation? How can we learn about it? What was every day life like? What impact did the Mayans leave?	Why did the Anglo-Saxons settle in Britain? Invasion of Britain Who were the Anglo Saxons? Why and how did the Anglo-Saxons settle in Britain? What was life like in Anglo-Saxon time? What can artefacts teach us about the life and culture of Anglo-Saxons? What impact did they leave in Britain?	How has Crime and Punishment changed over time? Changes in Britain beyond 1066 What punishments were there for crimes in the past? How did these change over time? How have prisons changed over time? How do we now about these changes?
Y 4 / 5 / 6 Cycle B	What was the impact of World War II? Turning points in History What was it like for children during WWII? Why were children evacuated in WWII and where to? What was life like for children who were evacuated? What impact did this have on families?	How and why did the British resist the Roman invasion? Invasion of Britain What was Britain like before the Romans? How did the Romans conquer Britain? How did the people resist the Roman invasion? Who was Boudicca and how did she lead?	What do we know about the Ancient Greeks? Ancient Civilisations How was Ancient Greece organised? How do we know so much about Ancient Greece? What did the Ancient Greeks believe in? What are the Ancient Greeks famous for?
Y 4 / 5 / 6 Cycle C	What do we know about Ancient Egypt? Ancient civilisation and their achievements How can artefacts teach us about Ancient Egyptian life? How was Ancient Egypt society organised? What did Ancient Egyptians believe in and how do we know this? Study of a famous Egyptian	How and why did the Vikings invade Britain? Invasion of Britain How do artefacts teach us about the life of the Vikings? How did the Vikings travel to Britain and why? What changes did the Vikings bring to Britain? How did these changes influence our lives today?	Local History Study - Liverpool Events significant to our local area What was Liverpool like in the past? How was Liverpool involved in the slave triangle? What was life like for an enslaved person? What impact do these events have today?

Concepts Overview Map

Key concepts

- ***Monarchy / Leadership**– roles of a monarch or leader, government through monarchy, significant monarchs and the events and changes in their reign.
- ***Faith** – How Faith / Gods influence lifestyles in different times throughout History, significant Faith related events or actions
- ***Migration / Invasion** – the reasons for migration and invasion, how it is carried out, the consequences to the people and the land, resistance and settlement
- ***Exploration** – the reasons for exploration, the discoveries made and how these impact society and the future

Monarchy / Leadership	EYFS / Y 1 School Leadership *How do people in school help us? *What does the Head teacher do to help us and our school? *People who help us in our local community? *Knights and princesses in stories	EYFS / Y 1 Queen Victoria *Who was this Monarch *Significant monarchs in the past. *What changes happened during their reign	Y 2 / 3 Queen Elizabeth *What is the role of the monarch? *Significant monarchs in the past and present *What changes happened during their reign?	Y 4 / 5 / 6 Ancient Egypt *Who ruled in Ancient Egypt? *What do we know about the people and how do we know this? *What is the pyramid of society?	Y 4 / 5 / 6 Ancient Greece *Who ruled in Ancient Egypt? *What do we know about the people and how do we know this?
Faith	EYFS / Y 1 Our Faith *What do we believe in? *Who is our local priest / what is our church like? *What different ways do we practice our faith?	Y 2 / 3 Bronze Age and Stonehenge *Could Stonehenge be part of the Faith of the Bronze Age people? *How do we know Stonehenge was important to the Bronze Age people in Britain?	Y 4 / 5 / 6 Ancient Egypt *What Gods/Goddesses did the Ancient Egyptians believe in? *What did the Ancient Egyptians believe about the afterlife?	Y 4 / 5 / 6 Ancient Greece *What Gods/Goddesses did the Ancient Greeks believe in? *What can we learn from Mythology about the Gods/Goddesses?	Y 4 / 5 / 6 Mayan Civilisations *How did the Mayan civilisations start? *What did they believe in?
Migration / Invasion	EYFS / Y 1 Moving and Change *What understanding do we have of moving ie moving house / moving schools? Invasion *Invasion games / team games / winning and losing.	Y 4 / 5 / 6 How and why did the Vikings Migrate to / invade Britain? *Where did the Vikings come from? *Why and how did they migrate to / invade other countries? *What changes did they make in other countries?	Y 4 / 5 / 6 How and why did the Romans invade Britain? *How and why did the Romans migrate to / invade Britain. *ow and why did the British resist the invasions? *What changes did they make?	Y 4 / 5 / 6 World War II *How did the lives of children change during WWII? *Why did children have to move home during WWII?	Y 4 / 5 / 6 Anglo Saxon invasion of Britain *How did they migrate to / invade Britain? *Why was invasion possible? *What changes did they make?
Exploration	EYFS / Y 1 Exploration – Shackleton / Mary Anning *What can we learn about famous explorers? *Where did they go and why? *What did they discover?	Y 2 / 3 Neil Armstrong / C Columbus *Where did he explore? *What discoveries did he make? *How have these explorations had an impact on society?	Y 2 / 3 Local History – An exploration of Southport *What is it like? *What important people come from Southport? *What impact have they had on Britain?	Y 4 / 5 / 6 Viking Exploration *Where did the Vikings come from? *Why did they leave their own countries? *Where did they travel to? How have their explorations had an impact on society today?	Y 4 / 5 / 6 Local History – An exploration of Liverpool *What is it like now and then? *What importance does Liverpool with trade links? *What impact have they had on Britain?

Concept Map – Cycle A & B Early Years

EARLY YEARS	
Monarchy / Leadership	This concept will be introduced through learning about: Stories relating to kings, queens, princes', princesses and other royalty, role play areas, important events relating to monarchy Leader within our school / the Head teacher and their role. A study of Queen Victoria, who she was and some changes that happened during her reign.
Faith	This concept will be introduced through learning about: Our faith and our local church, other faiths and cultures around the world, Remembrance Day events, Christmas story and familiar traditions, Easter events. Visits to our local church and to meet our parish priest.
Migration / Invasion	This concept will be introduced through learning about: Understanding what it is like to experience changes ie moving house, moving school. Invasion games and activities that involve team activities that look at invading another team's area, working as a team, scoring goals or points to succeed.
Exploration	This concept will be introduced through learning about: Learning about important explorers, where they went and what they discovered. They will understand why people want to explore new places and how their discoveries impact on our lives.

Concept Map – Cycle A EYFS / Y 1

	Autumn Term	Spring Term	Summer Term
Area of Learning / Enquiry question	How have home changed?	What can we learn about explorers?	What changed because of the Great Fire of London?
Vocabulary	Compare / Differences / Similarities / Houses / Technology	Exploration / expeditions / equipment / achievements	London / fire / bakery / fire hook / spread / wooden houses / fire brigade
Statutory requirements	Events within living memory	Significant individuals and their achievements in exploration	Events beyond living memory that are significant.
Substantive concepts	Change and innovation	Exploration	Change and innovation
Disciplinary concepts	Sources of evidence Similarities and Differences	Knowledge and Understanding of significant people	Cause and consequence

Concept Map – Cycle B EYFS /Y 1

	Autumn Term	Spring Term	Summer Term
Area of Learning / Enquiry question	How have toys changed?	Who was Mary Anning?	What was it like at the Victorian seaside?
Vocabulary	Compare / Differences / Similarities / Materials / movements	Exploration / significant / fossils / dinosaurs	Nation / Monarch / Monarchy / Reign / Royal / Rule / Time line / Chronology
Statutory requirements	Events within living memory	Significant individuals and their achievements	Significant historical people now and in the past
Substantive concepts	Change and innovation	Exploration	Monarchy
Disciplinary concepts	Sources of evidence Similarities and Differences	Knowledge and Understanding of significant people	Knowledge and Understanding of significant people

In order for the children to develop schemata over time the concepts of Chronology interpretation, Organisation and Communication and Knowledge and Understanding permeate the historical units of work and particularly the Disciplinary concepts listed above.

Concept Map – Cycle A Y 2 / 3

	Autumn Term	Spring Term	Summer Term
Area of Learning / Enquiry question	Who was Queen Elizabeth II?	Who were Neil Armstrong and Christopher Columbus?	What was life like in the Stone Age?
Vocabulary	Nation / Monarch / Monarchy / Reign / Royal / Rule / Time line / Chronology	Exploration / significant / astronaut / sailor / exploration / journey / achievements	Artefact / Stone Age / Cave Art / Skara Brae / Compare
Statutory requirements	Significant people within living memory	Significant individuals and their achievements	Changes in Britain from Stone Age to Iron Age
Substantive concepts	Monarchy	Exploration	Changes in Britain
Disciplinary concepts	Knowledge and Understanding of significant people	Knowledge and Understanding of significant people	Sources of evidence & interpretation

Concept Map – Cyle B Y 2 / 3

	Autumn Term	Spring Term	Summer Term
Area of Learning / Enquiry question	How did Florence Nightingale change nursing?	Local History study - Southport	What was life and culture like in Anglo-Saxon times?
Vocabulary	Nursing / lamp / hygiene / cleaning / infection / sterile	Exploration / significant / astronaut / sailor / exploration / journey / achievements	Lifestyle / artwork / culture / artefacts
Statutory requirements	Events within living memory	Significant individuals and their achievements	Anglo-Saxon life and Culture
Substantive concepts	Change and innovation	Exploration	Changes in Britain
Disciplinary concepts	Knowledge and Understanding of significant people	Sources of evidence & interpretation	Sources of evidence & interpretation

In order for the children to develop schemata over time the concepts of Chronology interpretation, Organisation and Communication and Knowledge and Understanding permeate the historical units of work and particularly the Disciplinary concepts listed above.

Concept Map – Cycle A Years 4, 5 and 6

	Autumn Term	Spring Term	Summer Term
Area of Learning / Enquiry question	Who were the Mayans	What was life like for the Anglo-saxons who settled in Britain?	How did Crime and punishment change over time?
Vocabulary	Housing / lifestyle / culture / beliefs / architecture	Angles / Anglo-Saxon / Scots / Artefacts / Impact / Invasion / Migration / Settler / Settlement	Crime / punishment / jury / judge / jail / conditions
Statutory requirements	Non-European civilisation	Anglo-Saxon settlement in Britain	Changes in Britain
Substantive concepts	Ancient civilisation and their achievements	Invasion / migration	Changes in Britain
Disciplinary concepts	Sources of evidence and interpretation	Significant changes	Sources of evidence and interpretation

Concept Map – Cycle B Years 4, 5 and 6

	Autumn Term	Spring Term	Summer Term
Area of Learning / Enquiry question	What was the impact of World War II on children?	How and why did the British resist the Roman invasion?	What was life like in Ancient Greece?
Vocabulary	Allies / Propaganda / Evacuation / Rationing / Impact / Cause / Invasion	Romans / Invasion / Roman Army / Legion / Conquest / Roman Empire / Emperor / Rebellion	Ancient / City states / Empire / Democracy / Olympics / Faith
Statutory requirements	Ancient civilisations and their achievements	Significant individuals and their achievements	Turning points in History
Substantive concepts	Changes in Britain	Invasion / migration	Faith
Disciplinary concepts	Cause and consequence	Significant events in Britain	Sources of evidence and interpretation

Concept Map – Cycle C Years 4, 5 and 6

	Autumn Term	Spring Term	Summer Term
Area of Learning / Enquiry question	What was life like in Ancient Egypt?	How and why did the Vikings invade Britain??	Local Area Study - Liverpool
Vocabulary	Egypt / Ancient / Hierarchy / Society / Belief / Investigate / Significance	Artefact / Long ship / Long house / Armour / Amulet / Runes / invasion	Settlement / city / slave triangle / docks / enslaved people / plantations
Statutory requirements	The achievements of early civilisations	Viking exploration and invasion	Significant historical places in our own locality
Substantive concepts	Faith	Invasion / Migration	Exploration / changes within our own time
Disciplinary concepts	Sources of evidence and interpretation	Sources of evidence and interpretation	Changes and consequences

In order for the children to develop schemata over time the concepts of Chronology interpretation, Organisation and Communication and Knowledge and Understanding permeate the historical units of work and particularly the Disciplinary concepts listed above.