

History Curriculum Map - Knowledge

In KS1 children should:

- develop an awareness of the past, using common words and phrases relating to the passing of time
- know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods
- use a wide vocabulary of everyday historical terms
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- understand some of the ways in which we find out about the past and identify different ways in which the past is represented

In KS2 children should:

- develop a chronologically secure knowledge and understanding of British, local and world history
- establish a clear narrative within and across periods studied
- note connections, contrasts and trends over time
- develop appropriate use of historical terms
- address and devise historically valid questions about change, cause, similarity and difference and significance
- construct informed responses that involve thoughtful selection and organisation of relevant historical information
- understand how knowledge of the past is constructed from a range of sources

YEAR A	Autumn	Spring	Summer
Lake Y1 + Coombe	<p>Why do we remember Florence Nightingale and Mary Seacole?</p> <p>☆☆</p> <p>Know why Florence Nightingale is remembered and what she did in her life that was special. Understand key moments in her life e.g. why she decided to go to the Crimea. Describe the main changes she introduced and understand not all people welcomed them. Decide which of her achievements was most important. Differentiate between the actions of Florence Nightingale and Mary Seacole; explain how Mary Seacole's contribution to nursing is not so well known.</p>	<p>Who was Scott of the Antarctic and what did he achieve?</p> <p>☆☆</p> <p>Understand why Scott is so famous today. Sequence the stages of his journey to the South Pole and describe some setbacks he faced. Give a few reasons why Scott risked his life to go to the South Pole. Select adjectives to describe how Scott felt when he arrived at the South Pole after Amunsden. Give some reasons why Scott failed to get there first.</p>	<p>What was it like to go to Balcombe School in the past?</p> <p>☆☆</p> <p>Using a range of evidence (photos, physical environment, eyewitnesses, school log books) to describe some of the features of the school in the past. Compare the experience of school then and now - giving some similarities and differences.</p>

	<p>Know the most important achievements of Mary Seacole.</p> <p>What was Bonfire night like when Granny was a child?</p> <p>✱</p> <p>Use selected evidence to describe how different Bonfire Night was when granny was a little girl.</p>	<p>Know that there are some different views about Scott today e.g. some say he was not organised and made bad decisions.</p>	
Forest	<p>How, when and why did the Romans invade Britain. What changes did they make?</p> <p>✱✱✱</p> <p>Understand that Britain was part of a huge Roman Empire ruled from Rome.</p> <p>Know some reasons why the Romans invaded.</p> <p>Know that Caesar's invasions were short-lived but Claudius conquered Britain 100 years later.</p> <p>Understand how and why the Roman army was so effective.</p> <p>Know who Boudica was and how her rebellion was defeated in AD60-1</p> <p>Know about the Roman legacy and give two or three examples: roads, baths, buildings etc.</p>		<p>How different was Balcombe village centre 100 years ago?</p> <p>✱✱</p> <p>Sources: trade directories, photos, surviving buildings.</p> <p>Identify ways in which the village centre was different 100 years ago. Pick out from photos things that indicate this was taken in the past e.g. street furniture, different shop names. Name some shops that used to be in the village centre, and explain what could be bought there.</p> <p>Understand what some shops sold 100 years ago in the village - be familiar with terms such as confectioner, tobacconist, green-grocer.</p> <p>Explain how the interior of a shop differed 100 years ago.</p> <p>Give some reasons why there are now so few shops in Balcombe compared to 100 years ago e.g. online shopping, supermarkets, cars.</p>

<p>Spring</p>	<p>Who were the Anglo Saxons? How, why and when did they invade Britain? What was the impact of the Viking invasions?</p> <p>★★</p> <p>Know why the Anglo-Saxons invaded and where they settled. Know that early Saxons worshipped gods we named our days after. Know how people's lives changed when Christianity came to Britain. Explain how the Christian message was delivered to the people e.g. role of monasteries, churches. Know that by the end of the 7C Anglo-Saxons were ruling most of Britain; some leaders of smaller kingdoms conquered their neighbours becoming 'super-kings' (Bretwalda); that the Kingdom of Mercia was most important. Grasp that when the Vikings landed in 865 there were 4 Anglo-Saxon kingdoms, 200 years later just one England (Kingdom of England formed in 955). Also separate Scotland, Ireland, Wales. Recount key episodes in the struggle with the Vikings and identify at least one turning point in Saxon fortunes. Explain what the Danelaw was.</p>	<p>How did the Mayans live and how was this different to life in Britain at the same time?</p> <p>★★★</p> <p>Explain why they study Mayan Empire, appreciating the range of achievements e.g. building large cities without the wheel or metal tools, incredible architecture, knowledge of solar year, mathematical system, (including concept of zero). Explain why it was one of the most sophisticated societies of its age. Give reasons why the Maya were able to grow so strong, even though they lived in jungle areas e.g. knew how to grow crops and hunt. Know that the society was hierarchical. Describe some features of Mayan cities e.g. stepped pyramids, temples, plazas. Explain how we know about Mayan life e.g. archaeological remains, Spanish conquest sources, oral tradition, hieroglyphs. Explain why human sacrifice was practised. Explain some reasons why the Mayan Empire ended so quickly. Know that this civilisation lasted 2000 years and was at its height AD 300-900. Make comparisons to what was happening in Britain at the same time.</p>	<p>Why did the railway come to Balcombe and what impact did it have?</p> <p>★★</p> <p>Sources: local maps and photos.</p> <p>Understand how people and goods were moved before the railways arrived e.g. horses, canals, roads. Know when the railway arrived in Balcombe (1841) and who supported and opposed it. Explain who might the 'winners' and 'losers' be. Use local maps and photos as evidence to answer the question - Who used the railway and why? e.g. local industry or farms. Be able to explain the changes that the railway brought to the village and its people e.g. population growth and new jobs, new buildings.</p>
<p>Mill</p>	<p>Why and how did Germany lose the Battle of Britain?</p> <p>★★★</p> <p>Understand why Britain needed to go to war. Be able to give some simple arguments for and against appeasement.</p>		<p>Why was the Victory Hall built? What is the significance of the murals inside?</p> <p>★★</p> <p>Sources - buildings, memorials, CWGC database, Census returns.</p>

	<p>Know who the key figures are, including Neville Chamberlain, Winston Churchill, Adolf Hitler and Hermann Goering.</p> <p>That Hitler planned to invade Britain in 1940 and explain some aspects of this plan e.g. destroying the R.A.F.</p> <p>Know the key events of the Battle of Britain and establish a chronology from September 1939 until September 1940.</p> <p>Give reasons why Britain was able to win the Battle of Britain e.g. importance of radar, changes in German tactics, superiority of weapons and manufacturing etc.</p> <p>Understand that it was not just 'The Few' that won the battle and how many different groups played their part.</p> <p>Know that not all R.A.F. pilots were British and that they came from all over the Commonwealth and occupied Europe.</p>		<p>Understand and explain the importance of the First World War and its impact locally e.g. horrific nature of the conflict, number of casualties etc.</p> <p>Know why the Victory Hall was built, and the story of the murals in the hall.</p> <p>Use the evidence from CWGC and census to piece together the story of one man listed on the local memorial in the Victory Hall.</p>
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YEAR B	Autumn	Spring	Summer
Lake Y1 + Coombe	<p>Significant individual/place in locality - Mary Anning/Cuckfield dinosaurs</p> <p>***</p> <p>Understand the reasons why Mary Anning should be remembered.</p> <p>Explain some special things Mary Anning did in her life.</p> <p>Select suitable adjectives to describe Mary Anning.</p>	<p>Event beyond living memory - Fire of London</p> <p>***</p> <p>Use clues to work out how the fire started. Know what happened during the Great Fire and sequence events chronologically.</p> <p>Explain how we know about the Great Fire. Explain why the great Fire burnt down so many buildings e.g. long, hot summer, wooden thatched buildings.</p>	<p>Significant places in locality - castles</p> <p>***</p> <p>Begin to distinguish between the fairy tale view and the reality of castles as places where people lived and worked.</p> <p>Identify the characteristic features of castles and use historical vocabulary to describe them (beginning with motte and bailey and then comparing to stone castles).</p>

	<p>Identify types of evidence we can use to find out about Mary Anning. Know about the dinosaur fossils found locally in Cuckfield and how these can be found in museums all over the world.</p>	<p>Understand how people managed to live through it e.g. few locked buildings, relief fund set up afterwards. Explain some lessons that could be learned e.g. ways to rebuild London and make it safer.</p> <p>Change within living memory - seaside holidays **</p> <p>Describe what it was like going to the seaside 100 years ago - identify similarities and differences. Name some activities people did at the seaside. Explain how seaside holidays have changed in the past 100 years. Explain how we know about holidays 100 years ago, as it is likely nobody is alive to tell us e.g. photos, paintings. For Year 2 and more able pupils, identify some changes through time - in three periods e.g. 1900, 1960s, today.</p>	<p>Understand some reasons why castles were built. Identify who might have lived in a castle and describe their jobs.</p>
<p>Forest</p>	<p>What was life like in the Stone Age and how did it change in the Iron Age? **</p> <p>Know how Stone Age covers an enormous period of time and most finds come from the late Stone Age. Know that Stone Age man was not primitive but could make and use tools and had an organised way of life. Know how much life changed when man learned to farm.</p>	<p>How has transport changed over time? **</p> <p>Identify criteria to 'measure' transport e.g. materials, practicality, status, technology etc. Recall features of transport across periods studied and beyond - e.g. Stone Age, Ancient Egypt, Roman, Victorian etc. Deepen understanding of chronology - know the order of periods studied.</p>	<p>What did the Ancient Egyptians achieve? **</p> <p>Know that Britain at the same time was not such a developed civilisation (link to Stone Age to Iron Age). Locate Ancient Egypt in time and mention three or four iconic features. Grasp the importance of the Nile: water for crops, mud for bricks, papyrus reeds etc. Be able to list different types of evidence that can be used to find out about Ancient Egypt e.g. papyrus rolls, pyramids.</p>

	<p>Grasp that hunter and gatherer were living alongside early farmers about 5000 years ago (continuity).</p> <p>Know what can be learned about the Stone Age from study of one site e.g. Skara Brae.</p> <p>Identify some significant aspects of Bronze Age culture, and changes that took place e.g. metalwork, settlement.</p> <p>Know what life was like in the Iron Age by using the evidence available e.g. a hill fort.</p> <p>Explain some technological developments in the Iron Age e.g. ard, sickle, lathe.</p>	<p>Know about and use some of the evidence relating to transport e.g. photos, paintings, archaeological, surviving examples.</p> <p>Identify aspects of change and continuity and why these occurred.</p> <p>Recognise and explain turning points in transport and why these may have occurred.</p>	<p>Understand the importance of the afterlife to Ancient Egyptian beliefs and how particular objects can help us understand their beliefs e.g. good luck charms</p> <p>Know that it was a very hierarchical society: men farmed, women baked, collected water etc.</p> <p>Know that there were at least three other ancient civilisations elsewhere in the world and be able to locate them on a map e.g. Indus Valley, Sumer, Shang Dynasty.</p>
Spring	<p>What were the achievements of early Islamic civilisation?</p> <p>***</p> <p>Know why it is important to study early Islamic civilisation in the period c. 900. That developments there far outstripped those of anywhere else in the world e.g. free education, healthcare, public baths, sewage system.</p> <p>Know that Islam influence spread far and wide (to Spain in the west and India in the east)</p> <p>Explain why Baghdad was such a great city with its splendid mosques, gardens, and hospital.</p> <p>Grasp the importance of how trade enriched life in Baghdad.</p> <p>Explain how amazing life was for rich people living in Islamic cities. Focus on those things that were more advanced than in Saxon England at the same time.</p> <p>Legacy: know the importance of the Islamic contribution to science, art, medicine, mathematics (algebra, Arabic numerals), architecture.</p>	<p>How has fashion changed over time?</p> <p>**</p> <p>Identify criteria to 'measure' fashion e.g. materials, patterns, practicality, making a statement, status (rich and poor) etc.</p> <p>Recall features of fashion across periods - e.g. Stone Age, Roman, Anglo Saxon, Tudor, Victorian, 1960s...</p> <p>Deepen understanding of chronology know the order of periods studied.</p> <p>Know about and use some of the evidence relating to fashions e.g. photos, paintings, archaeological, surviving examples.</p> <p>Identify aspects of change and continuity and why these occurred.</p> <p>Recognise and explain turning points in fashion and why these may have occurred.</p>	

Mill	<p>What happened during the Blitz? **</p> <p>Know why Britain went to war in 1939 and how Hitler threatened European peace. Know why it was necessary for children to be evacuated; explain why numbers of evacuees went up and down over the course of the war; know that the experiences of evacuees were not all the same. Explain some aspects that aided Britain in standing firm against German attacks e.g. early warning systems, different air-raid shelters, air-raid precautions. Explain how this helped to minimise the feared very high casualties from aerial bombing. Grasp that some evidence from this period must be treated with caution and how propaganda and censorship were used by government.</p>	<p>How have crimes and punishments changed over time? **</p> <p>Know how people were punished in Saxon times and what the common crimes were; understand how catching criminal depended on the community. Learn from the story of Robin Hood that justice was loaded in favour of the rich and powerful and that fear of consequences were used to stop people committing crimes. 1500-1700 - name some new crimes e.g. witchcraft and highway robbery. Know that there was continuity in punishments e.g. whipping, stocks, ducking stool. Know that the 18th Century was the era of the Bloody Code when there was a massive increase in capital offences, and punishments were as harsh as possible to deter people from committing crimes. Understand how in the 19th Century there was important change in punishments e.g. transportations. Explain why this period saw a start and growth of an organised police force. Consider whether how we catch and punish criminals in the last 100 years, has improved. Know about some new crimes that may have appeared e.g. drugs, car crime.</p>	<p>What did the Ancient Greeks achieve? ***</p> <p>Be able to place Ancient Greece on a timeline and know that Athens was at its height in the 5th to 6th Century (Golden Age). Know that Ancient Greece consisted of city states and Athens and Sparta were rivals. Give examples of the kinds of evidence that can be used to find out about a society that existed 2500 years ago e.g. pottery, physical geography, surviving buildings. Use evidence from pots to draw inferences about an aspect of Greek society e.g. role of women. Know three reasons why Athens was so dominant in its Golden Age. Explain why the Battle of Marathon was fought and give some reasons for the defeat of Persia. Explain the features that make Athens unique e.g. democracy. Know about the importance of Greek Olympics and theatre and what it reveals about their attitudes and beliefs. Know at least three different ways in which Greeks have influenced our ideas today - language, thinkers, architecture.</p>

Themes:

Rulers and government *

Attack and defence *

Homes *

Settlement and society *

Place *

Farming *

Technology and innovation *

Key people *

Continuity, change and turning points *