

# Curriculum map charting a child's journey through the History Curriculum at Bishop Cornish School.

## Aims and Intent

### The national curriculum for history aims to ensure that all pupils:

know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### Questions and skills progression:

- 1. REMEMBERING – factual answers, recall and recognition**  
What are...? Who is...? How many...? When did...? Where are...?
- 2. UNDERSTANDING – rephrasing and interpreting information to show understanding**  
What does it mean? What is the basic point? Can you explain...?  
Why was / did...? Why do you think...?
- 3. ANALYSING – Break into parts to examine more closely and understand relationships**  
How are they similar? How does it work? Is it the same as...?  
What do you notice when...? How would you group / sort / categorise / classify...?
- 4. APPLYING knowledge to a new situation or experience**  
How can we use it? Is this an example of...? Would it work with...?  
Can you show me how...? Could there be a different way to...?
- 5. EVALUATING – making judgements and assessments and coming to conclusions**  
What is the best...? Why should we...? What do you prefer?  
What do you think of...? Would it work different with...?
- 6. CREATING – combining information to make something new**  
How could we...? Could we link...? What would happen if...? What would you have done...?

## Key Stage 1

### Pupils should:

1. develop an awareness of the past, using common words and phrases relating to the passing of time.
2. 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.
3. use a wide vocabulary of everyday historical terms.
4. ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
5. understand some of the ways in which we find out about the past and identify different ways in which it is represented.

## Year 1

### Changes within living memory

Our Year 1 journey starts with looking at what we looked like a long time ago. We share photos and develop an awareness of the past and how we have changed. This enables children to start to be aware of and use lots of words relating to the passing of time. We then explore how we will change through using the internet and talking about members of our families. Once the children have this basic understanding of how time passes we look at toys which may have been played with many years ago. We play with the toys and look at real life artefacts from long ago. The children explore through their senses and ask questions about what we are playing with. Later in the year we then revisit these skills by exploring travel and houses. Lots of work is linked into our literacy topics about space, pirates and going on holiday. We widen our vocabulary through role play and exciting theme days.

### The lives of significant individuals

Through our topics we meet various famous people and compare their lives through re-enactment and storytelling. We include people such as Neil Armstrong and Captain Blackbeard. The children place these people on timelines and use the internet and books to watch videos of past events like the moon landing. The children are enthused about pirates and space through a range of literacy activities which build their historical knowledge and their vocabulary. We ask questions and create non-fiction books. The children are also given lots of dilemmas about these historical figures and think about how they would act. This is explored through play.



We also ensure that we cover significant events during Year 1 such as the gunpowder plot and remembrance. This ensures that the children understand the festivities and why we have these important times.

## Year 2

Events beyond living memory that are significant nationally or Globally.  
Significant historical events, people and places in our own locality:

The children will explore a range of topics:

- The Great Fire of London (linking to Geography London topic, map work, English writing)
- Victorians – Queen Victoria, life in the home, school, toys, work, clothes, visit to Morwelham Quay (local history linking to map work).
- Famous Victorians including famous people from other countries during this period:
- William Morris (link to Art work making wallpaper)
- Renoir (Exploring the painting 'The Umbrellas' through Art and linking to Victorian life/clothing)
- Florence Nightingale (roleplay, diary writing, comparing to present day hospitals)
- The Wright brothers first flight (linked to English work, DT plane making ,and roleplay)
- Brunel and the Royal Albert Bridge – local History, visit to the bridge.



These topics are explored through roleplay, dressing up, investigating real artefacts, Art and DT work, exploring first-hand accounts from the time, and school trips. All areas are heavily linked into the English curriculum to both give meaning to their English writing and to broaden the children's understanding of the historical events and how they affected people. This includes diary writing, posters to advertise the first flight, writing in role to try to imagine how people must have felt, question writing – what do we want to find out, writing comparisons between now and then, and reading information as well as stories. The events of each topic will be plotted on a time line.

### Key Stage 2

#### Children should:

1. Continue to develop a sense of chronology across time.
2. Secure knowledge and understanding of British, local and world history.
3. Establish clear narratives within and across the periods they study.
4. Children should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
5. Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
6. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
7. Children should understand how our knowledge of the past is constructed from a range of sources.

## Year 3

### Changes in Britain from the Stone Age to the Iron Age.

Year 3 will journey through thousands of years of prehistory as they explore the Stone Age and Bronze Age discovering how humans lived and what developments were made in each era.

- Explore what is meant by human prehistory.
- How do we find out about the past if it's not written down?



- Cave art
- BC/AD
- How did early man survive in the stone age?
- The Palaeolithic, Mesolithic and Neolithic periods
- Stone age life e.g. stone age tools, hunter gatherers → farming
- Bronze age life (preparing for further learning in Year 4 on Iron age)



### Captivating Cornwall

Local History study including the then and now. Local study of Saltash and Rags to Riches – local mining.

In this cross-curricular topic, Year 3 will discover the fascinating site of Caradon Hill on Bodmin Moor. They will discover the Rags to Riches story of copper mining – with Caradon being one of the areas for Cornwall's 'Boom to Bust' mining industry.

Children will also see how this area has changed over time and as well as being an area full of fascinating mining heritage, it is also full of prehistoric history too.

We will also look much closer to home at the history in our immediate area – Saltash. We will look at the history of the bridges over the river Tamar and comparing the similarities and differences between these two.

## Year 4

### The Rise of the Roman Empire and its impact on Britain

- The Roman Empire by AD 42 and the power of its Army
- Julius Caesar's attempted invasion in 55-54 BC
- British resistance, e.g. Boudicca
- Romanisation of Britain and the impact of technology, culture and beliefs

### The achievements of the earliest civilisations: Ancient Egyptians

- The Nature of Ancient civilisations
- Famous Egyptologists such as Howard Carter
- Pharaohs & Pyramids Egyptian artefacts
- Egyptian religion - gods and goddesses
- Daily life and social structure including diet, houses, clothes etc.
- Burial rituals
- Hieroglyphs and the Rosetta stone
- Canopic jars, amulets, sarcophagus, death masks, crowns of lower and upper Egypt etc. through art and DI.





## Year 5

### It's All Greek To Me – What did the Greeks do for us?

*Greek Ideas Today - Ancient Greece*  
Year 5 will carry out a study of Greek life and achievements and their influence on the western world. In this topic, children will investigate the legacy of Ancient Greece and how we use these ideas today. Children will find out about areas such as language, the alphabet, education, Greek Scholars, architecture, democracy and the Olympics. Children will then evaluate the contributions of the Ancient Greeks in our lives today.



### Viking Raiders vs Anglo-Saxon Settlers

In this topic, year 5 will investigate:

- Britain's settlement by Anglo-Saxons and Scots and the Vikings
- The Anglo-Saxon fight for the Kingdom of England to the time of Edward the Confessor. Within this topic, we will investigate the following areas:

- The Scots invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements

and kingdoms: place names and village life; Anglo-Saxon art and culture and Christian conversion - Canterbury, Iona and Lindisfarne. We will then investigate the Viking and Anglo-Saxon struggle for England in the time of Edward the Confessor. In this area we will look in more detail at areas such as: Viking raids and invasions; Resistance by Alfred the Great and Athelstan, first King of England and finally, Anglo-Saxon laws and justice and Edward the Confessor and his death in 1066.

As a cross-curricular link with our geography studies, Year Five will also look at Anglo-Saxon and Viking **settlements** within Britain.

## Year 6



In Year 6, we cover two history topics: World War II and the Tudors. These are taught in a cross-curricular way through other subjects, for example English, R.E., Geography, music etc. Our WWII program of study focusses on:



- the countries and key individuals involved;
- to recall key dates and details about key events;
- evacuation and rationing and how effected every-day life;

- adult contributions/jobs and in particular, women;
- the holocaust and who suffered as a result - make links and comparisons to issues today;
- evaluate and assess the reason, impact and significance of key wartime events such as Bletchly Park or Battle of Britain (linking to Geography map work)



**Our Tudor programme of study focusses on:**

- Battle of Bosworth Field
- Tudor monarchs
- Henry VIII and 6 wives
- The reformation and the dissolution of the monasteries



- Everyday life, including food, architecture etc.
- The Barbican (and linking to the Pilgrim Fathers after the Tudors).
- Tudor feasting and feast days e.g. Epiphany

