

Eaves Primary School History Curriculum Map 2022-2023



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	It's good to be me!	Houses and Homes (Home!)	Day and Night The Weather	Growing	Creatures great and small	Journeys
FS1 Understanding the World People, Culture, Communities & The Natural World (including History)	Stories from the past <i>Continuity and Change</i> Recognise how they have changed since they were a baby. Begin to make sense of their own life story and family's history. <i>Chronology</i> Recognise that there is an order or regular sequence to their daily/ weekly routine.	GEOGRAPHY UNIT	GEOGRAPHY UNIT	Stories from the past <i>Chronology</i> Recognise that there is an order or regular sequence to their daily and weekly routine. Recognise that places may stay much the same whilst the people and things in them change overtime. <i>Similarity and Difference</i> Recognise some of the way of life for people in the past were different from the present day.	GEOGRAPHY UNIT	Artefacts Music in the past. Changes in telephones. Computers vs typewriters. Keeping warm and clean. Polly put the kettle on. Milk in a bottle or in a carton? Weighing objects. Washing our clothes.
Understanding the World History (Past and Present) Development Matters	<i>Begin to make sense of their own life-story and family's history.</i>			<i>Begin to make sense of their own life-story and family's history.</i>		<i>Begin to make sense of their own life-story and family's history.</i>
Historical discrete knowledge	Talk about their own life story. Talk about their photographs.			Talk about their own life story. Talk about their photographs.		Comprehend the passing of time.

Eaves Primary School History Curriculum Map 2022-2023



	Talk about their special memories Comment on images in the past. Begin to organise events using basic chronology.			Talk about their special memories. Comment on images in the past. Begin to organise events using basic chronology.		Develop an understanding of 'past'. Recognise similarities and differences between things and ways of life at times in the past and now.
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Eaves Primary School History Curriculum Map 2022-2023



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Adventurers & explorers	Family	Our World	A World of Make Believe	Growing and Minibeasts	Animals
FS2 Understanding the World People, Culture, Communities & The Natural World (including History)	GEOGRAPHY UNIT	GEOGRAPHY UNIT	The Queen's Crown Significance of headwear. The Crown. Coronation. Historic Landmarks. Name some important historic landmarks in London. Know that London is the capital city of the United Kingdom. Understand why these places are called 'historic'. Crown Jewels and security.	GEOGRAPHY UNIT	Fire of London Recognise that the Great Fire of London occurred in the past. Recall one way that people helped to put the fire out. Identify some ways in which life for people at the time of the Great Fire of London was different from what it is now. Samuel Pepys Artefacts Fire Engines	GEOGRAPHY UNIT
Understanding the World History (Past & Present) Development Matters	<i>Comment on images of familiar situations in the past</i>	<i>Compare and contrast characters from stories, including figures from the past</i>	<i>Comment on images of familiar situations in the past</i> <i>Compare and contrast characters from stories, including figures from the past</i>	<i>Comment on images of familiar situations in the past</i> <i>Compare and contrast characters from stories, including figures from the past</i>	<i>Comment on images of familiar situations in the past</i> <i>Compare and contrast characters from stories, including figures from the past</i>	<i>Comment on images of familiar situations in the past</i>
Historical Discrete Knowledge			Understanding who monarchs are and explaining why they wear crowns. Knowing who the		Recalling some events that occurred in the Great Fire of London. Sequencing some of these events.	

Eaves Primary School History Curriculum Map 2022-2023



			<p>present Queen of the United Kingdom is.</p> <p>Describing some of the things that happen at a coronation of a British monarch and identifying a number of items that are used during the ceremony.</p> <p>Understanding what The Crown Jewels are and why they are kept in the Tower of London. Recalling what happened during the only theft of The Crown Jewels during the reign of King Charles II. Naming some important historic landmarks in London.</p> <p>Recalling an historic legend associated with Tower of London.</p>		<p>Knowing why Samuel Pepys was an important person in the Great Fire of London.</p> <p>Talking about a place of worship.</p> <p>Comparing some of the features of the modern St Paul's Cathedral with the original.</p> <p>Knowing what an artefact is.</p> <p>Describing how some artefacts help us to understand what happened in the Great Fire of London.</p> <p>Identifying some ways in which fire engines and firefighters have changed since the Great Fire of London.</p> <p>Identifying different fact and fiction books.</p>	
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Eaves Primary School History Curriculum Map 2022-2023



Year Group	Autumn Term	Spring Term	Summer Term
Year 1	<p>How do our toys and games compare with those of children in the 1960s?</p> <p>The decade of the 1960s presents an ideal period of history within living memory for pupils to compare with ways of life today. The first part of the enquiry concentrates on enabling the pupils to gain a sense of the key events and people of the 1960s both in the United Kingdom and globally. The second part focuses on the continuity and change of toys and games. Pupils will be able to comprehend that over time toys such as fashion dolls and action figures and games like racing model cars have remained much the same. The main change will be the invention of the internet and the major changes of games today.</p>	<p>Who is the greatest history maker?</p> <p>This enquiry provides children to think critically about what it means when people in the past are referred to as having 'made history' or as 'history makers.' The children will start by considering the popular historical commemoration of Guy Fawkes and how he left a mark on history. Once a shared understanding of the term 'history maker' has been reached, children will compare and contrast the achievements of a further 5 people, Margaret Thatcher, Hatshepsut, Grace O'Malley, Elizabeth I and Marie Curie. These individuals are drawn from a variety of locations, cultures and times. The historical challenge is for children to decide who was the greatest history maker, contextualising evidence and developing perspective.</p>	<p>How do we know so much about what happened in the Great Fire of London?</p> <p>The focus of this unit is for children to explore a range of primary and secondary sources to describe and explain the causes and effects of the Great Fire of London in 1666. Children will develop an understanding of the probable cause of the fire and the living conditions of most people in 1666. Children will develop a perspective of the main effects of the fire. The second part of the enquiry is focused on children understanding why some sources of evidence from the fire are more reliable and trustworthy than others. They will learn who Samuel Pepys was and why his diary is so important as a source of primary evidence. They will reflect on their learning and consider what might have been done to control the fire earlier.</p>
Year 2	<p>How has coal mining shaped the area where I live?</p> <p>The key knowledge thread is local historical understanding of St Helens. The children will learn about the significance of coal mining and visit the site of Sutton Manor colliery. Using photographs, historical sources and archives the children will ask and answer questions about how St Helens today is similar and different to St Helens in the past. They will consider how coal mining helped to develop the</p>	<p>Why were the Rainhill Steam Trials so important?</p> <p>The key knowledge thread throughout this theme is to know the historical significance that is situated within our local area. The children will know about the competition that took place locally in 1829 to decide which locomotive would be chosen for the soon-to-be-built Liverpool and Manchester railway. The children will know who George and Robert Stephenson were, and, using historical images, will</p>	<p>What happened to Pompeii after Mount Vesuvius erupted?</p> <p>In this unit, children will learn about the city of Pompeii in 79AD and why today it is one of the world's most important archaeological sites. They will learn where the remains of the ancient Roman city can be found today and why it was such an important city to the Romans. Children will discover what an archaeologist does and learn about some important artefacts that have been discovered at Pompeii. They will form</p>

Eaves Primary School History Curriculum Map 2022-2023



	town and brought more people in to live there. They will discuss the significance of coal mining in St Helens and how it was a job for so many. Children will gain perspective on how St Helens changed after the colliery shut down and what this meant for the people of St Helens. The will explore local landmarks to learn the impact coal mining still has on our town today.	investigate the entries. The children will also know how locomotives developed over time. The children will visit Rainhill using the modern trainline.	opinions and reach conclusions about what these artefacts suggest about what life was life in Pompeii during the Roman empire for both rich and poor people. They will learn how Pompeii was destroyed and the difference between primary and secondary sources of the event. Children will consider how archaeologists and artists have gone about reconstructing what Pompeii looked like.
Year 3	<p>How did the lives of Ancient Britons change during the Stone Age?</p> <p>It is crucial during this unit that children unit that the Stone Age is the longest period of human history and is classed as prehistoric as there is no written record. Instead, the evidence of human activity is contained in the record of artefacts. The first part of this enquiry is to dispel some of the misconceptions that people in the Stone Age lived in caves. Children should strengthen their understanding of continuity and change. Children will learn that for most of the Stone Age, the lives of ancient Britons remained much the same as nomadic hunter-gatherers living in temporary seasonal camps. They should recognise that towards the end of the Stone Age, there was a huge advancement brought about by the creation of permanent farming-based settlements and the birth of agriculture. People learned to domesticate wild animals and grow crops.</p>	<p>What is the secret of the standing stones?</p> <p>During this unit, children will explore some of the key changes that occurred in Britain towards the end of the Neolithic period of the Stone Age. Children will explore the arrival of metal-smelting skills carried by Bell Beaker people from Europe. This enquiry also enables pupils to reflect upon the reasons why Bronze Age people may have constructed the large number of stone monuments that still exist in many parts of the country. They will consider why the ceremonial sites were laid out (observing constellations, aligning with the movement of the Sun through the seasons, providing a focal point for community gatherings such as funerals, or all of these?) Building on this, children will examine the contents of a very famous grave in Wiltshire – Amesbury Archer – and reflect on whether the Bronze Age society believed in the afterlife, Stonehenge will be studied in further detail and children will be encouraged to historically explain their thinking and justify their reasoning.</p>	<p>How do artefacts help us understand the lives of people in Iron Age Britain?</p> <p>The focus of this unit is for children to explore the importance of archaeologists and historians of artefactual evidence as a means of interpreting the past. In a similar way to Bronze Age people, with their stone monuments, children will explore the hill forts created by Iron Age societies as these were a major feature of the landscapes of many parts of Britain. In this unit, pupils will first identify the common features of hill forts and then investigate their likely function, not only as a defensive structure but also as a trading, meeting and ceremonial place. Children will consider why the Iron Age period was the most violent period of prehistory in Britain due to the fight for land, food and water. Children will also learn about how Iron Age communities created most of the precious items with the intention of offering them to gods and coins and jewellery were often purposefully buried or thrown in rivers as gifts. Furthermore, children will explore the strong spirituality Iron</p>

Eaves Primary School History Curriculum Map 2022-2023



			Age people possessed and their belief in the Otherworld.
Year 4	How did the arrival of the Romans change Britain? <p>This unit encourage children to investigate in-depth questions about some of the important changes that occurred as a result of a Roman Empire in Britain. Firstly, children will explore the concept of invasion and why the Romans chose Britain to settle, what was it they actually wanted? Secondly, children will explore why at one point in their occupation the Romans were only one battle away from being forced to retreat. In this part, children are introduced to the historical heroine, Boudica. Within this, children will explore the historical evidence compared with legend or folklore. As the Romans marks the official beginning of British, 'history', children will consider the use of primary sources as historical evidence and what it might suggest about how some Romans were living at the time. Within this, children will consider one of the greatest changes that occurred in Roman Britain, where they lived. Children will analyse Roman towns in Britain to suggest what these tell us about the way towns were designed and for what purpose. Finally, children will be challenged to understand what gladiators were, what they represented and why gladiatorial combat at free public events was such an important aspect of Roman life.</p>	Who were the Anglo-Saxons and how do we know what was important to them? <p>This investigation enables pupils to reflect upon a number of the most significant changes that occurred in Britain during the first half of the Anglo-Saxon era. Initially, pupils will examine the evidence as to why the Romans withdrew. Children will then explore who the Anglo-Saxons were, from where they originated and why their invasion and settlement was relatively straightforward. Children will explore the Anglo-Saxons as farmers and will explore evidence that suggests what their homes might have been like as well as the structure of their villages. Using primary and secondary sources, children will understand the transition of Anglo-Saxon life away from paganism to Christianity following the missionary work of Augustine. Children will consider how and why the change occurred and who benefitted most and least. Next, children will explore the Sutton Hoo ship burial in Suffolk. They will examine artefacts and speculate to their purpose and presence. Finally, children will explore the important development of the early emergence of the English language and will be encouraged to pursue their own research enquiry where they will focus on the Anglo-Saxon legacy present in the place names of places in England.</p>	What did the Vikings really want and how did Alfred prevent them getting it? <p>The focus of this investigation is for children to distinguish historical facts from myth, folklore and legend. Children will identify and reflect on the reasons why Viking Norsemen came to Britain and the impact they had. Children will understand the significance of the Viking longship, what it was about the longship that provided Norsemen with such an advantage when raiding religious communities. Children will explore the popular misconception surrounding Vikings and horned helmets. As part of an investigation, children will appreciate the difference between what it evidenced as factual and wat is frequently myth, folklore or legend, using the 'historical' figure of Robin Hood to further enhance understanding. Finally, children will evaluate the life and achievements of King Alfred the Great. Children will reach a judgement as to whether he deserved the accolade 'great' through an examination of primary and secondary sources. They will consider the concept of 'legacy' and reflect on what Alfred passed down to future generations as well as his achievements in Anglo-Saxon England.</p>

Eaves Primary School History Curriculum Map 2022-2023



<p>Year 5</p>	<p>The story of the Trojan Horse: historical fact, legend or myth?</p> <p>This unit will focus on the emergence and rise to dominance of powerful cities situated at the heart of strong and aggressive kingdoms. Children will understand why Athens and Sparta fought for almost 27 years and about the Trojan War which involved Sparta and the emerging city of Troy. The investigation invites children to explore the causes and consequences of this 10-year war and evaluate the conflicting evidence relating to the famous story of the so-called Trojan Horse. As children progress through the enquiry, they will interrogate and reflect upon the nature of the evidence that exists to corroborate the story. They will consider alternative viewpoints that has been formulated by modern day historians and archaeologists. They will make their own personal judgement call as to whether there is sufficient evidence to ascribe the status of historical fact to the story, or whether the Trojan Horse is a legend or a myth.</p>	<p>Which civilisation had the greatest achievement – Ancient Sumer, Indus Valley or Shang Dynasty?</p> <p>Within this enquiry, children will learn where the ancient civilisations were developed and when, the similarities between them and how they relate to a broadly based chronological understanding of the past. Children will first learn about when the civilisations were developed, picking up on the fact they appeared in different places around the world in similar times. Discussions will be raised around this and children will be encouraged to make their own enquiries about the civilisations and their societies. Children will then develop an understanding of the similarities of the civilisations, learning about the same line of latitude and that they were all developed near a river. Children will then consider what would have been needed in each civilisation to function as a city, exploring a range of different sources to corroborate their thinking. They will then move on to learning about each civilisation's greatest achievements.</p>	<p>How did life in Baghdad compare to life in London in 900AD?</p> <p>The key historical theme is for children to recognise that people from other civilisations can and have contributed to many ideas that impact on us still. Children will learn how other cultures have contributed to theories that are still used within modern day Britain. They will compare how Baghdad was different to London in around 900AD, considering the layout of the cities, their hygiene, their education and their society. Children will learn about the House of Wisdom and what is in it and who Ibn Battuta was and how his Rihla helped us. They will learn who Al-Zahrawi was and how his contributions to medicine impacted the world and we will consider what we can learn from Muslim medicine. Children will also consider what the early Islamic civilisation left behind.</p>
<p>Year 6</p>	<p>What impact did the Great Wars have on the area we live in?</p> <p>Children need to research and compare the impact of the First and Second World Wars on St Helens. The unit will be split into 3 parts. The first part will be an opportunity for children to research into both World Wars and find out some key information. This historical enquiry will fuel the in depth look at the impact on our</p>	<p>What happened to the boy behind the golden mask?</p> <p>The key learning in this unit is for children to reach a judgement as to what might have caused the death of Pharaoh Tutankhamun. Children will first learn about the chronology of the Ancient Egyptian civilisation and compare this to the other ancient civilisations from the previous year. Children's learning will progress</p>	<p>How has crime and punishment changed in England since 1066?</p> <p>The focus of this unit is for the children to learn how crime and punishment has changed over time. They should consider what crime and punishment is and its main features, how punishments have changed and how our views about how crimes were investigated over time. During this unit, children should learn about</p>

Eaves Primary School History Curriculum Map 2022-2023



local community. Once researched, comparisons will be made in terms of chronology and historical interpretation of sources. The children will then look at World War I in St Helens in more detail. Focusing on the fact St Helens was an 'alien zone' in WWI, children will conduct research into how this impacted the local community. They will look at food shortages, the comradery of the women's football and the St Helens PALS. They will conduct research into a specific soldier from St Helens, Harold Emblem and discuss his involvement in the war. Following on from this, children will look at the impact of WW2 on the Homefront. They will consider whether there was anything to be learned from WWI that they took with them when protecting and conserving the local area during WW2. Children will look at how allotments were built in Sutton Manor to provide food, how more air raid shelters were built (some in Sherdley Park), how government posters changed dramatically and people were encouraged not to speak about the war in fear of Hitler's followers listening. Children will consider the places in our locality and how their use has changed over time. (Choccy Hill in Sherdley Park, Sherdley Farm, Sutton Manor).

to learning about what a Pharaoh was, when Tutankhamun became a Pharaoh and when he died. They will consider the importance of the Valley of Kings and will understand the important roles Horemheb and Ay played in Tutankhamun's life. Following on from this, children will explore the discovery of Tutankhamun's tomb and consider what the artefacts suggest about the life and beliefs of Pharaoh's. Children will learn who Howard Carter was and why his work as an archaeologist was so significant. Furthermore, children will learn about why the afterlife was so important. The children will then delve into an enquiry surrounding Tutankhamun's death and why it still remains a mystery. They will explore possible reasonings and causes for his death and use evidence to make an accurate and plausible judgement.

Roman laws, Anglo-Saxon systems of justice and Norman laws such as forest laws, trials by ordeal. They will consider systems of justice such as local courts, development of royal justice and the Magna Carta. Following on from this, the children will learn about new crimes such as penalising the poor and witchcraft. They will consider terrorism and fighters for a just cause such as Guy Fawkes and the Peasants Revolt. The children will then learn about new punishments, including transportation and development of prisons. They will learn about the development of a police force, from medieval unpaid officers to Bow Street Runners up to the development of the Metropolitan police. In terms of modern crimes, the children will learn about crimes such as fraud, car crime, race riots, vandalism and the digital age including hacking. They will consider how there are new ways of detecting criminals such as forensic, finger printing, CCTV and DNA.