

# Primary Phase Curriculum Map 2022-23

Subject Area:

**History**



**William Hulme's Grammar School**  
The best in everyone™  
Part of United Learning

The History Curriculum at William Hulme's Grammar School provides children with the opportunity to build an understanding of periods in the past that have impacted on the way the world is today. Running through the curriculum are **three vertical concepts** that enable children to make connections between topics, developing their ability to work like a historian. These concepts are: **Quest for Knowledge, Power, Empire & Democracy and Community & Family**. Each topic also includes both **substantive and disciplinary knowledge** that will be built upon in subsequent year groups, and other subjects. Within each topic, pupils will study a specific area in depth that relates to one of the vertical concepts. In most cases, this in-depth study derives from a Learning Question; pupils will build knowledge on this subject and at the start and end of the unit, complete a pre and post learning quiz to show their progress. In Key Stage 1, children will build strong foundations in their conceptual understanding and in Key Stage 2, they will build on this knowledge chronologically enabling them to draw on their awareness of the past to explain the time period of focus. We also intend to promote the local area through the teaching of history. This will be done through the teaching of Local History Units and links to local History will be made wherever possible.

The ambition of the United Learning History Curriculum is for all pupils to achieve the year-by-year expectations outlined in the curriculum. That is, that all pupils are taught the full content of the curriculum and that with reference to the key performance indicators outlined for each year group, all pupils are taught to achieve these. Mastery means that pupils should be able to recall and apply what they have learnt at another point in the future rather than just at the time they first meet an idea or technique. Achievements through the year contribute to evidence of mastery by the end of the year.

The United Learning Curriculum for History is based on the National Curriculum for History (2014), and this is taken as a minimum entitlement for learners in United Learning schools. The suggested topics are laid out in the curriculum map below.

**Our Curriculum** – The History Curriculum consists of:

- **A long-term plan:** This gives teachers an overview of the areas that they are going to teach to ensure National Curriculum coverage.
- **Detailed unit plans and teacher resource packs (available on the United Learning Hub):** These detail exact locations, features, skills and knowledge that will be taught.
- **Knowledge Organisers:** These are focused on the key vocabulary and concepts that will be taught.

Vertical Concept	Key Questions/Definition	Units
Community & Family	What is life like for people in different societies? How are these societies structured? How are family and community relationships different in different historical contexts?	Year 1- My Family History Year 1- History of Transport Year 2-Local History Unit Year 3- Prehistoric Britain Year 5-Ancient Rome Year 6- Viking Age
Power, Empire & Democracy	Who holds power, and what does this mean for different people in the civilisations? How is power wielded and legitimised? How are people's rights different in different historical contexts?	Year 2- Great Fire of London Year 3-Ancient Egypt Year 3-Ancient Greece Year 4- Local History Year 5- Roman Empire in Britain Year 6- Longitudinal Study
Quest for Knowledge	How do people understand the world around them? What is believed; what is known; what scientific and technological developments are made at the time? How is knowledge stored and shared?	Year 1- Homes and Castles Year 2- Comparison of Explorers Year 4- Ancient Maya Year 4-Early Islamic Civilisation Year 5- Longitudinal Study Year 6- Settlement by Anglo-Saxons

	Autumn	Spring	Summer
Nursery	<p>Using the UL EYFS Framework</p> <p><b>Topic:</b> Marvellous Me  <b>Strand:</b> Understanding the World  <b>Overview:</b> Make connections between the features of their family and other families</p>	<p>Using the UL EYFS Framework</p> <p><b>Topic:</b> On the Move  <b>Strand:</b> Understanding the World  <b>Overview:</b> Explore different types of transport making connections on how different transport is powered.</p>	<p>Using the UL EYFS Framework</p> <p><b>Topic:</b> Once Upon a Time  <b>Strand:</b> Understanding the World  <b>Overview:</b> Discuss fairy tale stories, understanding that they happened in the past.</p>
Reception	<p><b>Topic:</b> Me and my World/ My Heroes  <b>Strand:</b> Understanding the World  <b>Overview:</b> Talk about members of their immediate family and community.  Name and describe people who are familiar to them.</p>	<p><b>Topic:</b> Castles, Knights and Dragons  <b>Strand:</b> Understanding the World  <b>Overview:</b> Compare and contrast characters from stories, including figures from the past.  Know some similarities and differences between things in the past and now.  Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>Topic:</b> Where we Live  <b>Strand:</b> Understanding the World  <b>Overview:</b>  Understand that some places are special to members of their community.  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>

	Autumn	Spring	Summer
Year 1	<p><b>Topic: My Family History</b></p> <p><b>Overview:</b> An introduction to the discipline of history with my family tree, and how schools, toys and the way we communicate have changed over time</p> <p><b>Key Question:</b> What is my family history?</p> <p><b>Vertical Concept:</b> Community &amp; Family <i>Must be taught in Autumn 2</i></p>	<p><b>Topic: History of Transport</b></p> <p><b>Overview:</b> The development of transport by land, sea, air and space and the roles of key individuals.</p> <p><b>Key Question:</b> How has transport changed over time?</p> <p><b>Vertical Concept:</b> Community &amp; Family</p>	<p><b>Topic: Homes and Castles</b></p> <p><b>Overview:</b> How homes looked different in the past, using pictures and videos.</p> <p><b>Key Question:</b> Why did people’s homes look different at different points in the past?</p> <p><b>Vertical Concept:</b> Quest for Knowledge</p>
Year 2	<p><b>Topic: Our Community-Whalley Range</b></p> <p><b>Overview:</b> Exploring how our community has changed over time through one lens like food or music.</p> <p><b>Key Question:</b> How has my community changed over time?</p> <p><b>Vertical Concept:</b> Community &amp; Family</p>	<p><b>Topic: Great Fire of London</b></p> <p><b>Overview:</b> Life in London 1660s, and the causes and effects of the Great Fire of London.</p> <p><b>Key Question:</b> Why do we call the Great Fire of London ‘great’?</p> <p><b>Vertical Concept:</b> Power, Empire &amp; Democracy</p>	<p><b>Topic: Comparison of explorers</b></p> <p><b>Overview:</b> The similarities and differences between the lives of Sacagawea and Michael Collins.</p> <p><b>Key Question:</b> How was Sacagawea similar to Michael Collins?</p> <p><b>Vertical Concept:</b> Quest for Knowledge</p>

	Autumn	Spring	Summer
Year 3	<p><b>Topic: Prehistoric Britain (European History)</b></p> <p><b>Overview:</b> How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</p> <p><b>Key Question:</b> How was life in prehistoric Britain different to life today?</p> <p><b>Vertical Concept:</b> Community &amp; Family</p>	<p><b>Topic: Ancient Egypt (African History)</b></p> <p><b>Overview:</b> The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire.</p> <p><b>Key Question:</b> Why were Pharaohs so powerful?</p> <p><b>Vertical Concept:</b> Power, Empire &amp; Democracy</p>	<p><b>Topic: Ancient Greece (European History)</b></p> <p><b>Overview:</b> The contributions made by the city-states of Ancient Greece, and how these influence our lives today.</p> <p><b>Key Question:</b> How are our lives influenced by the Ancient Greeks?</p> <p><b>Vertical Concept:</b> Power, Empire &amp; Democracy</p> <p><i>Must be taught in Summer 2</i></p>
Year 4	<p><b>Topic: Ancient Maya (North American History)</b></p> <p><b>Overview:</b> Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians</p> <p><b>Key Question:</b> How was life similar and different for Ancient Maya and Greeks?</p> <p><b>Vertical Concept:</b> Quest for Knowledge</p>	<p><b>Topic: Early Islamic Civilisation (Asian History)</b></p> <p><b>Overview:</b> The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology.</p> <p><b>Key Question:</b> What did the early Islamic civilisations do for us?</p> <p><b>Vertical Concept:</b> Quest for Knowledge</p>	<p><b>Topic: Emmeline Pankhurst (European history)</b></p> <p><b>Overview:</b> A local history unit that explores the life of Emmeline Pankhurst and the impact that she had on Women's rights.</p> <p><b>Key Question:</b> Why is Emmeline Pankhurst famous today?</p> <p><b>Vertical Concept:</b> Power, Empire &amp; Democracy</p>

	Autumn	Spring	Summer
Year 5	<p><b>Topic: Ancient Rome (European History)</b></p> <p><b>Overview:</b> The development of the Roman Empire, how it changed over time, and how these changes affected people differently.</p> <p><b>Key Question:</b> How did Ancient Rome change over time?</p> <p><b>Vertical Concept:</b> Community &amp; Family</p>	<p><b>Topic: Roman Empire in Britain (European History)</b></p> <p><b>Overview:</b> The Roman conquest of Britain, and how the Romans maintained power in Britannia.</p> <p><b>Key Question:</b> How did the Romans keep control of Britain?</p> <p><b>Vertical Concept:</b> Power, Empire &amp; Democracy</p>	<p><b>Topic: Longitudinal Study (Global History)</b></p> <p><b>Overview:</b> An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge.</p> <p><b>Key Question:</b> How has our knowledge of the world around us changed over time?</p> <p><b>Vertical Concept:</b> Quest for Knowledge <i>Must be taught in Summer 2</i></p>
Year 6	<p><b>Topic: Settlement by Anglo-Saxons (European History)</b></p> <p><b>Overview:</b> Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons.</p> <p><b>Key Question:</b> What can we learn about the Anglo-Saxons from what we see today?</p> <p><b>Vertical Concept:</b> Quest for Knowledge</p>	<p><b>Topic: Viking Age (European History)</b></p> <p><b>Overview:</b> Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation.</p> <p><b>Key Question:</b> Why do the Vikings have a violent reputation, and do they deserve it?</p> <p><b>Vertical Concept:</b> Community &amp; Family  <i>Must be taught in Spring 2</i></p>	<p><b>Topic: Global history: Longitudinal Study</b></p> <p><b>Overview:</b> A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today.</p> <p><b>Key Question:</b> How have people’s rights changed over time?</p> <p><b>Vertical Concept:</b> Power, Empire &amp; Democracy</p>

Autumn	Spring	Summer
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The Key Stage 3 curriculum continues to look at historical topics in a chronological order. This starts with the Battle of Hastings and the Norman Period. Although the Key Stage 2 curriculum goes beyond this time, careful attention has been paid to avoid any overlap in topics. A key reason why the Key Stage 2 curriculum goes beyond where Key Stage 3 starts is so that more local history can be included in the Key Stage 2 curriculum, particularly relating to the Industrial Revolution and World War 2.

Year 7 focuses on the Medieval Period.

Year 8 focuses on the Tudors followed by the English Civil War and the slave trade.

Year 9 Focuses on World War 1 and World War 2 (The Holocaust) and then broader units on Crime and Punishment.

KS3

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
7	Worldviews in c1000	Norman Conquest	Medieval Religions	Medieval Mali	Challenges to Medieval Kings	The Renaissance
	Term 1 Assessment		Term 2 Assessment		End of Year Assessment	
8	The Reformation	The Religious Rollercoaster	The English Civil War	The Transatlantic Slave Trade	The British Empire	The Industrial Revolution
	Term 1 Assessment		Term 2 Assessment		End of Year Assessment	
9	World War One	The Suffrage Movement	The Holocaust	World War Two	Civil Rights – UK/USA	Post War Britain
	Term 1 Assessment		Term 2 Assessment		End of Year Assessment	