

# Primary Phase Curriculum Map 2020-21



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

Subject Area: **History**

The History Curriculum at William Hulme's Grammar School provides children with the opportunity to build an understanding of periods in the past that impact on the way the world is today. Running through the curriculum are six vertical concepts that enable children to make connections between topics, developing their ability to work like a historian. These concepts are: Community, Causation, Quest for Knowledge, Change, Equality and Democracy. Within each topic, pupils will study a specific area in depth that relates to one of the vertical concepts. 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 pop 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.
- unit plans. 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	Definition	Units
Community	Focus on how people lived, settlements and changes in communities.	Family History (Y1)- What is my family history? Stone Age to Iron Age (Y3) -How did people live in pre-historic times? World War 2 (Y6) – How did the blitz affect life in British Communities?
Causation	Focus on the causes of a major event and why it had such a large impact.	Great Fire of London (Y2) Why was the Great Fire of London 'Great'? Vikings and Anglo-Saxons (Y4) Why did the Vikings invade Britain? Black Death (Y5) Why was the Black Death so catastrophic?

Vertical Concept	Definition	Units
Quest for Knowledge	Focus on a period of history or a civilisation who made great innovations, improved society through new knowledge or were keen to seek out new knowledge.	Explorers (Y2) Who was the greatest explorer? Mayans (Y4) Why were the Mayans so successful? Tudor Exploration (Y5): What impact has Tudor exploration had on our lives today?
Change	Focus on a period of history where there was significant change and what these changes were.	Toys (Y1) Why have toys changed so much? The Seaside (Y2) How has the seaside changed over time? Romans in Britain (Y4) What did the Romans do for us? History of Manchester (Y6) How has Manchester changed since Victorian times?
Equality	Focus on periods in History where there was inequality – how people reacted to it and how society changed as a result (if at all)	Gunpowder Plot (Y1)- Why did Guy Fawkes want to blow up Parliament? Ancient Egyptians (Y3) Would you want to be a pharaoh? 1960s (Y6) Is Segregation still relevant today?
Democracy	Focus on ways democracy improved in these periods (or was lacking) and how it compares to democracy today.	Gunpowder Plot (Y1)- Why did Guy Fawkes want to blow up Parliament? The Roman Empire (Y4) Rome: Democracy or Dictatorship? Ancient Greeks (Y3)- How did the Ancient Greeks change the world? Medieval Times (Y5)- Why did they call William- ‘The Conqueror’?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p>The EYFS curriculum links to History in the area ‘Understanding the World: People and Communities’. Children learn to talk about past and present events in their own lives and the lives of family members. They know that other children do not always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>Nursery</u></p> <ul style="list-style-type: none"> <li>Talking about themselves through a “Getting to know you box”.</li> <li>Talking about things that have happened during holidays, over the weekend. Something that sparks a memory within the provision, e.g they could be making a plane and then the proceed to talk about going on holiday on a plane or going to the shops in the car.</li> <li>Talking about recent celebrations and what they did.</li> <li>History through Nursery rhymes – looking at the pictures in the rhymes and talking about the vocabulary, e.g Polly putting the kettle on the stove and how today we often have kettles that plug in. Jack and Jill getting water from the well comparing it to where we get water from today.</li> </ul> <p><u>Reception</u></p> <ul style="list-style-type: none"> <li>Family, how they have changed from babies –children and beyond</li> <li>Now and then- transport</li> <li>Now and then- Different types of homes and buildings</li> </ul> <p>These goals link very well with the Year 1 unit on Family History. More broadly, these goals give the children an understanding of what the past is which should allow them to understand larger topics about the past when they enter Year 1.</p>					

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Year 1	<p><b>Gunpowder plot</b> – (NC: events beyond living memory that are significant nationally or globally)</p> <p>Question: Why did Guy Fawkes want to blow up parliament? Vertical Concept: Equality/Democracy</p> <ul style="list-style-type: none"> <li>To discover how the Gunpowder Plot started and find out about the main events.</li> <li>To sequence important events that happened in the Gunpowder plot.</li> <li>To investigate the problems the plotters encountered.</li> <li>To understand differences in how people, such as Guy Fawkes, lived compared to today.</li> <li>To find out about what happened to the plotters after the Gunpowder Plot was discovered.</li> <li>To find out about how the Gunpowder Plot is remembered on the 5th of November each year</li> </ul>		<p><b>Toys</b> – (NC: changes within living memory)</p> <p>Question: Why have toys changed so much? Vertical Concept: Change</p> <ul style="list-style-type: none"> <li>find out about toys today (modern toys).</li> <li>find out about toys from the past (our grandparent's toys).</li> <li>compare similar toys from different times (our toys and our grandparent's toys).</li> <li>research how toys have changed over time and use words to describe the passing of time.</li> </ul>		<p><b>Family History</b>- (NC- Significant people with their own locality)</p> <p>Question: What is my family History? Vertical Concept- Community</p> <ul style="list-style-type: none"> <li>To create a timeline of events in my life.</li> <li>To understand who the significant members of my family are who live with me.</li> <li>To describe older members of my family.</li> <li>To find out where my family came from.</li> <li>To understand why my family lives in Manchester.</li> <li>To place my family in a family tree.</li> </ul>	
Year 2	<p><b>Explorers</b> – (NC: the lives of significant individuals in the past who have contributed to national and international achievements)</p> <p>Question: Who was the greatest explorer? Vertical Concept: Quest for Knowledge.</p> <ul style="list-style-type: none"> <li>Research space travel.</li> <li>Understand why Neil Armstrong was important.</li> <li>Understand what Tim Peake achieved.</li> <li>Identify differences and similarities between space explorers.</li> <li>Understand the experiences of great explorers.</li> </ul>		<p><b>Great Fire of London</b> – (NC: events beyond living memory that are significant nationally or globally)</p> <p>Question: Why do we call the Great Fire of London 'Great'? Vertical Concept: Causation</p> <ul style="list-style-type: none"> <li>Find out ways in which London has changed.</li> <li>Identify similarities and differences between ways of life in different periods.</li> <li>Understand how the Great Fire of London started.</li> <li>Understand how we know about the Great Fire of London.</li> <li>Find out how London was rebuilt after the Great Fire.</li> </ul>		<p><b>Seaside</b> – (NC: changes within living memory)</p> <p>Question: How has the seaside changed over time? Vertical Concept: Change</p> <ul style="list-style-type: none"> <li>Find out about seaside resorts from the past</li> <li>Compare the seaside in the past to the present day</li> <li>Make a historically accurate photo album</li> <li>Write a postcard from a day at the seaside in the present</li> <li>Write a postcard from a day at the seaside in the past</li> </ul>	
Year 3	<p><b>Stone Age to Iron Age</b> – (NC - changes in Britain from the Stone Age to the Iron Age)</p> <p>Question: How did people live in Pre-historic times?</p>		<p><b>Ancient Egyptians</b> - (NC: the achievements of the earliest civilization)</p> <p>Question: Would you want to be a pharaoh?</p>		<p><b>Ancient Greeks</b> (NC: the achievements of the earliest civilization)</p> <p>Question: How did the Ancient Greeks change the world?</p>	

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	<b>Vertical Concept: Community</b> <ul style="list-style-type: none"> <li>To know what tools were used in the Stone Age.</li> <li>To understand how Stone Ag people lived.</li> <li>To examine a Stone Age settlement.</li> <li>To understand how settlements changed in the Bronze Age</li> <li>To investigate what we can learn about the past from Stonehenge.</li> <li>To understand how settlements changed in the Iron Age.</li> </ul>		<b>Vertical Concept: Equality</b> <ul style="list-style-type: none"> <li>Use artefacts to understand ancient Egyptian life.</li> <li>Explore why the River Nile was important to the Egyptians.</li> <li>Understand what the ancient Egyptians would do with their dead.</li> <li>Understand who Tutankhamun was.</li> <li>Understand who the Egyptians worshipped</li> </ul>		<b>Vertical Concept: Democracy</b> <ul style="list-style-type: none"> <li>Use objects to learn about Ancient Greece.</li> <li>Create a timeline highlighting significant dates.</li> <li>Understand who the Greek Gods were.</li> <li>Compare two city states.</li> <li>Compare democracy in Ancient Greece to today.</li> <li>Understand how Ancient Greece has impacted today.</li> </ul>	
<b>Year 4</b>	<b>The Roman Empire - (NC: The Roman Empire by AD42 and the power of its army)</b>  <b>Question: Rome: Democracy or Dictatorship?</b> <b>Vertical Concept: Change</b> <ul style="list-style-type: none"> <li>Understand who the Romans were using sources/pictures.</li> <li>Understand the expansion of the Roman empire.</li> <li>Examine how democratic the Roman Republic was.</li> <li>Compare the Roman democracy to Athenian Democracy.</li> <li>To understand who Julius Caesar was.</li> <li>Understand why the Roman army was so effective.</li> </ul>		<b>Romans in Britain - (NC: The Roman Empire and its impact on Britain)</b>  <b>Question: What did the Romans do for us?</b> <b>Vertical Concept: Change</b> <ul style="list-style-type: none"> <li>Understand why the Romans invaded Britain.</li> <li>Understand the impact of the Romans on Britain: roads and towns.</li> <li>Understand the impact of the Romans of Britain: language/religion/culture</li> <li>Understand the impact of the Romans on Britain today.</li> <li>Local history- Roman Manchester- exam ruins in Manchester.</li> <li>Examining groups of people who did not want the Romans in Britain – focus on Boudicca’s rebellion.</li> </ul>		<b>Mayans - (NC: a non-European society that provides contrasts with British history)</b>  <b>Question: Why were the Mayans so successful?</b> <b>Vertical Concept- Quest for Knowledge.</b> <ul style="list-style-type: none"> <li>Using pictures and maps to learn about the Mayan</li> <li>Create a timeline of the Mayan Period</li> <li>Comparing the Mayan gods to the Ancient Greek gods.</li> <li>Understand the Agricultural system of the Mayans</li> <li>Understand the Scientific innovations of the Mayans</li> <li>Understand the main features of Mayan cities.</li> </ul>	
<b>Year 5</b>	<b>Life in Medieval Times: (NC: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066)</b>  <b>Question: Why did they call William ‘The Conqueror?’</b> <b>Vertical Concept: Democracy</b> <ul style="list-style-type: none"> <li>Explore the events that led to the Normans coming to power.</li> <li>To analyse primary sources</li> <li>To explore the Feudal system</li> <li>To explore castles as centres of power.</li> <li>To explore the role of the Magna Carta.</li> </ul>		<b>The Black Death: (NC: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066)</b>  <b>Question: Why was the Black Death so catastrophic?</b> <b>Vertical Concept: Causation</b> <ul style="list-style-type: none"> <li>Explain what the bubonic plague was.</li> <li>Understand the causes of Black Death.</li> <li>Explain how it spread across Europe.</li> <li>Identify the symptoms of the Black Death.</li> <li>Explore life in England during the Black Death.</li> <li>Understand the effects of the bubonic plague.</li> </ul>		<b>Explorers (focusing on Tudors) (NC: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066)</b>  <b>Question: What makes a great explorer?</b> <b>Vertical Concept: Quest for Knowledge</b> <ul style="list-style-type: none"> <li>Examine the idea of explorers- why to people explore new places? What are the dangers involved?</li> <li>Examining an Ancient Explorer- Pytheas using primary sources</li> <li>Examining a Viking Explorer- Leif Erikson- how did he make it to America?</li> </ul>	

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		<p>After next year- this unit will change to the Vikings</p>					<ul style="list-style-type: none"> <li>Tudor explorers- were they the greatest explorers- Examine Sir Walter Raleigh's achievements compare to Sir Francis Drake</li> <li>Compare English explorers to an explorer from a different country- Vasco de Gama</li> <li>Examine a later explorer- James Cook</li> </ul>
Year 6	<p><b>The History of Manchester</b> (NC: A Local History Study)</p> <p>Question: How has Manchester changed since Victorian Times? Vertical Concept: Change</p> <ul style="list-style-type: none"> <li>Learning about the Industrial Revolution</li> <li>Gaining an impression of how children lived in Victorian Britain, exploring specifically their living and working conditions.</li> <li>Comparing the life of a Victorian child to a 21st Century child.</li> <li>Learning who Emmeline Pankhurst was and changes she helped to bring about.</li> <li>Exploring the recent changes to Manchester.</li> </ul>	<p><b>World War 2-</b> (NC: a significant turning point in British History post 1066)</p> <p>Question: How did the Blitz affect life in British communities? Vertical Concept: Community</p> <ul style="list-style-type: none"> <li>Understanding why WW2 started to provide the context of this war.</li> <li>To create a timeline of the key events at the start of WW2</li> <li>To understand what the Battle of Britain was</li> <li>To understand the impact of the Battle of Britain on British Communities.</li> <li>To understand what evacuation was.</li> <li>To examine evacuation in Manchester.</li> </ul>		<p><b>The 1960s</b> (NC: changes in an aspect of social history)</p> <p>Question: Is Segregation still relevant today? Vertical Concept: Equality</p> <ul style="list-style-type: none"> <li>Placing historical events on a timeline</li> <li>Explaining a sequence of events and understanding cause and effect</li> <li>Exploring the concept of equality</li> <li>Learning about the segregation of black and white people in America</li> <li>Examining the influence of Martin Luther King Jr.</li> <li>Asking whether issues of segregation and inequality are still relevant today.</li> </ul>			
	KS3	<p>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.</p> <p>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.</p>					