

Primary Phase Curriculum Map 2021-22



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 **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 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	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-Our Community: Whalley Range 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- Emmeline Pankhurst 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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<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"> • Talking about themselves through a “Getting to know you box”. • 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. • Talking about recent celebrations and what they did. • 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. <p><u>Supporting texts:</u> Nursery rhymes Grandpa by John Burningham On sudden hill by Linda Sarah and Benji Davies Mr Gumpy’s Motor car by John Burningham Each peach pair and plum by Janet and Allen Alhbergh</p> <p><u>Reception</u></p> <ul style="list-style-type: none"> • Family, how they have changed from babies –children and beyond • Now and then- transport • Now and then- Different types of homes and buildings <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> <p><u>Supporting texts:</u> I miss you Grandad by Ann De Bode and Rien Broere Badger’s Parting Gifts by Susan Varle My holiday diary by Jason Telford Homes and Houses: Then and now by Alastair Smith New baby by Judith Baskerville</p>				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What's left behind by Becca Heddle Missing Mummy by Rebecca Cobb					
Year 1	<p>Topic: My Family History</p> <p>Overview: 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>Key Question: What is my family history?</p> <p>Vertical Concept: Community & Family <i>Must be taught in Autumn 2</i></p>	<p>Topic: History of Transport</p> <p>Overview: The development of transport by land, sea, air and space and the roles of key individuals.</p> <p>Key Question: How has transport changed over time?</p> <p>Vertical Concept: Community & Family</p>	<p>Topic: Homes and Castles</p> <p>Overview: How homes looked different in the past, using pictures and videos.</p> <p>Key Question: Why did people's homes look different at different points in the past?</p> <p>Vertical Concept: Quest for Knowledge</p>			
Year 2	<p>Topic: Our Community-Whalley Range</p> <p>Overview: Exploring how our community has changed over time through one lens like food or music.</p>	<p>Topic: Great Fire of London</p> <p>Overview: Life in London 1660s, and the causes and effects of the Great Fire of London.</p>	<p>Topic: Comparison of explorers</p> <p>Overview: The similarities and differences between the lives of Sacagawea and Michael Collins.</p>			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>Key Question: How has my community changed over time?</p> <p>Vertical Concept: Community & Family</p>	<p>Key Question: Why do we call the Great Fire of London 'great'?</p> <p>Vertical Concept: Power, Empire & Democracy</p>		<p>Key Question: How was Sacagawea similar to Michael Collins?</p> <p>Vertical Concept: Quest for Knowledge</p>	
Year 3		<p>Topic: Prehistoric Britain (European History)</p> <p>Overview: How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age.</p> <p>Key Question: How was life in prehistoric Britain different to life today?</p> <p>Vertical Concept: Community & Family</p>	<p>Topic: Ancient Egypt (African History)</p> <p>Overview: The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire.</p> <p>Key Question: Why were Pharaohs so powerful?</p> <p>Vertical Concept: Power, Empire & Democracy</p>		<p>Topic: Ancient Greece (European History)</p> <p>Overview: The contributions made by the city-states of Ancient Greece, and how these are influence our lives today.</p> <p>Key Question: How are our lives influenced by the Ancient Greeks?</p> <p>Vertical Concept: Power, Empire & Democracy</p> <p><i>Must be taught in Summer 2</i></p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>Topic: Ancient Maya (North American History)</p> <p>Overview: Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians</p> <p>Key Question: How was life similar and different for Ancient Maya and Greeks?</p> <p>Vertical Concept: Quest for Knowledge</p>	<p>Topic: Early Islamic Civilisation (Asian History)</p> <p>Overview: The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology.</p> <p>Key Question: What did the early Islamic civilisations do for us?</p> <p>Vertical Concept: Quest for Knowledge</p>	<p>Topic: Emmeline Pankhurst (European history)</p> <p>Overview: A local history unit that explores the life of Emmeline Pankhurst and the impact that she had on Women’s rights.</p> <p>Key Question: Why is Emmeline Pankhurst famous today?</p> <p>Vertical Concept: Power, Empire & Democracy</p>			
Year 5	<p>Topic: Ancient Rome (European History)</p> <p>Overview: The development of the Roman Empire, how it changed over time, and how these changes affected people differently.</p> <p>Key Question: How did Ancient Rome change over time?</p>	<p>Topic: Roman Empire in Britain (European History)</p> <p>Overview: The Roman conquest of Britain, and how the Romans maintained power in Britannia.</p> <p>Key Question: How did the Romans keep control of Britain?</p>	<p>Topic: Longitudinal Study (Global History)</p> <p>Overview: An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge.</p>			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6		Vertical Concept: Community & Family	Vertical Concept: Power, Empire & Democracy		Key Question: How has our knowledge of the world around us changed over time? Vertical Concept: Quest for Knowledge <i>Must be taught in Summer 2</i>	
		Topic: Settlement by Anglo-Saxons (European History) Overview: Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons. Key Question: What can we learn about the Anglo-Saxons from what we see today? Vertical Concept: Quest for Knowledge <i>Must be taught in Autumn 1</i>	Topic: Viking Age (European History) Overview: Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation. Key Question: Why do the Vikings have a violent reputation, and do they deserve it? Vertical Concept: Community & Family <i>Must be taught in Spring 2</i>		Topic: Global history: Longitudinal Study Overview: A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today. Key Question: How have people's rights changed over time? Vertical Concept: Power, Empire & Democracy	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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.</p>				
	<p>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>				