



Delves Lane Primary School Curriculum Map



History

Year 1

How have toys changed since my grandparents were little?

Know:

- Toys have changed since 1950
- The materials used to make toys have changed over time
- People in the past played with toys that were different to the toys we play with now

Do:

- Explain whether a toy is old or new
- Put toys in an order from oldest to newest
- Discuss how toys have changed e.g. newer toys are made from plastic and often incorporate electronics whereas older toys are made from metal or wood.

Vocabulary:

Toy, favourite, soft, smooth, hard, rough, fluffy squishy, round, sharp, bumpy, hairy, solid, square, past, present, old, new, older, younger, toy soldiers, doll, tea set, decade, 1950s, 1960s, 1970s, 1980s, 1990s, 2000s, material, rusty, clean, modern, old-fashioned, museum,

How have homes changed over time?

Know:

- There are different types of homes
- Types of homes have changed over time from the past to the present
- The materials used to build homes has changed over time for various reasons

Do:

- Order homes from oldest to newest, using historical knowledge to explain choices
- Describe how the materials used to build homes has changed over time

Vocabulary:

House, home, detached, semi-detached, terrace, cottage, bungalow, flat, mobile home, caravan, material, medieval 1215, Tudor 1524, Georgian 1785, Victorian 1887, timeline, time order, old, older, oldest, new, newer, newest, Queen Victoria, scullery, drawing room, nursery, fireplace, electricity, electrical, washboard, mangle, gas lamp, dolly, brick, wood, chimney, garages, light switches, candles, radiators

How did Explorers change what we know about the world we live in?

Know:

- Who Christopher Columbus was and what he discovered
- Who Neil Armstrong was and why he is an important explorer

Do:

- Explain How Christopher Columbus' discovery changed what we know about the world
- Explain how Neil Armstrong changed the way we explore
- Order key events from the lives of these explorers on a timeline

Vocabulary:

Explorer, Christopher Columbus, America, Italy, 1451, change, then, now, old, older, new, newer, 1492, Neil Armstrong, technology, 1930, astronaut, moon landing, 1969, compare, same, different, decade, century

Year 2

What did Britain learn from the Great Fire of London?

Know:

- Before the Great Fire of London, houses we build using wood and straw
- The fire spread quickly because of the materials chosen
- Samuel Pepys' diary is an important historical source relating to the Great Fire of London
- Following the Great Fire of London, the materials used to build in London changed.

Do:

- Order the events of the Great Fire of London using a timeline
- Discuss the causes and consequences relating to the spread of the fire e.g. materials and close proximity allowed the fire to spread. As a consequence of the fire, materials used to build changed.

Vocabulary:

Century, London, Great Fire of London, 17th Century, 1666, map, Pudding Lane, Thomas Farriner, bakery, baker, straw roof, flammable, Samuel Pepys, member of Parliament,

How did Florence Nightingale's work help to improve hospitals?

Know:

- Who Florence Nightingale was and when she lived
- What hospital conditions were like at Scutari when Florence Nightingale arrived
- What changes Florence Nightingale made to the hospital while there regarding hygiene
- How the changes made improved nursing and hospitals

Do:

- Use a timeline to order events relating to Florence Nightingale's role in improving hospitals
- Make comparisons between hospitals before Florence Nightingale's work and after
- Explain why Florence Nightingale's work was significant.

Vocabulary:

Florence Nightingale, Italy, 1820, Queen Victoria, nurse, Crimean war, Scutari, hospital, before, after, famous, significant, then, now, old, older, oldest, new, newer, newest, similarity, difference, chronological order, chronologically

Which famous Queen has the biggest impact on Britain?

Know:

- Who Queen Elizabeth I, Queen Victoria and Queen Elizabeth II were
- What Britain was like when these queens reigned
- How these periods were different

Do:

- Sequence the reigns of these three queens using a timeline
- Make comparisons between the reigns of these three queens
- Explain which queen had the biggest impact on Britain, giving reasons

Vocabulary:

Monarch, king, queen, ruler, palace, Elizabeth I, Tudor, Stuart, Georgian, Queen Victoria, Victorian, change, reign, period, Queen Elizabeth II, timeline, chronological order, chronologically, compare, similar, different, then, now

How did Britain change from the Stone Age to the Iron Age?

Know:

- How archaeologists use historical sources to find out about the past
- In the Stone age, tools were made from stone
- In the Bronze age, tools were made from bronze and these tools were stronger and more efficient
- In the Iron age, tools were made from iron, these tools were stronger and more efficient still
- The invention of farming helped to change the way we live as a species- moving from a nomadic way of life to settling

Do:

- Order the main periods from the stone age to the iron age on a timeline
- Explain the consequence that the invention of farming had on the way people lived at the time
- Explain how the invention of metal tools impacted upon people at the time
- Make comparisons between the Stone age, the Bronze age and the Iron age, making references to particular elements e.g. houses, tools etc.
- Use historical sources to deduce information about the past

How has rail transport changed Britain?

Know:

- What the industrial revolution was
- How rail transport changed from the first steam engine up o the current rail system and underground rail systems we have in Britain
- How the development of rail networks has impacted upon people in Britain- travelling for work, business etc.

Do:

- Use a timeline to order stages in the development of the railway
- Explain the impact that the development of the railway has had on British people- consequence
- Use historical sources to deduce information about the past

Vocabulary:

source, timeline, chronological, chronologically, similarity, difference, before, after, century, decade, travel, transport, change, railway, industrial revolution, steam power, wheel, steam pipe, boiler, furnace, piston, steam engine, George Stephenson, impact, underground railway, London underground, the tube

What were the Ancient Egyptians able to achieve?

Know:

- Where and when the ancient Egyptians existed
- How the Nile was essential for life in ancient Egypt- without the Nile, there would have been no life.
- How archaeologists and historians use sources to find out about the past.
- Who Tutankhamun, Howard Carter and Lord Canarvon was and what they discovered
- What a pharaoh was and how they were buried in tombs and pyramids

Do:

- Use historical sources to deduce information about the past
- Place the Ancient Egyptian civilisation on a timeline and make comparisons to previous learning e.g. he Stone age to Iron Age in Britain
- Explain some of the achievements that the ancient Egyptians made.

Vocabulary:

source, timeline, chronological, chronologically, similarity, difference, old, older, ancient, new, newer, Egypt, civilisation, BC invade, pharaoh, artefact, pyramid, tomb, Nile, Upper Egypt, Lower Egypt, farming, crops, flood, irrigation, Tutankhamun, Howard Carter, 1922, hieroglyphics, Rosetta stone, enquiry,

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| | <p>Vocabulary: Prehistory, stone age, bronze age, iron age, palaeolithic, Mesolithic, Neolithic, flint, tools, archaeologist, historian, Neanderthal, Homo Sapien, BC, Star Carr, settlement, Stonehenge, agriculture, farming, monument, source, copper, tin, bronze, fort, hillfort, timeline, chronological, chronologically</p> | | <p>research, mummy, mummification, embalm, canopic jar, natron, palm oil, God Goddess, temple, underworld (duat), sarcophagus, linen, past, present</p> |
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Year 4

What did the Romans do for Britain?

Know:

- How people in Britain lived prior to the Roman invasion in 43 AD- Celts
- The difference between invaders and settlers
- Why the Roman army made such good invaders
- Key events that took place during the Roman invasion- Boudica's rebellion
- Some of the inventions that the Roman people brought to Britain and how they changed life in Britain for people at the time and now.

Do:

- Place the Roman invasion and settlement of Britain onto a timeline of British History
- Make comparisons between invaders and settlers
- Identify different people's views of the same event e.g. Roman views of Boudica vs Celtic views of Boudica
- Explain some of the Roman inventions brought to Britain and their impact on life then and now
- Use a range of Historical sources to interpret the past

Vocabulary:

source, timeline, chronological, chronologically, similarity, difference, old, older, ancient, new, newer, invader, settler, battle, conquer, empire, BC, AD,

Who settled in Britain after the Roman army left?

Know:

- Who the Angles, Saxons and Jutes were and where they came from.
- Place the Anglo-Saxons on a timeline of British History
- About the discovery of the burial site at Sutton Hoo and some of the artefacts found there
- How the country was divided into 7 kingdoms, each with its own king
- Aspects of Anglo-Saxon life- homes, farming, games, storytelling etc.
- How Christianity spread in Britain

Do:

- Use a range of historical sources to find out about the past
- Order key events using a timeline
- Make comparisons to the previous invaders- The Romans and their ways of life.
- Make historical conclusions using historical evidence to support ideas.

Vocabulary:

source, timeline, chronological, chronologically, similarity, difference, Anglo-saxon, Pict, Scot, archaeologist, Sutton Hoo, helmet, sword, shield, horn, burial, Denmark, Germany, Netherlands, settle, settler, conquer, century, BC, AD, daily life, manuscript, gospel, religion, Christian, monk, story, storyteller, Beowulf,

What did the Earliest civilisations in the world achieve?

Know:

- Where and when the earliest civilisations began
- How these early civilisations developed systems that we still use today- number systems, writing systems, trade, architecture, farming etc.

Do:

- Place the earliest civilisations on a timeline of world history
- Identify where the earliest civilisations began using maps
- Explain the impact that these early systems had on the world- consequence and legacy

Vocabulary:

source, timeline, chronological, chronologically, similarity, difference, Ancient, BC, civilisation, achievement, invent, farming, settlement, village, town, city, writing systems, system, trade, coins, number system, technology, invention, historian, building, structures

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| | century, occupy, inhabit, colonise, army, centurion, legion, equipment, build, roads, Celtic, tribe, Boudica, revolt, emperor Nero, town, forum (town square), aqueducts, stone walls, central heating, indoor plumbing, public baths, impact | God, goddess, Kingdom, Wessex, Sussex, Kent, Essex, Mercia, East Anglia, Northumberland | |
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Year 5

How did the Ancient Greeks change the world we live in?

Know:

- Where and when the Ancient Greeks existed
- The three types of government in place in Ancient Greece- monarchy, oligarchy and democracy
- Different Greek city states lived in very different ways- Athens vs Sparta
- Ancient Greeks invented many things we use today- theatres, democracy, Olympic games etc.
- Ancient Greek scholars affected the way we live today e.g. Hippocrates- Father of modern medicine was the first to train other doctors

Do:

- Place the ancient Greeks and significant events/ people on a timeline
- Explain the significance of ancient Greek contributions to the wider world
- Make comparisons between two different people living at the same time
- Use a range of sources to interpret information about the past

Vocabulary:

source, timeline, chronological, chronologically, similarity, difference, Ancient, BC, AD, civilisation, Archaic period, Classical period, Hellenistic period,

Who'd win in a fight, Vikings or Anglo-Saxons?

Know:

- The Vikings were invaders who invaded Britain and settled when the Anglo-Saxons were in Britain
- Where the Vikings came from
- The Vikings raided many settlements and monasteries in order to gain power
- Why King Alfred became known as Alfred the great- unification of kingdoms
- How Vikings lived their daily lives
- About the power struggle between the Vikings and Anglo-Saxons
- How ultimately both Vikings and Anglo-Saxons lost to the Normans at the battle of Hastings

Do:

- Place the Viking invasion of Britain and key events on a timeline of British history
- Make comparisons to previous invaders- Romans, Anglo-Saxons and compare ways of life.
- Use a range of historical sources to deduce information about the past
- Compare different viewpoints of the same event/ person e.g. Anglo-saxons views of Alfred the great vs Viking views

How did life change for children in Britain during the Victorian period?

Know:

- Who Queen Victorian was and when she reigned
- What life was like for children at the beginning of the Victorian period
- Introduction of ragged schools and child labor laws (mines act, factory act, 10-hour act) helped to begin improving lives for children
- The role that Dr. Barnardo and Lord Shaftesbury played in improving lives for children.
- What life was like for children towards the end of the Victorian period

Do:

- Place Victorian Britain and relevant significant events on a timeline of British History
- Use a range of sources to interpret the past
- Explain how life changed for children across the Victorian period, referring to changes that took place and their consequence
- Identify different people's views of the same event e.g. Children's opinions of the factory act vs factory owners' views

Vocabulary:

Source, timeline, chronological, chronologically, similarity, difference,

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| | <p>Olympic games, democracy, government, law, rules, city-state, monarchy, oligarchy, democracy, Athens, Sparta, Athenian, Spartan, trade, conquer, soldier, army, art, literature, philosopher, pottery, infer, deduce, primary source, secondary source, polytheism, polytheistic, God, Goddess, religion, temple, Olympians, scholar, impact, modern-day, politics,</p> | <ul style="list-style-type: none"> • Explain the causes behind losing the battle of Hastings and the consequences of the loss <p>Vocabulary: Source, timeline, chronological, chronologically, similarity, difference, Ancient, BC, AD, Anglo-Saxon, Viking, century, invade, invader, settle, settler, kingdom, Wessex, Sussex, Kent, Essex, Mercia, East Anglia, Northumberland, raid, Lindisfarne, monastery, monk, Danelaw, Alfred the Great, King, monarch, danegeld, golden age, King Edgar, King Edward, Ethelred the unready, Edmund Ironside, King Cnut, King Sveyn, 1066, Hastings, Harold Hardrada, William Duke of Normandy, Harold Godwinson, battle</p> | <p>Ancient, BC, AD, Queen Victoria, Victorian, 1837, 1901, era, factories, chimney-sweep, workhouse, accommodation, Dr. Barnardo, Lord Shaftesbury, reformer, ragged school, parliament, leisure, change, impact, 1878 factories act</p> |
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| Year 6 | <p style="text-align: center;">What happened to the powerful Benin Empire?</p> <p>Know:</p> <ul style="list-style-type: none"> • Who the Benin people were, when they existed and where they came from • How the Benin empire became powerful through trade • How then Benin empire continued to grow due to slavery in exchange for guns • How the abolition of slavery led to a loss of power and the fall of the empire • How European countries colonised Africa <p>Do:</p> <ul style="list-style-type: none"> • Place the Benin empire of a timeline of World history, making comparisons to things that were happening in the world at the same time • Use key vocabulary to explain how Benin gained money and power through trade • Explain the causes and consequences of decisions made by the Benin empire e.g. selling their own people as slaves in exchange for guns, how the abolition of slavery impacted upon their empire • Use a range of historical sources to interpret information about the past <p>Vocabulary:</p> | <p style="text-align: center;">How far have women come to equality with men?</p> <p>Know:</p> <ul style="list-style-type: none"> • What the role of women was in various periods in history- renaissance, 17th, 18th and 19th century, suffrage, during war-time, the rise of feminism in the 1960's and 70's, and today • How these roles have changed as time has progressed <p>Do:</p> <ul style="list-style-type: none"> • Place the roles of women onto a timeline of British history using periods studied • Make comparisons between the roles of women in different periods of British History • Use a range of historical sources to interpret the past • Explain different viewpoints of people of the same event e.g. Women's view of the suffrage movement vs. men's views • Explain the consequences of the changes in women's rights and roles in society <p>Vocabulary:</p> <p>Source, timeline, chronological, chronologically, similarity, difference, Ancient, BC, AD, early civilisations, role, limitations, patriarchy, hierarchy, revolution, matriarchy, suffrage, feminism, sexism, empowerment, Victorian, change,</p> | <p style="text-align: center;">How has employment in Consett changed over time?</p> <p>Know:</p> <ul style="list-style-type: none"> • What Consett was like in the past • How much of Consett was built to house employees of Consett Iron Company • How many of the residents of Consett relied on the Steelworks for employment • How the closure of the Steelworks resulted in mass unemployment in the area • How changes to modern ways of working- technology, computers, transport etc. has meant that people are able to live away from where they work which has resulted in a regeneration in the area <p>Do:</p> <ul style="list-style-type: none"> • Use a range of historical sources to interpret the past- Census documents newspaper reports etc. • Create a timeline of events relating to the Consett Steelworks and its closure • Develop effective independent historical enquiry questions • Make comparisons between types of employment in 1911 and the modern day <p>Vocabulary:</p> <p>Source, timeline, chronological, chronologically, similarity, difference,</p> |
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| | Source, timeline, chronological, chronologically, similarity, difference, Ancient, BC, AD, Benin, empire, west Africa, Nigeria, Edo, Oba, ruler, monarch, primary source, secondary source, interpretation, bronze, guild, craftsman, builder, farmer, trade, import, export, golden age, slavery, Portuguese, civil war, abolish, colonisation | progress, impact, suffragette, century, decade, Emily Davison, Emeline Pankhurst, vote, world war 1, women's rights, primary source, secondary source, swinging 60s, | Ancient, BC, AD, change, progress, century, decade, primary source, secondary source, 1950s, 1960s, 1970s, 1980s, 1990s, 2000s, locality, employment, occupation, census |
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