

# History Curriculum

At Stalmine, the Humanities curriculum aims to inspire in pupils a curiosity and fascination about the world and its people. Our high quality curriculum has been developed to provide pupils with a comprehensive knowledge of Britain's past and develop their understanding of significant locations in the wider world and key events in world history.

The curriculum for Humanities at Stalmine has been designed to equip pupils with the skills to ask perceptive questions, think critically, consider evidence and develop a rounded perspective and judgement.

We seek to broaden children's real-life experiences both inside and outside of school through educational visits, visitors, experimentation, exploration and discovery. Within lessons, our children acquire a range of knowledge and skills in both history and geography which they can then apply to other subjects and in a variety of situations

Furthermore, it is our aim that through historical and geographical learning, children will become accountable citizens within their community, understanding their role in protecting our world and environment and knowing how they can cause positive change and development as they grow.

## KS1 A

Changes in living memory	Historical Figures	National Events beyond living memory
Family and school Toys	Neil Armstrong	The Great Fire of London
<ol style="list-style-type: none"> <li>Who are the generations before us?</li> <li>How has school changed? How was it different in the past?</li> <li>What are our favorite toys?</li> <li>What toys did our parents and grand-parents play with?</li> <li>What were toys like in the past?</li> <li>How are toys today different from toys in the past? Can you become toy and history detectives and identify differences?</li> <li>Toy museum – what have you learnt?</li> </ol> <p><b>Vocabulary:</b> Old, new, young days, months, past, present, before, after a long time ago, modern</p> <p><b>Cross-curricular links:</b> Art: observational drawing DT: how toys work</p>	<ol style="list-style-type: none"> <li>Where did Neil Armstrong live?</li> <li>What was his job?</li> <li>Why is he famous?</li> <li>What did he do that was special?</li> <li>How was his life different to our lives now?</li> <li>What is he remembered for?</li> </ol> <p><b>Vocabulary:</b> Engineer, moon landing, Apollo, NASA, astronaut, space flight, orbit, space</p> <p><b>Cross-curricular links:</b> Geography: map work Science: The Solar System</p>	<ol style="list-style-type: none"> <li>What do we mean by 'The Great Fire'?</li> <li>What do they children want to know and find out about The Great Fire?</li> <li>What was London like in the past? (people, houses, way of life)</li> <li>What sources can we use to imagine what life might have been like in the past?</li> <li>What happened to London during The Great Fire? Why did the fire spread so quickly?</li> <li>What did the residents of London do? How did they try to put out the fire? How did they escape the fire?</li> <li>How much of London was destroyed? How was London rebuilt? How long did it take?</li> <li>What happened after the fire?</li> </ol> <p><b>Vocabulary:</b> Destroyed, thatched roof, ruined, pudding lane, disaster, Samuel Pepys, King Charles II, bakery, fire hook, Christopher Wren, John Evelyn</p> <p><b>Cross curricular links:</b> Geography: map work DT: making models PSHE: feelings in different situations English: non-chronological reports</p>

### Prior Knowledge:

#### EYFS ELG: Understanding the World – Past and Present

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

#### Prior Knowledge for Y2 where A follows B:

- Use sources to answer simple questions about the past
- Ask and answer questions about the past through observing and handling a range of sources
- Identify some of the basic ways the past can be represented
- To begin to understand the reasons why people in the past acted as they did from a range of sources

#### Previous areas of study for Y2 where A follows B:

- Changes in the local area – Seaside Holidays – link to how toys have changed and how family life has changed
- Mary Seacole – Where does this period of history fit on our timeline with Neil Armstrong?
- The Royal Family – Who was on the throne at the time of the Great Fire of London?

## KS1 B

Changes in living memory	Historical Figures	National Events beyond living memory
Changes in local area – How seaside holidays have changed	Mary Seacole	The Royal Family
<ol style="list-style-type: none"><li>1. Why were seaside holiday popular in the past?</li><li>2. Where did people go on seaside holidays?</li><li>3. What did people do on seaside holidays?</li><li>4. How did people travel to their holiday?</li><li>5. What kind of accommodation did people use?</li><li>6. How do we know about seaside holidays in the past?</li></ol> <p><b>Vocabulary:</b> Transport, accommodation, wakes week, beach huts, postcards, pier, lighthouse, deckchair, Victorian, Punch and Judy, railway, bathing machine</p> <p><b>Cross curricular links:</b> Art: designing postcards Geography: map work Drama: puppet shows</p>	<ol style="list-style-type: none"><li>1. Who was Mary Seacole?</li><li>2. What is she remembered for?</li><li>3. How did Mary Seacole get to London?</li><li>4. What kind of person was Mary Seacole?</li><li>5. Who were her contemporaries?</li></ol> <p><b>Vocabulary:</b> Crimean War, World War I, allies, Jamaica, Caribbean, soldier, battlefield, injured, nurse, mule</p> <p><b>Cross curricular links:</b> Geography: map work</p>	<ol style="list-style-type: none"><li>1. Who is the longest reigning monarch?</li><li>2. What is the job of the monarch?</li><li>3. What do we know about our Royal Family?</li><li>4. Which other countries have a Royal Family?</li><li>5. How is the Royal family different/similar to our own families?</li><li>6. Where do the Royal Family live?</li><li>7. What jobs do the Royal Family do?</li><li>8. What was the Royal Family like in the past?</li><li>9. Who will be monarch when we are grown up?</li></ol> <p><b>Vocabulary:</b> Monarch, succession, prince, princess, consort, palace, crown, reign, church of England, armed forces, throne, crown jewels,</p> <p><b>Cross curricular links:</b> PSHE: families</p>

### Prior knowledge:

- Use sources to answer simple questions about the past
- Ask and answer questions about the past through observing and handling a range of sources
- Identify some of the basic ways the past can be represented
- To begin to understand the reasons why people in the past acted as they did from a range of sources

## LKS2 A

### Focus on British History

Stone age to Iron age	Romans in Britain	Local History: Liverpool
<ol style="list-style-type: none"> <li>1. When was the Stone Age?</li> <li>2. Why is it called the Stone Age?</li> <li>3. What kind of houses did Stone Age people live in?</li> <li>4. What beliefs did Stone Age people have?</li> <li>5. How did life change between the Stone Age and the Iron Age?</li> <li>6. What kind of houses did Iron Age people live in?</li> <li>7. How do we know about Stone Age and Iron Age people?</li> </ol> <p><b>Vocabulary:</b> Bronze, alloy, bone marrow, earthwork, Celt, sacrifice, tribe, iron, hillfort, roundhouse, druids, settlement</p> <p><b>Cross curricular links:</b> DT: making models Geography: map work</p>	<ol style="list-style-type: none"> <li>1. Who was Julius Caesar?</li> <li>2. Why did the Romans invade Britain?</li> <li>3. Who was living in Britain when the Romans invaded?</li> <li>4. What happened when the Romans invaded Britain?</li> <li>5. How did the Romans invade Britain?</li> <li>6. What legacy did the Romans leave?</li> <li>7. How did life in Britain change under the Romans?</li> <li>8. Who was Boudicca?</li> <li>9. What beliefs did the Romans have?</li> <li>10. What is left today of the Romans in Britain?</li> </ol> <p><b>Vocabulary:</b> Tribe, Caledonia, emperor, Iceni, legion, Picts, Roman baths, Hadrian's wall</p> <p><b>Cross-curricular links:</b> English – newspaper reports, interviews with influential people</p>	<ol style="list-style-type: none"> <li>1. Where is Liverpool?</li> <li>2. How do we know Stone age and Iron Age people lived in Liverpool?</li> <li>3. How do we know the Romans were in Liverpool?</li> <li>4. Why is the railway important for Liverpool?</li> <li>5. Why was Liverpool a big part of the Industrial Revolution?</li> <li>6. What happened to Liverpool during Queen Victoria's reign?</li> <li>7. What happened to Liverpool during WW2?</li> <li>8. What are the key landmarks in Liverpool?</li> <li>9. Why was Liverpool part of the slave trade?</li> <li>10. How is Liverpool similar/different to our local area?</li> </ol> <p><b>Vocabulary:</b> The Beatles, docks, Titanic, The Blitz, poverty, River Mersey, estuary, Liver Bird, cathedral</p> <p><b>Cross-curricular links:</b> Geography – land use</p>

#### Prior knowledge:

- Countries of the British Isles
- Use sources to answer simple questions about the past
- Identify some similarities and differences between ways of life in different periods
- Understand and use simple historical concepts and use them to make simple connections and draw contrasts
- To begin to understand why people in the past acted as they did from a range of sources

#### Links to previous learning:

- Where do these periods of history fit on a timeline compared to times in history we already know about? (First moon landings, Crimean War, Great Fire of London)
- Was there a royal family during the Iron and Stone Age? During Roman Times?

#### Prior knowledge for Y4 where A follows B:

- Place topics studied into different periods
- Make some links between and across periods
- Understand some of the ways people's lives have shaped this nation
- Describe how Britain has influenced and been influenced by the wider world
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information - when doing this they should use specialist terms like *settlement*, *invasion* and vocabulary linked to chronology.
- Understand *some* of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.
- Use *some* sources to start devising historically valid questions about change, cause, similarity and difference, and significance.
- Understand some of the methods of historical enquiry, how evidence is used to make historical claims.
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
- Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event *may* exist (*artist's pictures*, *museum displays*, *written sources*).
- Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.

## The Wider World

Changes in social history: Christmas	Ancient Egyptians	Ancient Greeks
<ol style="list-style-type: none"> <li>1. Who were the first people in Britain to celebrate Christmas?</li> <li>2. What did people celebrate at this time of year before they celebrated Christmas?</li> <li>3. Why do we have Christmas crackers, Christmas trees, Christmas pudding, eat turkey?</li> <li>4. What was Christmas like during Victorian times?</li> <li>5. What was Christmas like during WW1 and WW2?</li> <li>6. Why do we send Christmas cards and give presents?</li> <li>7. How have presents changed over time?</li> <li>8. Who made the first royal Christmas speech?</li> </ol> <p><b>Vocabulary:</b> Victorian, yuletide, winter solstice, pagan, Christianity, St Nicholas, noel,</p> <p><b>Cross-curricular links:</b> RE – Christianity Art – designing and making traditional Christmas cards/decorations</p>	<ol style="list-style-type: none"> <li>1. What was important to people during ancient Egyptian times?</li> <li>2. How does ancient Egypt compare to other ancient civilizations we know about?</li> <li>3. Compare different Egyptian gods.</li> <li>4. Ask questions about artefacts to understand more about the ancient Egyptians.</li> <li>5. Select information that is useful in understanding hieroglyphs as a form of communication.</li> <li>6. What was mummification?</li> <li>7. Know some facts about Egyptian gods.</li> <li>8. What was the daily life of ancient Egyptian people like?</li> <li>9. What evidence do we have about the discovery of Tutankhamun's tomb?</li> </ol> <p><b>Vocabulary:</b> artefact, evidence, mummies, tomb, hieroglyphs, pharaoh, canopic jar, sarcophagus, pyramid</p> <p><b>Cross-curricular links:</b> Geography – rivers, land use, map work English – hieroglyphs Art/DT – making pyramids</p>	<ol style="list-style-type: none"> <li>1. What do we already know about ancient Greece?</li> <li>2. How does ancient Greece compare to other ancient civilizations we know about?</li> <li>3. How was the Greek empire established?</li> <li>4. What was the effect of the Greek empire on the wider world?</li> <li>5. What were the religious beliefs of the ancient Greeks and some of the gods they worshipped?</li> <li>6. What do we know about the ancient Greek writing system? What did the ancient Greeks write about?</li> <li>7. How can we use artefacts to help us find out about the past?</li> <li>8. What ancient Greek myths do we know?</li> </ol> <p><b>Vocabulary:</b> artefact, vase, empire, civilization, worship, myth, legend, soldier, Olympics, Hippocrates, fibulas, Hellenistic bowl, pyxis, slave, nobleman, Pythagoras, tunic, Parthenon</p> <p><b>Cross-curricular links:</b> PE – Olympics English – myths and legends Art/Dt – designing and making Greek vases Geography – map work, land use</p>

**Prior knowledge:**

- Using specialist dates and terms, and by placing topics studied into different periods (*century, decade, Roman, Egyptian, BC, AD...*).
- Making *some* links between and across periods, such as the differences between clothes, food, buildings or transport.
- Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.
- Understanding some significant aspects of history – nature of ancient civilizations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.

**Links to previous learning:**

- What was Christmas like when our parents/grandparents were younger?
- How do these periods of history fit onto our timeline of history we already know?

## UKS2 A

### The Wider World

20 <sup>th</sup> Century Leisure and Entertainment	The Shang Dynasty	The Mayans
<ol style="list-style-type: none"> <li>1. What is Motown? Who were the Motown artists?</li> <li>2. How did music change during the 1960's?</li> <li>3. Why was cinema important to people in the 1930's?</li> <li>4. How has football changed over the last century?</li> <li>5. How and why were young people so different to their parents during the 1960's?</li> <li>6. Why did cinema become less popular during the middle of the 20<sup>th</sup> century?</li> <li>7. What happened to the British holiday industry from the 1930's onwards?</li> <li>8. Why has television been important to British people?</li> <li>9. How have changes in technology affected leisure and entertainment during the last century?</li> <li>10. How has food in Britain changed during the last century and why?</li> </ol> <p><b>Vocabulary:</b> holiday camp, Motown, pop music, invented, entertainment, broadcast, century, decade, leisure, popular, technology, rock, jazz, internet,</p> <p><b>Cross-curricular links:</b> Geography – immigration to Britain</p> <p>Art/DT – designing clothes from different decades</p>	<ol style="list-style-type: none"> <li>1. How and when was The Shang Dynasty founded?</li> <li>2. How do we know about The Shang Dynasty?</li> <li>3. How did The Shang Dynasty end?</li> <li>4. What came after The Shang Dynasty?</li> <li>5. How and what do we know about crafts during The Shang Dynasty?</li> <li>6. Who was Fu Hao? How do we know about her?</li> <li>7. What do we know about religion and the Shang people?</li> <li>8. What was the social hierarchy during The Shang Dynasty?</li> <li>9. What impact has The Shang Dynasty had on life in China today?</li> </ol> <p><b>Vocabulary:</b> tomb, artefact, archaeologist, sacrifice, bronze, jade, slave, dynasty, oracle bones, Fu Hao, intact, cowrie shells, noble warriors, tax, priest, craftsmen, merchant, peasant farmer</p> <p><b>Cross-curricular links:</b> Geography – map work, physical geography Art – clay modelling of oracle bones</p>	<ol style="list-style-type: none"> <li>1. What were the religious beliefs and worship rituals of the Mayans?</li> <li>2. What part of the world did the Mayans live in?</li> <li>3. Why did the Mayan people move to different parts of central America?</li> <li>4. How was the Mayan civilization destroyed?</li> <li>5. How do we know about the Mayan civilization?</li> <li>6. What was the Mayan writing system and how do we know about it?</li> <li>7. What was the Mayan number system and how do we know about it?</li> <li>8. What kind of foods did the Mayan people eat?</li> </ol> <p><b>Vocabulary:</b> civilization, drought, ritual, jaguar, scribes, codices, maize, cacao beans, symbols, glyphs, logograms, syllabograms, priest, nobleman</p> <p><b>Cross-curricular links:</b> RE – consider similarities and differences between ancient religious</p> <p>Maths – compare the Mayan number system to our number system</p> <p>Geography – map work</p>

#### Prior Knowledge:

Show their increasing knowledge and understanding of the past by:

**Using specialist dates and terms, and by placing topics studied into different periods (*century, decade, Roman, Egyptian, BC, AD...*).**

- Making *some* links between and across periods, such as the differences between clothes, food, buildings or transport.
- Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.
- Understanding some significant aspects of history – nature of ancient civilizations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- When doing this they should use specialist terms like *settlement, invasion* and vocabulary linked to chronology.
- Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
- Understand *some* of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.
- Use *some* sources to start devising historically valid questions about change, cause, similarity and difference, and significance.
- Understand some of the methods of historical enquiry, how evidence is used to make historical claims.
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
- Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event *may exist (artist's pictures, museum displays, written sources)*.
- Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.

#### Links to previous learning – The Wider World

- What did our parents/grandparents do for leisure and entertainment?
- What entertainment was there during Roman times? What did ancient civilizations do for entertainment and in their leisure time?
- Which empires were at large around the world at the same time, before and after The Shang Dynasty?
- How does the Mayan civilization compare to other ancient civilizations we have learnt about?

#### Prior Knowledge for Y6 where A follows B:

Show their chronologically secure knowledge by:

- Sequencing events and periods through the use of appropriate terms relating to the passing of time (*empire, civilisation, parliament, peasantry...*).
- Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.
- Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.
- Establishing a narrative showing connections and trends within and across periods of study.
- Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.
- Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time
- Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
- Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence

- Understand the methods of historical enquiry, how evidence is used to make historical claims, and *begin* to discern how and why contrasting arguments and interpretations of the past have been constructed.
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
- Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.
- Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.
- Begin to recognise why some events, people and changes might be judged as more historically significant than others

## UKS2 B

### Focus on British History

Anglo-Saxons	Saxons, Vikings and The Kingdom of England	The Fylde Coast
<ol style="list-style-type: none"> <li>1. Who were the Anglo-Saxon invaders?</li> <li>2. Where did the Anglo-Saxons come from?</li> <li>3. Why did the Anglo-Saxons want to settle in Britain?</li> <li>4. What was it like in an Anglo-Saxon village?</li> <li>5. What might life have been like for different people living in an Anglo-Saxon village?</li> <li>6. What kind of clothes did the Anglo-Saxons wear?</li> <li>7. How was Anglo-Saxon Britain ruled?</li> <li>8. Who was Alfred the Great?</li> <li>9. What was Anglo-Saxon food and drink like?</li> <li>10. What was the mystery of Sutton Hoo?</li> </ol> <p><b>Vocabulary:</b> invader, settlers, settlement, pagan, Christian, honey bread, runic alphabet, tribe, kingdom, Bayeux Tapestry</p> <p><b>Cross-curricular links:</b> DT – cooking making honey bread Geography – map work English - Beowulf</p>	<ol style="list-style-type: none"> <li>1. Where did the Vikings come from?</li> <li>2. How and why did the Vikings invade Britain?</li> <li>3. How did they travel? Where did they raid first and why?</li> <li>4. How did some kings in Britain deal with the Viking invaders?</li> <li>5. How did the Vikings who settled in Britain live? What were their houses like? What clothes did they wear? What did they like to eat?</li> <li>6. What were Viking warriors like? What weapons did they use?</li> <li>7. Why were the Vikings so successful at raids and invasions?</li> <li>8. What do we know about the Vikings from artefacts?</li> </ol> <p><b>Vocabulary:</b> invader, settler, longboat, Scandinavia, Lindisfarne</p> <p><b>Cross-curricular links:</b> DT – designing and making a longboat Geography – map work</p>	<ol style="list-style-type: none"> <li>1. What is The Fylde Coast and which towns does it include?</li> <li>2. What was old Poulton like as a trading town?</li> <li>3. How did Blackpool grow into a major holiday destination?</li> <li>4. Why are there windmills on The Fylde Coast?</li> <li>5. How was Fleetwood planned out and developed?</li> <li>6. How do we know about the history of The Fylde Coast?</li> </ol> <p><b>Vocabulary:</b> coast, estuary, trade, transport, Lancashire, railway, Wyre, river</p> <p><b>Cross-curricular links:</b> Geography – map work, water cycle</p>

#### Prior Knowledge:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.
- In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (*propaganda, bias, primary source, secondary source, reliability...*).
- Analyse connections, trends and contrasts over time.
- Establishing a narrative showing connections and trends within and across periods of study.
- Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.
- Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.
- Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
- Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence
- Understand the methods of historical enquiry, how evidence is used to make historical claims, and *begin* to discern how and why contrasting arguments and interpretations of the past have been constructed.
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
- Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.
- Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.
- Begin to recognise why some events, people and changes might be judged as more historically significant than others

#### Links to previous learning – British History

- How do these periods of history fit onto our timeline of history we have already studied?
- What did the Anglo-Saxons get from the Stone and Iron age people?
- How were the Viking kings and the Kingdom of England at this time the same/different from our royal family now?
- How have different periods of history impacted on our local area?