

# St. Michael's

C of E  
Primary  
Academy



## History Curriculum



# Subject Curriculum Maps: History

## History



## Intent

Cultural Heritage - historical figures and events, where possible and in line with the National Curriculum, have been selected to reflect the cultural heritage of the St. Michael's pupils. The history of black British, British Asian, African Caribbean, African and South Asian people is taught across the year rather than confined to one month. It is complemented by curriculum content that celebrates the rich diversity of British society and what it means to be a 'Brummie'

Aspirations - Our knowledge-led curriculum sets out specific bodies of information that must be taught in-depth. With fewer topic areas studied and subjects valued highly in their own right (rather than as part of a broader topic-based approach), we can focus teaching on the aim of deepening pupil understanding and avoid surface-level understanding. For example, while a lesson about the stone age that requires pupils to simply make a replica model of a typical Stone Age house has merits, we believe these are more to do with Design Technology rather than history.

Faith - wherever possible, we have integrated our faith into the curriculum content.

## Resources

- Bespoke pupil workbooks
- Texts studied in English compliment the knowledge taught in history lessons

## Implementation

EYFS - In Reception, children develop their understanding of the past through a play-based explorative curriculum. They talk about past and present events in their own lives and those of their families and consider change over time.

Year 1 - Children study history through 'topic' lessons, introducing them to some of the ways that historians think and the problems they try to solve.

Years 2 to 6: Pupil Workbooks - We believe that knowledge underpins and enables the application of skills. The knowledge taught across the history curriculum is defined at the outset and made explicit to all teachers. Regular retrieval activities and carefully planned tasks ensure learning is broken down into small chunks in order to avoid cognitive overload.

## Golden Threads

- Cultural Change
- Empire and Imperialism
- Invasion
- Migration
- Rebellion
- Social Justice
- Technological Advancement

## 2022/23 Priorities

Teachers subject knowledge to continue to improve, therefore enabling them to deepen learning beyond the workbook

## Impact

- Pupils have a secure sense of self; they have pride in their cultural heritage and the history of their community



# Subject Curriculum Maps: History

## National Curriculum KS1

National Curriculum Area of Study	Year Group	How we cover it: Subject	How we cover it: Topic
Changes within living memory	1	History	All about me - a study of the changes that have happened over the course of their lifetime
Significant events beyond living memory and the lives of significant individuals	2	History	Ruby Bridges - Social justice and Ruby's fight for racial equality
	2	English	Pupils read 'Little People, Big Dreams: Rosa Parks'
	1	History	Mary Seacole - A study of the British-Jamaican nurse and businesswoman who set up the "British Hotel" behind the lines during the Crimean War
Significant events, people or places in their locality	2	History	The History of Birmingham - a study of Birmingham's formation as a site of a market, to the centre of the Industrial Revolution

## National Curriculum KS2

National Curriculum Area of Study	Year Group	How we cover it: Subject	How we cover it: Topic
Changes in Britain from the Stone Age to Iron Age	3	History	Stone Age to Iron Age - A study of how life in Britain evolved and changed from the Stone Age to the Iron Age
The Roman Empire and its impact on Britain	4	History	The Roman Empire: It's Conversion to Christianity - An in-depth study of the role faith and religion played in the Roman Empire and how it changed from paganism to Christianity
	3, 4, 5	Latin	Each Latin unit includes a study of the culture of the Roman Empire, from sport to medicine and lots in between
Britain's settlement by Anglo-Saxons and Scots	4	History	The Anglo Saxons - A study of life in Britain across approximately six centuries from the collapse of the Roman Empire (410 - 1066AD)



# Subject Curriculum Maps: History

## National Curriculum KS2

National Curriculum Area of Study	Year Group	How we cover it: Subject	How we cover it: Topic
Viking and Anglo-Saxon struggle for control of England	4	History	Viking Britain - An in depth study of the culture, politics and significant events of Viking Britain
A local history study	3	Geography	Birmingham: A Geographical Study - A study of the changing human geography of Birmingham as it grew from a small market town into a sprawling metropolis
An aspect or theme extending beyond 1066	5	History	The Windrush Generation - A study of the contribution made by the so called Windrush Generation and how they helped shape the Britain and Birmingham that we know today
	6	History	World War One: The Contribution of the British Empire - A study of WW1 beyond the battles of the Western Front; a focus on the contribution of people from across the Empire
	6	History	The Holocaust - via the novel 'Once by Morris Gleitzman', children learn about the cause and effect of the Holocaust
	5	English	South African Apartheid and Nelson Mandela - Pupils read 'Journey to Jo'burg by Beverley Naidoo' and 'Who was Nelson Madela? By Meg Belviso'; learn about the rise and fall of Apartheid in South Africa
An overview of the earliest civilisations and a depth study of at least one early civilisation	5	History	Ancient Islamic Civilisations - From the birth of Baghdad to the evolution of Islamic Spain and the profound imprint it left on the Iberian Peninsula and Europe, children learn about the significant milestones of the early Islamic Civilisation
Ancient Greece	3, 4, 5	Latin	Each Latin unit includes a study of the culture of Ancient Greece and it's influence on the Roman Empire, from language to philosophy and even more in between
A non-European society	6	History	Ancient African Civilisations - An in-depth study of significant ancient African civilisations, including Carthage, Mali and Songhai



# Subject Curriculum Maps: History

## Overall History Coverage

Topic	Year Group	Curriculum Subject	Substantive Knowledge						Disciplinary Knowledge					Notes
			Tech Advance	Cultural Change	Invasion	Empire	Rebellion	Migration	Social Justice	Chronology	Perspective	Empathy	Continuity & Change	
Social Justice	1, 2, 3	English		✓					✓	✓	✓	✓	✓	Yr 1 – Mary Seacole Yr 2 – Rosa Parks Yr 3 – Ruby Bridges  See above Yr 3 – Young, Gifted and Black; Alastair Humphreys' Great Adventurers Yr 4 – Malala Yr 5 – Amazing Muslims Who Changed the World Yr 5 – Who Was Nelson Mandela?
Historical Contribution of Global Majority	1, 3, 4, 5	History, English	✓	✓		✓			✓	✓	✓			
			✓						✓					
All About Me	1	History	✓	✓						✓				
Vincent Van Gough	1	Art								✓				
History of Birmingham	2	History	✓	✓			✓				✓			
Evolution	2, 6	English, Science	✓							✓	✓		✓	Yr 3 – When we Became Humans Yr 6 – Science
Stone Age	3	English, History	✓	✓	✓				✓	✓			✓	Yr 3 – Stone Age Boy Yr 3 – History
Mary Anning	3	Science	✓								✓			Yr 3 – Science
Early Islamic Civilisation	4, 5	Art, History	✓	✓		✓				✓	✓		✓	
Trans-Atlantic Slave Trade	4, 5, 6	Geography, English, Art, Debating		✓		✓			✓		✓			Yr 4 – Geog of Brazil Yr 6 – Freedom Yr 5 & 6 – Statue Debate Yr 6 – Surge of Power
Anglo Saxons	4	History	✓	✓	✓		✓			✓			✓	
Vikings	4	History	✓	✓	✓		✓			✓			✓	
South African Apartheid	5	English		✓		✓			✓	✓	✓		✓	Yr 5 – Journey to Jo'burg



# Subject Curriculum Maps: History

## Overall History Coverage

Topic	Year Group	Curriculum Subject	Substantive Knowledge						Disciplinary Knowledge					Notes
			Tech Advance	Cultural Change	Invasion	Empire	Rebellion	Migration	Social Justice	Chronology	Perspective	Empathy	Continuity & Change	
Displacement of People	5, 6	English, Geography			✓	✓		✓	✓		✓		✓	Yr 5 – Boy at the Back of the Class Yr 5 – Geog Africa Yr 6 – Oranges in No-mans Land
				✓		✓		✓		✓		✓		Yr 1 – Coming to England Year 2 – Geog Caribbean Year 5 – History
Ancient African Civilisations	5, 6	History, Art, English	✓	✓	✓	✓	✓	✓		✓	✓		✓	Yr 5 – Art Mali Masks Yr 6 – History Yr 6 – Africa, Amazing Africa
Holocaust	3, 4, 5, 6	RE, PSHE, English								✓			✓	Yr 5 – Boy in the Striped Pyjamas Yr 4 – RE Judaism KS2 – Assemblies Yr 6 – Once
World War I and II	3, 4, 5, 6	History, English		✓	✓	✓				✓			✓	Yr 5 – Boy in the Striped Pyjamas KS2 – Assemblies Yr 6 – Once Yr 6 – Wartime Poetry Yr 6 – History
Israeli-Palestinian Conflict	6	RE			✓				✓				✓	


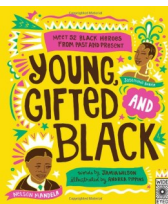
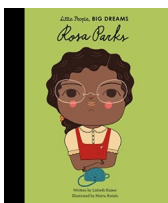

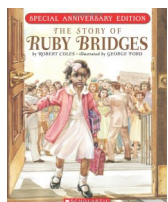
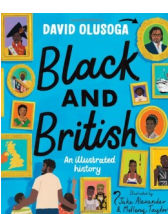
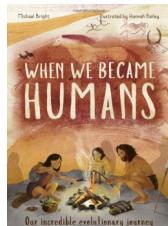
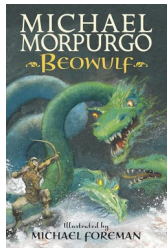
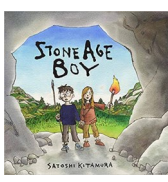
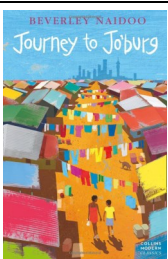




# Subject Curriculum Maps: History

## Reading and Writing

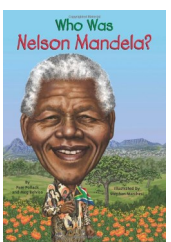
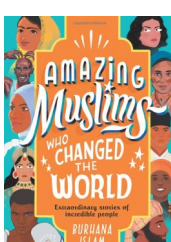

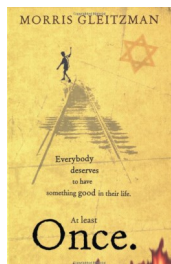
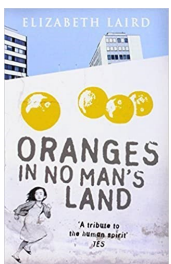
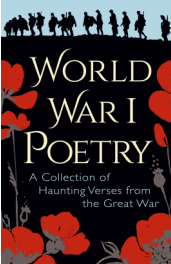
Are pupils exposed to a wide range of texts which develop their knowledge of the past? Do pupils develop their historical writing? Do they learn to write in history-specific ways?

Book	Year Group	Topic	Book	Year Group	Topic
 <b>Coming to England</b> by Floella Benjamin	1	Windrush Generation	 <b>Young, Gifted and Black: Meet 52 Black Heroes from Past and Present</b> by Jamia Wilson	3	Significant Individuals
 <b>Rosa Parks: (Little People, Big Dreams)</b> by Lisbeth Kaiser	2	Rosa Parks; Civil Rights	 <b>Alastair Humphreys' Great Adventurers</b> by Alastair Humphreys	3	Significant Individuals
 <b>The Story of Ruby Bridges</b> by Robert Cole	2	Ruby Bridges; Civil Rights	 <b>Black and British: An Illustrated History</b> by David Olusoga	4	British History; Empire
 <b>When We Became Humans: Our incredible evolutionary journey</b> by Michael Bright	3	Evolution	 <b>Beowulf</b> by Michael Morpurgo	4	Vikings
 <b>Stone Age Boy</b> by Satoshi Kitamura	3	Stone Age to Iron Age	 <b>Journey to Jo'burg</b> by Beverley Naidoo	5	South African Apartheid



# Subject Curriculum Maps: History

## Reading and Writing

Book	Year Group	Topic	Book	Year Group	Topic
	5	Significant Individuals; South African Apartheid		5	Significant Individuals; Early Islamic Civilisations
	6	Trans-Atlantic Slave Trade		6	Holocaust
	6	Lebanese Civil War		6	World War One

Our high-quality history education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Pupils are provided with the substantial knowledge to create their own contextualized structured accounts, including written narratives and analyses. Throughout history studies, pupils are afforded the opportunity to apply their knowledge to a variety of different genres in writing. Each history unit (Years 3-6) concludes with a formal essay that answers a 'big question' set out at the start of the unit. In English, Talk for Writing uses the texts outlined above and a range of genres to enable pupils to write with a historical context.

## Struggling Pupils

Are any adaptations carefully planned to ensure maximum access to the curriculum and readiness for future learning?

Teachers ensure all pupils can access learning via pupil workbooks by adapting learning tasks and modifying the academic reading through the use of simpler language and/or widgets. Targeted adult support ensures all pupils can access the key learning, as well as completing the essential tasks.





# Subject Curriculum Maps: History

## Memory, Schemata and Assessment

How have the school decided what content needs to be deeply embedded in long-term memory? How secure is pupils' knowledge of the core aspects of the curriculum?

Substantive knowledge is broken down into seven main categories, while disciplinary knowledge can be filed under one of six categories:

Substantive Knowledge	Disciplinary Knowledge
Technological Advancement	Chronology
Cultural Change	Perspective
Invasion	Empathy
Empire and Imperialism	Continuity and Change
Rebellion	Cause and Effect
Migration	Evidence
Social Justice	

Knowledge is carefully selected according to the above categories, and revisited across multiple units of study and in multiple year groups. Interleaving is used to ensure content is returned to on several occasions, therefore ensuring more of it is remembered for longer.

Interleaving involves teaching subject content not in a continuous block, but in chunks which pupils revisit over time. This approach helps embed new learning in long-term memory, through the act of repetition. Repetition for learning is not simply about replicating previous lessons; it involves the act of retrieving previously learnt knowledge and then developing it.

An example of this is the concept of migration:

First encountered in...	Then in...	Next in...	After that in...	And finally in...
Year 1	Year 3	Year 4	Year 5	Year 6
In English, when reading the book, <i>Coming to English</i> by Floella Benjamin and also in history, when pupils learn about their family history.	In history, pupils study the Beaker culture was taken up by a group of people living in Central Europe who migrated west and finally arrived in Britain around 4,400 years ago.	Year 4 pupils study the Vikings, learning about the impact their migration from Scandinavia had on the evolution of what is now known as Great Britain.	In history, Year 5 learn about the impact that Islamic migrants had on the Spanish regions of Cordoba and Granada, as well as the role of the Windrush in rebuilding post-WW2 Britain.	Finally, Year 6 study the great African societies of Mali and Songhai, exploring in depth, the role that Middle Eastern migrants played in the formation of these great civilisations.



# Subject Curriculum Maps: History

## Memory, Schemata and Assessment

Knowledge is further embedded via the study of carefully selected texts in English, many of which compliment the substantive knowledge covered in the pupil workbooks. The fiction texts read in English, provide pupils with an opportunity to apply the factual knowledge gained during history lessons.

Opportunities to apply substantive knowledge across multiple subjects are purposely planned. For example, Year 6 learn about the trans-Atlantic slave trade in debating/oracy, art and English. In debating/oracy, they argue for and against the merits of statues linked to Britain's imperialist past being placed in public settings, explicitly linked to the toppling of a statue of slave trader and merchant Edward Colston in Bristol in 2020. Pupils advance their understanding of the trans-Atlantic slave trade in art when they study *A Surge of Power* (Jen Reid) 2020 in art. They learn about the context behind the erection of the 2020 black resin sculpture, sculpted by Marc Quinn and modelled on Jen Reid, in the aftermath of the Edward Colston statue being thrown into the harbor. Finally, in English, pupils read *Freedom* by Catherine Johnson - an action-packed and pacey story about a boy's experience of slavery in Britain.

The pupils workbooks, along with our preferred lesson structure (Five-part Model), are designed with spaced practice at the heart of them. Spaced practice refers to a study schedule that involves studying material over a period of time, with breaks in between, to promote better retention of information. Across a unit of history study, children are provided with many opportunities to revisit and revise key learning, including:

- The use of knowledge organisers at the start of a unit, and again at the start of each lesson. Graphic organisers are sent home with pupils at the outset of a unit, affording them the opportunity to revise essential knowledge;
- Topic working walls summarise key learning in the form of a centrally displayed graphic organiser;
- Each lessons starts with a low-stakes quiz that returns to the key knowledge covered in the previous lesson;
- Every lesson ends with pupils completing an exit ticket that provides an opportunity to revise the key vocabulary and knowledge covered during the lesson;
- Hinge questions are carefully planned for each lesson, providing teachers with an indication of how many pupils have retained key knowledge. A teacher then re-directs their lessons, re-teaching fundamental learning if enough pupils fail to answer the diagnostic questions correctly;
- A KWL grid and glossary are used at the beginning or end of a lesson to record key learning and/or vocabulary;
- Throughout a unit of study, pupils summarise their learning in the form of a graphic organiser. This knowledge then forms the basis of their end-of-unit essay.
- End-of-unit essays provide pupils with the opportunity to apply their learning in the form of a formal piece of writing, while answering a 'big question'. This essay provides teachers with an indication of cohort progress;
- Each unit concludes with pupils complete an end-of-unit assessment. This summative assessment tool involves a variety of questioning techniques and targets key learning already covered by other retrieval tools e.g. exit ticket, low stakes revision quizzes and graphic organiser. Additionally, one month after completing a unit, children return to their pupil workbook and complete a multiple choice quiz aimed at 'interrupting the forgetting' and increasing the amount of knowledge that is retained for longer.



# Subject Curriculum Maps: History

## Chronological Understanding

EYFS	Year One	Year Two	Year Three
	<ul style="list-style-type: none"> <li>Sequence events in their lives.</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time.</li> <li>Match objects to people of different ages.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time – check with reference book.</li> <li>Sequence photographs etc. from different periods of their lives.</li> <li>Describe memories of key</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a time line.</li> <li>Use dates and terms related to the study unit and passing of time.</li> <li>Sequence several events or artefacts.</li> </ul>
Year Four	Year Five		Year Six
<ul style="list-style-type: none"> <li>Place events from period studied on time line.</li> <li>Use terms related to the period and begin to date events.</li> <li>Understand more complex terms eg BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied.</li> <li>Use relevant terms and period labels.</li> <li>Make comparisons between different times in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies.</li> <li>Use relevant dates and terms.</li> <li>Sequence up to 10 events on a time line.</li> </ul>	

## Range and Depth

EYFS	Year One	Year Two	Year Three
	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives.</li> <li>They know and recount episodes from stories about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a results.</li> <li>Identify differences between ways of life at different times.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied.</li> <li>Compare with our life today.</li> <li>Identify reasons for and results of people's actions.</li> <li>Understand why people may have wanted to do some</li> </ul>
Year Four	Year Five		Year Six
<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied.</li> <li>Identify key features and events of time studied.</li> <li>Look for links and effects in time studied.</li> <li>Offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people – differences between men and women.</li> <li>Examine causes and results of great events and the impact on people.</li> <li>Compare life in early and late 'times' studied.</li> <li>Compare an aspect of life with the same aspect in another period.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>Compare beliefs and behaviour with another time studied.</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</li> <li>Know key dates, characters and events of time studied.</li> </ul>	



# Subject Curriculum Maps: History

## Interpretations of History

EYFS	Year One	Year Two	Year Three
	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction.</li> <li>Compare adults talking about the past – how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>Compare 2 versions of a past event.</li> <li>Compare pictures or photographs of people or events in the past.</li> <li>Discuss reliability of photos/accounts/ stories.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented.</li> <li>Distinguish between different sources – compare different versions of the same story.</li> <li>Look at representations of</li> </ul>
Year Four	Year Five	Year Six	
<ul style="list-style-type: none"> <li>Look at the evidence available.</li> <li>Begin to evaluate the usefulness of different sources.</li> <li>Use text books and historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction.</li> <li>Offer some reasons for different versions of events.</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusion were arrived at.</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>Be aware that different evidence will lead to different conclusion.</li> <li>Confidently use the library and internet for research.</li> </ul>	

## Historical Enquiry

EYFS	Year One	Year Two	Year Three
	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period.</li> <li>Observe small details – artefacts, pictures.</li> <li>Select and record information relevant to the study.</li> <li>Begin to use the library and</li> </ul>
Year Four	Year Five	Year Six	
<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event.</li> <li>Choose relevant material to present a picture of one aspect of life in time past.</li> <li>Ask a variety of questions.</li> <li>Use the library and internet for research.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources.</li> <li>Use evidence to build up a picture of a past event.</li> <li>Select relevant sections of information.</li> <li>Use the library and internet for research with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources.</li> <li>Use a range of sources to find out about an aspect of time past.</li> <li>Suggest omissions and the means of finding out.</li> <li>Bring knowledge gathered from several sources together in a fluent account.</li> </ul>	



# Subject Curriculum Maps: History

## History

Year 6

WW1 and the Empire

Ancient African Civilizations

Trans-Atlantic Slave Trade

Holocaust

Islamic Pioneers

South African Apartheid and Nelson Mandela

Windrush Generation

Early Islamic Civilization

Year 5

Year 4

Malala

Black British Pioneers

Anglo Saxons

Vikings

Achievements of Significant Historical Figures

Evolution of Humans

The Roman Empire and Christianity

Stone Age to Iron Age

Year 3

Year 2

The History of Birmingham

Ruby Bridges and Rosa Parks

Mary Seacole

Changes in living memory

Year 1

EYFS

Who am I?

People who help us



# Subject Curriculum Maps: History

## Substantive Knowledge

Year 1: Changes Within Living Memory: All About Me						
Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice

Year 1: Lives of Significant People						
Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice

Year 2: Changes Beyond Living Memory - Birmingham						
Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice

Year 2: Lives of Significant People - Ruby Bridges						
Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice

Year 3: Stone Age to Iron Age						
Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice

Year 3: The Romans and the Bible						
Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice





# Subject Curriculum Maps: History

## Substantive Knowledge

### Year 4: Anglo Saxons

Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice
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### Year 4: Vikings

Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice
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### Year 5: Ancient African Civilisations 1

Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice
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### Year 5: The Windrush Generation

Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice
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### Year 6: Ancient African Civilisations 2

Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice
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### Year 6: WW1 and the British Empire

Technological Advancement	Cultural Change	Invasion	Empire and Imperialism	Rebellion	Migration	Social Justice
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# Subject Curriculum Maps: History

## Substantive Knowledge

Theme		Definition	Times Examined
	Cultural change	Changes to the way that a society or culture is run, how it functions or is governed	12
	Empire and Imperialism	A group of nations or people under one ruler or government	6
	Invasion	To enter a country or group's land as an enemy, by force, in order to conquer or plunder	7
	Migration	Migration is the movement of people from one place to another, within a country or between countries. Migration can be permanent, temporary or seasonal. It happens for a range of reasons including economic, social, political or environmental. Push and pull factors drive migration.	5
	Rebellion	An armed fight or uprising against the rulers of the area that one lives within	6
	Social Justice	Social justice is a concept of fair and just relations between the individual and society, as measured by the distribution of wealth, opportunities for personal activity, and social privileges.	4
	Technological Advancement	Changes in technology over time within a specific society or civilisation	8



# Subject Curriculum Maps: History

## Disciplinary Knowledge

### Year 1: Changes Within Living Memory: All About Me

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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### Year 1: Lives of Significant People - Mary Seacole

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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### Year 2: Changes Beyond Living Memory - Birmingham

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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### Year 2: Lives of Significant People - Ruby Bridges

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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### Year 3: Stone Age to Iron Age

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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### Year 3: Romans and the Bible

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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# Subject Curriculum Maps: History

## Disciplinary Knowledge

### Year 4: Anglo Saxons

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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### Year 4: Vikings

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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### Year 5: Golden Age of Islamic Civilisation

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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### Year 5: Windrush Generation

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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### Year 6: Ancient African Civilisations

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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### Year 6: WW1 and the British Empire

Chronology	Perspective	Empathy	Continuity and Change	Cause and Effect	Evidence
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# Subject Curriculum Maps: History

## Disciplinary Knowledge

Skill	Definition	Times Examined
	<b>Cause and Effect</b> Used to identify chains of events and developments, both in short and long term history. The 'why' and 'what' of history. Identify, examine and analyse the reasons why events occurred and the resulting consequences and outcomes	<b>10</b>
	<b>Continuity and Change</b> Some things stay the same over time, while other change. Aspects that have remained the same are known as continuities. Aspects of the past that do not stay the same are called changes.	<b>7</b>
	<b>Chronology</b> The word 'chronology' is made from two Greek words – 'chrono' meaning time and 'logos' meaning discourse or reasoning (working out). The word 'chronology' therefore means the working out of time and the science of arranging events in their order of occurrence.	<b>12</b>
	<b>Evidence</b> Information gathered from historical sources - essential part of historical enquiry. Primary sources – objects created or written at the time being investigated. Secondary sources – accounts about the past that were written and created after the time being investigated and which often refer to primary sources.	<b>6</b>
	<b>Empathy</b> Understand the impact of events on particular people or groups. An appreciation of the circumstances they faced and the motivations, values and attitudes behind their actions. In short, the ability to 'walk in someone else's shoes'	<b>7</b>
	<b>Perspective</b> The position from which some people see and understand the events going on in the world around them. Historians must try to view historical events from different perspectives in order to understand the values and beliefs that shaped and affected people who lived in the past.	<b>6</b>

