

# History Curriculum Map

At the South Hams Federation, we have chosen The United Learning Curriculum to underpin the teaching and learning of History.

Why have we chosen The United Learning Curriculum?

The United Curriculum for History provides all children, regardless of their background, with:

- **Coherent and chronological substantive knowledge of the history of Britain and the wider world, selected to build pupils' understanding of three vertical concepts. These vertical concepts provide both a concrete lens through which to study and contextualise history, as well as use small steps to help pupils gain a deep understanding of complex, abstract ideas:**
  - **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? What shapes people's views about the world?
  - **Power, empire and 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?
  - **Community and family**  
What is life like for different people – men, women and children – in different societies? How are these societies structured? How are family and community roles and relationships different in different historical contexts?
- Opportunities for all pupils to see themselves reflected in the curriculum, but also to be taken beyond their own experiences. The history curriculum teaches pupils about civilisations from across the world, and always incorporates the experiences – positive and negative – of ethnic minorities in the history of Britain.
- Grounding in core disciplinary and procedural knowledge, and the ability to approach challenging, historically-valid questions, giving pupils the ability for pupils to learn how to think, read and write like an historian.
- An excitement for history, which inspires a curiosity to learn more about the past.

## History Curriculum Map

	Autumn Term	Spring Term	Summer Term
Year 1	<p><b>My family history</b></p> <p>An introduction to the past with my family tree, and how schools, toys and the way we communicate have changed in living memory</p>	<p><b>History of transport</b></p> <p>The development of transport by land, sea, air and space and the roles of key individuals</p>	<p><b>Homes through time</b></p> <p>How homes looked different in the past, using pictures and videos</p>
Year 2	<p><b>Local history</b></p> <p>Using primary and secondary sources to learn how our local community has changed over time.</p>	<p><b>Great Fire of London</b></p> <p>Life in London 1660s, and the causes and effects of the Great Fire of London</p>	<p><b>Explorers</b></p> <p>The similarities and differences between the lives of Sacagawea and Michael Collins</p>
Year 3	<p><b>European history:</b></p> <p><b>Prehistoric Britain</b></p> <p>How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</p>	<p><b>African history:</b></p> <p><b>Ancient Egypt</b></p> <p>The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire</p>	<p><b>European history:</b></p> <p><b>Ancient Greece</b></p> <p>The contributions made by the city-states of Ancient Greece, and how these influence our lives today</p>

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<p>Year 4</p>	<p>North American history: Ancient Maya</p> <p>Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians</p>	<p>Asian history: Early Islamic Civilisation</p> <p>The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology</p>	<p>European history: Local History</p> <p>How did World War Two impact on our local area?</p>
<p>Year 5</p>	<p>European history: Ancient Rome</p> <p>The development of the Roman Empire, how it changed over time, and how these changes affected people differently</p>	<p>European history: Roman Empire in Britain</p> <p>The Roman conquest of Britain, and how the Romans maintained power in Britannia</p>	<p>Global history: Quest for knowledge</p> <p>An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge</p>
<p>Year 6 *just for <u>25-26</u> so we do not repeat units already covered as we move across to The United Curriculum.</p>	<p>The Industrial Revolution</p> <p>Why is the Industrial Revolution a key part of British history?</p>	<p>The Impact of war</p> <p>Did WW1 or WW11 have the biggest impact in our locality? Local History Study: A study of an aspect or theme in British history that extends knowledge beyond 1066</p>	<p>Journeys- Migration to Britain</p> <p>Why did migrants come to Britain? What were the experiences of migrants in Britain? What was the impact of A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 6 migration on Britain?</p>

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<p>Year 6 *26-27 onwards</p>	<p>European history: Anglo-Saxons Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons</p>	<p>European history: Viking age Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation</p>	<p>Global history: Power, empire and democracy A short introduction to the rise and fall of the British Empire, and its legacy in Britain from the 1960s to today</p>
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