



Kindness - Determination – Resilience – Teamwork – Communication – Respect

‘Together we learn – United we achieve’

TOWNVILLE INFANTS’ SCHOOL
History Curriculum Map

Cycle A

Term	Autumn	Spring	Summer
Project Title	Childhood	Geography Driver/ History revision- Bright Lights, Big City	School Days
Overview	<i>In the Childhood project, children will build upon their past experiences including their family history and events within living memory and learn words and phrases related to the passage of time. They will explore artefacts to help them to understand childhood in the past and how childhood has changed over time. They will explore the six stages of life and explore timelines and family trees. Everyday life in the 1950s will be explored, including shopping, family life and childhood. They will also learn about the significance of Queen Elizabeth II's coronation in 1953 by studying photographs and online sources. The children will use maps to explore how places have changed over time and highlight any similarities or differences between childhood today and childhood in the 1950s. At the end of the project, they will engage in a class debate to answer the question: ‘Do you think it was better to be a child in the 1950s than today?’</i>	<i>In the Bright Lights, Big City project, children will learn about Queen Elizabeth II, research the cause and impact of the Great Fire of London and look at some famous London landmarks.</i>	<i>In the School Days project, children will have the opportunity to take part in a traditional Victorian class and will learn about the differences between schooling in the Victorian era and schooling today. They will learn about objects found in a Victorian classroom and how they were used. They will research Samuel Wilderspin, an important figure in the development of schooling for young children in the Victorian era, whose ideals are reflected in schooling today. They will learn to describe the passage of time through study of past, present and future tense vocabulary. During the project, children will also revisit the use of timelines and will plot key events within their own school's history on a timeline including: when school was built, when the head teacher came and when they started school. At the end of the project, children will engage in a debate to answer the question: ‘Would you rather go to school in the Victorian era or today?’</i>
Knowledge, skills, and concepts	<p>What children will know...?</p> <ul style="list-style-type: none"> Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. A timeline is a display of events, people, or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Important life events include occasions such as birthdays, religious or family celebrations and personal achievements. A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years. A family tree is a diagram that shows the relationship between people in several generations of a family. 	<p>What children will know...?</p> <ul style="list-style-type: none"> A monarch is a king or queen who rules a country. Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader 	<p>What children will know...?</p> <ul style="list-style-type: none"> Townville Infant and Nursery school was built in 1938, Mrs. Burden became head teacher in 2018 and when they started school. Events can be plotted on a timeline and this is in chronological order The Victorian era began when Queen Victoria was crowned. This lasted from 1837- 1901. In Victorian schools, boys and girls were separated. Children sat in rows and copied letters and numbers from a blackboard onto slate boards. Teachers were strict and used the dunce’s cap and the cane to punish children. Reading, writing and arithmetic, the

	<ul style="list-style-type: none"> • Historical information can be presented in a variety of ways including diagrams. • Identifying similarities and differences helps us to make comparisons between life now and in the past (specifically the 1950's to present times) • The coronation of Queen Elizabeth II took place on 2nd June 1953 at Westminster Abbey, London. • Significant historical events include those that cause great change for large numbers of people and include great discoveries and actions that have helped many people. • The processes that give rise to key physical and human geographical features of the world • An environment or place can change over time due to a geographical process including human activity, such as housebuilding. <p>What children will do...?</p> <ul style="list-style-type: none"> • Describe how childhood has changed since the 1950's, making simple comparisons between their lives and those of children in the 1950's using artefacts as a basis • Use a range of historical artefacts and sources to find out about the past • Understand the concept of a timeline and sequence significant information (their lives) in chronological order. • Begin to understand the concept of significance by reflecting upon an important event from their lives and exploring the coronation of Queen Elizabeth II. • Sequence significant information in chronological order. • Develop an understanding of the passage of time from the 1950's to today and be able to sort this information chronologically. • Identify similarities and differences between ways of life today and in the 1950's with a specific focus on childhood • Know about events beyond living memory that are significant nationally or globally- The coronation of Queen Elizabeth II. • Describe how an environment has or might change over time and begin to suggest reasons for why this has happened 	<p>at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.</p> <p>What children will do...?</p> <ul style="list-style-type: none"> • Describe the role of monarch and the hierarchy of past society (1666) 	<p>three Rs, were the most important lesson alongside religious instruction. There were no school dinners, so the children went home at lunchtime.</p> <ul style="list-style-type: none"> • First-hand accounts are one method of historical enquiry that can teach us more about the past. • That historian's use evidence rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. • In Victorian schools, chanting and copying were popular teaching methods. Children were punished if the teacher thought they were not working hard enough, or if their work was messy. • Samuel Wilderspin did not like what schools were like in the Victorian era. He believed that children should be happy and have fun at school. He became a teacher and shared his beliefs about schooling with others. • Samuel Wilderspin is considered a historically significant person as he changed the nature of schools to make them more child focused. <p>What children will do...?</p> <ul style="list-style-type: none"> • Describe important events within schools' history and plot these on a timeline • Describe relevant aspects of the Victorian era: monarchy, school life and entertainment. • Describe everyday life for school children in the Victorian era • Use first-hand accounts to find out more about the past • Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. • Express an opinion about a historical source. • Engage in role play about historical periods- Victorian school life. • Sequence significant information in chronological order. • Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago) • Use historical models (Dawson's model) to explain why Samuel Wilderspin was significant
<p>Key vocabulary</p>	<p>Historical artefacts, significant event, enquiry, childhood, past, present, future, recent, distant, timeline, 1950s, decade, queen, monarchy, compare, coronation, environment, similarity, difference, sequence, chronological, source, research, period</p>	<p>Monarch, reign, hierarchy, society, rich, poor, impact, significant</p>	<p>Historical artefact, timeline, Victorian era, past, present, future, recent, distant, significant individuals, chronological, similarity, difference, sequence, source, research, enquiry</p>

SMSC	<p>Spiritual- Children will explore chronology and their place in history and discover how the past and present are interconnected</p> <p>Social- Children will collaborate with their peers to debate key questions and to express their opinions based on historical evidence.</p> <p>Cultural- children will make decisions and come to conclusions about life in the 1950's compared to today using historical evidence</p>	<p>Moral- Children will understand how people have been treated unfairly in the past through their exploration of hierarchy</p>	<p>Spiritual- Children will explore chronology and their place in history and discover how the past and present are interconnected</p> <p>Social- Children will collaborate with their peers to debate key questions and to express their opinions based on historical evidence. They will also take an active part in a Victorian style workshop.</p> <p>Cultural- Children will explore artifacts from the Victorian era</p>
British Values	<p>Tolerance and Respect- Children will listen to, respect the views of others, and understand that a different view is equally valid</p> <p>Democracy- Children will make decisions about when they believe childhood was better in the 1950's or today based on the historical evidence they have explored</p>	<p>Democracy- children will explore the consequences of decisions made by others</p>	<p>Tolerance and Respect- Children will listen to, respect the views of others, and understand that a different view is equally valid</p> <p>Democracy- Children will make decisions about whether school life was better in the Victorian era or today based on the historical evidence they have explored</p> <p>Individual Liberty- Children will explore how Samuel Wilderspin's views on education impacted the development of schooling throughout history</p>

Cycle B

Term	Autumn	Spring	Summer
Project Title	Movers and Shakers	Geography Driver/ History revision- Coastline	Magnificent Monarchs
Overview	<p>In the Movers and Shakers project, children focus on significant people throughout history. They are introduced to the five statements from Dawson's model which helps them to decide if a person is historically significant. They learn about Henry Moore- a significant person from their locality and evaluate their impact on the local area, the United Kingdom and the world.</p> <p>Children are introduced to the vocabulary used to describe the work or actions of significant people such as activists, artists, monarchs, and explorers. They use this vocabulary to group significant people whilst learning about their lives. They are also introduced to diamond ranking to sort the people studied from least to most significant.</p> <p>They study two significant explorers in depth, Neil Armstrong and Christopher Columbus, and learn the story of their achievements in chronological order. They begin to learn how</p>	<p>In this geography unit, children will develop their historical learning about people's everyday lives in the past, using images as sources of evidence, and making careful observations. They are introduced to the concept of continuity and change, describing how aspects of Whitby have changed or stayed the same over time. Children will learn about the significance of the SS Rohilla disaster and the changes made to the RNLI lifeboat fleet as a consequence.</p> <p>They will learn about Whitby's coastal jobs in the past and will revisit the concept of significance</p>	<p>In the Magnificent Monarchs project, children revisit historical vocabulary related to time and are introduced to new terms and concepts. They are introduced to the concept of historical periods and learn the names of periods in British history, from the Anglo-Saxon period, to the house of Windsor in the present day. They will create a timeline of British Monarchs, using the dates and knowledge of historical periods to consolidate their understanding of chronological order.</p> <p>Children are introduced to the terms: hierarchy, reign and kingdom and the concepts of power, rule, government, parliament and constitutional monarchy. They will explore how the British monarchy has changed over time.</p> <p>Children study six significant monarchs and learn about their impact.</p>

	<p>to compare their voyages of discovery, especially relating to technological advancements.</p>	<p>through their study of Captain James Cook.</p>	
<p>Knowledge, skills, and concepts</p>	<p>What children will know...?</p> <ul style="list-style-type: none"> • The term significant individual describes a person who is great, important or worthy of attention • Historical models (Dawson's model) help us to organise and sort historical information. • Impact refers to how an individual has contributed to national and international achievement • Diamond ranking is a way of organising information and data from most to least important. • Historical information can be presented and categorised in a variety of ways. • Henry Moore is a historically significant local person because he overcame adversity to become a famous sculpture, set up a charity to support artists and art education and has inspired many artists across the world. • Henry Moore was an artist born in Castleford. He came from a poor family and was injured during the First World War. His father did not want him to become an artist yet he followed his dream. He set up a charity called the Henry Moore Foundation and his work has inspired many artists around the world. • Christopher Columbus was a significant explorer who lived centuries ago (1451–1506). He travelled from Europe thinking that he would find a western route to the Indies. Instead, he discovered the Americas, which became known as the 'New World'. • Neil Armstrong was the first person to set foot on the Moon in 1969. This event won the space race for America and started a new era of space exploration. • There were many differences between the journeys of Columbus and Armstrong, such as transport and reasons for travelling (Columbus wanted to find a trade route to the Indies to become rich, Armstrong wanted to fulfil the American promise to land a person on the Moon before the end of the 1960s). 	<ul style="list-style-type: none"> • Aspects of everyday life (jobs) may change throughout different historical periods. • Captain James Cook was a significant naval explorer. Born 27th October 1728, he lived, worked and sailed from Whitby. • Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. • A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. <p>What children will do...?</p> <ul style="list-style-type: none"> • Use historical models to make judgements about significance and describe the impact of a significant historical individual. • Understand the term significant and explain why a significant individual is important. • Identify similarities and differences between ways of life within or beyond living memory 	<p>What children will know...?</p> <ul style="list-style-type: none"> • The power of the English and British monarchy has changed over time. In the past, some monarchs had absolute power and could make their own rules and laws. • Six significant sovereigns in English and British history are Alfred the Great, William the Conqueror, Henry VIII, Elizabeth I, Queen Victoria and Elizabeth II. • A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. • Alfred the Great ruled between AD 871–899. He defeated Viking invaders and became the first king of a unified England. He also valued reading and knowledge and translated books from Latin for others to read. • A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. • Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. • The Bayeux Tapestry is an embroidered cloth, nearly 70 metres long and 50 centimetres tall, which shows the events leading up to the Norman conquest of England, including the Battle of Hastings. • William, Duke of Normandy, thought he would be king after Edward the Confessor died. When Harold Godwinson became king instead, William invaded England and took the throne himself, earning the name William the Conqueror. • Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom. • The feudal system was a way of organising society. The king was at the top of the feudal system followed by the tenants-in-chief,

- Know that people's behaviour can affect others in both positive and negative ways and can also affect people's rights.
- A timeline shows events in chronological order and can show different periods of time
- Changes within living memory have happened over the last 100 years due to changes including technology, inventions and new ideas

What children will do...?

- Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago)
- Categorise and sort significant historical individuals based on their achievements
- Present historical information in a structural model-diamond ranking
- Use Darwin's model to describe the significance of Henry Moore and categorise him based on their prior knowledge from within the unit
- Use historical models (Darwin's model and diamond ranking) to make judgements about significance and describe the impact of a significant historical individual.
- Describe changes within living memory- how exploration has changed over time.
- Use historical models (Darwin's model and diamond ranking) to make judgements about significance and discuss how a person's behaviour, both positive and negative, can directly affect the rights of others.
- Use historical models (Darwin's model and diamond ranking) to make judgements about significance and describe the impact of Christopher Columbus and Neil Armstrong
- Order information on a timeline. **Sequence significant information in chronological order.**

knights and peasants. Peasants were either freemen or serfs. Serfs were at the bottom of the feudal system.

- Henry VIII is most famous for his desire to have a son as heir to the throne of England. To try to achieve this, he split from the Roman Catholic Church, divorced his first wife and married Anne Boleyn. Henry had three children, including a son, Edward.
 - Some of Henry VIII's actions during his reign, such as supporting the arts and sport, had a positive impact. Some, such as breaking from the Roman Catholic Church and spending money on wars and a lavish lifestyle had a negative impact.
 - Elizabeth I was the second daughter of Henry VIII. She became queen after her brother, Edward VI and sister, Mary I had died. She wasn't married and ruled the country alone. She became popular with ordinary people and supported exploration, the arts and the Church of England. Her Royal Navy stopped an invasion by the Spanish Armada in 1558.
 - Queen Victoria reigned from 1837-1901 and became queen following the deaths of her father and three uncles. She married Prince Albert and had 9 children. She became popular with the public due to her support for charities, children and the poor
 - Elizabeth II is a constitutional monarch whose role is the head of state of the United Kingdom and Commonwealth. Her work includes supporting charities, presenting awards, opening parliament, hosting garden parties and royal banquets and passing the Crown Act.
- What children will do...?**
- Describe changes within and beyond living memory
 - Compare the power of monarchs within and beyond living history
 - Sequence significant information in chronological order (the rule of the monarchs)
 - Understand the term significant, use historical models to make judgements about significance and describe the impact of a significant historical individual.
 - Describe the role of a monarch
 - Describe the hierarchy of a past society.
 - Gain and deploy a historically grounded understanding of abstract terms: 'parliament' and 'peasantry.'

<p>Key vocabulary</p>	<p><i>Significance, activist, artist, explorer, scientist, diamond ranking, Darwin’s model, chronology, historical model, local, national, global, impact, achievement, timeline, protest, suffragette, exploration</i></p>	<p><i>Explorer, significant, period, past, present, era, similarity, difference</i></p>	<p><i>Monarchy, parliament, constitutional, absolute, past, present, period, decade, century, AD, years, impact, battle, Bayeux Tapestry, hierarchy, feudal system,</i></p>
<p>SMSC</p>	<p>Spiritual- Children will explore how a person's individual beliefs affect their behaviour and the impact this can have on a local, national and global scale. Moral and social- Children will consider the themes of equality and fairness and how significant people have persevered in the face of adversity Cultural- children will begin to develop an understanding of conflict within society and attempts to resolve these</p>	<p>Social- Children will investigate aspects of their local history and how these have changed</p>	<p>Spiritual- children will discover how the past and present are interconnected through their understanding of the British monarchy. They will explore how the beliefs of different monarchs shaped their actions and how beliefs and perspectives have changed over time. Children will also explore chronology and their place within history. Moral- Children will explore choices and consequences that affect social change e.g., Henry VIII and the break away from the Catholic church. They will discuss and debate their views on whether the choices made by monarchs throughout British history are right or wrong and explore how people have been treated unfairly in the past as a result of power and rule. Social- Children will have ample opportunity during this project to collaborate, respectfully with their peers and to express their opinions based on historical evidence. They will also examine the impact that various monarchs have had on laws and how these have changed over time to protect and improve the lives of different people e.g., Queen Victoria and her support for charities.</p>
<p>British Values</p>	<p>Rule of Law- Children will begin to understand how the work of significant activists has helped to change law e.g., the introduction of Cotes for Women over 30. Individual Liberty- Children will explore how historically significant individuals have expressed their view and beliefs and the historical impact this has had Tolerance and Respect- Children will explore how discrimination and prejudice has influenced history through their learning of historically significant activists and by debating their ideas and thoughts on significance.</p>	<p>Individual Liberty- Children will explore how historically significant individuals have impacted society</p>	<p>Democracy- Children will explore the theme of hierarchy with a particular focus on the feudal system. Similarly, they will make decisions and come to conclusions based on historical evidence. They will explore the consequences of the decisions made by different monarchs on the people of England. Rule of Law- Children will explore how the changing rules and laws of England have been shaped and influenced by various monarchs and how these have caused historical change, e.g., the Factory Act. Individual Liberty- Children will explore how the beliefs and views of different monarchs influenced and impacted history and groups of people e.g., Henry VIII’s move away from the Catholic church. Tolerance and Respect- Children will have ample opportunity to respectfully collaborate with their peers and to share their views on the influence and impact of 6 significant monarchs.</p>