



Holy Cross Catholic Primary School

History Curriculum Map – Updated November 2024

	Autumn 1 (T1)	Autumn 2 (T2)	Spring 1 (T3)	Spring 2 (T4)	Summer 1 (T5)	Summer 2 (T6)
EYFS	Understanding the world In this area, the children will look at autumnal changes. The children will go on a seasonal walk and collect objects such as leaves, conkers and acorns. There will be a large focus on communication and language. Children will also take part in a harvest festival and discuss why this takes place. In F2, children will look at their local area and some of the changes that have happened. For example, they will look at how buildings have changed and their uses.	Understanding the world In this area, the children will look at the Arctic. They will look at the environment, the animals, how it is different and they will discuss the main differences. This area will be developed in Y1 (T6) when children learn about biomes and why the Arctic is one of the coldest places on Earth. In F2, the children will explore similarities and differences when celebrating Christmas in different cultures/countries <i>e.g. Australia</i>. Children will use Google Maps to locate where it is on a map. This learning will be developed in Y2 during their non-European contrasting study where children study Australia.	Understanding the world In this area, the children will look at winter and the changes that occur during this time of year. This learning will be built on in Y1 when children learn about the seasons and some of the changes that occur. They will look at habitats <i>e.g. deserts, forests, oceans and the arctic</i>. The children will also look at Chinese New Year and activities will include food sampling, locating China on a map and will make comparisons between how the Chinese culture celebrates New Year in comparison to the UK.	Understanding the world In this area, the children will look at changes to the weather in spring. They will go on a 'spring walk' and will look for mini beasts (linking to their science unit).	Understanding the world In this area, the children will look at different types of weather. They will compare similarities/differences of New Brighton beach <i>e.g. shops that were not there in the past</i>. Children in F2 will visit New Brighton and undertake field work. Children will experiment with compass directions and these directions in the sand. This learning will be developed in Y1 and Y2 when children learn about compass directions.	Understanding the world In this area, the children will look at the changes in summer weather and how to stay safe in the sun. Children's clothing is compared to some of the things they wear in the winter. Children will recap habitats from spring 1. In F2, children will look at human geographical changes to their locality <i>e.g. how shops have developed</i>. Children will look at using a simple map by taking part in a scavenger hunt. Children will at transport, how this has changed over time <i>e.g. they will look at horse and cart travel</i>.
Year 1		The History of Holy Cross: how has our school changed? (changes within living memory) In this unit, children will learn about the history of Holy Cross Catholic Primary School including: when it first opened, the old and new building and they will make comparisons between school then and now. Children will deepen their understanding of primary sources by having the opportunity to interview a past head teacher of the old school and a past pupil. They will be introduced to the concept of a timeline. <i>Key concept(s): local area, migration and settlement</i>	Elizabeth II: What was her life like? In this unit, children will learn about Elizabeth II's life. This will include her as a baby, her contributions during WWII, her coronation and children will also learn about some of her public duties. <i>Key concept(s): power, government and religion</i>			Transport: how do people travel today compared to a long time ago? In this unit, children will learn about different types of transport. They will continue to build on their understanding of a timeline from previous units studied, learning about the earliest forms of transport. In greater depth, children will look at how trains, cars and air travel has changed over time. <i>Key concept(s): ideas and invention, migration and settlement</i>

Year 2	Nurses from history: what is nursing and which famous nurses have lived in Britain? (comparison) In this unit, children will learn what nursing is. They will learn why Mary Seacole, Florence Nightingale and Edith Cavell are famous and the impact they had on people. Using this knowledge, children will look at the similarities and differences between them. <i>Key concept(s): power, government and religion, conflict and disaster</i>		The History of Birkenhead: how has Birkenhead changed over time? In this unit, children will learn about significant places in Birkenhead such as Cammel Lairds shipbuilders. They will explore differences between past/present Birkenhead. <i>Key concept(s): local area, migration and settlement</i>			The Great Fire of London: why did it happen and what were the consequences? In this unit, children will learn about the Great Fire of London (an event beyond living memory). Children will ask and answer questions about the Great Fire and its effects. They will consider why it happened, its results and the different ways in which it is represented. They will continue to develop their understanding of the passing of time and sense of chronology of the event and will build on their knowledge of historical sources. <i>Key concept(s): conflict and disaster, power, government and religion</i>
Year 3	Stone Age, Bronze Age & Iron Age: When did most people change from a nomadic way of life to settled agriculture and how did this happen? In this unit, children will learn about prehistory and what this means (Stone Age, Bronze Age, Iron Age). They will build on the concept of settlement from Y2 (T1) by looking at why, during this period, people did not stay in one place. Children will learn about the Palaeolithic, Mesolithic and Neolithic periods. Finally, they will learn about the Bronze Age and Iron Age. <i>Key concept(s): invasion, migration and settlement</i>		Ancient Egypt: what stayed the same across 3,000 years? In this unit, children will revisit learning from their geography unit on rivers, understanding why the Nile was important to the Ancient Egyptians. They will learn about Howard Carter, the Rosetta Stone and how Ancient Egyptians treated dead bodies. Finally, they will explore change and continuity in Ancient Egypt. <i>Key concept(s): power, government and religion</i>		Ancient Greek civilisation: what do we know about ancient Greece? In this unit, children will learn about Ancient Greece's location and history and use mapping skills learnt in geography. They will learn about Sparta and Athens, what we can learn from Greek myths and what we know about Ancient Greece. <i>Key concept(s): power, government and religion</i>	
Year 4			Ancient Greek civilisation: what is its most significant legacy?		The Romans: what did it mean to be a Roman?	The Romans: what impact did the Romans have on

			In this unit, children will build on the previous unit in Y3 (T5). They will learn about Ancient Greek philosophers, the Olympic games and the impact Athenian democracy has had on modern Britain. They will finish by discussing what they believe to be the most significant legacy of Ancient Greece. <i>Key concept(s): power, government and religion</i>		In this unit, children will learn about Roman kings and the rise of Emperors. They will learn about the Roman Empire, when it was split in two and the fall of the Western Roman Empire. <i>Key concept(s): empire, persecution and resistance</i>	Britain? (with a local study on Chester) In this unit, children will learn about the Roman invasion of Britain. They will look at how religion changed under Roman rule and the towns and buildings. There will be a particular focus on Chester – a local Roman city. Finally, they will build on their understanding of settlement by describing changes because of the Romans. <i>Key concept(s): empire, persecution and resistance, religion</i>
Year 5	Britain's settlement by Anglo-Saxons: what changed after the Romans left? In this unit, children will revisit learning from Y4 (T6). They will learn about Britain at the end of Roman rule and why this allowed the Anglo-Saxons to settle in Britain. Anglo-Saxon kingdoms, religion and the change in Britain after the Romans left will be studied. <i>Key concept(s): trade, ideas and invention and communication, invasion, migration and settlement</i>	The Vikings: why did they come to the British Isles? In this unit, children will learn about Viking raids and how they took over larger areas of Britain. They will also learn about Alfred the Great, the Anglo-Saxon fightback (building on learning from the previous unit) and ultimately understanding why the Vikings settled in Britain. <i>Key concept(s): invasion, migration and settlement</i>		Crime and Punishment through time: who had the worst punishments? In this unit, children will learn about crime and punishment in British history from the Romans to the 21st century. They will look at similarities and differences between how crime was punished in different periods of time as well as learning about when the police force was introduced. At the end of the unit, children will reason as to which historical period had the worst punishments. <i>Key concept(s): power, government and religion</i>		
Year 6	The Great War: how did the Great War affect local people and their communities?	Significant turning points: what impact did WW2 have on Birkenhead and Liverpool?			Early Islamic civilisation: how did Baghdad become the 'City of Peace'? In this unit, children will learn about Muhammed, the Qur'an and the	

	In this unit, children learn about why WWI started and who was involved. They will look at trench warfare and how we remember those who gave their lives (including locally). They will also learn about the Home Front and how British communities were affected. Children will be reminded of the learning in Y2 (T3) on famous nurses, and in particular Edith Cavell who was a nurse during this period of time. <i>Key concept(s): warfare and conflict</i>	In this unit, children will learn about the outbreak of WWII (referring back to learning in the previous unit). They will learn about the role of women (referring back to learning in Y1 Elizabeth II unit), bombing and evacuation (and the impact this had on Birkenhead and Liverpool) and will understand how experiences differed during WWII. <i>Key concept(s): warfare and conflict</i>			rise of Islam. They will explore where the Islamic Empire started and learn why Baghdad became known as the 'City of Peace'. <i>Key concept(s): trade, ideas and invention and communication</i>	
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