



**St. Vincent de Paul Catholic Primary School**  
**History Curriculum Map**

| History Curriculum Map – Autumn Term |  |  |   |  |   |  |  |
|--------------------------------------|--|--|---|--|---|--|--|
| Term                                 | Year 1   | Year 2   | Year 3  | Year 4   |   | Year 5   | Year 6   |
| <b>Autumn 1</b>                      | <b>Changes within living memory</b>  | <b>Events beyond living memory</b>   | <b>Changes in Britain from the Stone Age to the Iron Age</b>                    | <b>Britain’s settlement by Anglo-Saxons and Scots</b>                                  |   | <b>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</b> | <b>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</b> |
| <b>Autumn 2</b>                      | How do our favourite toys and games compare with those of children in the past?                              | Sinking of the Titanic<br><br>Why did the Titanic sink?  | How did the lives of Ancient Britons change during the Stone Age?               | Who were the Anglo-Saxons and how do we know what was important to them?               |   | World War One  | Life during the Victorian era  |
| History Curriculum Map – Spring Term |  |  |   |  |   |  |  |
| <b>Spring 1</b>                      | <b>The lives of significant individuals</b>  | <b>The lives of significant individuals</b>  | <b>Roman Empire and its impact on Britain</b>                                   | <b>Viking and Anglo Saxon struggle for the Kingdom of England</b>                      |   | <b>A non-European society/ The achievements of the earliest civilizations</b>                                    | <b>A study of Greek life and achievements and their influence on the western world</b>                           |
| <b>Spring 2</b>                      | History makers<br>Who is the greatest ‘History maker’?<br>-Neil Armstrong<br>-Rosa Parks<br>-Marie Curie     | <b>Why was Charles sent to prison?</b><br>World War One:<br>Noel Chavasse                      | How did the arrival of the Romans change Britain?                               | What did the Vikings want and how did Alfred help stop them from getting it?           |   | Why did the Ancient Maya change the way they lived?  | Ancient Greece   |
| History Curriculum Map – Summer Term |  |  |   |  |   |  |  |
| <b>Summer 1</b>                      | <b>Local history study</b><br>What was it like to be a child living in Liverpool during the Victorian times? | <b>Local history study</b>   | <b>Local history study</b>  | <b>Local history study</b>   | <b>A non-European society/ The achievements of the earliest civilizations</b> | <b>Local history study</b>   | <b>Local history study</b>   |
| <b>Summer 2</b>                      |  | <b>Changes in Transport</b><br>Why were the Mersey tunnels built?<br><br>John Alexander Brodie | What was our school in the 1800s?<br>‘Queen of the Washhouses’: Kitty Wilkinson | Public health heroes<br>-Florence Nightingale<br>-Kitty Wilkinson<br>-William Rathbone | Ancient Egypt   | Slave Trade in the city:<br>Who was Hannah Lightbody?<br>William Roscoe  | Suffragettes:<br>Who was Eleanor Rathbone and what did she do for our city?                                      |



St. Vincent de Paul Catholic Primary School  
History Curriculum Map  
Early Years Foundation Stage

**Activities which help children in EYFS to engage with the past.**

|  |   |
|--|---|
| Time and change in children’s lives.                             | Discuss changes in children’s lives; moving house, new baby. Adults sequence and explain changes in their lives.<br><br>Put family photographs in order.                                      |
| Time and change in stories.                                      | Stories in picture books about other children, families. Fictional stories about growth and change; relate to children’s own experiences. Focus on historical vocabulary: past, old etc.      |
| Fairy tales, myths, legends.                                     | Cause/effect (because; so). Time (similar; different, now, then). Motives (why). Consider feelings and needs of others. Respect cultures.   |
| Sources  | Sets of old/new; of different materials. How was it made? How does it work? How was it used. Making guesses. Encouraging investigative learning through asking questions and finding answers. |
| Measuring time.  | Birthdays, seasons, days of week, months of year.   |
| Sequencing.  | Pictures, events in own lives, events in stories.   |
| Language of time.<br>Language development.                       | Before, after, last week, last year...<br><br>Viewpoint, argument, (I think because...) Hypothesis, probability (perhaps)<br><br>New vocabulary (washerwoman, coach...)                       |
| Interpretations  | Experimental dialogue, explore emotions, relationships, times and places outside their experiences.   |
| Play: reconstruct scenes from stories.                           | Compare different illustration of same story, preferences, reasons, versions of stories, oral accounts (e.g. parents’ / carers’ childhoods).  |
| Interpretations in oral history, in illustration and in stories. | Anniversaries of significant global events – Remembrance, Black History Month   |
| Creating accounts of the past.                                   |   |



St. Vincent de Paul Catholic Primary School  
History Curriculum Map

