



# History Curriculum and Knowledge Map



**St Ralph Sherwin**  
Catholic Multi Academy Trust

- Development of Church, state and society in Medieval Britain 1066-1509 (e.g. Norman Conquest, Crusades, Magna Carta, Feudalism, Black Death, Peasants' Revolt).
- Development of Church, state and society in Britain 1509-1745 (Renaissance and European Reformation, English Reformation).
- Ideas, political power, industry and empire: Britain, 1745 – 1901 (e.g. Enlightenment, Britain's transatlantic slave trade, development of the British Empire, French Revolutionary wars).
- Challenges for Britain, Europe and the wider world 1901 to the present day (First World War, Second World War, Holocaust).
- Local History Study
- Study of significant society and interconnections with other world developments (e.g. Mughal India, China's Qing dynasty, Russian empires, 20<sup>th</sup> Century USA.)

**Key Stage 3**



**Early Islamic Civilisation**  
Suggest some reasons why Baghdad is an important city in the Islamic Empire (e.g. due to its size, population, centrality to trading routes, academia etc.) (KNO)  
Summarise the impact that the 'Silk Road' had on the influence of the early Islamic civilisations (e.g. spread of culture and beliefs due to trade, methods of agriculture, peace etc.) (KNO)  
Provide evidence to prove/disprove that early Islamic civilisations were more advanced than those in Europe (e.g. Romans, Greeks) (REA)

**The Vikings (Kingdoms and Conquests)**  
Explain why the Viking raiding strategy was effective and describe the Viking and Anglo-Saxon conflict in the 10<sup>th</sup> and 11<sup>th</sup> centuries for control of Britain. (KNO)  
Explain why churches and monasteries were prime targets for Viking raids (gold and silver ornaments and lack of defences). Summarise the famous Viking raid of the monastery at Lindisfarne. (KNO)  
Provide evidence to prove/disprove that the Vikings never adopted Christianity while they were in England. (REA)

**YEAR 6**

**The Anglo-Saxons**  
Describe how Britain changed between the end of the Roman Rule to 1066. (KNO)  
Know and explain how the Anglo-Saxons attempted to bring law and order to England. (KNO)  
Describe how the division of Anglo-Saxon England has contributed to some county boundaries today. (KNO)

**The Anglo-Saxons (Beliefs and Burials)**  
List the key differences between Paganism and Christianity in Anglo-Saxon England. (REM)  
Explain the influence the Anglo-Saxons had on Christianity in England. (KNO)  
Explain how the Sutton-Hoo burial site has contributed to our understanding of Anglo-Saxon beliefs. (KNO)

**Local History (World War II)**  
Give an overview of why WWII started in 1939, referencing Germany invading Poland and know that it ended in 1945. (KNO)  
Research the countries involved in the conflict and the sides they took (Axis Countries – Germany, Japan and Italy; Allied Countries – USA, Great Britain, France, Soviet Union). (REA)  
Research how the people of Belper/Derbyshire contributed to the war effort (e.g. Rolls Royce facilities etc.). (REA)

**The Vikings**  
Point out the similarities and differences between the Viking belief in many gods, (with different human strengths and weaknesses and other belief systems. Explain the Viking belief in the after-life (warriors who fought bravely in battle would be carried to Valhalla). (KNO)  
Draw conclusions about the Vikings' skill as sailors, traders and explorers who travelled as far as North America, and explain how they sold timber, iron and fur across western Europe. (REA)

**The Ancient Greeks (Myths and Legends)**  
Explain the influence that the gods had on Ancient Greece. (KNO)  
Know that Athens was famous for its great thinkers and summarise the modern-day influence of Ancient Greece. (KNO)

**The Ancient Greeks (Influence and Impact)**  
Explain one of the modern-day cultural influences of Ancient Greek culture (e.g. architecture, science, sport, systems of government, art, language). (KNO)  
Compare and contrast the Ancient Greeks' religious festival called the Olympics and the modern-day Olympic games. (KNO)

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**The Romans (Roman Britain)**  
Compare the invasions of Britain in 55-54 BC and 43 AD. (KNO)  
Summarise the significant changes in Britain from the Iron Age to end of the Roman Occupation. (KNO)  
Investigate the resistance from many British tribes (including Queen Boudicca's Iceni tribe) and how Hadrian's wall was built to separate the North. (REA)

**Ancient Egyptians (Pyramids and Obelisks)**  
Know that pyramids were used as tombs for pharaohs and their queens and explain what the tomb of Tutankhamun tells us about ancient Egyptian belief in the afterlife. (KNO)  
Know that the pyramids were built by peasant farmers who provided labour in exchange for food, oil and cloth and prove that the Egyptians were skilled farmers and engineers. (REA)

**YEAR 5**

**Changes in Britain from the Stone Age to the Iron Age (The Bronze Age)**  
Describe what makes the Bronze Age significant. (REM)  
Explain the impact of the production of metal in the Bronze Age. Know that making metal meant stronger and sharper farming tools, which meant more land farmed, more people fed and increased population. (KNO)  
Explain how important Bronze Age people were buried (in a 'barrow' with objects such as pottery and jewellery). (KNO)

**The Ancient Greeks (Influence and Impact)**  
Explain one of the modern-day cultural influences of Ancient Greek culture (e.g. architecture, science, sport, systems of government, art, language). (KNO)  
Compare and contrast the Ancient Greeks' religious festival called the Olympics and the modern-day Olympic games. (KNO)

**The Romans (Clues from the Past)**  
Explain what happened at Pompeii and why it can tell us so much about Roman life. (KNO)  
Know that the Colosseum was a vast arena for the people of Rome and compare and contrast it to the Theatre of Dionysius in Athens. (REA)

**The Romans (The Roman Empire)**  
Know that myths were a key part of Roman culture and explain the myth of the founding of Rome. (KNO)  
Summarise the changes in the way Rome was governed (kings, republic, constitution, emperor). (KNO)  
Investigate and explain the factors that contributed to the Roman Army's success (selection, equipment, training, strategies, formation and morale). (REA)

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Explain how important Bronze Age people were buried (in a 'barrow' with objects such as pottery and jewellery). (KNO)

**Changes in Britain from the Stone Age to the Iron Age (The Iron Age)**  
Explain why people in the Iron Age started to live in larger communities (tribes) and hillforts (that can be defended more easily from other tribes). (KNO)  
Explain that pre-history ended in Britain when the Romans invaded in AD43. (KNO)  
Compare how people were buried in the Iron Age with the Bronze Age. (KNO)

**Local History: Significant Places (The Mills)**  
Describe that a mill is a building equipped with machinery for processing raw materials into a finished product.  
Name Jedediah Strutt, a farmer who worked with his brother-in-law, a hosier, to build the Derby Rib machine.  
Explain how the construction of mills led to more housing and facilities and Strutt's influence on Belper. (KNO)

**Ancient Egyptians (Beliefs and Burials)**  
List the items needed to enter the afterlife. (REM)  
Explain how a body was prepared for burial (mummification). (KNO)  
Compare and contrast Ancient Egyptian burials with those of the Bronze Age and Iron Age. (KNO)  
Investigate Ancient Egyptian polytheism and the influence of the gods on daily life. (REA)

**Ancient Egyptians (Clues from the Past)**  
Name important Egyptian artefacts and explain their significance (e.g. The Rosetta Stone helped historians understand the meaning of hieroglyphics). (KNO)  
Explain that hieroglyphics were a written language used by the ancient Egyptians. (KNO)  
Draw conclusions about why hieroglyphics were painted in Egyptian tombs (e.g. as dedications to the gods). (REA)

**YEAR 3**

**Changes in Britain from the Stone Age to the Iron Age (The Stone Age)**  
Define prehistory as the time before written records of people and events. (REM)  
Explain why people in the Mesolithic period started to establish temporary settlements (e.g. in places they knew were rich in sources of food etc.). (KNO)  
Suggest the most important change in the Neolithic period (the introduction of agriculture, around 4000 BC). (KNO)

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**Local History: Significant Places (River Gardens)**  
Explain why the River Gardens were built. (KNO)  
Compare and contrast the Belper River Gardens now and in the past. (KNO)  
Suggest why there are differences between the play equipment used today and in the Victorian era. (REA)

**The Great Fire of London**  
Know that Samuel Pepys kept a account which helps us to learn about the fire and can describe some of the things he wrote about. (REM)  
Suggest some reasons for the way London was rebuilt after the fire. (KNO)  
Give evidence to prove that a fire was likely to happen in London in 1666. (REA)

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**YEAR 2**

**Moon Landings and Neil Armstrong**  
Name Neil Armstrong and Tim Peake and describe why they are famous. (REM)  
Label a timeline to show significant events from the life of Neil Armstrong. (REM)  
Identify the main similarities and differences between Neil Armstrong and Tim Peake. (KNO)

**Local History: Significant People (J. Strutt)**  
Name a local famous person from the past (Jedediah Strutt) and a famous local place (The Nailors, North Mill). (REM)  
Describe how the local area is different to the way it used to be a long time ago. (REM)  
Summarise the changes that Jedediah Strutt made that had an impact on the people of Belper. (KNO)

**Nurturing Nurses**  
List the things that Florence Nightingale did and describe why she is significant. (REM)  
Explain the impact Florence Nightingale had on conditions for soldiers and on changes to hospitals and nursing. (KNO)  
Compare and contrast Mary Seacole's experience of travelling to the Crimea with Florence Nightingale's and explain why Mary Seacole is also significant. (KNO)

**The Plague**  
Know and recognise who was affected by the plague, how people were warned that someone had the Black Death and how the victims were buried. (REM)  
Compare and contrast how people were usually buried with how they were buried at the time of the Plague. (KNO)  
Explain the connection between travel and trade during the 1300s and the spread of the plague across Europe. (REA)

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**YEAR 1**

**Toys: Changes within Living Memory**  
Describe how toys in the past were made of different materials (e.g. in Victorian times, many were made from wood and not plastic or electronic like toys today). (REM)  
Place some objects in chronological order and describe how they have changed over time. (REM)  
Suggest some reasons that children from different families had different toys in the past. (KNO)

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**What is history? Our History, My Family's History**  
Know that anything that has already happened is 'history'. (REM)  
Name an event in their living memory. (REM)  
Explain the difference between 'within living memory' and 'beyond living memory'. (KNO)  
Name an event that happened to their family that is 'beyond living memory'. (REM)

**Pentecost - Past and Present (ELG)**  
Talk about the lives of the people around them and their roles in society. Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and story-telling.  
Topics: 'Pirates'/'Minibeasts'  
Stories: The Very Hungry Caterpillar, Mr Gumpy's Outing  
Significant Events: Pentecost.

**Lent - Past and Present:**  
Draw on own experiences to talk about the past and present. Begin to know similarities and differences between things in the past and now. Begin to talk about lives of people in society and their roles. Begin to show understanding of the past using books and stories (compare and contrast).  
Topic: 'Dinosaurs'  
Stories: Captain Finn and the Pirates Dinosaurs, The Dinosaur Lady, Bear Hunt  
Significant Events: Chinese New Year, STEM week, Mardi Gras, Easter

**Advent - Past and Present:**  
Begin to draw on own experiences to talk about the past and present. Begin to talk about the lives of people around them.  
Topics: 'Ourselves' (RE) 'Super Me, Superheroes'  
Stories: Supertato, Night, Feast of St Elizabeth, Hanukkah, Christmas

**Reception FS2**