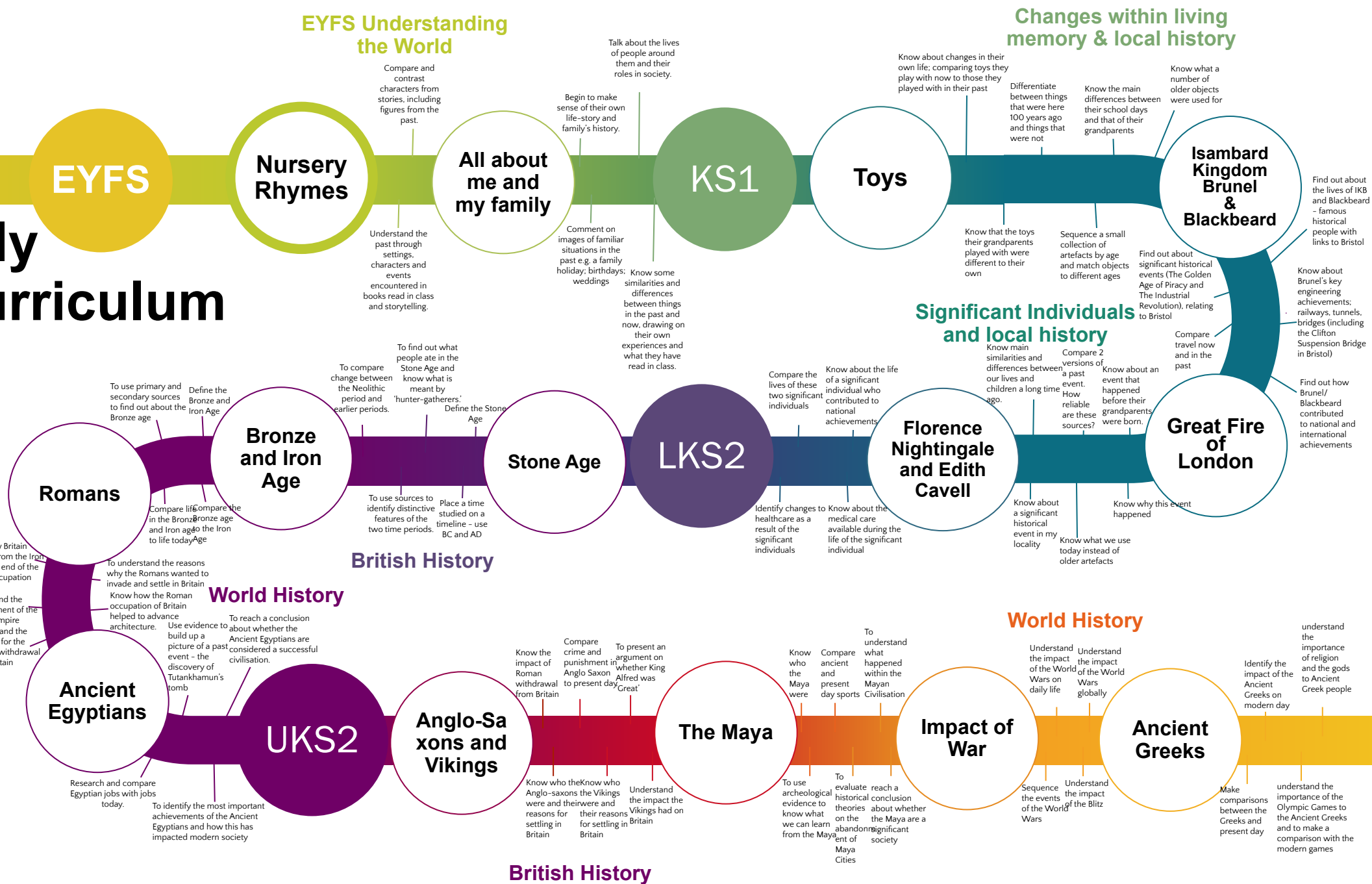


Holy Family History Curriculum Road Map

2022-2023

A Holy Family Historian can talk about and compare historical people and events that occurred in Britain and the wider world in chronological order, how these people and events had an impact in the past and in the present day and how they themselves can make positive changes to their own and others lives. These skills will provide a context from which they understand themselves and others, will allow them to become good decision makers and responsible citizens now and in the future.



EYFS

Nursery Rhymes

Understand the past through settings, characters and events encountered in books and storytelling.

- 1) Goldilocks and the Three Bears – stories from the past
- 2) Dick Whittington – stories from the past

Compare and contrast characters from stories, including figures from the past.

- 3) Pat-a-cake (People in the past didn't have ovens in their homes, they used to share, so they would mark it with their initial so people knew who it belonged to)
- 4) Jack and Jill (People in the past had no running water and had to fetch it from a well. How do we get water now? Where does our water actually come from?)
- 5) Oranges and Lemons (five farthings – what money do we use now? A candle to light you to bed – when was electricity invented and by who?)
- 6) Ring-a-Ring-a-Roses (Around the time of the plague. Are there any similarities to COVID-19?)

EYFS

Me and My Family

- 1) Begin to make sense of their own life-story and family's history (Where are they/their family originally from?)
- 2) Comment on images of familiar situations in the past (Family holidays; birthdays; weddings)
- 3) Talk about the lives of the people around them and what life was like for them in the past – family visitors.
- 4) Talk about the lives of the people around them and their roles in society e.g. what jobs do they do? (CST – Dignity of Work
- 5) Talk about their lives, the roles they have in society now and what they want their role to be in the future (CST Rights and Responsibilities)
- 6) Know some similarities and differences between things in the past and now, drawing on their own experiences and what they have read in class.

Year 1

Toys

1. Intro/Hook Story, 'Major Glad, Major Dizzy' (changes seen by toys over the past century)
2. To use a timeline to develop understanding of sequence
3. To use 'past', 'present' and 'future' to describe the passing of time in our own lives
4. To know some features of modern toys
5. To know some features of toys from the past
6. To compare and sort toys from the past and toys from the present
7. To sequence a small selection of toys by age
8. **Trip to Blaise Toy Museum** - To explore what life would have been like for children in the past
9. To know about playground games that were played in the past
10. To know that toys children played with long ago depended on how wealthy their family was
11. To know what a number of older objects were used for and sequence them in time

Year 1

Isambard Kingdom Brunel

1. Intro/Hook (Painting) – Why did Brunel become famous?
2. To compare features of everyday life in the past and life in the present
3. To compare and sort different forms of transport by age
4. To know some of Brunel's greatest engineering achievements
5. To know about the design and build of The Clifton Suspension Bridge in Bristol
6. To describe different types of ship and place them on a timeline
7. **Interview with Brunel** – To know how Brunel's achievements affected people's lives

Year 1

Blackbeard (links to: geography – continents and oceans of the world; history – transport)

1. Intro/Hook (Painting) – Why did Blackbeard become famous?
2. To know that historical facts are based on evidence
3. To know about Edward Teach's early life in Bristol
4. To know why Edward Teach became a pirate
5. To know how Blackbeard won his ship 'The Queen Anne's Revenge'
6. To recall information about Brunel's life and achievements in a fact file
7. **Sailing trip on 'The Matthew'** – To know about life aboard a pirate ship
Trip to Bristol's Historic Harbourside – To know about Bristol's pirate history

Year 1

Blackbeard

1. Intro/Hook (Painting) – Why did Blackbeard become famous?
2. To know that historical facts are based on evidence
3. To know about some famous pirate flags
4. To know about Edward Teach's early life in Bristol
5. To know why Edward Teach became a pirate
6. To know how Blackbeard won his ship 'The Queen Anne's Revenge'
7. To recall information about Brunel's life and achievements in a fact file
8. **Sailing trip on 'The Matthew'** – To know about life aboard a pirate ship
9. **Trip to Bristol's Historic Harbourside** – To know about Bristol's pirate history

Year 2

Great Fire of London

1. Intro/Hook lesson – to explore life in the Stuart Era
2. To compare differences between our lives and the lives of children in the Stuart Era
3. To know the events leading up to the Great Fire i.e. Black Plague
4. To order the events of the Great Fire of London
5. To identify reliable sources of evidence for the Great Fire of London
6. To compare two sources for the Great fire of London and evaluate their reliability
7. To explain the reasons why the Fire caused so much damage
8. BTK: Fire: Friend or Foe? – consider the impact of the Fire and the Plague
9. To compare the Great Fire of London and Grenfell tower
10. To know what we use today instead of older artefacts
11. To know about a historical event in my locality

Year 2

Florence Nightingale, Mary Seacole and Edith Cavell

1. Intro/Hook lesson – to define the role nurses play in society
2. To explore Victorian hospitals
3. To compare Victorian Hospitals to modern day hospitals
4. To explore the life of Florence Nightingale
5. To identify Florence Nightingale's contributions to nursing and how it has affected modern nursing
6. To explore the life of Mary Seacole
7. To identify Mary Seacole's contributions to nursing
8. BTK: Why is Mary Seacole not as well known as Florence Nightingale?
9. To identify the significance of Edith Cavell
10. To compare Florence Nightingale to Edith Cavell

Year 3

Stone Age

1. Intro/Hook lesson – To define the ‘Stone Age’
2. Place a time studied on a timeline – use BC and AD
3. To find out what people ate in the Stone Age and know what is meant by ‘hunter-gatherers.’
4. To use sources to identify distinctive features of the two time periods.
5. To compare change between the Neolithic period and earlier periods.
6. To know about life in Neolithic times from investigating historical and archaeological sources.
7. Trip – Examine artefacts
8. To perform a role play showing the extent of change during the Stone Age
9. Consider life in the Stone Age and how it compares to life to today.
10. Place the different periods of the Stone Age in chronological order

Year 3

Bronze and Iron Age

1. Intro/Hook lesson to define what roles nurses play in society
2. To understand the importance of improvements made by using bronze.
3. To use sources to find out more about life in the Bronze Age.
4. To reach a conclusion about the scale of the achievements made in the Iron Age.
5. To make a comparison between home life in the Bronze Age and the Iron Age.
6. To understand the dangers faced in Bronze and Iron Age Britain.
7. To reach an overall judgement comparing the Bronze Age to the Iron Age
8. Consider life in the Bronze and Iron Age and how it compares to life to today.
9. Place the different periods of the Bronze and Iron Age in chronological order.

Year 4

Romans

1. Intro/Hook lesson.
2. Understand the development of the Roman Empire.
3. Know how Britain changed from the Iron Age to the end of the Roman occupation
4. To understand the reasons why the Romans wanted to invade and settle in Britain
5. To understand why the Romans were able to defeat the Celts.
6. To consider the life of a Roman soldier on Hadrian's Wall.
7. Use evidence to find out what life was like in a Roman town, Aqua Sulis – trip to Roman Baths.
8. Know how the Roman occupation of Britain helped to advance architecture.
9. Know how there was resistance to the Roman occupation and know about Boudicca.
10. Place the significant events of the Roman period in chronological order.
11. Understand the reasons for the Roman withdrawal from Britain.

Year 4

Ancient Egyptians

1. Intro/Hook lesson – Egyptologist
2. To understand ancient Egyptian life – differences in society.
3. Research and compare Egyptian jobs with jobs today.
4. To reach conclusions about the Ancient Egyptian people through studying the pyramids.
5. Use evidence to build up a picture of a past event – the discovery of Tutankhamun's tomb
6. Research and compare Ancient Egyptian Gods.
7. To understand ancient Egyptian beliefs about creation and the afterlife.
8. To understand how different groups of people contributed to Ancient Egyptian achievements.
9. To identify the most important achievements of the Ancient Egyptians and how this has impacted modern society
10. To reach a conclusion about whether the Ancient Egyptians are considered a successful civilisation.

Year 5

Anglo-Saxons, Scots and Vikings

1. To know about the impact of the Romans' withdrawal from Britain (Scots)
2. To know who the Anglo-Saxons were, and why and when they chose to settle in England.
3. To discover how the Anglo-Saxons lived using archaeological evidence.
4. Trip to look at artefacts from Anglo-Saxon times.
5. Compare crime and punishment within Anglo-Saxon and present day.
6. To understand why there are differing accounts of what happened during the raid on Lindisfarne.
7. To know when, where and why the Vikings settled in Britain.
8. To know what evidence we have about the Vikings, and to evaluate the quality of the evidence.
9. To present a valid argument for whether King Alfred deserved the title 'Great'.
10. To understand the impact that the Vikings had on Britain.

Year 5

The Maya

1. To know when, where and who the Maya were.
2. To understand what we can learn about the Maya from archaeological evidence.
3. Compare the Maya place value system to present day.
4. Compare and contrast ancient and modern sports.
5. To evaluate historical theories about the abandonment of Maya cities.
6. To understand what the Maya believed and its importance to them.
7. To understand the design of Maya cities and their social order.
8. To know what happened within the Maya civilisation. (BTK)
9. To reach a conclusion about whether the Maya are a significant society and should be remembered.

Impact of War

1. To sequence key events within the World Wars.
2. To use war memorials and war graves to reach decisions about the impact of the World Wars on our locality.
 - To design a memorial that reflects the contribution made by people in the locality in both World Wars
3. To use evidence to show how both the First and the Second World War had an impact on the lives of children in our locality.
 - Evacuation
4. To know and understand how the World Wars impacted daily life.
 - Rationing
 - Change in the role of women
5. To know about the impact of the Blitz on the local area.
6. To collect and present all our knowledge about the locality in wartime in an engaging and informative way.
7. The impact of war globally – how can we help? (BTK)

Year 6

Ancient Greeks

1. To know the location and time period of Ancient Greece and draw comparisons with other civilisations and the present day.
2. To understand the lives lead by the Ancient Greeks and its impact on modern day.
 - Art and architecture
 - Literature
 - Politics
3. To understand the importance of the Olympic Games to the Ancient Greeks and to make a comparison with the modern games.
4. To understand the importance of religion and the gods to Ancient Greek people.
5. To utilise evidence to know and understand the importance of warfare in Ancient Greece.
6. To communicate my understanding of the legacy of the Greeks.