



Subject Concept Map – History 2021 - 2022



Year group	Key historical composites				
	Communication	Leaders & Key figures	Democracy & Rule	Spirituality	Inventions
Year 1- Oak	Neil Armstrong Toys Florence Nightingale	Neil Armstrong - Florence Nightingale			Neil Armstrong Toys Florence Nightingale
Year 2- Beech	The Plague The Civil War Dinosaurs	The Civil War - Wigan	The Civil War - Wigan	The Plague The Civil War - Wigan	The Plague Dinosaurs
Year 3 - Sycamore	Pre Historic Britain Shang Dynasty Ancient Greece	Shang Dynasty Ancient Greece	Shang Dynasty Ancient Greece	Pre Historic Britain Shang Dynasty Ancient Greece	Pre Historic Britain Ancient Greece
Year 4- Hazel	Roman Britain Vikings Anglo-Saxons	Roman Britain Vikings	Roman Britain Anglo-Saxons Vikings	Roman Britain Anglo Saxons Vikings	Roman Britain
Year 5 - Maple	Benin Kingdom Medieval Monaches Middle East	Medieval Monaches	Benin Kingdom Medieval Monaches Middle East	Benin Kingdom Medieval Monaches Middle East	Benin Kingdom
Year 6 – Chestnut	Industrial Revolution Civil Rights Twentieth Century Conflict	Civil Rights Twentieth Century Conflict	Civil Rights Twentieth Century Conflict		Industrial Revolution

Key historical composites

Communication	Leaders & Key figures	Democracy & Rule	Spirituality	Inventions
<p><i>Communication – understanding how information has been passed through generations and gives evidence about a specific time period, also looks at methods of communication and how these have developed over time.</i></p>	<p><i>Leaders/key figures – understanding of how important figures have shaped the present.</i></p>	<p><i>Democracy – understanding how civilisations and countries have been governed in different time periods.</i></p>	<p><i>Spirituality – importance of faith in different time periods including how countries have differing belief systems and how these have developed.</i></p>	<p><i>Inventions – Something new that is created at a certain point in time and how this has helped to shape the present.</i></p>

Year group	Key historical vocabulary		
Year 1- Oak	Neil Armstrong First Engineer Famous Astronaut NASA Moon Moon Landing Space Spaceflight Apollo Orbit	Toys Present Future Change Chronological Decades Rocking horse Jack-in-the-box Doll Teddy bear Marbles	Florence Nightingale Significant Chronological Protest Famous Change Lady of the Lamp Crimean War Hospital God Nurse Red Cross
Year 2- Beech	The Plague Plague Disease Symptom Buboes Contagious Plague doctor Quarantine Coronavirus PPE	The Battle for Wigan Lane Roundheads Cavaliers Divine Right of Kings Civil War Puritan Catholic Republic	Dinosaurs Carnivore Herbivore Omnivore Fossil Dinosaur Mammal Extinct Palaeontologist Pangea Reptile
Year 3 - Sycamore	Pre Historic Britain Homo sapiens The Ice Age Palaeolithic Era Mesolithic Era Neolithic Era Neanderthals Extinct Torc Bronze Iron	Shang Dynasty Archaeologist Artefacts Bronze Cowrie shells Dynasty Emperor General Jade Oracle bones Yellow River	Ancient Greece Hellas / Hellenes Polis BCE Golden Age Pythagoras Socrates Plato Aristotle Alexander the Great Agora

<p>Year 4- Hazel</p>	<p>Roman Britain Amphitheatre Aqueduct Barbarian Centurion Citizen Client King Culture Dictator Emperor Empire Government Import Latin Legion Oppidum Paganism Rebellion Taxes Toga Villa</p>	<p>Anglo Saxons and Scots Anglo-Saxons Picts (Celtic) Britons Paganism Christianity Heptarchy Kingdom Shire</p>	<p>Vikings Vikings Danelaw Raid Danegeld Longship Pagan Monotheist Polytheist Saga Valhalla Asgard</p>
<p>Year 5 - Maple</p>	<p>Benin Kingdom Oba Ogisos Empire Guild Animism Voodoo (or Vodun) Cowrie shells Civil war Moat Colonisation</p>	<p>Medieval Monarchs Monarch Government Democracy Crusades Domesday Book Magna Carta Feudal system (feudalism) Baron Knights Peasant</p>	<p>Middle East Gaza Strip Nakba Palestinian National Authority PNA Intifada Palestinian Liberation Organisation PLO Zionism Hamas Israel Palestine West Bank</p>

<p>Year 6 – Chestnut</p>	<p>Industrial Revolution</p> <ul style="list-style-type: none"> Industry Industrial Revolution Population Economy Agriculture Poverty Mass production Era Sanitation Child Labour 	<p>Civil Rights</p> <ul style="list-style-type: none"> Boycott Civil Rights Civil Disobedience Integration Jim Crow laws Ku Klux Klan Segregation Separate but equal NAACP- National association for the advancement of coloured people Nonviolence 	<p>Twentieth Century Conflict</p> <ul style="list-style-type: none"> Blockade Bolsheviks Mobilisation Schlieffen Plan Trench Warfare Propaganda Rationing Western Front Reparations
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Year group	History Passport – Knowledge and Skills Progression		
Year 1- Oak Components Knowledge –	Neil Armstrong <ul style="list-style-type: none"> ● To know who Neil Armstrong was. ● To explore why he was important ● The first moon landings and recent moon landings. 	Toys <ul style="list-style-type: none"> ● Toys from the past and my toys ● The toys children played with in the past. ● How I know if a toy is from the past or if it is modern. ● What toys in the future might be like. 	Florence Nightingale <ul style="list-style-type: none"> ● What Florence Nightingale wanted to be when she grew up. ● What Florence Nightingale helped to improve. ● Why Florence Nightingale was known as the Lady with the Lamp
Skills -	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday, historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		

<p>Year 2- Beech Components</p> <p>Knowledge</p>	<p>The Plague</p> <ul style="list-style-type: none"> • The Plague in 1665 • How we know about the plague and what it was. • Plague symptoms and how it was spread. • How people in the past tried to stop and prevent the plague. • Beliefs during the time of the plague • Similarities and differences between the plague and coronavirus 	<p>The Battle for Wigan Lane</p> <ul style="list-style-type: none"> • Charles I and the divine right of kings. • Oliver Cromwell and puritanism • The Roundheads and the Cavaliers • The Battle of Wigan Lane (Civil war) • The Wigan Coat of Arms • Charles II – The Merry Monarch 	<p>Dinosaurs</p> <ul style="list-style-type: none"> • When the dinosaurs were alive • What the dinosaurs ate. • What dinosaurs looked like • Life of the dinosaurs • How we know about dinosaurs. • How the dinosaurs became extinct.
<p>Skills</p>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		

<p>Year 3 - Sycamore Components</p> <p>Knowledge</p>	<p>Prehistoric Britain</p> <ul style="list-style-type: none"> • Life in the Stone Age • Animals which lived during the Ice Age • The different periods in the Stone Age • Life in a Stone Age settlement • How the Bronze Age changed how humans live • The Celts, and what was life like for them 	<p>Shang Dynasty</p> <ul style="list-style-type: none"> • How we know about the Shang Dynasty. • How the Shang Dynasty began. • Life for people in the Shang Dynasty. • What the Shang people believed. • Who Fu Hao was. • The end of the Shang Dynasty 	<p>Ancient Greece</p> <ul style="list-style-type: none"> • The organisation of Ancient Greece • The Golden Age of Greece • Greek beliefs • The ancient Greek philosophers • The Peloponnesian War • Alexander the Great
<p>Skills</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>		

<p>Year 4- Hazel Components</p> <p>Knowledge</p>	<p>Roman Britain</p> <ul style="list-style-type: none"> • How the Roman Empire become so powerful • How the Romans conquered Britain • Why Boudicca lead a revolt against the Romans. • How the Romans changed Britain • Roman beliefs • The Romans leaving Britain 	<p>Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> • How we know about the Anglo-Saxons • The invasion of Britain after the Romans left • Life for the Anglo-Saxons • Anglo-Saxon beliefs • The heptarchy Anglo- Saxon forts 	<p>The Vikings</p> <ul style="list-style-type: none"> • The Viking invasion of Britain • Lindisfarne in 793 • Alfred's signing a treaty with Gurthum • The Viking discovery of the Americas • The Norse Gods • Did King Cnut try to stop the tide from coming in?
<p>Skills</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>		

<p>Year 5 - Maple Components</p> <p>Knowledge</p>	<p>Benin Kingdom</p> <ul style="list-style-type: none"> • The beginning of the Benin Kingdom • Life for the Edo people in the Benin Kingdom • Trade links established and goods that were traded • The Civil war in the 1700s • The Transatlantic Slave Trade • The British colonisation of Benin and the impact did this had 	<p>Medieval Monarchs</p> <ul style="list-style-type: none"> • 1066 and the rightful heir to the throne. • The death of Thomas Becket • King Richard and King John • Ways in which Edward I was a 'great and terrible' King • Henry VIII and the Reformation <p>Elizabeth I and the Spanish Armada</p>	<p>The Middle East</p> <ul style="list-style-type: none"> • How the kingdom of Israel was established. • Why the Middle East is important to different religions. • The Ottoman Empire • The events which led to the Arab-Israeli War in 1948 • Why the Israel and Arab nations fought wars, and how did it changed who controlled the area. • What the situation is with the Israeli Palestinian conflict now. •
<p>Skills</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>		

<p>Year 6 – Chestnut Components</p> <p>Knowledge</p>	<p>The Industrial Revolution</p> <ul style="list-style-type: none"> • The key features of Victorian society. • Changes to living conditions during the Industrial Revolution • Changing working conditions during the Industrial Revolution • Inventions which revolutionised the lives of British people • The Industrial Revolution and the north west • The political changes which took place during the Industrial Revolution 	<p>Civil Rights</p> <ul style="list-style-type: none"> • The United States of America in the 1950s • Oliver Brown, the Board of education and the Supreme Court • Why Rosa Parks refused give up her seat on the bus • Dr Martin Luther King Jr’s dream • The marching of 3,200 people from Selma to Montgomery • The Black Lives Matter Movement and why it is needed 	<p>Twentieth Century Conflict</p> <ul style="list-style-type: none"> • The causes of the First World War • Why so many lives were lost on the Western Front • The Treaty of Versailles • Hitler’s rise to power in the 1930s • Life in Nazi Germany • The inevitability of the Second World War.
<p>Skills</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>		

