

Hurst Green Primary School: Curriculum Map – History

The History Curriculum has 6 strands:

- 1) Everyday life and society
- 2) Power, monarchy and governance
- 3) Conflict, change and turning points
- 4) Connection, exchange and encounter
- 5) Society, inequality and differences
- 6) Local history and place

Chronology in the History Curriculum

Chronology runs throughout the history curriculum and supports learning across all strands. Pupils develop their understanding of historical time by placing people, events and societies within a sequence and by revisiting and extending this knowledge as they move through the school. This helps pupils build a clear mental timeline and understand how different periods of history relate to one another.

Alongside this, there are 3 domains: Local, British and World History. Any strand can appear in any domain. The domain tells us where we are in the world. The strand tells us what idea we are exploring about history.

Historical knowledge that must be taught is in bold. Historical skills are in italics. There is one key skill for each unit but additional secondary skills, which should also be taught.

Disciplinary skill progression for all strands uses the same **three-step structure (KS1 → LKS2 → UKS2)** so teachers can **track backwards easily**. Each strand keeps **3–4 core disciplinary skills** that run through the whole curriculum. The wording becomes progressively more complex but the **thinking process remains the same**, in order to help to adapt teaching. They are also aligned with the **National Curriculum expectations** (chronology, evidence, cause/consequence, similarity/difference, historical enquiry).

Significant individuals are studied within historical enquiries where they help pupils understand broader themes such as exploration, evidence, leadership and change, rather than as isolated biography topics.

Disciplinary Progression Statements (All Strands)

1. Everyday Life & Society: Pupils progress from recognising differences in everyday life in the past, to comparing how different groups lived within societies, to interpreting evidence to explain how and why people's lives differed.

2. Power, Monarchy & Governance: Pupils progress from identifying who held power in the past, to explaining how rulers gained and maintained power, to interpreting evidence to evaluate how systems of power worked and who benefited from them.

3. Change, Conflict & Turning Points: Pupils progress from recognising that events can cause change, to explaining why historical events happened and what changed as a result, to analysing why certain events were significant turning points in history.

4. Connections & Encounters: Pupils progress from identifying journeys people made in the past, to explaining why people travelled and how journeys connected places, to analysing how networks of travel and trade connected societies across the world.

5. Society, Inequality & Difference: Pupils progress from recognising differences in how people lived, to explaining how and why different groups were treated differently in past societies, to analysing inequality and evaluating how events affected different groups.

6. Local History & Place: Pupils progress from recognising how their local area has changed over time, to explaining why changes happened in the local area, to analysing how historical developments and migration shaped their community.

Strand	EYFS	KS1	LKS2	UKS2
Every day life & Society	<p>What is my life like and how is it different from when I was a baby?</p> <p>Understanding the World – Past and Present</p> <p>Children recognise similarities and differences between past and present experiences.</p> <p><i>Identify similarities and differences between past and present life.</i></p>	<p><u>How is everyday life different now compared to the past? (Y1)</u></p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Everyday life was different in the past. • Toys and materials have changed over time. • Children’s lives were different from today. <p>Disciplinary skill focus Use pictures and objects to identify how people lived in the past.</p> <p>Linked prior knowledge Children recognise differences between their lives and those of older family members.</p> <p><i>Use pictures and objects to identify how people lived in the past.</i></p> <p><i>Identify differences between past and present life.</i></p> <p><i>Recognise that everyday life has changed over time.</i></p> <p><i>Describe what life was like in the past.</i></p>	<p><u>What was everyday life like for different people in Ancient Egypt? (Y3)</u></p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Ancient Egyptian society had different roles (pharaohs, priests, farmers). • The River Nile shaped daily life. • Social hierarchy meant people lived different kinds of lives. <p>Disciplinary skill focus Use historical sources to describe how different groups lived.</p> <p>Linked prior knowledge Pupils know that everyday life changes over time and that evidence can show how people lived.</p> <p>Use sources to describe how different groups lived.</p> <p>Compare how people’s lives differed in the same society.</p> <p>Explain what changed and what stayed the same in daily life.</p> <p>Explain how evidence shows how people lived.</p>	<p><u>What was everyday life like in the Maya civilisation and what can we learn by comparing it to other societies? (Y6)</u></p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Maya society had rulers, priests, farmers and craftspeople. • Daily life involved farming, religion and trade. • Evidence about the Maya comes from artefacts and archaeological remains. <p>Disciplinary skill focus Interpret evidence to explain how and why people’s lives differed.</p> <p>Linked prior knowledge Pupils understand that societies are structured and that people’s lives can differ depending on their role.</p> <p>Interpret and evaluate evidence to explain how and why lives differed.</p> <p>Analyse how status, gender or role shaped people’s lives.</p> <p>Analyse why everyday life changed and what influenced it.</p> <p>Construct interpretations about daily life using evidence.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Power, Monarchy & Governance</p>	<p>Who are the important people in our lives?</p> <p>Understanding the World – Past and Present</p> <p>Children talk about the lives of people around them and their roles in society.</p> <p><i>Talk about the roles of people around them and recognise people who lead or help communities.</i></p>	<p>Britain then and now – Who has power in Britain and how has this changed over time? (Y2)</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • A monarch is a king or queen who rules a country. • Britain has had different monarchs in the past. • In the past monarchs had more direct power. • Today power is shared between the monarch and government. <p>Disciplinary skill focus Identify who held power in the past using simple historical sources.</p> <p>Linked prior knowledge Children understand familiar authority figures (teachers, parents) who make rules.</p> <p><i>Use simple sources (pictures, artefacts, stories) to identify who had power in the past.</i></p> <p><i>Recognise that actions by powerful people can cause change</i></p> <p><i>Identify similarities and differences in who had power in different times.</i></p> <p><i>Answer simple historical questions about who was in charge and what they did.</i></p>	<p>How did the Romans change who had power in Britain? (Y4)</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • The Romans built an empire and invaded Britain. • Roman rulers controlled Britain through the army, laws and infrastructure. • Some people resisted Roman rule. • Roman rule changed how Britain was organised. <p>Disciplinary skill focus Use historical sources to explain how rulers gained and maintained power.</p> <p>Linked prior knowledge Pupils know that monarchs ruled Britain and that systems of power can change.</p> <p><i>Use a range of sources to explain how people gained and maintained power.</i></p> <p><i>Explain how people gained power and how this changed societies.</i></p> <p><i>Compare how power operated in different societies or periods.</i></p> <p><i>Use evidence to explain how power worked in the past.</i></p>	<p>Who had power in Ancient Greece and how fair was it? (Y5)</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Athens developed an early form of democracy. • Only male citizens could vote in Athenian democracy. • Women, enslaved people and foreigners had no political power. • Different Greek city-states had different systems of government. <p>Disciplinary skill focus Interpret and evaluate historical evidence to analyse how systems of power worked and who benefited.</p> <p>Linked prior knowledge Pupils understand that rulers control societies and that power can be gained through conquest or leadership.</p> <p><i>Interpret and evaluate historical sources to judge how power worked and who benefited from it.</i></p> <p><i>Analyse why systems of power developed and what consequences they had for different groups.</i></p> <p><i>Compare different systems of power and evaluate their fairness or effectiveness</i></p> <p><i>Use evidence to construct and justify historical interpretations about power.</i></p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Change, Conflict and Turning Points</p>	<p>What is the world like beyond where I live?</p> <p>Understanding the World – Past and Present</p> <p>Children understand the past through stories and events.</p> <p><i>Recognise that things were different before they were born.</i></p>	<p><u>Why was the Great Fire of London a turning point? (Y2)</u></p> <p>Core knowledge</p> <ul style="list-style-type: none"> • The Great Fire of London happened in 1666. • The fire spread quickly through wooden buildings. • The event changed how London was rebuilt and improved fire safety. <p>Disciplinary skill focus Use sources to identify what happened in a past event.</p> <p>Linked prior knowledge Children understand that events can cause change.</p> <p><i>Use sources to identify what happened in a past event.</i></p> <p><i>Recognise that events can cause change.</i></p> <p><i>Sequence events in simple timelines.</i></p> <p><i>Describe what happened in the past.</i></p>	<p><u>Why was the move from hunter-gatherers to settlers a turning point in history? (Stone Age to Iron Age) (Y3)</u></p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Early humans lived as hunter-gatherers. • Farming and settlement developed over time. • New technologies such as metal tools changed how people lived. <p>Disciplinary skill focus Explain why changes happened and what stayed the same.</p> <p>Linked prior knowledge Pupils know that historical events can cause change.</p> <p><i>Use sources to explain causes and outcomes of events.</i></p> <p><i>Explain why events happened and what changed afterwards.</i></p> <p><i>Place events within a broader historical timeline.</i></p> <p><i>Explain why events were important.</i></p>	<p><u>Why were the World Wars a turning point for Britain and its people? (Y6)</u></p> <p>Core knowledge</p> <ul style="list-style-type: none"> • The two World Wars were global conflicts. • War affected everyday life in Britain. • The wars caused major changes in society and international relations. <p>Disciplinary skill focus Analyse why events are considered major turning points in history.</p> <p>Linked prior knowledge Pupils understand that changes happen gradually or through significant events.</p> <p><i>Interpret evidence to evaluate why events are considered turning points.</i></p> <p><i>Analyse short and long-term consequences of events.</i></p> <p><i>Analyse how events fit within wider historical change.</i></p> <p><i>Evaluate the significance of historical events.</i></p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Connections and Encounters</p>	<p>Where can people go and how do they get there?</p> <p>Understanding the World – People, Culture and Communities</p> <p><i>Talk about journeys they have made or places they have visited.</i></p>	<p>How has exploration changed how people travel and connect? (Y1)</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • People have always travelled between places. • Travel methods have changed over time. • Journeys connect different places. <p>Disciplinary skill focus Use maps and simple sources to identify journeys people made.</p> <p>Linked prior knowledge Children understand how people travel in their own lives.</p> <p><i>Use simple sources (pictures, maps, stories) to identify journeys people made in the past.</i></p> <p><i>Recognise different reasons why people travel.</i></p> <p><i>Identify differences between journeys in the past and today.</i></p> <p><i>Describe how journeys link two places together.</i></p>	<p>How did journeys connect people and places in the past? (Y4)</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • People travelled long distances for exploration, trade and migration. • Journeys connected different cultures and places. • Historical journeys include exploration and passenger travel (e.g. Ibn Battuta and the sinking of the RMS Titanic). <p>Disciplinary skill focus Use maps and sources to explain why people travelled and how journeys connected places.</p> <p>Linked prior knowledge Pupils know that people travel for different reasons and that journeys link places.</p> <p><i>Use sources and maps to explain why people travelled and where they went.</i></p> <p><i>Explain why people travelled and what they hoped to achieve (exploration, migration, trade).</i></p> <p><i>Compare different types of journeys in the past.</i></p> <p><i>Explain how journeys connected people, goods and ideas between places.</i></p>	<p>How did Baghdad connect different parts of the world through trade and knowledge? (Y5)</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Trade routes connected different parts of the world. • Cities such as the Baghdad Round City became centres of trade and learning. • Goods, ideas and knowledge moved between societies. <p>Disciplinary skill focus Interpret historical evidence to analyse how global networks connected societies.</p> <p>Linked prior knowledge Pupils understand that journeys create connections between places.</p> <p><i>Interpret and evaluate evidence to analyse how journeys created connections between societies</i></p> <p><i>Analyse why large networks of travel and trade developed.</i></p> <p><i>Analyse how changing journeys shaped historical developments.</i></p> <p><i>Analyse how global networks of travel and trade connected different societies.</i></p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Society, Inequality & Difference</p>	<p>What is fair and unfair?</p> <p>Understanding the World – People, Culture and Communities</p> <p><i>Talk about similarities and differences between people's lives.</i></p>	<p><u>How has life been different for different people in the past? (Victorians/castles etc) (Y2)</u></p> <p>Core knowledge</p> <ul style="list-style-type: none"> • People in the past had different roles and responsibilities. • Wealth and status affected how people lived. • Some people had more power and comfort than others. <p>Disciplinary skill focus Identify differences in how people lived using historical sources.</p> <p>Linked prior knowledge Children recognise that people in their own lives may live differently.</p> <p><i>Use sources to identify differences in how people lived.</i></p> <p><i>Identify differences between rich and poor or powerful and ordinary people.</i></p> <p><i>Recognise that events affect people differently.</i></p> <p><i>Describe how people's lives were different.</i></p>	<p><u>How did invasion and settlement change how different people lived and were treated? (Y4)</u></p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Anglo-Saxon and Viking societies had different social roles. • Kings, warriors and ordinary people had different responsibilities. • Laws and leadership shaped society. <p>Disciplinary skill focus Use historical sources to explain how different groups were treated in society.</p> <p>Linked prior knowledge Pupils understand that societies have leaders and different roles.</p> <p><i>Use sources to explain how different groups were treated.</i></p> <p><i>Compare roles and treatment of different groups.</i></p> <p><i>Explain how historical events changed people's lives.</i></p> <p><i>Explain why differences existed.</i></p>	<p><u>How did war change how different people lived and were treated? (Y6)</u></p> <p>Core knowledge</p> <ul style="list-style-type: none"> • War affected people in different ways. • Some groups faced hardship, evacuation or danger. • War changed roles in society. <p>Disciplinary skill focus Analyse how events affected different groups in society.</p> <p>Linked prior knowledge Pupils know that societies contain different groups with different experiences.</p> <p><i>Interpret evidence to analyse inequality in past societies.</i></p> <p><i>Analyse how power, status or gender created inequality.</i></p> <p><i>Analyse how events affected different groups in society.</i></p> <p><i>Evaluate how fair or unfair past societies were.</i></p>
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<p style="text-align: center;">Local History and Place</p>	<p>What is it like where I live?</p> <p>Understanding the World – Past and Present</p> <p><i>Observe and talk about changes in familiar places.</i></p>	<p>How has our local area changed over time? (Y1)</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • The local area has changed over time. • Buildings, roads and services may have changed. • Historical photographs can show what places looked like in the past. <p>Disciplinary skill focus Use photographs and maps to identify how the local area looked in the past.</p> <p>Linked prior knowledge Children know familiar places in their community.</p> <p><i>Use photos and maps to identify how the local area looked in the past.</i></p> <p><i>Recognise changes in buildings, streets or places.</i></p> <p><i>Identify differences between the local area past and present.</i></p> <p><i>Describe how the local area has changed.</i></p>	<p>How did the Industrial Revolution change Birmingham and the Black Country? (Y3)</p> <p>LKS2 – Industrial Revolution (Local)</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Industry and factories changed towns and cities. • New jobs and transport systems developed. • Industrial growth changed how people lived and worked. <p>Disciplinary skill focus Use sources to explain why the local area changed over time.</p> <p>Linked prior knowledge Pupils know that places change and develop.</p> <p><i>Use sources to explain how the local area changed over time.</i></p> <p><i>Explain why changes happened in the local area.</i></p> <p><i>Compare features of the local area across time.</i></p> <p><i>Explain reasons for local changes.</i></p>	<p>How has migration shaped life in Birmingham and the Black Country? (Y5)</p> <p>Core knowledge</p> <ul style="list-style-type: none"> • Migration has shaped communities over time. • People moved to Britain for work and opportunity. • Migration contributed to cultural diversity. <p>Disciplinary skill focus Interpret evidence to analyse how migration shaped the local community.</p> <p>Linked prior knowledge Pupils understand that people travel and settle in new places.</p> <p><i>Interpret evidence to analyse why the local area developed as it did.</i></p> <p><i>Analyse how economic, social or migration changes shaped the area.</i></p> <p><i>Evaluate how historical developments shaped the modern community.</i></p> <p><i>Construct interpretations about how people shaped the area.</i></p>
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