



St Peter's History Curriculum Map



	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Reception	My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception? CST: Dignity of the human person God loves his children equally We are all different and amazing	George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey	People who looked at the stars; Galileo. Traditional stories to explain the stars e.g. The hunting of the Great Bear What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched	Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.	The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II's coronation in Westminster Abbey. CST: RIGHTS AND responsibilities did King John support the poor? Did he enable fair shares for all? CST: Solidarity and the common good- coronations of royals	Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Myths and Legends from around the world; Ali Baba and the Forty Thieves, Stories of King Arthur, Norse Gods St George and the Dragon
Year 1		Discovering History - What is the Past? - Family Trees - How do we know about history? - What do archaeologists do? - Our Local History CST: family and the community- even though we have different families we still		Kings, Queens and Leaders - Kings and Queens - King John I and the Magna Carta CST: RIGHTS AND responsibilities did King John support the poor? Did he enable fair shares for all? - Henry III and Parliament - Charles I		Parliament and Prime Ministers - James II, Mary II and William of Orange - Simon de Montfort and parliament CST: dignity of work- working together to build school council- link to parliament. - Robert Walpole

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		have a right to duty and partipcae in society. How does an archeologist partipcate in society? We are all part of a community and we look after and care for each other.		5. Oliver Cromwell and the Commonwealth CST: Solidarity and the common good- coronations of royals CST: option for the poor and vulnerable- some of God’s family have plenty of food and clothes. Some do not. How may each of those people feel?		4. Our Prime Minister today 5. Elections CST: solidarity and the common good – Did these different people build together a community of peace? Ukraine- have our orimeminsters acted peacefully.
Year 2		Romans in Britain 1. The Roman Empire 2. Roman armies and soldiers 3. The invasion of Britain and Boudicca 4. Roman towns 5. Roman legacy on		The Tudors 1. Life in Tudor England 2. Henry VIII 3. The English Reformation 4. Edward VI and Mary I 5. Elizabeth I		Powerful Voices 1. Gandhi 2. Rosa Parks and Martin Luther King 3. Malala Yousafzai 4. Greta Thunberg 5. Local: David Attenborough
Year 3	Stone Age to the Iron Age 1. Mesolithic Hunter Gatherers 2. Life in Neolithic Britain 3. The Bronze Age 4. Stonehenge 5. The Iron Age	Ancient Egypt 1. Locating Egypt and the River Nile 2. Life in Ancient Egypt 3. Religion and the Afterlife 4. Tutankhamun and Howard Carter 5. Hieroglyphics	The Anglo Saxons, Scots and the Vikings 1. Anglo Saxon England 2. The Scots and the Picts 3. Anglo Saxon Settlements 4. Anglo Saxon Culture and Religion 5. Who were the Vikings? 6. Viking Raids and Invasion 7. Alfred the Great 8. Viking settlements and Danelaw 9. Viking Religion and Culture 10. Edward the Confessor 11. The Norman Invasion		Law and Power (1154-1272) 1. Henry II and English Common Law 2. Henry II and Thomas Beckett 3. The Holy Wars and Richard the Lionheart 4. King John and the Magna Carta 5. Simon de Montfort	The War of the Roses 1. An Introduction to the War of the Roses 2. Henry VI vs. Edward IV 3. Richard III and the Princes in the Tower 4. The Battle of Bosworth Field 5. Henry VII and the Tudors
CST	CST – Solidarity and Common Good - Children learn how diverse people, cultures and religions should be dignified, respected and included. CST- Dignity of the Human Person - Children remember the accomplishments of those who came before. CST- Dignity of the Human Person - Children learn how the dignity of each human is in the likeness of God. CST – Dignity of Workers – children develop an understanding of how life in the past contribute to jobs today and how professions have contributed to society today					
Year 4	Ancient Greece 1. Ancient Greece: City States 2. Athens and Democracy 3. Sparta 4. The Persian Wars 5. Alexander the Great 6. Greek Philosophy 7. Gods 8. Mythology 9. Art and Architecture		Life in Ancient Rome 1. Locating Ancient Rome 2. Monarchy, Republic, Empire: Rome’s different Governments 3. Pompeii 4. A Day in the Life in Ancient Rome	The Rise and Fall of Rome 1. The Punic Wars and the expanding empire 2. Julius Caesar 3. Caesar Augustus and the Pax Romana 4. Christianity in the Roman Empire	The Stuarts 1. James I and the Union of the Crown 2. The Gunpowder Plot 3. Charles I 4. The English Civil War 5. Oliver Cromwell and the Commonwealth 6. The Restoration of Charles II 7. The Great Plague of 1665	

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	10. The Ancient Olympic Games 11. The Legacy of Ancient Greece	5. Latin	5. The Fall of the Roman Empire	8. The Great Fire of London 9. Christopher Wren and the Rebuilding of London 10. James II and the Monmouth Rebellion 11. William of Orange and the Bill of Rights		
CST	CST: Dignity of the human person - Respect for others is at the heart of the Catholic Christian tradition. In this context, all teaching about ancient cultures must be considered respectfully, dignifying all. The Catholic Christian tradition acknowledges the dignity of each human being made in the image and likeness of God. Respecting tradition and actively participating in contemporary life enables people to contribute to a life-giving society and future.					
Year 5	Baghdad c.900 CE 1. The Rise of Islam 2. Baghdad: A City of Peace 3. Baghdad: Building a City 4. Baghdad: A Centre for Learning in the Islamic Golden Age 5. The Mongol Attack on Baghdad and the Regional Powers CST: Solidarity of the common good – respect for other communities CST: Family and community – building a community	The Early British Empire 1. The British Empire 2. Global Trade 3. The Mughal Empire and East India Company 4. The Seven Years War 5. What motivated Britain to want an Empire? CST: Option for the poor and vulnerable – exploiting/taking advantage of other communities CST: Dignity of work/workers - Exploiting resources from other countries without a fair deal	The French Revolution 1. Life in France before the Revolution 2. Louis XVI and Marie Antoinette 3. Napoleon 4. Battle of Trafalgar 5. Battle of Waterloo CST: Option for the poor and vulnerable, Solidarity for the common good, family and community – unfair society, CST: Family and community – created a equal society	Transatlantic Slave 1. The Origins of the Transatlantic Slave Trade 2. The Atlantic Passage 3. Enslaved Africans: Treatment and Resistance 4. The Abolition of Slavery 5. The Abolitionists: Clarkson, Wilberforce and Equiano CST: Dignity of the Human Person,	Industrial Revolution 1. The Industrial Revolution 2. Cotton Production 3. Steam Engines and Trains 4. Iron and Coal 5. Children at Work CST: Stewardships of God’s Earth – pollution from factories CST: Dignity of work and Rights of Workers: Child labour	Victorian Age 1. The Reign of Queen Victoria and the British Empire 2. Victorian Cities CST: Option for the poor an vulnerable – conditions and illness in slums 3. The Poor Law and the Workhouse CST: Dignity of work and Rights of Workers- unsafe conditions 4. Leisure 5. Life by 1900 CST: Option for the poor and vulnerable, dignity of workers, rights and responsibilities – change in attitudes
Year 6	World War I 1. The Causes of World War I 2. On land, at sea and in the air 3. Life on the Western Front 4. The Home Front 5. The Consequences of the War CST: Solidarity – we should support those inflicted by war and tyranny.	The Suffragettes 1. Democracy in the 19th Century 2. The National Union of Women’s Suffrage Societies 3. Emmeline Pankhurst and the WSPU 4. The Anti-Suffrage Campaign 5. World War I and the Representation of the People Act CST: Rights and Responsibilities – Women getting the right to vote - ‘with rights comes responsibilities’	The Rise of Hitler and World War II 1. The Armistice and the Treaty of Versailles 2. The Rise of the Nazi Party 3. Life in Nazi Germany 4. Kristallnacht and the Refugee Crisis 5. The Second World War CST: Dignity of the Human Person - ‘every person’s life must be respected’	War World War II and the Holocaust 1. World War Two 2. The Battle of Britain and the Blitz 3. The Codebreakers at Bletchley Park 4. The Holocaust 5. The Home Front CST: Dignity of the Human Person - ‘every person’s life must be respected’	The Cold War 1. The Cold War 2. The Arms Race 3. The Cuban Missile Crisis 4. The Space Race 5. Proxy Wars	

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