

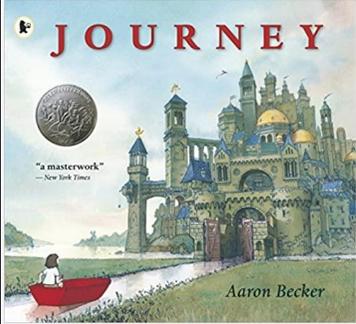
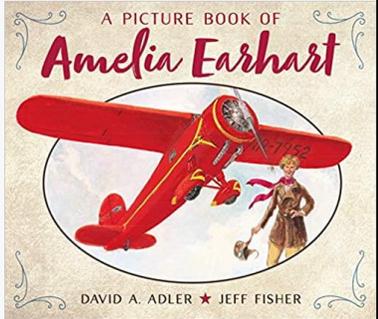
Whole School History Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Unit of Work		My Family History: What was life like when our Grandparents were children?		The Greatest Explorers: Who were the greatest explorers and what did they do?		Great Inventions- The First Flight: How did the first flight change the world/ Why were the Rainhill trials important?
	Key Vocabulary		Past, before, now, after, compare, same, different, artefact, modern, old, timeline, invention, design, punishment, school, supermarket, greengrocer, tobacconist, market delivery		Explorer, discover, equipment, adventure, trade, desert, caravan, Hajj, uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, replica, polar, equipment, recent, astronaut, space, memorial, achievement significant		Inventor, flight, century, eyewitness, account, evidence, aviation, transport, propeller, steer, pilot, glider, modern, cockpit, elevators, engine, fuselage, jet, rudder, impact, trade, leisure, inventor, canal, toll, locomotive, freight, commemorate, livery
	Prior Knowledge		UoW- People and communities: 30-50, ELG.		UoW: ELG Geography: 1.1, 1.3		History: 1.1, 1.3 Geography: 1.5
	Sticky Knowledge		-Develop an awareness of the past. -Know where the people and events they study fit within a chronological framework. -Identify similarities and differences between ways of life in different periods. -Ask and answer questions, choosing parts of sources to show that they know and understand key features.		-Develop an awareness of the past. -Understand some of the ways in which we find out about the past. -Use parts of sources to show that they know and understand key features of events. -Use common words and phrases relating to the passing of time.		-Know where the people and events they study fit within a chronological framework. -Use a wide vocabulary of everyday historical terms. -Identify similarities and differences between ways of life in different periods.

Whole School History Curriculum Map

Year 1	Specific skills to be taught/applied (taken from subject skills progression map) (Skills from previous units of work/year groups will also be revisited over the course of the year)		-Sequence some events in order. -Use words and phrases: old, new, young, days, and months. -Show knowledge and understanding about the past in different ways.		-Begin to identify and recount some details from the past from sources. -Tell the difference between past and present in own and other people's lives. -Remember parts of stories and memories about the past.		-Begin to identify and recount some details from the past from sources. -Find answers to simple questions about the past from sources of information. -Remember parts of stories and memories about the past.
	Learning Sequence		<ol style="list-style-type: none"> 1. To know how to identify and describe similarities and differences between my own childhood and a grandparent's childhood. 2. To know how to identify and describe similarities and differences between my home and a home in the 1950s/1960s. 3. To know how to identify and describe similarities and differences between the toys we play with now and toys played with in the 1950s/1960s. 4. To know how to identify and describe 		<ol style="list-style-type: none"> 1. To know about what explorers did in history and do now, and explain their achievements. 2. To know about the life of Ibn Battuta and why his travels are important. 3. To know about Captain Cook's achievements, and why there are differing views about him deserving the title of a great explorer. 4. To understand why Roald Amundsen reached the South Pole before Captain Scott. 5. To know and understand Sunita Williams' achievements as an explorer. 6. To understand that other people may have differing 		<ol style="list-style-type: none"> 1. To know and understand why the Wright brothers wanted to fly, and be able to recount the main events in the story. 2. To know what early aeroplanes were like, and be able to compare them to modern aircrafts. 3. To understand the importance of the aeroplane. 4. To know what happened at the Rainhill Trials. 5. To understand why the Rainhill Trials was an important event in railway history. 6. To understand how important events can be commemorated.

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Year 1			<p>similarities and differences between shops today and those when our grandparents were children.</p> <p>5. To understand how to describe similarities and differences between our own experience of school and our grandparents' experience.</p> <p>6. To understand how to use my knowledge of Grandad's school to take part in a role play.</p>		<p>and equally valid viewpoints.</p>	
	Text Link(s)		 <p>'We Are Family', by Patricia Hegarty</p>		 <p>'Journey', by Aaron Becker</p>	 <p>'A Picture Book of Amelia Earhart', by David A. Adler</p>

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Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Unit of Work		Bonfire night and the Great Fire of London: Should we still celebrate Bonfire Night/ Did the Great Fire make London a better or worse place?		Holidays: How have seaside holidays changed over time?		Our Local Heroes: Who are our local heroes and why should we remember them?
	Key Vocabulary		Stuart period, King James 1, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally, hero, villain, terrorist, treason, customs, tradition, commemorate, importance, relevance, effigy, law, repeal, cause, important, eyewitness, diary, interpretation, consequences, impact, benefit		Twentieth century, seaside resort, accommodation, leisure, souvenir, bank holiday, infer, promenade, entertainment, deckchair, pier, Punch and Judy, bandstand, seawall, value, fiction, fact, research, continuity, tourist, tourism, anachronism, reconstruction, modern, interpretation		Portrait, hero, significant, local, courage, sequence, chronological, experts, observe, heroes, evidence, clues, artefact, fragile, experts, census, museum, display, exhibit, curator
	Prior Knowledge		Geography: 1.3 History: 1.3, 1.6 Science: 1.3		History: 1.2, 1.4 Geography: 1.3		Geography: 1.1 History: 1.4
	Sticky Knowledge		-Use parts of stories and other sources that they know and		-Learn about changes within living memory. -Understand historical concepts such as continuity		-Use common words and phrases relating to the passing of time.

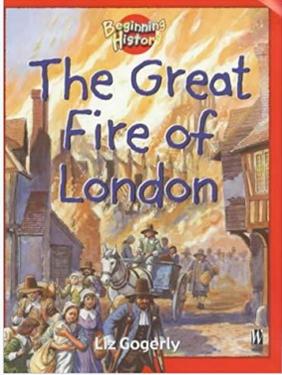
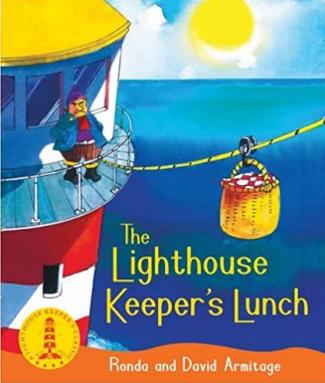
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<p>Year 2</p>			<p>understand key features of events.</p> <ul style="list-style-type: none"> -Understand some of the ways in which we find out about the past. -Identify different ways in which it is represented. -Use a wide vocabulary of everyday historical terms. -Know where events they study fit within a chronological framework. 		<p>and change, similarity and difference.</p> <ul style="list-style-type: none"> -Ask historically valid questions. -Identify similarities and differences between ways of life in different periods. -Understand some of the ways in which we find out about the past. -Use sources to show they know and understand the past. -Suggest reasons why changes took place. 		<ul style="list-style-type: none"> -Study significant historical people and places in their own locality. -Choose parts of sources to show that they know and understand key features of events. -Use a wide vocabulary of everyday historical terms.
	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>		<ul style="list-style-type: none"> -Recount the main events from a significant in history. -Use evidence to explain reasons why people in past acted as they did. -Write simple stories and recounts about the past. -Look at books and pictures, understands why some people in the past did things. 		<ul style="list-style-type: none"> -Use information to describe differences between then and now. -Use words and phrases such as recently, before, after, now, later. -Use past and present when telling others about an event. -Recount changes in own life over time. -Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?' 		<ul style="list-style-type: none"> -Describe objects, people and events. -Draw labelled diagrams and write about them to tell others about people, events and objects from the past. -Use evidence to explain reasons why people in past acted as they did.
	<p>Learning Sequence</p>		<ol style="list-style-type: none"> 1. To understand what the Gunpowder Plot was. 2. To understand why Guy Fawkes took the 		<ol style="list-style-type: none"> 1. To know what seaside holidays were like when our grandparents were children. 2. To know how to use photographs to provide 		<ol style="list-style-type: none"> 1. To understand what makes a hero, and identify some local heroes from the past.

Whole School History Curriculum Map

<p style="text-align: center; color: blue;">Year 2</p>			<p>action he did in 1605.</p> <ol style="list-style-type: none"> 3. To understand how Bonfire Night has changed over the years, and why it is still celebrated. 4. To know what happened during the Great Fire of London. 5. To understand why the Great Fire of London spread so quickly. 6. To understand the importance of the range of evidence available about the fire, and that there were a number of consequences of the fire. 		<p>information about seaside holidays in the recent past.</p> <ol style="list-style-type: none"> 3. To understand how to use sources to provide information about seaside holidays in the recent past. 4. To know how to use stories to provide information about seaside holidays in the recent past. 5. To understand the diversity of holiday experiences from when our grandparents were children. 6. To understand how to use our knowledge of the seaside in the past to create our own reconstruction. 		<ol style="list-style-type: none"> 2. To understand how to use an image as a source to find out about a person in the past. 3. To know how to use an object as a source to find out about a person in the past. 4. To know how to use a document as a source to find out about a person from the past. 5. To know how to use a visit or visitor to find out about a local hero. Plan a visit 6. To know how to decide who the greatest local hero is.
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<p>Year 2</p>	<p>Text links</p>		 <p>'The Great Fire of London', by Liz Gogerly</p>		 <p>'The Lighthouse Keeper's Lunch', by Ronda and David Armitage</p>	<p>Ideas from Pride of Britain. Local nurses/ Drs who fought against Covid-19</p>
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Whole School History Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Unit of Work	The Stone Age: What was new about the Stone Age?		The Bronze Age and the Iron Age: Which was more impressive- the Bronze Age or Iron Age?		Our Local Area: Why is local history important?	
	Key Vocabulary	Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, agriculture, revolution		Impressive, smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort		Listed, period names, architecture, names of features related to the buildings, architectural terms, terms related to time periods, campaign, migration, leisure, worship, heritage	

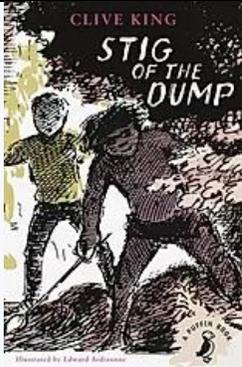
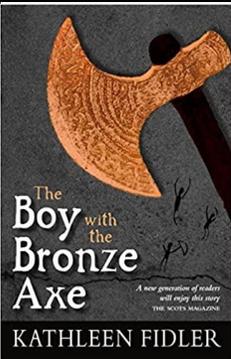
Whole School History Curriculum Map

Year 3	Prior Knowledge	History: 2.2 Geography: 2.5 Science: 1.3, 2.1		History: 3.1 Science: 2.1		History: 2.6 Geography: 1.1	
	Sticky Knowledge	<ul style="list-style-type: none"> -Develop a chronologically secure knowledge and understanding of British history. -Develop the appropriate use of historical terms, and note connections and contrasts over time. -Construct informed responses that involve the selection of relevant historical information. -Regularly address historically valid questions about similarity and difference. -Understand how our knowledge of the past is constructed from a range of sources. -Establish clear narratives within and across the periods they study. 		<ul style="list-style-type: none"> -Address historically valid questions about change, similarity and difference. -Develop the use of historical terms. -Understand how our knowledge of the past is constructed from a range of sources. -Construct informed responses that involve thoughtful selection and organisation of Relevant historical information. -Address historically valid questions about trends and significance. 		<ul style="list-style-type: none"> -Develop the appropriate use of historical terms. -Address and devise historical valid questions about change, cause, similarity, difference and significance. -Construct informed responses that involve selection of relevant information. -Understand how our knowledge of the past is constructed from a range of sources. 	
	Specific skills to be taught/applied	<ul style="list-style-type: none"> -Use printed sources, the internet, pictures, photos, artefacts, historic buildings and 		<ul style="list-style-type: none"> -Describe similarities and differences between people, events and objects. 		<ul style="list-style-type: none"> -Use evidence to describe past houses and settlements, buildings and their uses and people's beliefs and attitudes. 	

Whole School History Curriculum Map

Year 3	<p>(taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>	<p>visits to collect information about the past.</p> <p>-Use timelines to place events in order.</p> <p>-Understand timelines can be divided into BC and AD.</p> <p>-Use evidence to describe past; houses and settlements, culture and leisure activities, clothes, way of life and actions of people, buildings and their uses.</p>	<p>-Show changes on a timeline.</p> <p>-Suggest sources of evidence to use to help answer questions.</p>	<p>-Use printed sources, the internet, pictures, photos, historic buildings and visits to collect information about the past.</p> <p>-Present findings about past using speaking, writing, ICT and drawing skills.</p>
	Learning Sequence	<ol style="list-style-type: none"> 1. To understand how to define the 'Stone Age' and its different periods. 2. To understand how to use sources to identify distinctive features of two time periods. 3. To understand how to compare change between the Neolithic period and earlier periods. 4. To know about life in Neolithic times from 	<ol style="list-style-type: none"> 1. To understand the importance of the improvements made by using bronze. 2. To understand how to use sources in order to find out more about Bronze Age life. 3. To know how to reach a conclusion about the scale of the achievements made in the Iron Age. 	<ol style="list-style-type: none"> 1. To understand what makes a building special. (Manor House, Oak House, All Saints Church) 2. To understand that there are a diverse range of reasons why buildings are listed. 3. To understand how to reach a decision on whether a building is worth saving. 4. To know how to plan a campaign for an 'at risk' building. (week1) 5. To know how to plan a campaign for an 'at risk' building. (week2) 6. To know how to produce a creative response to our campaign buildings to show at an exhibition.

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Year 3		<p>investigating historical and archaeological sources.</p> <p>5. To know how to provide valid reasons for the existence of monuments.</p> <p>6. To know how to perform a play showing the extent of change during the Stone Age.</p>		<p>4. To understand how to make a comparison between home life in the Bronze Age and the Iron Age.</p> <p>5. To understand the dangers faced in Bronze and Iron Age Britain.</p> <p>6. To know how to reach an overall judgement comparing the Bronze Age to the Iron Age.</p>		
	Text Link(s)	 <p style="text-align: center;">‘Stig of the Dump’, by Clive King</p>	 <p style="text-align: center;">‘The Boy with the Bronze Axe’, by Kathleen Fidler</p>		https://www.westbromwichhistory.com/people-places/all-saints-church/	

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Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Unit of Work		The Ancient Egyptians: How much did the Ancient Egyptians achieve?		Roman Britain: Was the Roman invasion good or bad for Britain?		Crime and Punishment: How has crime and punishment changed over time?
	Key Vocabulary		Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule		Invade, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, impact, transport system, representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion, names of uniform and equipment.		Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values.
	Prior Knowledge		History: 3.1, 3.3 Geography: 2.5, 3.4		History: 3.1, 3.3, 4.2 Geography: 3.4		History: 2.2

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Year 4	Sticky Knowledge		<ul style="list-style-type: none"> -Study the achievements of the earliest civilisations. -Note connections, contrasts and trends over time. -Understand how our knowledge of the past is constructed from a range of sources. -Address and devise historically valid questions about similarity, difference and significance. -Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 		<ul style="list-style-type: none"> -Develop a chronologically secure knowledge and understanding of British history. -Address historically valid questions about change, cause and significance. -Construct informed responses that involve the thoughtful selection and organisation of historical information. -Note connections, contrasts and trends over time and develop the appropriate use of historical terms. 		<ul style="list-style-type: none"> -Establish clear narratives over periods of study. -Note connections, contrasts and trends over time and develop the use of historical terms. -Understand how our knowledge of the past is constructed from a range of sources. -Address historically valid questions about continuity, and change and cause. -Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
	Specific skills to be taught/applied (taken from subject skills progression map) (Skills from previous units of work/year groups will also be revisited over the course of the year)		<ul style="list-style-type: none"> -Show knowledge and understanding by describing features of past societies and periods. -Identify some ideas, beliefs attitudes and experiences of men, women and children from the past. -Use words and phrases: century, decade, BC, AD, after, before, during. -Suggest sources of evidence from a selection provided to use to help answer questions. 		<ul style="list-style-type: none"> -Understand the difference between primary and secondary sources of evidence. -Name and place dates of significant events from past on a timeline. -Describe how some of the past events/people affect life today. -Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past. 		<ul style="list-style-type: none"> -Name and place dates of significant events from past on a timeline. -Divide recent history into present, using 21st century, and the past using 19th and 20th centuries. -Show knowledge and understanding by describing features of past societies and periods. -Ask questions such as ‘what was it like for a during?’ -Discuss the most appropriate way to present

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Year 4	Learning Sequence		<ol style="list-style-type: none"> 1. To know how to identify reasons why the Ancient Egyptians are considered a successful civilisation. 2. To understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life. 3. To understand how different groups of people contributed to Ancient Egyptian achievements. 4. To know how to reach conclusions about the Ancient Egyptian people through studying the pyramids. 5. To understand Ancient Egyptians beliefs about creation and the afterlife. 6. To know how to identify the most important achievements of the Ancient Egyptians. 		<ol style="list-style-type: none"> 1. To understand the reasons why the Romans wanted to invade and settle in Britain. 2. To understand why the Romans were able to defeat the Celts. 3. To know how to reach a valid conclusion about the life of a Roman soldier on Hadrian's Wall. 4. To know how to reach a valid conclusion on whether Roman roads were a positive development. 5. To understand how to use evidence to decide which of the Roman developments has the greatest significance today. 6. To know how to re-enact experiences in the Roman army. 	<p>information, realising that it is for an audience.</p> <ol style="list-style-type: none"> 1. To understand how and why laws and punishments change over time. 2. To know how attitudes towards crime have changed over time. 3. To understand how and why the police force has changed over time. 4. To understand that views on what is a punishment have changed over time. 5. To understand how and why attitudes towards the suffragettes have changed over time. 6. To know how to share our knowledge about the changes in Crime and Punishment.

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<p>Year 4</p>	<p>Text Link(s)</p>		<p>THE EGYPTIAN CINDERELLA by Shirley Climo • illustrated by Ruth Heller</p> <p>'The Egyptian Cinderella', by Shirley Climo'</p>		<p>EMPIRE'S END A ROMAN STORY LEILA RASHEED</p> <p>'Empire's End - A Roman Story', by Leila Rasheed</p>		<p>CHARLES DICKENS</p> <p>OLIVER TWIST</p> <p>'Oliver Twist', by Charles Dickens</p>
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Whole School History Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Unit of Work	The Anglo-Saxons: Was the Anglo-Saxon period really a Dark Age?		The Vikings: Would the Vikings do anything for money?		Journeys: What makes people go on a journey?	
	Key Vocabulary	Invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench.		Raid, raider, monk, monastery, Viking, sacked, looted, abbey, Lindisfarne, Danelaw, figurehead, Valhalla, Chieftain, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, Wessex, monarch, cult, runes, longhouses, saga.		Migration, emigration, immigration, migrant, refugee, impact, voyage, status, Tudor, indigenous, portrait, symbol, adventurer, charter, Edwardian, sentimental, class, persecution, anti-Semitism, pogrom, Kindertransport, Great Depression, prejudice, discrimination, settle, interpretation, British Empire, calypso, colour-bar, asylum seeker, economic migrant, illegal immigrant.	
	Prior Knowledge	History: 3.5, 4.4 Geography: 3.4		History: 4.4, 4.6, 5.1 Geography: 1.1, 3.4		Geography: 1.3, 2.3, 2.5, 3.4 History: 1.4, 1.6, 4.4, 5.1	
	Sticky Knowledge	-Develop a chronologically secure knowledge and		-Establish clear narratives within and across the periods.		-Develop a chronologically secure knowledge and understanding of British and world history.	

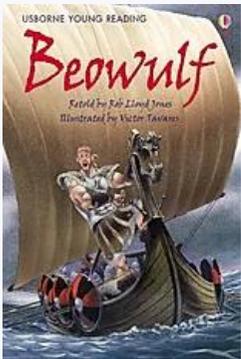
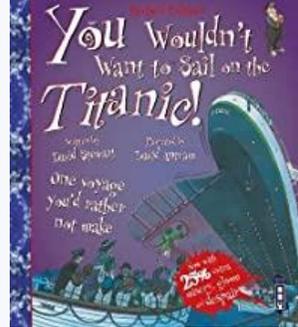
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Year 5		<ul style="list-style-type: none"> - understanding of British and world history. - Construct informed responses that involve thoughtful selection and organisation of relevant historical information. - Note connections, contrasts and trends over time. - Regularly address and devise historically valid questions about significance. 		<ul style="list-style-type: none"> - Understand how our knowledge of the past is constructed from a range of sources. - Address historically valid questions about cause and significance. - Construct informed responses that involve the thoughtful selection and organisation of relevant historical information. 		<ul style="list-style-type: none"> - Establish clear narratives. - Address and devise historically valid questions about significance and cause and change. - Understand how our knowledge of the past is constructed from a range of sources. - Note connections, contrasts and trends over time.
	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>	<ul style="list-style-type: none"> - Use timelines to place and sequence local, national and international events. - Describe events using words and phrases such as: century, decade, BC, AD, after, before, during. - know that people (now and in past) can represent events or ideas in ways that persuade others. - Choose reliable sources of evidence to answer questions. - Choose most appropriate way to present information to an audience. 		<ul style="list-style-type: none"> - Present structured and organised findings about the past. - Realise that there is often not a single answer to historical questions. - Give clear reasons why there may be different accounts of history. - Know that people can represent events or ideas in ways that persuade others. - Give some causes and consequences of the main events, situations and 		<ul style="list-style-type: none"> - Use timelines to place and sequence local, national and international events. - Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world. - Identify changes and links within and across the time periods studied. - Ask a range of questions about the past. - Choose reliable sources of evidence to answer questions. - Use dates and terms accurately.

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Year 5				changes in the periods studied. -Sequence historical periods.		
	Learning Sequence	<ol style="list-style-type: none"> 1. To know who the Anglo-Saxons were, and why and when they chose to settle in England. 2. To know how the Anglo-Saxons lived using archaeological evidence. 3. To know how to explain why the Staffordshire Hoard was so significant. 4. To know about some of the key documents related to Anglo-Saxon times and their limitations. 5. To understand how to produce a valid argument about whether this period deserves to be called a 'Dark Age'. 6. To understand what can be discovered about the past from archaeological remains. 		<ol style="list-style-type: none"> 1. To understand why there are differing accounts of what happened during the raid on Lindisfarne. 2. To understand what the way of life was like for the Vikings in their homeland. 3. To know when, where and why the Vikings settled in Britain. 4. To understand how to present a valid argument for whether King Alfred deserved the title 'Great'. 5. To know what evidence we have about the Vikings, and to evaluate the quality of the evidence. 6. To know how to create a Viking saga reflecting what you know about the Vikings. 		<ol style="list-style-type: none"> 1. To know and understand why people undertake journeys. 2. To know and understand why Walter Raleigh and others made voyages of exploration in Tudor times. 3. To know and understand why the Irish 3rd class passengers travelled on the <i>Titanic</i>. 4. To know and understand why the Kindertransport took place. 5. To know and understand why people travelled on the <i>Empire Windrush</i>. 6. To know and understand why refugees risk their lives making journeys today.

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<p>Year 5</p>	<p>Text Link(s)</p>	 <p>'Beowulf', by Rob Lloyd and Victor Tavares</p>		 <p>'Viking Boy', by Tony Bradman</p>		 <p>'You wouldn't want to sail on the Titanic!', by David Stewart and David Antram</p>	
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Whole School History Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Unit of Work		The Maya Civilisation: Why should we remember the Maya?		The Ancient Greeks: What did the Greeks do for us?		The Impact of War: Did WWI or WWII have the biggest impact on our locality?
	Key Vocabulary		Religious, social, economic, cultural, political, civilisation, pyramid, temple, reconstruction, archaeology, city state, sacrifice, Meso-America, nobles, creation, hierarchy, sacrifice, bloodletting, conquistadors, technology, culture, glyphs, agriculture, astronomy, calendar, trade, interpretations, theory, climate change, conquer, decline, codex/codices, pagan, scribe		Minoan, Mycenaean, Classical, Hellenistic, Roman, Greek, city-state, democracy, architecture, empire, culture, terrain, predict, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, revival, marathon, myth, temple, priest, hoplite, phalanx (strong block formation), interpret, legacy, impact.		Reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning.
	Prior Knowledge		History: 3.1, 4.2 Geography: 6.1		History: 4.2, 4.4, 6.1 Geography: 2.5, 3.4		History: 1.2, 2.6, 3.5, 5.5

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<p>Year 6</p>	<p>Sticky Knowledge</p>		<ul style="list-style-type: none"> -Regularly address historically valid questions about similarity and difference and significance. -Construct informed responses that involve thoughtful selection and organisation of relevant historical information. -Understand how our knowledge of the past is constructed from a range of sources. -Develop the appropriate use of historical terms. -Address and devise historically valid questions about change, cause and significance. 		<ul style="list-style-type: none"> -Continue to develop a chronologically secure knowledge and understanding of world history. -Develop the use of historical terms. -Address and devise historically valid questions. -Understand how our knowledge of the past is constructed from a range of sources. -Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<ul style="list-style-type: none"> -Develop a chronologically secure knowledge and understanding of British, local and world history. -Address and devise historically valid questions about change, cause and significance. -Understand how our knowledge of the past is constructed from a range of sources.
	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>		<ul style="list-style-type: none"> -Use timelines to place events, periods and cultural movements from around the world. -Use timelines to demonstrate changes and developments in culture, technology, religion and society. -Choose reliable sources of factual evidence to describe. -Suggest accurate and plausible reasons for how/why aspects of the past have been 		<ul style="list-style-type: none"> -Evaluate the usefulness and accurateness of different sources of evidence. -Present information in an organised and clearly structured way. -Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. -Make links between some features of past societies. 	<ul style="list-style-type: none"> -Present information in the most appropriate way. -Make accurate use of specific dates and terms. -Identify and use different sources of information and artefacts. -Form my own opinions about historical events from a range of sources. -Describe how some changes affect life today.

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Year 6			<p>represented and interpreted in different ways.</p> <p>-Evaluate the usefulness and accurateness of different sources of evidence.</p>		<p>-Use timelines to place events, periods and cultural movements from around the world.</p>		<p>-Name and date any significant event studied from past and place it correctly on a timeline.</p>
	Learning Sequence		<ol style="list-style-type: none"> 1. To know how to use evidence to reach conclusions about the lives of the Maya in the past and the present. 2. To know how to reach conclusions about the Maya by investigating their ancient cities. 3. To know and understand why religion was important to the Maya. 4. To understand Maya technology and culture, and reach a conclusion on how advanced Maya society was. 5. To know how to provide valid reasons why the Maya disappeared around 900 AD. 6. To know how to reach a conclusion 		<ol style="list-style-type: none"> 1. To know the location and time period of Ancient Greece, and draw comparisons with other civilisations and present day. 2. To understand how to compare the lives led by the Spartans and the Athenians. 3. To understand the importance of the Olympic Games to the Ancient Greeks and to make a valid comparison with the modern Games. 4. To understand the importance of religion and the gods to the Ancient Greek people. 5. To know and understand the importance of warfare in Ancient Greece. 6. To know how to communicate my 		<ol style="list-style-type: none"> 1. To understand how to use war memorials and war graves to reach decisions about the impact of the World Wars on our locality. 2. To know how to use evidence to show how both the First and Second World War had an impact on the lives of the children in our locality. 3. To know and understand how the World Wars impacted daily life. 4. To know how to explain if it was more dangerous to live in our locality in the First or Second World War. 5. To know how to design a memorial that reflects the

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Year 6			<p>about whether the Maya are a significant society and should be remembered.</p>		<p>knowledge and understanding of the legacy of the Greeks.</p>		<p>contribution made by people in the locality in both World Wars.</p> <p>6. To understand how to collect and present all our knowledge about the locality in wartime in an engaging and informative way.</p>
	Text Link(s)		<p>'The Chocolate Tree', by Linda Lowery</p>		<p>'Who Let The Gods Out', by Maz Evans</p>		<p>'Letters From The Lighthouse', by Emma Carrol</p>