

History Curriculum Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Tudors	Tudors	Changes in Britain from the Stone Age to the Iron Age	Changes in Britain from the Stone Age to the Iron Age	Ancient Egypt	Ancient Egypt
YEAR 3 / 4 Year A	Who were the Tudors?	To understand why Mary I was called 'Bloody Mary'	How did early humans look?	To know what is meant by the Bronze Age.	Who were the Ancient Egyptians? When were they alive?	Know who Ramses II was and why we know about him today.	
	What was daily life like for rich and poor Tudors?	To explain the importance of image to Elizabeth II	What was daily live like for the early nomadic people?	To know what was made of bronze during the bronze age.	To understand when the Ancient Egyptians lived relative to Stone Age people.	Understand the importance of Cleopatra for the Egyptian civiliation.	
	Who was King Henry VIII? How did things change when we was in charge?	To investigate the strength of the British ships.	Who brought new animals and crops to Britain? What impact had this had on settlements?	To understand how and why pottery changed.	What was life like for Ancient Egyptians?	Know that the Egyptians had many Gods for different purposes and how they worshipped them.	
	What was the War of the Roses?		To know that evidence for the Stone Age comes from archaeologists	How were the dead buried? How did this provide an insight to their live and beliefs?	How did they build the pyramids?	How did Ancient Egyptians communicate?	
	What important Tudor buildings are around us?		Why do Archaeologists disagree with each other?	What do we know about Stonehenge?	Explain the process of mummification. Why did the ancient Egyptians mummify bodies before burials?	What were the circumstances surrounding the discovery of Tutankhamun's tomb? How did Ptolemy II contribute to trade? Making links	

History Curriculum Map



						between past societies
	<p>Progression for year 3: Knowledge and understanding of events, people and changes in the past -Use evidence to describe the culture and leisure activities from the past. -Use evidence to describe the clothes, way of life and actions of people in the past. -Use evidence to describe buildings and their uses of people from the past</p>			<p>Historical interpretation -Explore the idea that there are different accounts of history.</p>		
	<p>Historical enquiry -Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. -Ask questions and find answers about the past.</p>			<p>Organisation and communication -Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT</p>		

History Curriculum Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		The Roman Empire and its impact on Britain	The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots	Britain's settlement by Anglo-Saxons and Scots	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
YEAR 3 / 4 Year B	The Romans	The Romans	Anglo-Saxon invasions, settlements and kingdoms: place names and village life	Vikings and Anglo-Saxons		Tower of London	Tower of London
	To understand the difference between AD and BC and place significant Historical events in the time Locate the Roman period on a timeline.	Who was Boudicca? Why did she rebel? Why did she loose the battle in 60 AD? What evidence do we have to consider what Boudicca looked like? why are accounts and drawings of her different?	Where did the Angles, Saxons, Jutes, Frisians come from? Where else did they go? Where did they settle? Why did they come to Britain and move away from where they were born? What kind of people were they?	How were the Saxons able the see off the Viking threat? This tells the story from 790-1066 What does the mystery of the empty grave tells us about Saxon Britain? How great was King Alfred, really?	William the Conqueror The princes in the Tower The Tower of London in Tudor Time <i>Chronology</i> The Gunpowder plot exposed The Tower in war time	William the Conqueror The princes in the Tower The Tower of London in Tudor Time <i>Chronology</i> The Gunpowder plot exposed The Tower in war time	
	Why did the Romans invade many other countries before coming to Britain?	Why was Hadrian's wall built? How were people on both side affected?	What challenges did they face in establishing settlement?	So how dark were the dark Ages, really?	Time line – Tower of London (Chronology)	Time line – Tower of London (Chronology)	
	Why did the Romans wanted to invade Britain?	What was daily life in Londinium like?	How did people's lives change when				
	How was Rome built? Who were Romulus and Remus?						
	Wo was Julius Caesar and what was						

History Curriculum Map

	his role in the invasion of Britain?	What legacy is left behind by the Romans in Britain?	Christianity came to Britain and how can we be sure?			
<p>Progression for Year4: Knowledge and understanding of events, people and changes in the past</p> <ul style="list-style-type: none"> - Use evidence to describe what was important to people from the past. -Use evidence to show how the lives of rich and poor people from the past differed. -Describe similarities and differences between people, events and artefacts studied. - Describe how some of the things I have studied from the past affect/influence life today. 			<p>Historical enquiry</p> <ul style="list-style-type: none"> - Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. - Ask questions and find answers about the past. 			
<p>Chronological understanding</p> <ul style="list-style-type: none"> -Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) -Order significant events and dates on a timeline. -Describe the main changes in a period in history. 			<p>Organisation and communication</p> <ul style="list-style-type: none"> - Communicate ideas about from the past using different genres of simple writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 			
			<p>Historical interpretation</p> <ul style="list-style-type: none"> -Look at different versions of the same event in history and identify differences. -Know that people in the past represent events or ideas in a way that persuades others. 			

History Curriculum Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 5	Victorian	Victorians	Changing Power of Monarchy	Changing Power of Monarchy	Mayans	Mayans	
	How is George IV remembered as a King?	Children working in Victorian factories: was it as bad as they tell us?	Monarchs since 1066	Why and how did the Tudors take back power from the people?	Main focus here is on cultural aspects.	How did the Maya tell the time?	
	Consider how Queen Victoria made a series of sensible decisions as Queen	What was a Victorian school like? How did attitudes change over time?	Royalty, power and religion – how did these all affect one another?	What is the divine right of kings? Do you agree with James I or Charles I and why?	Acquires knowledge of the past from stories and eyewitness accounts.	What numbers did the Maya use in Maths?	
	Why did people move to the towns as it was as bad as they say.	What was life like 100 years ago – using the Victorian census	What is absolute power?	The commonwealth	Where were the remains of the Maya civilisation discovered?	Did the Maya play football like us?	
	What was Dickens life in Victorian cities?	Was the Victorian age a dark age or a golden age?	How did John I change things to give people more power?	The threat of James II	How do we know about the Maya?	Why did the Maya civilisation decline?	
	What was the Victorian workhouse like?		The establishment of parliament	Queen Victoria – remaking the Monarchy	Maya city states and how society was organised/developed over time		
			The House of Windsor	Maya Religion/beliefs			
				What was Maya writing like?			
				Knowledge and understanding of events, people and changes in the past –Choose reliable sources of information to find out about the past.			
				Historical enquiry –Use documents, printed sources (e.g. archive materials) the Internet, databases,			

History Curriculum Map

	<ul style="list-style-type: none"> - Give own reasons why changes may have occurred, backed up by evidence. - Describe similarities and differences between some people, events and artefacts studied - Describe how historical events studied affect/influence life today. - Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) 	<p>pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <ul style="list-style-type: none"> - Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. - Investigate own lines of enquiry by posing questions to answer.
	<p>Chronological understanding</p> <ul style="list-style-type: none"> - Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) - Order significant events, movements and dates on a timeline. - Describe the main changes in a period in history. 	<p>Historical interpretation</p> <ul style="list-style-type: none"> - Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. - Give reasons why there may be different accounts of history. - Evaluate evidence to choose the most reliable forms
	<p>Organisation and communication</p> <ul style="list-style-type: none"> - Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	

History Curriculum Map

		Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 6	Topic:	A significant turning point in British History.	A significant turning point in British History.	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Black History	Significant turning point in British history.
		Word war 2 –	Word war 2 –				Exploring the explores The railway The black death
	Content:	<ul style="list-style-type: none"> -Why did Britain have to go to war in 1939? -Why was it necessary for children to be evacuated and what was evacuation really like? -How was Britain able to stand firm against the German threat? 	<ul style="list-style-type: none"> -Why is it so difficult to be sure what life on the Home Front was really like? -What was VE day really like? -How were individual families living on the Home Front affected by the war? -How and why do we remember the war? War memorials in London 	<ul style="list-style-type: none"> -Who were the ancient Greeks? - What do artefacts tell us about what life was like in Ancient Greece? - What do archaeological sites teach us about Ancient Greek life? - Can we learn anything from Greek myths and legends? 	<ul style="list-style-type: none"> -What can we learn from our language about Ancient Greece? - What do some of our buildings tell us about how we view Ancient Greece today? - How were the Ancient Greeks governed and are there any similarities with how we are governed today? 	<ul style="list-style-type: none"> Why is it important to study black History? Who are important individuals from Black History? What difference did the slave trade make to the experiences of black people? When so many Black people rushed to fight in the two world wars, why then is it 	<ul style="list-style-type: none"> -Confronting snow and ice - the jungle and the heat -Setting off across the sea. -How did the railway change Britain? -What was the Black death?

History Curriculum Map

- What do we know about the achievements of Alexander the Great?

- What are the similarities between our school and schools in Ancient Greece?

-How have the Olympic Games changed since they were first held in Ancient Greece?

-Which is the most important legacy of the Ancient Greeks?

only recently that their sacrifice has been properly recognised?

How did the arrival of the Empire Windrush change the way Black People were treated in Britain?

How far has life improved for Black people living in Britain in the last 60 years?

Knowledge and understanding of events, people and changes in the past

- Choose reliable sources of information to find out about the past.
- Give reasons why changes may have occurred, backed up by evidence.
- Describe similarities and differences between some people, events and artefacts studied.
- Describe how some of the things studied from the past affect/influence life today.
- Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

Historical enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
- Investigate own lines of enquiry by posing questions to answer.

History Curriculum Map

	<p>Chronological understanding</p> <ul style="list-style-type: none"> -Order significant events, movements and dates on a timeline. - Identify and compare changes within and across different periods. - Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain. 	<p>Historical interpretation</p> <ul style="list-style-type: none"> - Evaluate evidence to choose the most reliable forms. - Know that people both in the past have a point of view and that this can affect interpretation. -Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
	<p>Organisation and communication</p> <ul style="list-style-type: none"> - Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 	