



History: Whole School Curriculum Map

History Intent Statement:

At Hallsville, we believe that history is a vital part of a well-rounded education. We know that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire our pupils' curiosity to know more about the past. Our teachers aim to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We enable our pupils to explore, question and understand the past and how it has influenced our present. In our history lessons, our aim is to enrich, inspire and ignite a curiosity of the past.

We encourage our pupils to think critically, weigh evidence and develop perspective and judgement. We are lucky to work with History off the Page, which allows children to not only research about the past but to actually live it. We also endeavour to bring history alive through educational visits, workshops, guest speakers and regular opportunities to engage with historical artefacts.

History helps our pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as know their own identity and understand the challenges of their time.

Non-Negotiables for history at Hallsville: During every history learning journey, our children should:

- Complete a Cold Task: This requires children to draw on their previous learning. Teachers use these to identify what children already know, understand and can do and draw out any misconceptions.
- Learn and use the identified historical academic tier 2 & 3 vocabulary that we have identified for each unit and be able to use this language confidently in context when speaking and writing. Teachers will explicitly teach and regularly review the vocabulary identified for each topic which can be found on the vocabulary vault grids below each topic on our maps.
- Raise their own historically valid questions about change, cause, similarity, difference, and significance. Engage in the decision-making process about the key questions that the class choose to address.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- Infer information from real life artefacts about what life was like in the past
- Infer from a range of secondary sources about what life was like in the past and use high quality non-fiction books to 'read to learn' in every topic.
- Examine the similarities and differences between life today and life in the past and make connections between two different time periods of the past. Make connections to previous learning, compare and contrast time periods and identify trends over time
- Use knowledge organisers to help children retrieve, retain and commit new learning to their long term memory



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- Hot task: Communicate learning from a topic – an exciting open-ended task that allows children to pull all of their learning together and showcase all that they now know including the new vocabulary they have learnt. Multiple choice quizzes can also be used throughout units to assess and support learning.

Each history unit requires a minimum of 12 hours. Educational visit/s and/or workshops should also be booked for each topic (not included in time allocation)

Red = geography topics

Whole School History Overview – Suggested Educational Visits to support learning journeys.			
Year R	Different families around the world Exploring our environment	Looking forwards and backwards in time From the forest to the sea	How things work Space and new frontiers
Year 1	My school & where I live	How is my life different to that of my parents/grandparents/great grandparents?	The weather & seasonal changes / Where will we send Barnaby bear on holiday?
Year 2	The Great Fire of London	Significant Britons: Florence Nightingale	One world - Pushing boundaries (travelling land & sea)
Year 3	Stone Age to Iron Age	Our changing planet / Natural disasters	Egyptians
Year 4	The Roman Empire and its impact on Britain	London and Burnham on Crouch - Is the quality of life better in villages/towns or cities? Compare and contrast localities within the UK and European study	Rivers, lakes, seas & oceans / What happens to plastic bags? (Polluting our planet) Link: DT designing and making tote bags
Year 5	Ancient Greece	Brazil and the Amazon Rainforest	Anglo Saxons, Scots and Vikings
Year 6	Battle of Britain & Local human geography – the docks & links with the rest of the world		The Benin



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Historical concepts and skills progression in history at Hallsville

Taken from the 'Progressions in History under the 2014 National Curriculum Document' published by the Historical Association

	Chronological Knowledge and understanding	Historical Terms	Historical Enquiry Using evidence / Communicating ideas	Interpretations in History	Historical Enquiry Key concepts
EYFS	Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members.	Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words	Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers Record, using marks they can interpret and explain		Look closely at similarities and differences, patterns and change Develop understanding of growth, decay and changes over time Question why things happen and give explanations Know about similarities and differences between themselves and others, and among families, communities and traditions Recognise and describe special times or events for family or friends
Key Stage 1	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Locate time periods on a time line Identify similarities / differences between periods	Use a wide vocabulary of everyday historical terms	Ask and answer questions Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below)	Identify different ways in which the past is represented	Identify similarities and differences between ways of life at different times Recognise why people did things, why events happened and what happened as a result Make simple observations about different types of people, events, beliefs within a society Talk about who was important eg in a simple historical account
Lower Key Stage 2	Continue to develop chronologically secure knowledge of history and create timeline of the periods of history studied	Develop the appropriate use of historical terms	Regularly address and devise historically valid questions * Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ...	Understand that different versions of the past may exist, giving some reasons for this	Describe / make link between main events, situations and changes within and across different periods/societies



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	Establish clear narratives within and across periods studied Make connections, contrasts and identify trends over time		Selecting and organising relevant historical information		Identify and give reasons for, results of, historical events, situations, changes Describe social, cultural, religious and ethnic diversity in Britain & the wider world Identify historically significant people and events in situations
Upper Key Stage 2	Extend and deepen their chronologically secure knowledge of history and a well-informed context for further learning Identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time. Create timelines	Use historical terms and concepts in increasingly sophisticated ways	Pursue historically valid enquiries * including some they have framed Understand how different types of sources are used rigorously to make historical claims Create relevant, structured and evidentially supported accounts	Discern how and why contrasting arguments and interpretations of the past have been constructed	Identify and explain change and continuity within and across periods Analyse / explain reasons for, and results of, historical events, situations, changes Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies Consider/explain the significance of events, people and developments in their context and in the present.

Key Disciplines (skills) - Disciplinary Knowledge

Chronological understanding

Cause and consequence

Significance of events/people/places

Similarity and difference

Historical enquiry

Historical interpretation



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Year Group: 1	Topic Title: How is my life different to that of my parents/grandparents/great grandparents? National Curriculum link: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	
Overarching Historical enquiries:	<u>CONTEXT - BROADER KNOWLEDGE</u> By the end of this unit children must:	<u>CONCEPTS - SUBSTANTIVE KNOWLEDGE</u> Social / Cultural - culture (art, food etc), Technology (packaging), changing society Economy - changing high street, how shopping behaviour has changed. <u>SKILLS - DISCIPLINARY KNOWLEDGE</u> Put 2 or 3 artefacts/events in order - condition/technology/service Know how to use terms like before, after, old, new Consequence of self service and technology on shopping and packaging Change from service to self service - picking your own shopping Toys representing different periods of time Explore artifacts, photos, visits and museums. Knowing what an eyewitness account is. Learning about the past by listening and talking to people from living memory. Watching first hand videos.
How is my life different to that of my parents/grandparents/great grandparents?	<ul style="list-style-type: none"> Be Inspired to know more about their family history Raise questions about their family history Know how we can find out about the lives of our grandparents. What sources we could use and how we could gather information. Understand that the past is represented in different ways. E.g. Is your grandfather's memory of the past the same as your fathers? Place family members on a timeline/family tree in terms of dates and time periods. Link to other historical figures. E.g Who was King/Queen Know key historical facts about family members – where were they born etc Identify objects/things that were important to the life of the grandparents and compare/contrast to the life of the child now Explain how life was different for past generations of the pupils own family How the life of their grandparents impacted on the life of their family now. The legacy and impact of their grandparents generation on their life now 	

present	past	future	today	yesterday	Tomorrow
family (tree)	Mother/father	parent	grandparent	generation	compare
similar	different	compare	change	Contrast	local



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history	historical	museum	memory	Remember	handmade
stuffed	order	sequence	Neighbourhood	timeline	Hobby



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Year Group: 2	<p>The Great Fire of London</p> <p>Planning unit available of Historical Association website</p> <p>National Curriculum link:</p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • significant historical events, people and places in their own locality. • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 			
Overarching Historical Enquiries	<p>Knowledge and understanding: - By the end of this unit children must:</p>		<p>CONCEPTS - SUBSTANTIVE KNOWLEDGE</p> <p>Military - role of the military beyond war and battle</p> <p>Political - Monarchy, Government</p> <p>Social / Cultural - society (living conditions), technology</p> <p>Economy -</p>	
<p>What happened to London during the Great Fire?</p> <p>What was learnt from the great Fire that has impacted on life in London today?</p> <p>What were the positive and negative impacts of the Great fire of London?</p>	<ul style="list-style-type: none"> • Know what life in Stuart London was like at the time of the fire • Know that the Great Fire of London started on 2nd September 1666 • Place the events of the fire on a timeline. • Explore the different viewpoints about who or what may have started the fire. • Explain how/why the fire spread so quickly • Explain what it was like at the height of the fire • Explain how people tried to stop the fire • Know what was left of London after the fire • Explain the positive and negative impact that the fire had on London • Explain what the King did to rebuild London. 		<p>SKILLS - DISCIPLINARY KNOWLEDGE</p> <p>Order key events in the timeline of the fire of London (at least 5)</p> <p>Use time connectives; first, next, then, after that, finally, a long time ago, more than/less than</p> <p>Cause of GF</p> <p>Consequences short and long term for the citizens and for London then and now</p> <p>GFOL, Thomas Farryner, King Charles II, Samuel Pepys, London</p> <p>London in 17thC & London today</p> <p>Tools for fighting fire</p> <p>Explore artifacts, photos, visits and museums.</p> <p>Knowing what an eyewitness account is.</p> <p>Extract information from written sources, images and paintings.</p> <p>Samuel Pepys Diary</p>	

Thames	Spread	Medieval	Combustible	douse	Extinguish
Capital	Raging	Gunpowder	Pudding Lane	Devastation	Decimate
Bakery	engulf	Flame	timber	Plague	Demolish



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inferno	hellish	drought	blistering	consuming	explosion
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Year group 2:	Significant Britons: Florence Nightingale Planning unit available : Key Stage History Unit - Saved on Cloud National Curriculum link: the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].				
Overarching Historical Enquiries	Knowledge and understanding: - By the end of this unit children must:		<u>CONCEPTS - SUBSTANTIVE KNOWLEDGE</u> Military - war, battle, invasion Political - Monarchy, Government roles and decision making Social/Cultural - health and welfare, society (social class) Economic - invasion		
<input type="checkbox"/> What happened to wounded soldiers during the Crimean war? <input type="checkbox"/> What were hospitals during the lifetime of Florence Nightingale? <input type="checkbox"/> What was learnt from Florence Nightingale that has impacted on life today? <input type="checkbox"/> How does care for patients compare between the times of Florence Nightingale compare with today? <input type="checkbox"/> How do we know what Florence Nightingale achieved and what life was like during their lifetime?	<ul style="list-style-type: none"> ● Know what life was like during the lifetimes of Florence Nightingale ● Place events the key events that happened during the lifetime of Florence Nightingale on a timeline. ● Explore different viewpoints about Florence Nightingale ● Compare & contrast the stories about Florence Nightingale and consider the similarities/differences and how/why her life has been celebrated 		<u>SKILLS - DISCIPLINARY KNOWLEDGE</u> Order key events in the timeline of Florence's life / Mary Seacole's life Put the Crimean War in a historical context - before / after GFOL? My Grandparents? Queen Victoria? Queen Elizabeth? Henry VIII? Use time connectives; first, next, then, after that, finally, a long time ago, more than/less than 100 year ago Impact of FN and MS on healthcare Florence Nightingale / Mary Seacole / Crimean War / Parents and friends of FN The lives/experiences of Florence Nightingale & Mary Seacole Nursing/healthcare in the 19thC & today Compare different theories. Explore artifacts, photos, visits and museums. Explore peoples accounts of Florence and Mary.		

Nurse	Victorian	Crimean	hygiene	education	challenge
pioneer	resilience	courageous	accomplish	hospital	soldiers
doctors	disease	injury	cleanliness	patient	investigate



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anaesthetic	revolutionise	rescue	lady with the lamp	famous	heroine
Scutari	museum	inspiring	devotion	battle	war

Year Group 3:	Stone Age to Iron Age Planning unit available of Historical Association website National Curriculum link: changes in Britain from the Stone Age to the Iron Age.	
Overarching Historical Enquiries	Historical Knowledge: - By the end of this unit children need to:	<u>CONCEPTS - SUBSTANTIVE KNOWLEDGE</u> Military - battle, invasion, Political - n/a Social / Cultural - clan, nomadic, settlers, tribe, echnology Economy - agriculture, trade, immigration <u>SKILLS - DISCIPLINARY KNOWLEDGE</u> Stone Age in historical context (timeline) relative to previous topics. Order key periods in Pre- History (Ice age, Stone, Bronze, Iron) AWARENESS OF THE PROPORTION OF TIME THIS MAKES UP IN HISTORY Hunter gatherers / farmers Order Key settlements - Skara Brae / Stone Henge / Danesbury Consequence of creating tools How technology impacted on changing tools Moving from hunting to farming - impact on living Consequence of little to no writing on understanding the times - finding only Skara Brae / Stonehenge / Danesbury/the advent of farming Comparing Paleolithic & Neolithic ways of life / shelters / impact of farming on the lives of people / identifying which changes are more significant Use a range of sources of evidence. Ask and answer questions about the past. Look at different interpretations of how accurate the Stone
<ul style="list-style-type: none"> ➤ What was 'new' about the New Stone Age? If you met a stone age family, what questions would we want to ask them? ➤ Which was better, bronze or iron? ➤ When do you think it was better to live – Stone Age, Bronze Age or Iron Age? 	The Stone Age <ul style="list-style-type: none"> ● Know what Britain was like after the Ice Age. ● Know that few people lived in Britain at the time. Know how people fed and clothed themselves during the stone age. ● Know why stone age people were nomadic. ● Identify & explain the changes that occurred throughout the stone age ● Know that immigrants brought new animals and crops to Britain which brought about a change from hunter gatherer to farming. ● Know that most of our evidence for the stone age comes from archaeologists who can disagree with each other. The Bronze Age <ul style="list-style-type: none"> ● Know about Bronze age religion, technology and travel E.g. Stonehenge ● Know how bronze was made ● Know where copper and tin come from ● Know how bronze tools and weapons were made ● Explain how bronze tools changed life. The Iron Age <ul style="list-style-type: none"> ● Know where iron comes from and how iron tools and weapons were made. ● Explain why it took so long for iron to reach Britain 	



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	<ul style="list-style-type: none"> Explain how iron tools and weapons changed life. Iron age hill forts tribal kingdoms, farming, art and culture <p>Know the most important aspects of living in the stone, bronze and iron ages, make comparisons reach a reasoned conclusion as to which time period they would have preferred to live in and why.</p>	<p>Age is represented - Horrible History, non fiction books etc. Consider the availability of evidence considering the length of time and a a lot of the material being organic matter. Compare opinion of how Stonehenge came about.</p>
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Hunter	Mammoth	Forage	Survival	primitive	civilisation
Gatherer	Extinct	Rugged	Evolve	Archaeologist	Bronze
Neanderthal	Spear	Tenacious	Tool	nomadic	Copper
Tribe	weapon	destroy	track	caveman	iron

Year Group 3:	The Ancient Egyptians Planning unit available of Historical Association website National Curriculum link: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	
Overarching Historical Enquiries	Historical Knowledge - By the end of this unit children need to:	<p><u>CONCEPTS - SUBSTANTIVE KNOWLEDGE</u></p> <p>Military - n/a Political - Monarchy, dynasty Social / Cultural - civilisation, hierarchy, slavery, technology Economy - Agriculture, trade</p> <p><u>SKILLS - DISCIPLINARY KNOWLEDGE</u></p> <p style="color: red;">Ancient Egypt in historical context (timeline) relative to previous topics. Ordering civilisations on the timeline Order Story of the book of the dead Order of mummification Consequence of mummification (preservation) Impact of religion on Egyptian way of life Why we know so much more of Egypt - consequence of</p>
<ul style="list-style-type: none"> ➤ What did the Ancient Egyptians believe? How do we know? ➤ How different were beliefs in Ancient Egypt to today? ➤ How did Religion affect life in Ancient Egypt? 	<ul style="list-style-type: none"> Know the beliefs about the Egyptian Gods Myth, Ra, Osiris, Isis, Horus, and know how we know about them. Explain the importance that certain animals had in Ancient Egypt (E.g. Bastet and sacred cats. Anubis and the Jackal, The scarab Beetle, Sobek and crocodiles, Tauret and hippos.) Explain why the Egyptians built temples, tombs and pyramids. Explain what they were they like. (Luxor Akhenaten, Guisa, Valley of the Kings) Know about the religious festivals that were held in Ancient Egypt. Compare Ancient Egyptian festivals 	



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<p>➤ How did civilization adapt to the needs of Egyptian life?</p>	<p>to modern such as Easter, Diwali etc. Prepare their own Egyptian festival and celebrate it. (HOP)</p> <ul style="list-style-type: none"> ● Know how religion affected life in Ancient Egypt. ● Know what the Egyptians believed about: afterlife, underworld. Book of the dead, weighing of the soul ● Know that the Egyptians believed about death and what happens to you when you die. Explore the process of mummification and then make their own mummies and canopic jars. ● Understand the role of the Pharaoh on earth. ● Explore what the tomb of Tutankhamun can tell us about Egyptian beliefs. 	<p>writing and recording - comparing to Stone Age and Prehistory</p> <p>Howard Carter / Tutankhamun</p> <p>Understanding the gender/power relationship in how different people lived their lives: men/women, masters & slaves</p> <p>Comparing the availability of evidence compared to Stone Age.</p> <p>Comparing to different Civilisations.</p> <p>Use a range of sources of evidence.</p> <p>Ask and answer questions about the past.</p> <p>Consider history in terms of location - by the Nile (using maps)</p> <p>Different interpretations of wall paintings. Is it fact or opinion?</p> <p>Watch a little bit of film - how much of it is fact / opinion.</p>
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ancient	civilisation	empire	dynasty	tomb	pyramid
Pharaoh	Tutenkhamen	excavate	dig	archaeology	Howard Carter
plunder	sacophagus	egyptologist	treasure	mummy	hieroglyphic
cartouche	Rosetta stone	River Nile	Giza	sphinx	Canopic jar
Valley of the kings	prosperity	embalm	mythology	after-life	patron

Year 4:	The Roman Empire and its Impact on Britain	
	Planning unit available of Historical Association website	
	National curriculum link: the Roman Empire and its impact on Britain	
Overarching enquiries	Historical Knowledge - By the end of this unit children should:	CONCEPTS - SUBSTANTIVE KNOWLEDGE
When did the Romans invade and why?	<ul style="list-style-type: none"> ● Know that the Romans attempted to invade twice before they were successful on their third attempt. (Julius Caesar attempted in 55-54bc) 	<p>Military - battle, invasion, conquer,</p> <p>Political - empire</p> <p>Social / Cultural - tribe, clan, settlers, technology, hierarchy, slavery</p> <p>Economy - conquer, settlers, agriculture, trade</p>



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<p>Did the native Britons welcome or resist the romans and why?</p> <p>Did the Romans make a difference to life in Britain today?</p>	<ul style="list-style-type: none"> ● Explain why the Roman Army was so successful in building up the Roman Empire. ● Know who Boudicca is and why we remember her. Know that sources about Boudicca contradict each other. ● Explain what life in Roman Britain may have been like using a range of sources. (to assess sources for accuracy and bias and develop their historical interpretation skills ● Compare life in Roman Britain to life in Britain today (For example: Entertainment – Gladiators. Slavery. Food etc) ● To know about the Roman Gods and Goddesses ● To know that the romans imported materials to make jewelry and pottery ● To know how romans influenced the life and culture of people already living in Britain. 	<p>SKILLS - DISCIPLINARY KNOWLEDGE</p> <p>Roman in historical context (timeline) relative to previous topics.</p> <p>Ordering key events of Romans occupation of Britain</p> <p>Order Boudicca's conflict</p> <p>Consequences of Roman occupation on Britain</p> <p>Long Lasting impact of Romans on Britain - roads, buildings , heating etc.</p> <p>Cause and consequence of Boudicca's battle</p> <p>Hadrian's wall</p> <p>Julius Caesar / Boudicca (battle) /Hadrian / London / Occupation/Withdrawal of Britain / Building of Hadrian's wall /</p> <p>Identifying the similarities between life today & in Roman times, the impact of the Romans upon Britain & their legacy</p> <p>Use a range of sources of evidence.</p> <p>Ask and answer questions about the past.</p> <p>Know what primary and secondary sources are.</p> <p>Compare sources for reliability.</p>
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empire	civilisation	Celts	Briton	ancient	conquest
expand	artefact	villa	settlement	invasion	conflict
amphitheatre	era	contemporary	Coliseum	Julius Caesar	Boudicca
dictator	legionary	centurion	gladiator	slave	chariot
gladius	standard	primitive	toga	mosaic	hypocaust

Yr 5 :	Ancient Greece Planning unit available on Historical association website National curriculum link: Ancient Greece – a study of Greek life and achievements and their influence on the western world.
Overarching historical enquiry	Historical Knowledge - By the end of this unit children should: CONCEPTS - SUBSTANTIVE KNOWLEDGE



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<p>How can we find out about the civilization of Ancient Greece?</p> <p>Can we thank the Ancient Greeks for anything in our lives today?</p> <p>What is the most important legacy of Ancient Greece?</p>	<ul style="list-style-type: none"> Learn about the location, physical features and climate of modern Greece Locate Ancient Greece, Athens and Sparta on a map Know that Ancient Greece consisted of city states Know who the Ancient Greeks were and the period of time in which they existed To identify some of the similarities and differences between life in Athens and Sparta Use secondary sources and artefacts as well as archaeological sites to infer about what life was like in Ancient Greek times. Use pictorial sources to identify the similarities and differences between Ancient Greek and contemporary architecture Use written sources to make inferences about the influence of the Ancient Greek language on modern English Explore what can be learnt about Ancient Greek times from myths and legends To know how Ancient Greece was governed and identify similarities/difference with how we are governed today. Identify the most important achievements of Alexander the Great Compare education/ schools today to those in ancient Greece To compare the modern day olympic games to those in Ancient Greek times 	<p>Military - battle,, conquer, Political - city states, democracy, monarchy Social / Cultural - culture (art, religion, theatre, literature etc) civilisation, technology, slavery, hierarchy Economy - agriculture, trade</p> <p>SKILLS - DISCIPLINARY KNOWLEDGE</p> <p>Ancient Greece in historical context (timeline) relative to previous topics.</p> <p>Ordering key events in Ancient Greek Era - Minoan - Trojan war - olympic games (see planning appendices)</p> <p>Order story of Battle Of Marathon</p> <p>Legacy of the Olympics</p> <p>Impact of the landscape (geography of region) on Greek civilization</p> <p>Trojan War / Olympics / Battle of Marathon / Athens / Sparta - SEE KNOWLEDGE ORGANISER FOR PEOPLE</p> <p>Comparing different interpretations of the past from different sources</p> <p>Comparing different perspectives of events</p> <p>Compare modern and ancient olympics</p> <p>Influence on how we live today</p> <p>Understand some sources are more reliable than others.</p> <p>Know that some information is misinformation, propaganda or opinion.</p> <p>Evaluate evidence to choose most reliable.</p>
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Athens	Ruthless	Honour	Civilised	Democracy	titans
Sparta	Mortal	Sacrifice	Revered	aristocratic	Olumpus
Invade	Merciful	Encounter	Ancient	Discipline	excellence
conquer	military	Rigorous	preside	Parthenon	Hades



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Year 5	Anglo Saxons, Scots and Vikings National curriculum link: Britain's settlement by Anglo-Saxons and Scots	
<p>Overarching historical enquiries</p> <p>What happened to Britain when the Romans left?</p> <p>How well did the Saxons and Vikings get on with each other?</p> <p>What did the Anglo Saxons and Vikings leave behind?</p>	<p>Historical Knowledge - By the end of this unit children should:</p> <p>Know the reasons for the arrival of the Saxons, Vikings and Scots;</p> <p>Know the differences in reasons for migration between Saxons and Vikings and between these societies and today</p> <p>Viking raids and invasion</p> <ul style="list-style-type: none"> ● The key events associated with the raids; ● Why Vikings caused so much fear; ● How Vikings were able to succeed; ● Saxon responses; ● Whether there are any similarities between vikingraids/invasion with today <p>Resistance by Alfred the Great and Athelstan, first king of England</p> <ul style="list-style-type: none"> ● The nature of the conflict between Saxons and Vikings. ● The contribution made by Alfred; ● The changing relationship between Saxons and Vikings including how and why the pendulum swung too and fro; ● The state of Britain on the eve of the Conquest. <p>Investigate further Viking invasions and Danegald</p> <p>Understand Anglo Saxon laws and justice. Compare to life today.</p> <p>The key features and differences about life in Saxon and Viking times and the difference in attitudes and values held by Saxons and Vikings;(Saxon/Viking farmers, warriors, women, children, slaves using a range of evidence such artefacts, pictures)</p> <p>The key features of Saxon and Viking boats; The achievements of the Saxons and Vikings at sea</p> <p>Know about the reign of Edward the confessor up his death in 1066. Was Edward the confessor a good king?</p>	<p><u>CONCEPTS - SUBSTANTIVE KNOWLEDGE</u></p> <p>Military - battle, invasion, conquer, Political - kingdom, monarchy Social / Cultural - clan, tribe, settlers, technology Economy - agriculture, trade, conquer, immigration</p> <p><u>SKILLS - DISCIPLINARY KNOWLEDGE</u></p> <p>Anglo Saxons and Vikings in historical context (timeline) relative to previous topics.</p> <p>Ordering key events during Anglo Saxon / Viking period</p> <p>Cause and consequence of power shift between Saxons and Vikings</p> <p>Cause and consequence of invasion on Britain Why they came to Britain and their impact</p> <p>Impact of the environment on where they lived</p> <p>Legacy - place names</p> <p>Alfred the Great / Athelstan / Erik and bloodaxe / Harold Godwinson / Battle of Hastings</p> <p>Exploring contrasting stories about Anglo Saxons, Scots and Vikings - explore bias</p> <p>Compare conflicts between then and now</p> <p>Comparing of justice system</p> <p>Understand some sources are more reliable than others.</p> <p>Know that some information is misinformation, propaganda or opinion.</p> <p>Evaluate evidence to choose most reliable.</p>



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settlement settler	invasion invader	conflict	tribe	Battle of Hastings	Mercia
migration	conquest	raiding	archaeology	conquer	marauding
evidence	opinion	hypothesise	infer	victory	tribe
artefact	inhabitant	immigrant	govern	Jute	trade
conflict	warrior	kingdom	society	Outlaw	tapestry

Year : 6	Battle of Britain - World War 2 National Curriculum link: <ul style="list-style-type: none"> • a local history study • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. • a significant turning point in British history, for example, the first railways or the Battle of Britain 	
Overarching enquiries	Historical Knowledge - By the end of this unit children should:	CONCEPTS - SUBSTANTIVE KNOWLEDGE Military - battle, invasion, Political -, monarchy, government, Social / Cultural - rationing, society (roles of men/women) Economy - empire (Hitler building empire)
Why was the Battle of Britain a turning point for WW2?	Know and understand how the Battle of Britain became a turning point for WW2	SKILLS - DISCIPLINARY KNOWLEDGE WW2 in historical context (timeline) relative to previous topics. Sequencing events leading up to WW2 Key Events of WW2 inc Battle of Britain Cause of WW2 and consequence of battle Impact of radar on Battle of Britain Adolf Hitler / Winston Churchill / How people, places and events were related Comparison between RAF and Luftwaffe Understand some sources are more reliable than others. Know that some information is misinformation, propaganda or opinion. Evaluate evidence to choose most reliable. Independently analyse factors contributing to events and consider their significance.
Has the Battle of Britain made any difference to how we live our lives today?	Explain the difference that the Battle of Britain has made to our lives in Britain today. https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-battle-of-britain-and-beyond/zrk847h	



History: Whole School Curriculum Map



propaganda	allies	enemies	annex	axis	neutral
facism	dictator	surrender	occupied	blitz	turning point
radar	perspective	perception	bias	political	conflict
memorial	wireless	resistance	rationing	raid	infiltrate
empire	interpretation	economic	cultural	treaty	Victory
docks	trade	docklands	impact		

Year 6	The Benin - Planning unit available of Historical Association website National Curriculum link: a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	
Overarching historical enquiries	Historical Knowledge - By the end of this unit children should know:	SKILLS - DISCIPLINARY KNOWLEDGE
<p>If objects could speak, what story would they tell? The story of Benin's Bronzes</p> <p>What is Africa's big picture?</p> <p>Why was Benin worth visiting in Tudor and Stuart times?</p> <p>How important was Eweka's story?</p>	<p>How our knowledge of the past is constructed from a range of sources.</p> <p>To have a coherent narrative of Africa's past</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical material</p> <p>Benin's history is connected to broader trends and connections with particular reference to Africa and Britain.</p> <p>Benin's past is constructed from a range of sources including artefacts.</p> <p>Make clear narratives across a period of study.</p> <p>Answer historical questions related to cause.</p> <p>Address historically valid questions about similarity and difference.</p> <p>That our knowledge of the past is constructed from a range of sources</p>	<p>Benin in historical context (timeline) relative to previous topics.</p> <p>Order the story of Key figure (Benin - Ekewa)</p> <p>Consider the impact of Benin as a trade route.</p> <p>Cause of Benin's importance as a trade route.</p> <p>(Benin - Ekewa) / Queen Elizabeth I</p> <p>Comparison Tudor Britain and Stuart Times to Benin</p> <p>Understand some sources are more reliable than others.</p> <p>Know that some information is misinformation, propaganda or opinion.</p> <p>Evaluate evidence to choose the most reliable.</p> <p>Independently analyse factors contributing to events and consider their significance.</p>



History: Whole School Curriculum Map



Maya	hyrogliph	culture	ceramics	indigenous	maize
Trade	conquistador	trade	warfare	numerals	monument
warrior	armada	medicine	tactics	symbolism	sophisticated
observe	primitive	astronomy	family - orientated	technology	abandon