



History Curriculum Map

EYFS Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	<u>Ourselves and Families</u>	<u>Celebrations and festivals</u>	<u>Food</u>	<u>People who help us</u>		<u>The Next Step</u>
History unit	Who's in my family?	The story of Hanukkah	Handa's Surprise	Going to the doctor Charlie the firefighter Going to the dentist		The Great Explorer
Links to National Curriculum	<ul style="list-style-type: none"> ■ Developing positive attitudes about the differences between people ■ Celebrating diversity in our class ■ Talking about members of their immediate family and community ■ Describing what they see, hear and feel whilst outside ■ Comparing & contrasting characters from stories, including figures from the past ■ Beginning to recognise some environments that are different to the one in which they live ■ Naming and describing people who are familiar to them 					



History Curriculum Map

Year 1 Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term		<u>It's Good To Be Me.</u>	<u>There's No Place like Home</u>		<u>A Toy's Story</u>	
History unit	<p>Past, present and future To understand chronology and recount changes that have occurred in their own lives - During Circle time children will share events from their past e.g. a stay in hospital, birth of a sibling, weddings, holidays.</p> <p>To understand chronology and place events in order on a timeline. Children will sequence pictures of themselves in order of chronology.</p> <p>To communicate historically using words of phrases such a long time ago to describe the passing of time.</p>		<p>Houses from the past To investigate and interpret the past</p> <p>Begin by using KWL board. To investigate and interpret the past. Ask questions about houses. Children to look at different types of houses on IWB and become familiar with their features. Children to match pictures to type of home (label).</p> <p>To use pictures to find out about the past. To investigate and interpret the past. Children to look at different styles of houses and identify if they are old or new houses.</p> <p>To communicate historically and use words</p>		<p>Toys from the past</p> <p>To investigate and interpret the past. To observe and handle evidence and ask and answer questions about the past. The children will investigate how toys have changed over 100 years.</p> <p>To investigate and interpret the past. To use artefacts to find out about the past.</p> <p>The children will compare old and new toys -using artefacts.</p> <p>Cross curricular. To investigate and interpret the past. The children will make peg</p>	



	<p>Children will discuss what they have done in the past, what they are doing presently and their hopes for the future.</p> <p>To build an overview of world history. To describe significant people from the past. investigate what it was like for a historical figure in the past – Ask questions- link to black history.</p> <p>To build an overview of world history and recognise that there are reasons why people in the past acted as they did. Compare life for ourselves and the chosen historical figure (extended writing) Return to KWL board. End of unit assessment</p>		<p>and phrases to describe the passing of time. As a class go for a walk to look at different types of homes in the local area. Children to draw a picture of 2 different homes e.g. semi- detached and flats (and label) Back in class discuss what the purpose of these features (Old or new e.g. chimney)</p> <p>To investigate and interpret the past. Children to look at and compare a kitchen in 2022 and a Victorian kitchen. To investigate and interpret the past. Children to look at and compare a Bathroom in 2022 and a Victorian kitchen. To investigate and interpret the past. Children to look at pictures of Victorian artefacts. Children to choose an item (linked to kitchen or bathroom) then write and explain what it is made from. What was it used for? Where would it be used? What do we use</p>		<p>dolls (toy from the past).</p> <p>To investigate and interpret the past. The children will plan and write riddles describing a Victorian toy –</p> <p>Victorian theme day to include playground games – children to compare them to modern day playground games in extended writing.</p>	
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			today instead? (extended writing) Return to KWL board.			
Links to National Curriculum	<ul style="list-style-type: none"> 📖 Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 📖 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] 📖 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] 📖 Significant historical events, people and places in their own locality. 					
Skills	<p><u>Autumn 1</u> To investigate and interpret the past To build an overview of world history To understand chronology To communicate historically To understand chronology – recount changes that have happened in their own lives and communicating historically. To communicate historically (use words and phrases to describe the passing of time) To build an overview of world history (describe significant people from the past)</p> <p><u>Spring 1</u> To observe or handle evidence to ask questions and find answers to questions about the past. To ask questions such as: What was it like for people? What happened? How long ago? To use artefacts, pictures, stories, online sources and databases to find out about the past. To understand chronology. To use words or phrases such as: past, present, older and newer. I can use dates where appropriate. To communicate historically To use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p><u>Summer 1</u> To understand chronology To investigate and interpret the past To communicate historically Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>					



Year 2 Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	<u>Bright Lights, Big City</u>		<u>Dazzling Dinosaurs</u>		<u>Voyages of Columbus</u>	
History unit	<p>To build an overview of world history Introduction of GFOL – generate big questions – What do the children want to know?</p> <p>To investigate and interpret the past using artefacts - Children to investigate different artefacts that relate to the GFOL and interpret what they think they were and what they were used for.</p> <p>To investigate and interpret the past Looking at the Great Fire of London and comparing London past and present. Using a range of secondary sources to find information in the</p>		<p>To investigate and interpret the past.</p> <p>Archaeological Dig – excavate dinosaur bones and put back together. To then research dinosaur using artefacts, pictures, stories, online sources and databases to find out about the past. CCL Literacy Non-chronological report.</p> <p>To investigate and interpret the past. Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>To understand chronology. Place events in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer.</p>		<p>KWL board – Christopher</p> <p>To ask simple questions about the past</p> <p>To use artefacts, pictures, stories online sources and databases to find out about the past. Columbus research into – children to research who he was, why he was important etc</p> <p>Children will create a fact sheet about him.</p> <p>CCL: Computing</p> <p>To understand chronology. To communicate historically</p>	



	<p>form of books and videos. To look at how GFOL changed London. To investigate and interpret the past - To establish building materials used in the past and why perhaps they have changed today (due to safety)</p> <p><u>CHILDREN TO BUILD HOUSES FOR HOMEWORK</u></p> <p>Investigate diary accounts or letters about the fire and highlighting main events that took place. To investigate how the fire was stopped. Sequencing events and Role-play of Tomas Farriner discovering the fire. Role play of Samuel Pepys, what he saw in preparation for writing diary.</p> <p><u>BURN HOUSES BUILT FOR HOMEWORK TO DEMONSTRATE HOW QUICKLY FIRE SPREADS.</u></p>		<p>Use dates where appropriate.</p> <p>Timeline of dinosaurs. When did they live? How long for?</p> <p>To investigate and interpret the past. Ask questions such as: Why did the dinosaurs become extinct? What happened? How long ago?</p> <p>Investigate how dinosaurs became extinct. Look at different sources of information. Scientist, historian, teacher.</p>		<p>Ch to plot events of Columbus's life in chronological order - timeline</p>	
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	<p>To write down what they have learnt.</p> <p>To understand chronology Timeline of FN's life</p> <p>Investigate and discover facts about Florence Nightingale (and the Crimean War) using a range of sources of information. Create a timeline of events in Florence Nightingale's life.</p> <p>To communicate historically Investigate the differences between hospitals now and then, focusing on uniform, equipment, hygiene etc. Role play – Hospitals/Florence Nightingale (Soldiers and Nurses Day) Florence Nightingale day – injured soldiers and nurses. Discuss Mary Seacole and her later influence.</p>					
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	<p>To communicate historically Investigate the differences between hospitals now and then, focusing on uniform, equipment, hygiene etc. Role play – Hospitals/Florence Nightingale (Soldiers and Nurses Day) Florence</p> <p>Nightingale day – injured soldiers and nurses. Discuss Mary Seacole and her later influence. Role play Soldiers and Nurses day</p> <p>DRESS UP DAY</p>					
<p>Links to National Curriculum</p>	<ul style="list-style-type: none"> 📖 Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. 📖 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] 📖 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] 📖 Significant historical events, people and places in their own locality. 					
<p>Skills</p>	<p><u>Autumn 1</u></p> <p>To investigate and interpret the past Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>To build an overview of world history</p>					



Describe historical events.

Describe significant people from the past.

Recognise that there are reasons why people in the past acted as they did.

To understand chronology

Place events and artefacts in order on a timeline.

Use dates where appropriate.

To communicate historically

Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

Spring 1

To investigate and interpret the past

Observe or handle evidence to ask questions and find answers to questions about the past.

- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.

To build an overview of world history

Describe historical events.

- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.

To understand chronology

Place events and artefacts in order on a time line.

- Label time lines with words or phrases such as: past, present, older and newer.
- Use dates where appropriate.

To communicate historically

Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

Summer 1

To investigate and interpret the past

- Use artefacts, pictures, stories, online sources and databases to find out about the past.

To build an overview of world history

- Describe historical events.
- Describe significant people from the past.

To understand chronology

- Place events and artefacts in order on a time line.
- Use dates as appropriate

To communicate historically



	Use words and phrases such as: a long time ago, recently to describe the passing of time.
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Year 3 Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	<u>Greece Now and Then</u>		<u>Settlements, Travel and Trade</u>		<u>Raging Rivers, Fantastic Pharos</u>	
History unit	<p>KLW board. To investigate places. (To use a range of resources to identify the key human and physical features of a location) Introduction to Greece. To learn about the location on a map, climate and terrane of Greece by using different sources of information. (cross curricular with English)</p> <p>To understand chronology (To place events on a timeline using dates.) Placing key events during Ancient Greece on a timeline. To build an overview of world history (to describe the characteristics and features of the past and experiences.) To understand what is meant by democracy and understand some of the ideas of people</p>		<p>Begin with KWL board. To understand chronology (To place events on a timeline using dates) To order events in history and interpret historical sources. To learn the meaning of AD and BC. – Timeline</p> <p>To build an overview of world history (to describe the characteristics and features of the past and experiences) To investigate the first people living in Britain. To know who the Happisburgh people are.</p> <p>To build an overview of world history (to describe the characteristics and features of the past and experiences) To learn about life in the Glacial period.</p> <p>To build an overview of world history (to describe the characteristics and</p>		<p>Ancient Egypt Begin with KWL board – To investigating the past (to use evidence to ask questions and find answers to questions to questions about the past) Who were the Ancient Egyptians? – Investigating different artefacts and images – see, think, wonder sheet.</p> <p>Ancient Egypt To understand chronology (to place event from the Ancient Egyptian period on a timeline).</p> <p>Ancient Egypt To build an overview of world history (to describe the social diversity of past society) Who were the Ancient Egyptian Pharoos?</p> <p>Ancient Egypt</p>	



	<p>living in Athens and Sparta – writing postcards – extended writing</p> <p>To investigate and interpret the past – use evidence to find and answer questions about the past.</p> <p>To infer information about Greek wars and warfare from illustrations from artefacts. To study armour and warships.</p> <p>To investigate and interpret the past – describe different accounts of a historical event explaining some of the reasons why accounts may differ.</p> <p>To look at the main events and understand that the battle may be interpreted in different ways. To understand how modern events have connections with the past- Battle of Marathon – extended writing.</p>		<p>features of the past and experiences)</p> <p>To investigate what life was like in the Mesolithic period.</p> <p>To build an overview of world history (to give a broad overview of life in Britain)</p> <p>To investigate life in the Neolithic period. To know the difference between the Mesolithic and Neolithic period – extended writing.</p> <p>To investigate and interpret the past (to use evidence to ask questions and find answers to questions about the past)</p> <p>Ipad lesson – To find out what Stonehenge is.</p> <p>To build an overview of world history (describe the social, ethnic, cultural or religious diversity of past society)</p> <p>To learn about travel and trade in the Bronze age.</p> <p>Return to KWL board.</p>		<p>To build an overview of world history (describe the characteristics features to the past including ideas, beliefs and attitudes. What was mummification in Ancient Egypt? To write a set of instructions to describe the mummification process – extended writing.</p> <p>To investigate and interpret the past (to answer questions about the past) What did Ancient Egyptian hieroglyphics mean? Can children unravel the hieroglyphics to find out about what was discovered in Tutankhamun’s tomb? Return to KWL board.</p>	
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	<p>To build an overview of world history – describe the social, ethnic, cultural or religious diversity of past society.</p> <p>To deduce information about Greek beliefs and religious practices from pictures and pottery. To learn about the beliefs of Ancient Greeks.</p> <p>To investigate and interpret the past (to use evidence to ask questions and answer questions about the past)</p> <p>To be able to make inferences about the Olympic Games and understand why they are important to Ancient Greeks – make leaflets on advertising Olympic games based on what ch have learnt.</p> <p>Return to KWL board.</p>					
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Links to National Curriculum

- 📖 The Roman Empire and its impact on Britain Examples (non-statutory) This could include:
 - Julius Caesar's attempted invasion in 55-54 BC
 - The Roman Empire by AD 42 and the power of its army
 - Successful invasion by Claudius and conquest, including Hadrian's Wall
 - British resistance, for example, Boudica
 - 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- 📖 Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include:
 - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
 - Scots invasions from Ireland to north Britain (now Scotland)
 - Anglo-Saxon invasions, settlements and kingdoms: place names and village life
 - Anglo-Saxon art and culture 🏰 Christian conversion – Canterbury, Iona and Lindisfarne

- 📖 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include:
 - Viking raids and invasion
 - Resistance by Alfred the Great and Athelstan, first king of England
 - Further Viking invasions and Danegeld
 - Anglo-Saxon laws and justice
 - Edward the Confessor and his death in 1066

- 📖 A local history study Examples (non-statutory) A depth study linked to one of the British areas of study listed above
 - A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
 - A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- 📖 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

- 📖 Ancient Greece – a study of Greek life and achievements and their influence on the western world

- 📖 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.



Skills	<p><u>Autumn 1</u> To investigate places. To understand chronology To build an overview of world history To investigate and interpret the past – use evidence to find and answer questions about the past. To build an overview of world history – describe the social, ethnic, cultural or religious diversity of past society.</p> <p><u>Spring 1</u> History To investigate places (use maps to locate countries and describe their features) To communicate geographically (describing human geography) * To understand chronology (To place events on a timeline using dates) To build an overview of world history (to describe the characteristics and features of the past and experiences) To build an overview of world history (to give a broad overview of life in Britain) To investigate and interpret the past (to use evidence to ask questions and find answers to questions about the past) To build an overview of world history (describe the social, ethnic, cultural or religious diversity of past society. (Link to Art)</p> <p><u>Summer 1</u> Ancient Egypt To investigating the past (to use evidence to ask questions and find answers to questions to questions about the past) To understand chronology (to place event from the Ancient Egyptian period on a timeline). To build an overview of world history (to describe the social diversity of past society) To build an overview of world history (describe the characteristics features to the past including ideas, beliefs and attitudes. To investigate and interpret the past (to answer questions about the past)</p>
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Year 4 Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	<u>The Roman Empire and its Impact on Britain</u>		<u>The Tudors</u>		<u>Invaders and Settlers Anglo Saxons and Scots</u>	
History unit	<p>The Roman Empire and its Impact on Britain Begin with KWL board – To investigate and interpret the past (to use more than one source of evidence for historical enquiry). Children to carry out an archaeological dig of different artefacts and think about what the items are, what they are made from and used for.</p> <p>The Roman Empire and its Impact on Britain To investigate and interpret the past (to use evidence to ask questions and find answers to questions about the past) Children to understand why Claudius wanted to invade Britain. The Roman Empire and its Impact on Britain To build an overview of world history (to describe the</p>		<p>Tudors Begin with KWL board. To investigate and interpret the past (use more than one source of evidence for historical enquiry) Children will use artefacts, letter and Tudor maps to investigate the different clues to figure out what they may be learning about this term. WOW lesson – classroom to be laid out like a crime scene with evidence dotted around classroom.</p> <p>To investigate and interpret the past (to describe an account of a historical event) Children to retell the battle of Bosworth – comic strip of events.</p> <p>To build an overview of world history (to describe the characteristics of people from the past including Henry VIII) Children to create a character profile of Henry</p>		<p>Invaders and Settlers - Anglo Saxons and Scots</p> <p>To build an overview of world history (to describe the characteristic features of experiences of men and women living in the Anglo-Saxon times) Children will learn about what everyday life was like for an Anglo-Saxon including jobs. Children will create a job advert for one of the jobs discussed.</p> <p>To build an overview of world history (to describe the cultural diversity of past society).</p> <p>To investigate and interpret the past (using evidence to ask questions and find answers to questions).</p>	



	<p>characteristics and experience of Roman soldiers) Children to write about the life of Roman Soldier experiences – extended writing</p> <p>The Roman Empire and its Impact on Britain To build an overview of world history (to describe the characteristics and experiences of what Roman men, women and children did for fun) Children to learn about different recreational activities during the Roman period. Come to Rome leaflet!</p> <p>The Roman Empire and its Impact on Britain To understand a broad overview of world history (life in Britain during the Roman times and its lasting impact in Britain) Children to understand the legacy the Romans left behind and its impact on us today.</p>		<p>VIII and key events in his life – extended writing.</p> <p>To build an overview of world history (focusing on society during the Tudor period) Children to learn about clothing, homes and roles in society during the Tudor period.</p> <p>To build an overview of world history (to describe the social diversity of past society during the reign of Henry VIII) Children to learn about crime and punishment during this period.</p> <p>To understand chronology (to place events and historical figures on a timeline using dates) Children to create a timeline about the reign of Henry the VIII – Including key events such as marriages, death of children etc. Return to KWL board.</p>		<p>Children will analyse and describe Anglo Saxon artefacts and explain what they can teach us about Anglo Saxon culture. Archaeological dig – What do you think it is? Who do you think has used it? What is it made of? What can it teach us about Anglo Saxon life?</p> <p>To investigate and interpret the past (using more than one source of evidence for historical enquiry in order to gain an understanding of a historical event) Children will use their enquiry skills to understand the mystery of Sutton Hoo looking at a variety of artefacts.</p> <p>To build an overview of world history (to describe the religious diversity of Anglo Saxons) Children will understand Anglo</p>	
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	<p>The Roman Empire and its Impact on Britain To investigate and interpret the past (describe different accounts of historical events explaining some of the reasons why accounts may differ and use this to create a wanted poster of Boudicca) Children will find out who Boudicca and know that there are different opinions of people from the past – create a wanted poster- write from a Roman’s point of view why they would want to capture Boudicca. Return to KWL board.</p>				<p>Saxons religion and beliefs.</p>	
<p>Links to National Curriculum</p>	<p> Changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture</p>					
<p>Skills</p>	<p><u>Autumn 1</u> The Roman Empire and its Impact on Britain To investigate and interpret the past (to use more than one source of evidence for historical enquiry) To investigate and interpret the past (to use evidence to ask questions and find answers to questions about the past) To build an overview of world history (to describe the characteristics and experience of Roman soldiers) To build an overview of world history (to describe the characteristics and experiences of what Roman men, women and children did for fun)</p>					



To understand a broad overview of world history (life in Britain during the Roman times and its lasting impact in Britain)

To investigate and interpret the past (describe different accounts of historical events explaining some of the reasons why accounts may differ and use this to create a wanted poster of Boudicca)

Spring 1

Tudors

To investigate and interpret the past (use more than one source of evidence for historical enquiry)

To investigate and interpret the past (to describe an account of a historical event)

To build an overview of world history (to describe the characteristics of people from the past including Henry VIII)

To build an overview of world history (focusing on society during the Tudor period)

To build an overview of world history (to describe the social diversity of past society during the reign of Henry VIII)

To understand chronology (to place events and historical figures on a timeline using dates)

Summer 1

Invaders and Settlers - Anglo Saxons and Scots and Somewhere to Settle (partially cross-curricular with History)

To investigate places (to use maps to locate countries that the Anglo Saxons came from)

To investigate places (to use maps to locate counties and cities of the UK where Anglo Saxons settled)

To investigate places (to use a range of resources to identify the key physical and human features of Anglo-Saxon settlements and Roman settlements)

To build an overview of world history (to describe the characteristic features of experiences of men and women living in the Anglo-Saxon times)

To build an overview of world history (to describe the cultural diversity of past society)

To investigate and interpret the past (using more than one source of evidence for historical enquiry in order to gain an understanding of a historical event)

To build an overview of world history (to describe the religious diversity of Anglo Saxons)

To communicate geographically (use the 4 figure grid reference to communicate knowledge of Anglo Saxon settlements)

To communicate geographically (to describe key aspects of human geography including settlements and land use of Anglo Saxons)



Year 5 Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	<u>Mayans and the Rainforest</u>		<u>The Earth and Beyond -Benin</u>		<u>The Vikings</u>	
History unit	<p>Children to complete KWL board. To investigate places (name and locate the countries of South America) To understand chronology (understand the concepts of continuity and change over time and represent this on a timeline) Children will describe when and where the ancient Mayan civilisation took place. Children will mark the Mayan civilization on a timeline and map of the world.</p> <p>To investigate and interpret the past (use sources of evidence to deduce information about the past) children to investigate sources of information. Children will investigate the question. What evidence have the</p>		<p>To understand chronology (to understand the concepts of continuity and change over time and plot them on a timeline) Complete KWL board. Children to understand where Benin was and when it took place. To plot on a timeline. Children to write what they have learnt about the kingdom of Benin.</p> <p>To build an overview of world history (describe the characteristic features of the past in Benin) Children will understand what life was like in Benin in relation to jobs, houses, trade and worship. Children to use a variety of different artefacts, images, maps, sources of information to support with their research.</p> <p>To build an overview of world history (to describe the characteristic features of Benin beliefs – the life</p>		<p>The Vikings and their settlements – To investigate places and build an overview of world history (to describe characteristic features of the past and reasons for settling in a location) Children will study Viking settlements - weather, what they raided. Children will understand why the Vikings came to Britain and evaluate the reliability of sources. Children will write a letter to their brother Ulfketyl at home to convince their family member/friend to come and join them in Britain. – Extended writing.</p> <p>The Vikings and their settlements To communicate geographically (to describe the human geography of Orkney</p>	



	<p>Maya left behind? Children will select different artefacts and think about questions.</p> <p>investigate and interpret the past (use sources of evidence to deduce information about the past) To investigate what the Mayans left behind in the rainforest. Understand how our knowledge of the past is constructed from a range of sources.</p> <p>To build an overview of world history (to describe the characteristic features of Mayan city states) - Children will investigate the question - What was life like in a Mayan city state? Children will understand what life was like living in a Mayan city state and the different jobs found there. To investigate and interpret the past (understand that no</p>		<p>of Oba) investigate Benin beliefs - investigate the life of an Oba – extended writing – personality traits, qualities and talents.</p> <p>Benin To investigate and interpret the past (use sources of evidence to deduce information about the past) How do we know about the kingdom through studying Benin art? Children study a range of art and think about. What do you think this is showing? What does it tell us about the Benin period? What is it made from? Children to write down observations next to the different images and any further questions they may have. Children to then look at reasons for and against keeping the Benin art. Children to then think about and write down whether Britain should keep the Benin bronzes or give them back.</p>		<p>and the advantages of settling there) To Children will learn about who the Vikings and understand why the location of Orkney was a great place to stay. The Vikings and their settlements - To investigate and interpret the past (use sources of evidence to deduce information about the past) To use artefacts to understand life in Jorvik and how people lived. Children to compare this with life today. Focus on Coppergate in York.</p> <p>The Vikings and their settlements To understand chronology (to use dates and terms accurately in describing events in the life of Athelstan and Constantine) research the life of Athelstan and Constantine and create</p>	
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	<p>single source of evidence gives the full answer to questions about the past when exploring why the Southern States disappeared) To investigate the question. Why did the Southern states disappear? Children to look at different sources of evidence and viewpoints of why the Southern states may have disappeared – Historians, Mayan farmers, Spanish. Children to compare this to the Northern states and explain why the Northern states continued to grow.</p>				<p>a comic strip about his life.</p> <p>The Vikings and their settlements To understand chronology (to describe the main changes in a period of history) To understand the story of King Canute.-To explain what happened to the Vikings after Viking aged Britain.</p>	
<p>Links to National Curriculum</p>	<p>📖 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory) The changing power of monarchs using case studies such as John, Anne and Victoria Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day A significant turning point in British history, for example, the first railways or the Battle of Britain.</p>					



Skills	<p><u>Autumn 1</u></p> <p>To investigate places (name and locate the countries of South America) To understand chronology (understand the concepts of continuity and change over time and represent this on a timeline)</p> <p>To investigate and interpret the past (use sources of evidence to deduce information about the past)</p> <p>To build an overview of world history (to describe the characteristic features of Mayan city states)</p> <p>To communicate geographically (to describe key aspects of human geography in a Mayan and modern city).</p> <p>To investigate and interpret the past (understand that no single source of evidence gives the full answer to questions about the past when exploring why the Southern States disappeared)</p> <p>To investigate places (to name and locate some of the world's rainforests)</p> <p>To investigate places (to identify the physical characteristics of a rainforest)</p> <p>To investigate patterns (describe the geographical diversity across the world and compare similarities and differences between different settlements)</p> <p>To investigate patterns (describe how locations around the world – rainforests are changing and explain some of the reasons for change)</p> <p>To communicate geographically (to describe the human and physical)</p> <p><u>Spring 1</u></p> <p>Benin</p> <p>To understand chronology (to understand the concepts of continuity and change over time and plot them on a timeline)</p> <p>To build an overview of world history (describe the characteristic features of the past in Benin)</p> <p>To build an overview of world history (to describe the characteristic features of Benin beliefs – the life of Oba)</p> <p>To investigate and interpret the past (use sources of evidence to deduce information about the past)</p> <p>To understand chronology (to describe the main changes and events in a period of history referring to how Britain invaded Benin)</p> <p>To use appropriate historical vocabulary to communicate</p> <p>Use dates and term accurately in describing events</p> <p><u>Summer 1</u></p> <p>History and Geography</p> <p>Vikings</p> <p>To investigate places (to name and locate where the Vikings settled)</p> <p>To investigate places and build an overview of world history (to describe characteristic features of the past and reasons for settling in a location)</p> <p>To communicate geographically (to describe the human geography of Orkney and the advantages of settling there)</p> <p>To communicate geographically (to describe and understand key aspects of human geography including economic activity involving trade links and the distribution of resources by plotting river routes)</p> <p>To investigate places (locating places in the UK linked to Viking/Anglo Saxon origins)</p> <p>To communicate geographically (to describe and understand the key human geography of Jorvik)</p>
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	<p>To investigate and interpret the past (use sources of evidence to deduce information about the past)</p> <p>To understand chronology (to use dates and terms accurately in describing events in the life of Athelstan and Constantine)</p> <p>To understand chronology (to describe the main changes in a period of history)</p>
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Year 6 Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	<u>Victorians</u>		<u>WW2</u>			<u>Memory Box</u>
History unit	<p>To investigate and interpret the past. (To use sources of evidence to understand how George III and IV are remembered as Kings.)</p> <p>To understand chronology (To use dates and terms accurately on a timeline showing how Queen Victoria made a series of sensible decisions as Queen. - Children to complete a timeline of events including Marriage, Politics, Family, Scotland.</p> <p>To investigate and interpret the past. (To use sources by exploring the first-person accounts in Victoria's personal diaries and find out what she really thought about the people and places she</p>					<p>Children will look back at their time in school and create a memory book of work and photos.</p> <p>Children to focus on their secondary transition work.</p>



	<p>visited.) - Children to investigate the use of diary entries as a source for historical enquiry and use this to create a game with instructions about Queen Victoria.</p> <p>To build an overview of world history (To understand the concept of change over time to understand that the Industrial Revolution gave birth to a whole range of new inventions, many of which we still use today.)</p> <p>To understand chronology (To describe the main changes in period of history/ technology by finding out about Victoria's celebration of works of industry from all nations) - Children will record historical details and interesting information about The</p>					
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	<p>Great Exhibition in a presentation or pamphlet to entice visitors</p> <p>To understand chronology (To describe the main changes in period of history And to consider how much of the modern world as we know it was already in existence by 1900.)</p>					
<p>Links to National Curriculum</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>A local history study Examples (non-statutory)</p> <ul style="list-style-type: none"> ■ a depth study linked to one of the British areas of study listed above ■ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ■ 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 or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory) ■ the changing power of monarchs using case studies such as John, Anne and Victoria ■ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century ■ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day ■ a significant turning point in British history, for example, the first railways or the Battle of Britain 					
<p>Skills</p>	<p>Autumn 1:</p> <p>To develop an understanding of a timeline of British monarchs</p> <p>To study the events that lead to Queen Victoria's Coronation and the celebrations that day</p> <p>To research and write a front-page newspaper article about the Coronation from the viewpoint of one of the people present on this day</p> <p>To investigate and establish a timeline of British monarchs</p> <p>To study the events that lead to Queen Victoria's Coronation and the celebrations of the day.</p> <p>To investigate the location and features of significant royal residences in Victorian England</p> <p>To record historical details and interesting information about a royal residence in a presentation to entice visitors.</p> <p>To investigate the location and features of significant royal residences in Victorian England.</p>					



To use software to create content and present information.
To investigate the use of diary extracts as a source of historical enquiry
To examine diary entries written by queen Victoria and draw out interesting information
To investigate the use of images as a source of historical enquiry
To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: the changing power of monarchs using case studies such as Victoria.
To understand how our knowledge of the past is constructed from a range of sources.
To give children an overview of the development of the British Empire.
To locate the world's countries, using maps to focus on Europe. Name and locate some counties and cities of the United Kingdom.
To explain the experiences of war in the Victorian period.
To write in various forms and to explore key events through role-play
To identify key Victorian inventors and research their work. To evaluate the impact of these changes on the lives of the Victorians.
To use software to create content to present information
To use a range of sources to compare experiences within the Victorian era. Be able to organise historical information on a timeline
To communicate understanding using a range of written formats.

Spring 1:

To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

To understand how our knowledge of the past is constructed from a range of sources.
To learn about evacuations
To read and discuss different sources of information
To discuss the effects of the second world war on children in Britain
To learn about a war artist and propaganda
To compare letters as a source of evidence
To research different occupations from World War 2
To know more about the diverse experience of men and women during World War 2.
To learn about rationing and the Dig for Victory Campaign.
To compare reasons given for growing their own food in the past and nowadays
To read and discuss other changes in food.
To compare and select historical sources.
To know more about clothing in WW2.
To construct informed responses that involve thoughtful selection and organisation of relevant historical information.

