

History



Our Subject Intent



Our Curriculum Map

	Cycle A				Cycle B			
	EYFS	Year 1/2	Year 3/4	Year 5/6	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 1	Can We Be Friends? Come Rhyme With Me	Why do I love to be beside the seaside?	Sticks and stones	Hurry up, you've Benin there a while!	Can We Be Friends? Come Rhyme With Me	The great animals	The Vikings on the wall	It's all Greek to me!
Autumn 2	Tell Me A Story	Darling, put the fire out!	We built this mega city on rock and roll!	Lavas all you need	Tell Me A Story	Happily Everest after	You crack me up!	Ain't no mountain high enough
Spring 1	Are We Nearly There Yet?	A toy story!	Bronze ain't bad!	What did the Romans do for us?	Pole To Pole	What's the nurse that can happen?	Where's my mummy?	The big Shang theory
Spring 2	It's A Bug's Life	Why don't penguins need to fly?	National parks	Walking on sunshine	Land Of The Giants	Wicked weather!	Don't rainforest on my parade	How is fair trade fair?
Summer 1	How Does Your Garden Grow?	It's pasture bedtime!	I've got my iron you	Mirror, Royal Signal, Manoeuvre	Commotion in the Ocean	Location, location, location	Great scot!	Only we can save the world!
Summer 2	The Best Show Of Your Life!	On the road again!	Save it for a train-y day	Current affairs	Here Comes The Sun!	Too hot to handle	Ch-ch-changes!	Who do you think you are, Mr Hitler?

What does History look like at Downlands?



Volume of content:

1. Each mixed-age class will complete **three** history units per year (one half term each, alternating with geography).
2. Each unit will be at least **five** lessons.

Subject delivery:

1. Every unit of learning will be marked in a pupil's humanities book with a **title page**, which highlights how our Golden Threads are covered and which learning objective they link to.
2. Each lesson will have evidence recorded in pupils' books (if this is a purely practical lesson, there should be photos taken and stuck in either individual books, or the class floor book, with a individual reflection written by pupils afterwards).
3. Each lesson will contain a form of retrieval practice. This could be to either the previous lesson's learning, or to a prior unit.
4. Date and learning objective (to be written in an 'I can' form) for each lesson.
5. Summative assessment will be (but not exclusively) in the form of an end-of-unit quiz, creation of a knowledge organiser, or an extended piece of writing.

History – National Curriculum coverage



Our history curriculum is designed to ensure complete coverage of the 'KS1 and KS2 History Programme of Study'.

Subject content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- 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

Spring A (Toys)

Autumn B (Animals in WW1)
Summer B (Fire of Blandford/London)

Autumn A (History Makers)
Spring B (Nurses Through History)
Summer A (Great Explorers)

Summer B (Fire of Blandford / London)

Key stage 2

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. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- 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

Year 3/4
Autumn/Spring/Summer A

- 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

Year 5/6 - Spring A

- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

Year 3/4 – Summer B

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)

Year 3/4 – Autumn B

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.

Year 5/6 – Summer A
(History of Blandford Camp)

- 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

Year 5/6 – Summer B

- 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

Year 3/4 – Spring B

Year 5/6 – Spring B

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

Year 5/6 – Autumn A

- 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.

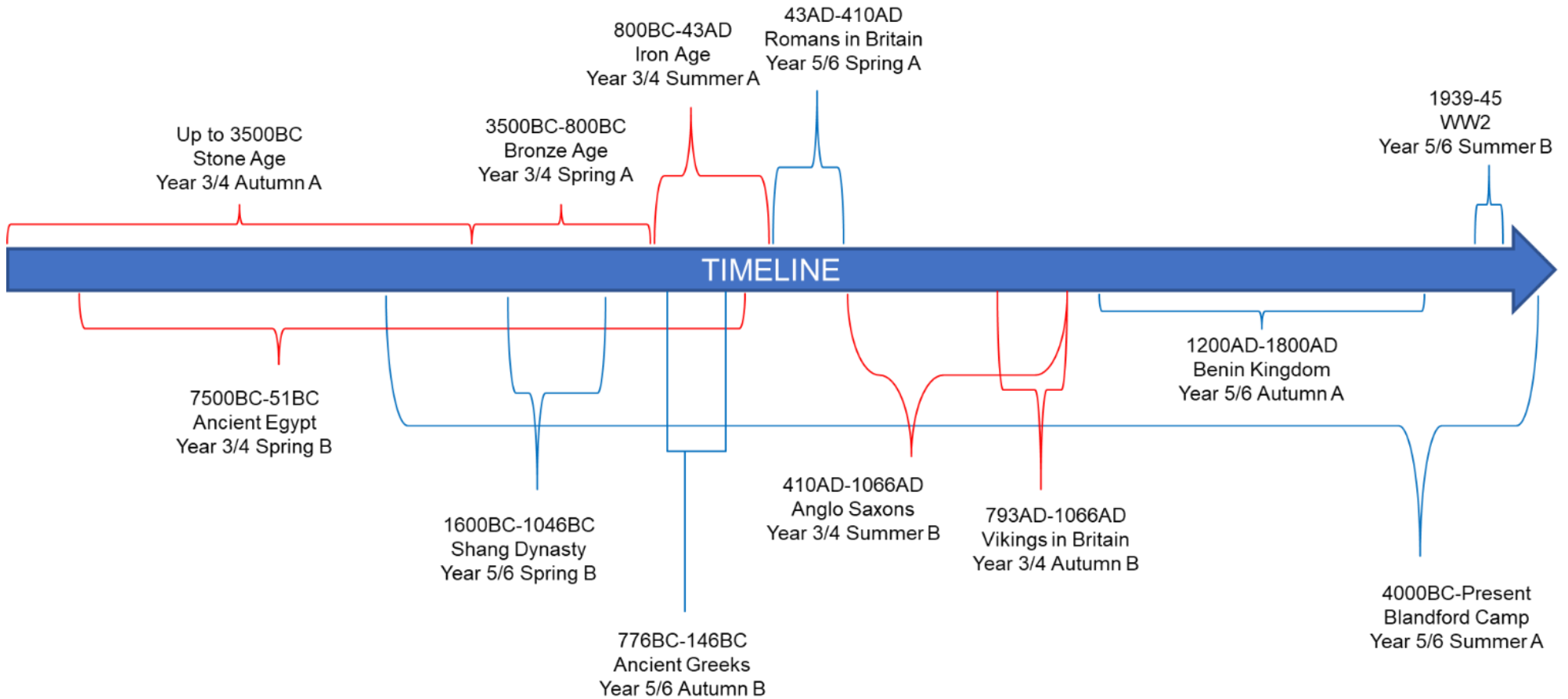
Year 5/6 – Autumn B

History – progression of skills (disciplinary knowledge)



SKILL	FS2	End of KS1	End of LKS2	End of UKS2
Knowledge of past events	Can describe features of the recent past (e.g. can talk about how they have changed since they were a baby).	Can describe features of events and people from local, national and global history (e.g. retell the story of the Gunpowder Plot).	Can describe and begin to link details from several themes, events and talk about some of significant people they have studied (e.g. can compare the life of people in the Bronze age and Ancient Egypt).	Can compare societies and themes from world history showing a good knowledge of all the periods studied (e.g. can describe and compare different the forms of government they have learned about) Can retell the narrative and describe some of the details of British history from the earliest times to 1066.
Chronology (Sequencing the past)	Can talk about that things have happened in the recent past.	Can use a number of everyday time terms. Can understand, construct and use a simple timeline to organise events in the past.	Can use a timeline to sequence events and historical periods. Can understand more complex terms such as BC/AD and words and phrases relating to the passage of time including last century, decade.	Can use a timeline to name and place dates of significant events and several historical periods. Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period.
Change - cause and effect / consequence	Can talk about how things have changed within living memory.	Can identify a few similarities, differences and changes within a particular topic (e.g. similarities between the Great Fires of London and Blandford).	Can identify a range of similarities, differences and changes within a specific time period and explain why they happened (e.g. can describe the different periods of the Stone Age and explain why things changed).	Can identify significant changes within topics and across time periods . Can identify the cause and effect of a range of events (e.g. can give different causes for the rise and fall of the civilisations they have studied).
Significance and legacy	Can recognise and describe special events for family and friends.	Can give several reasons why a person or event is significant (e.g. why we learn about Grace Darling / Guy Fawkes).	Can explain why some aspects of history are significant (e.g. why Ancient Egyptians achievements were significant).	Can describe, explain and compare the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of the Ancient Greeks).
Interpretation of evidence / perspective	n/a	Can use different sources to learn about the past. Know that some people have different opinions.	Can provide a range of reasons as to why accounts of the same event might different (e.g. explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgments).	Can understand and explain the nature, reasons and different viewpoints for different interpretations in a range of topics (e.g. recognise and explain how and why there could be different interpretations about Boudicca's battle with the Romans)
Enquiry	Can show curiosity about the past.	Can ask and answer a few valid questions (e.g. can ask a few questions about explorers, locate relevant information and communicate the answers as sentences.	Can devise a range of historically valid questions for a range of different types of enquiry and answer them with substantial responses.	Can reach a valid conclusion based on devising and answering questions to a historical enquiry (e.g. investigate the archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions).
Using sources as evidence	Can use their senses to investigate and show curiosity about the past.	Can extract information from several different sources (written, visual, oral and artefacts).	Can recognise possible uses of a range of sources for answering historical enquiries.	Can accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask questions about the usefulness and reliability of sources).

History – KS2 Timeline



History – EYFS Starting Points



		Early Learning Goal	FS2	Vocabulary
Cycle A	Autumn	Understanding the World Early Learning Goal - Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	What are the meanings of traditional nursery rhymes? e.g. language/words/phrases used. Who was Guy Fawkes?	today, yesterday, tomorrow, the present, the future, day, week, month, long ago, old, new, memory, remember, change, crown, king, queen, princes, princess, power, robes, throne. Concepts: Change, Sources
	Spring		What was the Titanic? Who are the Royal Family?	
	Summer		What was the circus like in the past and what is it like now?	
Cycle B	Autumn	Understanding the World Early Learning Goal - Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	What are the meanings of traditional nursery rhymes? e.g. language/words/phrases used. Who was Guy Fawkes?	
	Spring		What was the Titanic? Who are the Royal Family?	
	Summer		What are shipwrecks? Why were there pirates in the past?	

History – curriculum map – KS1 – cycle A



Knowledge of past events	Chronology	Change	Significance and legacy	Interpretation	Enquiry	Sources
	Autumn 2			Spring 1		Summer 1
Unit	Darling, put the fire out!			A toy story!		On the road again!
Skills (disciplinary knowledge)	<p>Can describe features of events and people from local, national and global history.</p> <p>Can give several reasons why a person or event is significant.</p> <p>Can use different sources to learn about the past. Know that some people have different opinions.</p> <p>Can ask and answer a few valid questions.</p> <p>Can extract information from several different sources.</p>			<p>Can use a number of everyday time terms.</p> <p>Can understand, construct and use a simple timeline to organise events in the past.</p> <p>Can identify a few similarities, differences and changes within a particular topic.</p> <p>Can give several reasons why a person or event is significant.</p> <p>Can use different sources to learn about the past. Know that some people have different opinions.</p> <p>Can ask and answer a few valid questions.</p> <p>Can extract information from several different sources.</p>		<p>Can describe features of events and people from local, national and global history.</p> <p>Can use a number of everyday time terms.</p> <p>Can identify a few similarities, differences and changes within a particular topic.</p> <p>Can give several reasons why a person or event is significant.</p> <p>Can ask and answer a few valid questions.</p> <p>Can extract information from several different sources.</p>
Knowledge (substantive knowledge)	In this unit, pupils will consider what it means for somebody to be a great 'history maker', before exploring the lives of some significant examples such as Grace Darling, Malala Yousafzai, Marie Curie and Guy Fawkes. They will also have the opportunity to present their own learning to the class.			In this unit, pupils will look at how history has been divided into sections, before focussing on the 1960s. They will look at how toys have changed since then, and how to play with toys safely now. They will also talk to adults about their experiences of the 1960s.		In this unit, pupils will learn about the lives and achievements of famous explorers: Ranulph Fiennes, Amy Johnson, Christopher Columbus and Neil Armstrong. They will then consider what it takes to be a great explorer and whether or not they could one day be one themselves.
Learning Objectives	<p>Mixture of Collins scheme (What makes a great history maker?) and independent planning:</p> <ol style="list-style-type: none"> I can understand how Guy Fawkes 'made history' (Q1) I can explore the lives of various 'history makers' (Q2) I can recognise why Grace Darling is recognised as a significant figure (OWN PLANNING) I can reflect on what history makers might achieve this century (Q3) I can present about a famous 'history maker' (OWN PLANNING) – In this session, pupils to present a sentence or two, about a history maker they have learnt about at home – to be set as homework prior to this lesson. 			<p>Adapted from Collins scheme (How do favourite toys of today compare with those of the past?):</p> <ol style="list-style-type: none"> I can describe how historians divide up time I can identify some of the most memorable events from the 1960s I can describe some popular toys and games from the 1960s and compare these with today's toys I can describe what was invented in 1989 and explain how this changed affected toys I can recognise how to use Wi-Fi enabled toys and games safely 		<p>Taken from Collins scheme (What does it take to be a great explorer?):</p> <ol style="list-style-type: none"> I can describe the achievements of Ranulph Fiennes I can understand why we remember Amy Johnson I can identify the main motives of the explorer Christopher Columbus and describe what he achieved I can describe why the achievements of Neil Armstrong was so significant I can recognise what challenges there will be in going to Mars and how these might be overcome
Vocabulary	Guy Fawkes, Gun Powder, Houses of Parliament, Catholic, Protestant. Gun Powder, barrels. Grace Darling, William Darling, Longstone survivors, rescue, heroine, storm, medal, foundered.			continuity, change, decade, century, millennium, introduced, order, sequence.		expedition, explore, explorer, North Pole, South Pole Mount Everest, pioneer, pilot, navigator, astronaut, Apollo 11.

History – curriculum map – LKS2 – cycle A



Knowledge of past events	Chronology	Change	Significance and legacy	Interpretation	Enquiry	Sources
	Autumn 1			Spring 1		Summer 1
Unit	Sticks and stones			Bronze ain't bad!		I've got my iron you
Skills (disciplinary knowledge)	<p>Can use a timeline to sequence events and historical periods.</p> <p>Can identify a range of similarities, differences and changes within a specific time period and explain why they happened.</p> <p>Can explain why some aspects of history are significant.</p> <p>Can devise a range of historically valid questions for a range of different types of enquiry and answer them with substantial responses.</p> <p>Recognise possible uses of a range of sources for answering historical enquiries.</p>			<p>Can understand more complex terms such as BC/AD and words and words and phrases relating to the passage of time including last century, decade.</p> <p>Can explain why some aspects of history are significant.</p> <p>Can provide a range of reasons as to why accounts of the same event might different.</p> <p>Can devise a range of historically valid questions for a range of different types of enquiry and answer them with substantial responses.</p> <p>Recognise possible uses of a range of sources for answering historical enquiries.</p>		<p>Can describe and begin to link details from several themes, events and talk about some of significant people they have studied.</p> <p>Can provide a range of reasons as to why accounts of the same event might different.</p> <p>Can devise a range of historically valid questions for a range of different types of enquiry and answer them with substantial responses.</p> <p>Recognise possible uses of a range of sources for answering historical enquiries.</p>
Knowledge (substantive knowledge)	In this unit, pupils will develop an understanding of how the lives of Britons changed during the Stone Age. They will be looking at what their lives were like and what they believed in.			In this unit, pupils will aim to understand some of the key changes that occurred in Britain towards the end of the Neolithic period of the Stone Age and the progress these brought about in society. Additionally, they will explore the significance of monuments.		In his unit, pupils will identify the common features of hill forts and investigate what they might have looked like. They will also look at evidence of Iron Age life before finally taking a step back to view the progression from Stone Age to Bronze Age to Iron Age.
Learning Objectives	<p>Taken from Collins scheme (How did the lives of ancient Britons change during the Stone Age?):</p> <ol style="list-style-type: none"> I can describe the ways of life which are typically associated with the Stone Age period I can compare how beaches were used in the Stone Age to today I can analyse artefacts to find out information about Stone Age life I can describe features of Stone Age summer and winter camps I can compare and contrast between historical facts and historical assumptions I can explain some of the ways life changed during the Stone Age 			<p>Taken from Collins scheme (What is the secret of the standing stones?):</p> <ol style="list-style-type: none"> I can identify and describe the likely use of a range of Bronze Age artefacts I can explain why archaeologists think that the Amesbury Archer was given the richest burial in Bronze Age Britain I can explain the purpose of monuments, both historically and modern day I can explore the monuments at Merrivale I can explain and justify the choice of artefacts to be placed in the grave of a Bronze Age warrior chief 		<p>Adapted from Collins scheme (How do artefacts help us understand the lives of people in Iron Age Britain?):</p> <ol style="list-style-type: none"> I can identify and describe the common features of the archaeological remains of Iron Age hill forts found around Britain today I can explain the features of a Iron Age hill fort and roundhouse I can interpret a range of evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time I can recognise and describe the importance of Iron Age stagers I can explain why I believe an Iron Age shield was found in the River Witham (Not from Collins) I can explain how Britain changed from the start of the Stone Age to the end of the Iron Age?
Vocabulary	Stone Age, cave, chronological, archaeologist, evidence, excavation, monument, ancient, worship, change.			Bronze Age, smelting, manufacture, artefacts, progress, monument, Merrivale, craft, cist.		Iron Age, hill fort, constructed, decay, plateau, reconstruction.

History – curriculum map – UKS2 – cycle A



Knowledge of past events	Chronology	Change	Significance and legacy	Interpretation	Enquiry	Sources
	Autumn 1		Spring 1		Summer 1	
Unit	Hurry up, you've Benin there a while!		What did the Romans do for us?		Mirror, Royal Signal, Manoeuvre	
Skills (disciplinary knowledge)	<p>Can compare societies and themes from world history showing a good knowledge of all the periods studied.</p> <p>Can use a timeline to name and place dates of significant events and several historical periods.</p> <p>Can identify significant changes within topics and across time periods.</p> <p>Can describe, explain and compare the significant issues in many of the topics covered.</p> <p>Can accept and reject sources based on valid criteria when carrying out particular enquiries.</p>		<p>Can retell the narrative and describe some of the details of British history from the earliest times to 1066.</p> <p>Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period.</p> <p>Can identify significant changes within topics and across time periods.</p> <p>Can identify the cause and effect of a range of events.</p> <p>Can describe, explain and compare the significant issues in many of the topics covered.</p> <p>Can understand and explain the nature, reasons and different viewpoints for different interpretations in a range of topics.</p> <p>Can reach a valid conclusion based on devising and answering questions to a historical enquiry.</p>		<p>Can use a timeline to name and place dates of significant events and several historical periods.</p> <p>Can identify significant changes within topics and across time periods.</p> <p>Can identify the cause and effect of a range of events.</p> <p>Can describe, explain and compare the significant issues in many of the topics covered.</p> <p>Can reach a valid conclusion based on devising and answering questions to a historical enquiry.</p>	
Knowledge (substantive knowledge)	In this unit, pupils will explore how the Benin Kingdom developed over time, the beliefs of the Benin people and their lives. They will also learn the story of how the first Oba came to be, and why the Kingdom of Benin ended.		In this unit, pupils will gain an understanding of why the Romans invaded Britain, the challenges they faced to keep control of it, as well as the legacy they left behind (for example roads, hygiene, Hadrian's wall, food, religion, etc).		In this unit, pupils will study the history of Blandford Camp (local study). We will look at why it was built, how it has changed and who the significant people are in its history. We will also go on a trip to the Royal Signals Museum.	
Learning Objectives	<p>Taken from twinkl:</p> <ol style="list-style-type: none"> I can find out how the kingdom of Benin developed I can describe what the people of Benin believed in I can explore the importance of art in the Kingdom of Benin I can use sources to learn about how Eweka came to be the Oba of the Benin Kingdom I can examine and evaluate different sources of evidence about Benin and say what they can teach us about Benin culture I can explain how and why the kingdom of Benin became powerful and successful and also how and why the empire came to an end 		<p>Taken from Collins scheme (LKS2) (How did the arrival of the Romans change Britain?):</p> <ol style="list-style-type: none"> I can explain why Emperor Claudius invaded Britain I can explore how the Romans almost lost control of Britain due to Boudica I can explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain I can identify and describe the main design features of Hadrian's Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122 I can identify and describe the key features of the layout of typical Roman towns in Britain I can understand why the Romans organised gladiatorial games <p>Optional extra (replace a previous lesson):</p> <ol style="list-style-type: none"> How did the Romans influence our food? 		<p>Bespoke Sequence of learning. Planned in collaboration with Bob Brannigan.</p> <ol style="list-style-type: none"> GUEST SPEAKER: Bob Brannigan I can understand what was here before Blandford Camp was built I can recognise what Blandford Camp was used for during the World Wars I can recognise what Blandford Camp has been used for since WW2 TRIP TO ROYAL SIGNALS MUSEUM <p>Optional extra (if time allows in this term)</p> <ol style="list-style-type: none"> I can present the history of Blandford Camp I can present the history of Blandford Camp 	
Vocabulary	Obiso, Oba, Edo, Nigeria, Igodomigodo, Africa, sacrifice, reincarnation, animist, heir, foreign, punitive.		Roman Empire, invasion, Claudius, amphitheatre, Boudicca, Icenii, plundered, legionnaires, ambush.		Blandford, Royal Corps of Signals, racecourse, military, telegraph, Royal Naval Division, POW, memorial.	

History – curriculum map – KS1 – cycle B



Knowledge of past events	Chronology	Change	Significance and legacy	Interpretation	Enquiry	Sources
	Autumn 1		Spring 1		Summer 2	
Unit	The great animals		What's the nurse that can happen?		Too hot to handle	
Skills (disciplinary knowledge)	<p>Can describe features of events and people from local, national and global history</p> <p>Can use a number of everyday time terms</p> <p>Can give several reasons why a person or event is significant</p> <p>Can use different sources to learn about the past.</p> <p>Can ask and answer a few valid questions</p>		<p>Can describe features of events and people from local, national and global history</p> <p>Can use a number of everyday time terms</p> <p>Can identify a few similarities, differences and changes within a particular topic</p> <p>Can give several reasons why a person or event is significant</p> <p>Know that some people have different opinions.</p> <p>Can ask and answer a few valid questions</p>		<p>Can describe features of events and people from local, national and global history</p> <p>Can understand, construct and use a simple timeline to organise events in the past.</p> <p>Can identify a few similarities, differences and changes within a particular topic</p> <p>Can give several reasons why a person or event is significant</p> <p>Can use different sources to learn about the past.</p> <p>Can ask and answer a few valid questions</p>	
Knowledge (substantive knowledge)	In this unit, pupils will gain an understanding of the roles that animals played during the First World War, for example pigeons and horses.		In this unit, pupils will gain an understanding of the role that famous nurses played throughout history such as Edith Cavell, Florence Nightingale and Mary Seacole.		In this unit, pupils will understand how both the Great Fire of London and the Great Fire of Blandford started and to compare similarities between these. Includes a trip to Blandford Museum/Church and town centre.	
Learning Objectives	<p>Adapted from Collins scheme (Why was Charles sent to prison?):</p> <ul style="list-style-type: none"> I can recognise some of the ways that WW1 changed our lives I can give reasons why communication was tricky during WW1 I can compare communication from WW1 to today I can describe how children were affected by WW1 I can explain how horses were used in WW1 I can explain how other animals were used in WW1 		<p>Taken from Twinkl (Nurturing Nurses):</p> <ul style="list-style-type: none"> I can explain what makes a person significant I can explain how Florence Nightingale improved nursing I can explain who Mary Seacole was and how she improved nursing I can explain who Edith Cavell was and how she improved nursing I can compare the lives of different nurses I can persuade others to remember Florence Nightingale, Mary Seacole and/or Edith Cavell 		<p>Mixture of Twinkl (The Great Fire of London) + independent planning:</p> <ul style="list-style-type: none"> I can compare past and present London (Twinkl lesson 1) I can order the events of the Great Fire of London (Twinkl lesson 3) I can explain how we know about the Great Fire of London (Twinkl lesson 4) I can recognise how the Great Fire of Blandford started (OWN) I can understand who rebuild Blandford (OWN) I can compare the two fires (OWN) 	
Vocabulary	war; prison; crime; enemy; army; pacifist; deserter; secret; code; front line; soldier; trench; headquarters; fine; government; communication; telephone; message; reinforcements; code; decoded; town; village; countryside.		significant, important, nurse, Florence Nightingale, Crimea, hospital, nursed, cared, soldiers, injured, Mary Seacole, Edith Cavell, problem, solution, compare, remember, inspired, changed.		Thomas Farynor, Pudding Lane, 1666, Samuel Pepys, escape, climbed, frightened. Tallow Chandlers (soap boilers), thatch, furnace, wealthy.	

History – curriculum map – LKS2 – cycle B



Knowledge of past events	Chronology	Change	Significance and legacy	Interpretation	Enquiry	Sources
	Autumn 1			Spring 1		Summer 1
Unit	The Vikings on the wall			Where's my mummy?		Great scot!
Skills (disciplinary knowledge)	<p>Can describe and begin to link details from several themes, events and talk about some of significant people they have studied</p> <p>Can understand more complex terms such as BC/AD and words and words and phrases relating to the passage of time including last century, decade.</p> <p>Can identify a range of similarities, differences and changes within a specific time period and explain why they happened</p> <p>Can explain why some aspects of history are significant</p> <p>Can provide a range of reasons as to why accounts of the same event might different</p>			<p>Can describe and begin to link details from several themes, events and talk about some of significant people they have studied</p> <p>Can use a timeline to sequence events and historical periods.</p> <p>Can explain why some aspects of history are significant</p> <p>Can provide a range of reasons as to why accounts of the same event might different</p> <p>Can devise a range of historically valid questions for a range of different types of enquiry and answer them with substantial responses.</p>		<p>Can describe and begin to link details from several themes, events and talk about some of significant people they have studied</p> <p>Can understand more complex terms such as BC/AD and words and words and phrases relating to the passage of time including last century, decade.</p> <p>Can identify a range of similarities, differences and changes within a specific time period and explain why they happened</p> <p>Can explain why some aspects of history are significant</p> <p>Can provide a range of reasons as to why accounts of the same event might different</p> <p>Can devise a range of historically valid questions for a range of different types of enquiry and answer them with substantial responses.</p>
Knowledge (substantive knowledge)	In this unit, pupils will explore the period of time when the Vikings came to Britain. They will understand that who we refer to as Vikings, never would have collectively shared that title, instead recognise that these were loosely associated tribes of Norsemen from various countries. Pupils will also explore Viking longboats and their 'horned' helmets, as well as Alfred the Great.			In this unit, pupils will explore the ancient Egyptian civilization in depth. They will learn about daily life in ancient Egypt, the significance of Tutankhamun, and the mummification process. Pupils will also discover how hieroglyphs were used for communication and compare the roles and powers of different gods within Egyptian mythology.		In this unit, pupils will delve into key aspects of Anglo-Saxon history. They will interpret evidence to understand what happened in 410 AD when the Romans left Britain, explaining why Anglo-Saxon settlers established rural village communities. Pupils will also explore the beliefs of the Anglo-Saxons by learning about their gods and recognising the significant changes that took place with the country's conversion to Christianity. Additionally, they will investigate the artefacts uncovered at Sutton Hoo to gain insight into Anglo-Saxon culture and burial practices.
Learning Objectives	<p>Taken from Collins scheme (What did the Vikings want and how did Alfred help to stop them getting it?):</p> <ul style="list-style-type: none"> I can describe the reasons for the attack on the Holy island of Lindisfarne in 793 I can identify the features of a longship I can compare the homes of Viking Norsemen and those of Anglo-Saxons I can explore the difference between historical evidence and myths and legends I can evaluate evidence relating the achievements of Alfred the Great 			<p>Taken from Twinkl:</p> <ul style="list-style-type: none"> I can find out about ancient Egyptian life by looking at artefacts I can understand what was important to people during ancient Egyptian times I can understand and explain the ancient Egyptian ritual of mummification I can understand how evidence can give us different answers about the past I can compare and contrast the Egyptian writing with my own I can compare and contrast the powers of different Egyptian gods 		<p>Taken from Collins scheme (Who were the Anglo-Saxons and how do we know what was important to them?):</p> <ul style="list-style-type: none"> I can interpret evidence to describe what occurred in 410AD I can explain why Anglo-Saxon settlers created village communities in the countryside I can describe various Anglo-Saxon gods I can recognise some of the changes that resulted from the country's conversion to Christianity I can investigate the artefacts that were discovered at Sutton Hoo
Vocabulary	Anglo-Saxon, exile, invade, longhouse, longship, monastery, Norse, pagan, raid, runes, Viking.			ancient, Egyptian, Egypt, artefacts, tomb, sarcophagus, Pharaoh, Tutankhamun, kingdoms, riverbanks, Nile, desert, burial, amulet, pyramid, mummy, scarab, linen, gold, treasure, canopic, afterlife, obsidian.		settlement, artefact, conversion, paganism, Christianity, kingdom, raid, chronicle, migration.

History – curriculum map – UKS2 – cycle B



Knowledge of past events	Chronology	Change	Significance and legacy	Interpretation	Enquiry	Sources
	Autumn 1		Spring 1		Summer 2	
Unit	It's all Greek to me!		The big Shang theory		Who do you think you are, Mr Hitler?	
Skills (disciplinary knowledge)	<p>Can compare societies and themes from world history showing a good knowledge of all the periods studied</p> <p>Can use a timeline to name and place dates of significant events and several historical periods.</p> <p>Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period.</p> <p>Can describe, explain and compare the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of the Ancient Greeks).</p> <p>Can understand and explain the nature, reasons and different viewpoints for different interpretations in a range of topics</p> <p>Can reach a valid conclusion based on devising and answering questions to a historical enquiry</p> <p>Can accept and reject sources based on valid criteria when carrying out particular enquiries</p>		<p>Can compare societies and themes from world history showing a good knowledge of all the periods studied</p> <p>Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Roman, Anglo-Saxon, era, period.</p> <p>Can describe, explain and compare the significant issues in many of the topics covered</p> <p>Can understand and explain the nature, reasons and different viewpoints for different interpretations in a range of topics</p> <p>Can accept and reject sources based on valid criteria when carrying out particular enquiries</p>		<p>Can retell the narrative and describe some of the details of British history from the earliest times to 1066.</p> <p>Can use a timeline to name and place dates of significant events and several historical periods.</p> <p>Can identify the cause and effect of a range of events</p> <p>Can identify significant changes within topics and across time periods .</p> <p>Can describe, explain and compare the significant issues in many of the topics covered</p> <p>Can understand and explain the nature, reasons and different viewpoints for different interpretations in a range of topics</p> <p>Can reach a valid conclusion based on devising and answering questions to a historical enquiry</p> <p>Can accept and reject sources based on valid criteria when carrying out particular enquiries</p>	
Knowledge (substantive knowledge)	In this unit, pupils will explore the ancient Greeks and the impact they have had on the civilisations which have followed. They will complete an enquiry into the story of the Trojan horse and determine whether they believe that this is truth or a myth.		In this unit, pupils will explore the significance of the Shang Dynasty and how it marks the beginning of recorded history in China. Pupils will explore the idea that most of what we know about this society comes from artefacts from the richest of people, as well as what qualities they believe make an effective ruler.		In this unit, pupils will explore the major events of WW2, including its outbreak. They will also conduct an extended enquiry into the Battle of Britain, answering the question: Why was winning the Battle of Britain in 1940 so important? Finally, pupils will explore the impact that the Second World War had on the children of Britain.	
Learning Objectives	<p>Adapted from Collins scheme (The story of the Trojan Horse: historical fact, legend or classical myth?) + Twinkl:</p> <ul style="list-style-type: none"> I can explore some of the key events during the ancient Greek period (TWINKL) I can retell the story of the Trojan Horse (COLLINS) I can examine evidence about the Trojan Horse story (COLLINS) I can explore other explanations for the origin of the story of the Trojan Horse (COLLINS) I can make connections and draw contrasts between life in ancient Athens and life in ancient Sparta (TWINKL) I can explore the Olympics in ancient Greek times through examining primary sources (TWINKL) 		<p>Taken from Collins scheme (How did a pile of dragon bones help to solve an Ancient Chinese mystery?):</p> <ul style="list-style-type: none"> I can describe the historical significance of the bones bought by Wang Yirong in 1899 I can explain the significance of oracle bones to Shang rulers I can compare the lives of people in different sections of Shang society I can justify the qualities I feel are required in a great ruler I can make a reasoned judgment from the evidence of tomb artefacts from a Shang burial site 		<p>Adapted from Collins scheme (Why was winning the Battle of Britain in 1940 so important?) and Twinkl:</p> <ul style="list-style-type: none"> I can understand why WW2 started (Twinkl lesson 1) I can explore some of the key events of WW2 (Twinkl lesson 6) I can evaluate a range of sources to explain why Britain faced the risk of invasion in 1940 (Collins) I can interpret evidence to justify why Hitler needed to defeat the RAF before his invasion (Collins) I can explain the importance of factors which contributed to Britain winning the Battle of Britain (Collins) I can explore the impact of WW2 on the children of Britain (Twinkl lesson 2) 	
Vocabulary	The Trojan Horse, Greek, Greece, Troy, Athens, Sparta, fact, myth, evaluate, siege, evidence, reliable.		Dragon, culture, myth, legend, fortune, emperor, engraved, artefacts, commoner, illiterate, oracle.		invasion, Nazi, occupied, Churchill, Hitler, Führer, vulnerable, strategic, tactics, evacuation, blitz, Allied.	