

St Mark's CE Primary School

History Curriculum Map

Key Stage 2



Year 3	Year 4	Year 5	Year 6	Year 7
Autumn	Autumn	Autumn	Autumn	
<p>Question: Who were the Early Britons?</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know how Britain changed between the beginning of the Stone Age and the Iron Age. Know the main difference between the stone, bronze and iron ages Know what is meant by hunter-gatherer <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Changes in Britain from Stone Age to Iron Age Secure understanding of British history Look at trends across time Look at change, cause, similarity, difference and significance. <p>NC skills: Historical enquiry</p> <ul style="list-style-type: none"> Can they use various sources to piece together information 	<p>Question: Were the Egyptians really gruesome?</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know about the key features of Ancient Egypt. Know about and name some of the advanced societies that were in the world 3000 years. Know how to place features of historical events and people from past societies and periods in a chronological framework. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> The achievements of the earliest civilizations <p>NC skills: Historical enquiry</p> <ul style="list-style-type: none"> Can they research two versions of an event and say how they differ? Can they give more than one reason to support an historical argument? Can they communicate knowledge and 	<p>Question: What was life like in Anglo Saxon Britain?</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know how Britain changed between the end of the Roman occupation and 1066. Know about Anglo Saxon attempted to bring about law and order to the country. Know that during the Anglo Saxon period Britain was divided into many kingdoms. Know who Æthelflæd was and how she helped the midlands. Know that the way the kingdoms were divided led to the creation of some of our countries boundaries today. Know how the lives of wealthy people were different to the lives of poorer people. Use a timeline to show when the Anglo Saxons were in England. 	<p>Question: What happened in World War 2?</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know the events leading up to September 1939. Know the political figures involved in USA, Britain, France and Germany. Know how Reginald Mitchell helped to win the war. Know how battles were fought and how they were portrayed to the nation. Know how Britain has had a major influence on the world. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> A local history study - Reginald Mitchell An in-depth study linking to a site or event in the locality. Know about a theme in British history which extends beyond 1066 and explain why this was 	<p>In KS3 pupils should be taught:</p> <p>The development of Church, state and society in Medieval Britain 1066-1509</p> <p>The development of Church, state and society in Britain 1509-1745</p> <p>Ideas, political power, industry and empire: Britain, 1745-1901</p> <p>Challenges for Britain, Europe and the wider world 1901 to the present day</p> <p>A local history study</p> <p>The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066</p> <p>At least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's</p>

<p>about a period in history?</p> <ul style="list-style-type: none"> • Can they research a specific event from the past? • Can they use their 'information finding' skills in writing to help them write about historical information? • Can they, through research, identify similarities and differences between given periods in history? <p>NC skills: Chronology</p> <ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they use their mathematical knowledge to work out how long-ago events would have happened? 	<p>understanding orally and in writing and offer points of view based upon what they have found out?</p> <p>NC skills: Chronology</p> <ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? <p>NC skills: Knowledge & Interpretation</p> <ul style="list-style-type: none"> • Can they explain how events from the past have helped shape our lives? • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? • Do they know that people who lived in the past cooked and travelled differently and <i>used different weapons from ours?</i> • Do they recognise that the lives of wealthy people were very 	<p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • Secure understanding of British history • Look at trends across time • Look at change, cause, similarity, difference and significance • A study of a site • Anglo Saxons laws and justice • The struggle for the kingdom. • Anglo -Saxon settlements and kingdoms. <p>NC skills: Historical enquiry</p> <ul style="list-style-type: none"> • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? <p>NC skills: Chronology</p> <ul style="list-style-type: none"> • Can they use dates and historical language in their work? • Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? • Can they use their mathematical skills to work out exact time 	<p>important in relation to British history.</p> <p>NC skills: Historical enquiry</p> <ul style="list-style-type: none"> • Can they describe a key event from Britain's past using a range of evidence from different sources? • Can they identify and explain their understanding of propaganda? • Challenge - Can they suggest why certain events, people and changes might be seen as more significant than others? <p>NC skills: Chronology</p> <ul style="list-style-type: none"> • Can they say where a period of history fits on a timeline? • Can they place a specific event on a timeline by decade? <p>NC skills: Knowledge & Interpretation</p> <ul style="list-style-type: none"> • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they summarise how Britain has had a major influence on world history? <p><i>Key Vocabulary:</i></p>	<p>Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].</p>
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<p>NC skills: Knowledge & Interpretation</p> <ul style="list-style-type: none"> • Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? • Can they begin to picture what life would have been like for the early settlers? • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Neolithic • Hunter-gatherer • Skara Brae • Bronze Age • Iron Age • Forts • Tribal • BC • AD 	<p>different from those of poor people?</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • downfall • empire • pharaoh • legacy • mummification 	<p>scales and differences as need be?</p> <p>NC skills: Knowledge & Interpretation</p> <ul style="list-style-type: none"> • Can they describe historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Do they appreciate that significant events in history have helped shape the country we have today? • Do they have a good understanding as to how crime and punishment has changed over the years? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Kingdoms • Wessex • Sutton Hoo • Legends • Invasion • Society hierarchy • Rebellion/resistance • Downfall 	<ul style="list-style-type: none"> • Battle of Britain • Diplomacy • Reginald Mitchell • Winston Churchill • Appeasement • Munich Pact 	
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Spring	Spring	Spring	Spring	

<p>Question: What was life like in Roman Britain?</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know how Britain changed from the iron age to the end of the Roman occupation • Know how the Roman occupation of Britain helped to advance British society. • Know how there was resistance to the Roman occupation and know about Boudica • Know about at least one famous Roman emperor <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • Secure understanding of British history • Look at trends across time • Look at change, cause, similarity, difference and significance. • Julius Caesar's invasion and rule • Romanisation of Britain • British resistance - Boudicca • Hadrian's Wall • Roman Empire and the power of the army • Downfall of Rome <p>NC skills: Historical enquiry</p>	<p>Question: What was life like Tudor England?</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know how the monarchy changed Britain • Know how Henry VIII shaped England's religion. • Know the similarities and differences between rich and poor. • Know how exploration changed the world forever. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • A study of an aspect of British history that extends pupils chronological knowledge beyond 1066. • Secure understanding of British history • Look at trends across time • Look at change, cause, similarity, difference and significance. • Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history. <p>NC skills: Historical enquiry</p> <ul style="list-style-type: none"> • Can they research what it was like for a child in a given period from the 	<p>Question: What was life like in Ancient Greece?</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know some of the main characteristics of the Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know at least five sports from the Ancient Greek Olympics <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • A study of Greek life and achievements and their influence on the western world. • Look at trends across time • Look at change, cause, similarity, difference and significance. <p>NC skills: Historical enquiry</p> <ul style="list-style-type: none"> • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? <p>NC skills: Chronology</p> <ul style="list-style-type: none"> • Can they use dates and historical language in their work? • Challenge - Can they create timelines which outline the development 	<p>Question: What was life like in post war Britain?</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know how the role of women changed during this period. • Know how the windrush influenced Britain and how culture changed. • Know why the NHS was created. • Know how the landscape of Shelton/Etruria changed in the decades after the war ended. • Know how the British Nationality Act changed the face of Britain. • Know how and why the Commonwealth was created. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • Secure understanding of British history • Look at trends across time • Look at change, cause, similarity, difference and significance. • A study beyond 1066 <p>NC skills: Historical enquiry Challenge - Can they pose and answer their own historical questions?</p> <p>NC skills: Chronology</p>	
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<ul style="list-style-type: none"> Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can they use various sources of evidence to answer questions? Can they research a specific event from the past? Can they, through research, identify similarities and differences between given periods in history? <p>NC skills: Chronology</p> <ul style="list-style-type: none"> Can they describe events from the past using dates when things happened? Can they describe events and periods using the words: ancient and century? Can they use a timeline within a specific time in history to set out the order things may have happened? <p>NC skills: Knowledge & Interpretation</p> <ul style="list-style-type: none"> Can they recognise that Britain has been invaded by several different groups over time? Do they realise that invaders in the past 	<p>past and use photographs and illustrations to present their findings?</p> <ul style="list-style-type: none"> Can they give more than one reason to support an historical argument? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? <p>NC skills: Chronology</p> <ul style="list-style-type: none"> Can they plot recent history on a timeline using centuries? Can they place periods of history on a timeline showing periods of time? <p>NC skills: Knowledge & Interpretation</p> <ul style="list-style-type: none"> Can they explain how events from the past have helped shape our lives? Do they recognise that the lives of wealthy people were very different from those of poor people? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Monarch Tudor household Rebellion Resistance Exploration 	<p>of specific features, such as medicine; weaponry; transport, etc.</p> <p>NC skills: Knowledge & Interpretation</p> <ul style="list-style-type: none"> Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Philosophy Democracy Government Social hierarchy City-states Government Leader 	<ul style="list-style-type: none"> Can they place features of historical events and people from past societies and periods in a chronological framework? <p>NC skills: Knowledge & Interpretation</p> <ul style="list-style-type: none"> Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? Challenge - Can they suggest relationships between causes in history? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Windrush Feminism Empowerment Nationalisation NHS Liberation Invasion Surrender Atomic bomb Stoke-on-Trent Evidence Source Welfare state 	
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<p>would have fought fiercely, using hand to hand combat?</p> <ul style="list-style-type: none"> • Can they suggest why certain events happened as they did in history? • Can they suggest why certain people acted as they did in history? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Romanisation • invasion • Julius Caesar • empire • rebellion/resistance • Boudicca • Celts 	<ul style="list-style-type: none"> • New World 		<ul style="list-style-type: none"> • Impact/Legacy • Empowerment • Feminism • British Nationality • Commonwealth • British empire 	
Summer	Summer	Summer	Summer	

<p>Question: Were the Vikings always vicious and victorious?</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo Saxons <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • Secure understanding of British history • Look at trends across time • Look at change, cause, similarity, difference and significance. • Viking raids and invasion • Resistance by Alfred the great • Danegeld • Laws and justice • End of Viking rule in Britain <p>NC skills: Historical enquiry</p> <ul style="list-style-type: none"> • Can they research a specific event from the past? • Can they use their 'information finding' skills in writing to help them write about historical information? 	<p>Question: What was life like in Victorian Britain?</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know how the Victorians shaped the world today. • Know how Britain has had a major influence on the world. • Know the affect that the Industrial Revolution had on the country and the world. • Know about the longest ruling monarch in British history. • Know how changes in Victorian England shaped life for the poor. • Know how the Industrial Revolution changed the landscape of Shelton/Etruria. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • Secure understanding of British history • Look at trends across time • Look at change, cause, similarity, difference and significance. • Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history. 	<p>Question: What was life like in Medieval England?</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know what knights were and the role they played in defending England. • Know that different accounts altered perception of different monarchs. • Know the Battle of Bosworth ended the war of the Roses and started Tudor reign. • Know how the lives of wealthy people were different to the lives of poorer people. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • A study of an aspect of British history that extends pupils chronological knowledge beyond 1066. • Secure understanding of British history • Look at trends across time • Look at change, cause, similarity, difference and significance. • Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history. 	<p>Question: What was life like in the Mayan civilisation?</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know about, and name, some of the advanced societies that were in the world about 3,000 years ago. • Know about the impact that the Mayan civilization had on the world. • Know how to place features of historical events and people from the past societies and periods in a chronological framework <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • The achievements of the earliest civilizations • A non-European society that provides contrast with British history. <p>NC skills: Historical enquiry</p> <ul style="list-style-type: none"> • Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? • Challenge - Can they suggest why there may be different interpretations of events? 	
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<ul style="list-style-type: none"> • Challenge - Can they begin to use more than one source of information to bring together a conclusion about an historical event? <p>NC skills: Chronology</p> <ul style="list-style-type: none"> • Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they use a timeline within a specific time in history to set out the order things may have happened? • Challenge - Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? <p>NC skills: Knowledge & Interpretation</p> <ul style="list-style-type: none"> • Can they recognise that Britain has been invaded by several different groups over time? • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? 	<p>NC skills: Historical enquiry</p> <ul style="list-style-type: none"> • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? <p>NC skills: Chronology</p> <ul style="list-style-type: none"> • Challenge - Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? <p>NC skills: Knowledge & Interpretation</p> <ul style="list-style-type: none"> • Can they explain how events from the past have helped shape our lives? • Challenge - Can they recognise that people's way of life in the past was dictated by the work they did? • Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Industrial Revolution 	<p>NC skills: Historical enquiry</p> <ul style="list-style-type: none"> • Can they test out a hypothesis in order to answer a question? • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? <p>NC skills: Chronology</p> <ul style="list-style-type: none"> • Can they use dates and historical language in their work? <p>NC skills: Knowledge & Interpretation</p> <ul style="list-style-type: none"> • Can they describe historical events from the different period/s they are studying/have studied? • Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? • Can they explain the role that Britain has had in spreading Christian values across the world? • Can they begin to appreciate that how we make decisions has been through a Parliament for some time? • Do they appreciate that significant events in 	<p>NC skills: Chronology</p> <p>Challenge - Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</p> <p>NC skills: Knowledge & Interpretation</p> <ul style="list-style-type: none"> • Can they describe features of historical events and people from past societies and periods they have studied? • Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Empire • downfall • governance • social hierarchy • civilization • polytheistic 	
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- Can they suggest why certain people acted as they did in history?
- **Challenge** - Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?

Key Vocabulary:

- Danegeld
- Invasion
- Resistance/rebellion
- Viking rule
- Weaponry/warrior
- Polytheistic

- monarch
- ruler
- empire
- empress

- history have helped shape the country we have today?
- Do they have a good understanding as to how crime and punishment has changed over the years?
 - **Challenge**- Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed?

Key Vocabulary:

- Monarchy
- War of the Roses
- Rebellion and resistance
- Plague
- Interpretations
- Conflict
- unrest