

History Curriculum Map



LADBROOKE JMI SCHOOL

History and the Foundation Stage

In Nursery and Reception History links appear mainly in **Understanding the World: Past and Present**. The complete progression ladder can be found in the EYFS curriculum document and on the EYFS website page

Nursery	Reception
<p>PP7: Talk about events in personal history and present lives, using relevant vocabulary for example, when discussing experiences/interests.</p> <p>PP8: Draw on experiences from different sources to help with demonstrating an understanding that different people perform different roles in the immediate and wider community e.g. police, doctors, nurses and dentists.</p> <p>PP9: Talk with increasing awareness about the similarities of themselves and other families, their roles and routines. Beginning to develop an awareness of some of the differences between these.</p>	<p>PP10: Use appropriate past and present tenses, building on new vocabulary introduced from shared experiences such as visits to local places and visitors from the community.</p> <p>PP11: Know some similarities and differences between things in the past and now, drawing on personal experiences and what has been read and shared in class from a range of sources for example fiction and non-fiction books and rhymes</p> <p>PP12: Understand that lives were different in the past drawing on information shared from different sources</p>

We also have skills in **Communication and Language** which support the development of History

Nursery	Reception
<p>LAU9 – Understand how and why questions</p>	<p>LAU10 – Answers how and why questions about their experiences and in response to stories or events</p>
<p>S8 – Describe events that have already happened although tenses may not be accurate</p> <p>S9 Sometimes use past and present and future tenses appropriately in speech</p>	<p>S10 – In a range of situations begins to offer their ideas and simple explanations</p> <p>S11 – Expresses themselves effectively, using full sentences using past and present tense</p> <p>S12 – Recounts experiences and imagine possibilities, often connecting ideas</p>

National Curriculum History Curriculum

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

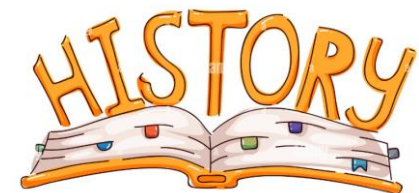
Aims

The national curriculum for history aims to ensure that all pupils:


- ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- ♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

History at Ladbrooke


From KS1 to KS2, our curriculum is taught using the Rising Stars Scheme. From starting points suitable for all, the units develop to provide appropriate challenges for KS1 and KS2 pupils of varying abilities. The units have key questions to develop the use of historical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout. Skills, knowledge and understanding in history progress through Year 1 to Year 6, being taught, developed and applied throughout the schemes of work. A range of opportunities are provided to enable all pupils to communicate their knowledge and understanding of the subject. Links are made within and across units to support pupils in making connections and in developing a strong overview of chronology, breadth and local to global history.




YEAR ONE HISTORY CURRICULUM

1	Autumn	Spring	Summer
	My Family History	The Greatest Explorers	Great Inventions & Transport
Key Questions	<p>Has childhood always been the same? Was Grandad's home like mine? Did Granny have an Xbox? What was a trip to the shops like for Grandma? What was school like for Grandad? Big Finish – Spend a day at Grandad's school</p>	<p>What is an explorer? Why was Ibn Battuta a great explorer? Does everyone agree that Captain Cook was a great explorer? Why did Roald Amundsen win the race to the South Pole? What did Sunita Williams do to make her a great explorer? Big Finish – Who is the greatest explorer?</p>	<p>Who flew the first aeroplane? What were early aeroplanes like and how did they fly? How have aeroplanes changed the world? What happened at the Rainhill Trials? Why are the Rainhill Trials remembered? Big Finish – How can we remember the Rainhill Trials?</p>
Vocabulary	<p>Oral history, same, different, compare, before, after, past, now, timeline, 20th century, 1950s, 1960s, 21st century, grandparent, growing up, year, clue, object/artefact, matching, modern, old, vocabulary related to different types of house (terraced, flats, bungalow, semi-detached) and features of houses (bathrooms, heating etc.), inventions, materials, condition, design, packaging, similar, comics, classify, locality, supermarket, shopping mall, shopkeeper, parade of shops, grocer, greengrocer, tobacconist, market, delivery vans, cash register, rationing, playground games, punishments, rote, 3Rs (Reading, wRiting and aRithmetic), school, chalk board, dip pen and ink.</p>	<p>Explorer, map, discover, equipment, adventure, trade, great, desert, caravan, Hajj, uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, replica, polar, hero, equipment, race, recent, astronaut, space, memorial, achievement, significant.</p>	<p>Inventor, invented, flight, century, eyewitness account, travel, journey, evidence, aviation, transport, propeller, steer, pilot, glider, modern, cockpit, elevators, engine, fuselage, jet, landing gear, rudder, impact, trade, leisure, inventor, canal, toll, source, locomotive, freight, significance, commemorate, livery.</p>
Skills	<p>Use simple words to talk about the passing of time Talk about past and present events in their own lives and in the lives of family members Can identify a few similarities and differences occurring in a topic Sequence pictures to show time order Listen and recall simple historical stories Be curious about people and stories, asking questions and explaining their knowledge</p>		


YEAR TWO HISTORY CURRICULUM

2	Autumn	Spring	Summer
	Bonfire Night and the Great Fire of London	Holidays	Our Local Heroes
Key Questions	<p>What happened on 5th November 1605? Was Guy Fawkes a hero or a villain? Do we celebrate Bonfire Night now just to have fun? What happened in London on the 2nd September 1666? Why did the fire spread so quickly? Big Finish - Why do we know so much about the Great Fire?</p>	<p>Where did Grandma go on holiday as a child? What can a photograph tell us about seaside holidays in the past? What can souvenirs tell us about seaside holidays in the recent past? What can stories tell us about seaside holidays in the recent past? Were all holidays the same when our grandparents were children? Big Finish – What was it like on a 1950s seaside holiday?</p>	<p>What makes someone a hero? What can images tell us about our local heroes? What objects can tell us about our local heroes? (Police) What can documents tell us about our local heroes? (mayor) What can a visit or visitor tell us about our local heroes? (Fire Brigade) Big Finish – Who is our greatest local hero?</p>
Vocabulary	<p>Stuart period, King James 1, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally, hero, villain, terrorist, treason, customs, tradition, commemorate, importance, relevance, effigy, law, repeal, now, then, cause, important, water squirt, fire bucket, fire hook, eyewitness, diary, interpretation, consequences, impact, benefit.</p>	<p>Holiday, recent past, twentieth century, seaside resort, accommodation, leisure, souvenir, bank holiday, recent past, infer, promenade, entertainment, deckchair, pier, Punch and Judy, bandstand, seawall, value, fiction, fact, research, change, same, different, tourist, tourism, evidence, success, modern.</p>	<p>hero, significant, local, courage, past, sequence, source, image, photograph, experts, observe, heroes, evidence, clues, artefact, fragile, experts, objects (and related words e.g. texture, material, inscription), document (and related vocabulary, e.g. census return, handwritten), information, significant, museum, display, exhibit, curator.</p>
Skills	<p>Sequence events on a timeline Describe the passing of time with extended vocabulary Identify a range of similarities and differences Can identify causes and effects of events Can identify significant events and people and explain why they are significant Can plan, ask and answer own questions Select information from several sources to answer questions</p>		


YEAR THREE HISTORY CURRICULUM

3	Autumn	Spring	Summer
	The Stone Age	The Bronze & Iron Age	Roman Britain
Key Questions	<p>Why is it called the 'Stone Age'?</p> <p>What was life like in the Old and Middle Stone Ages?</p> <p>How much change happened in the New Stone Age?</p> <p>What can the village of Skara Brae tell us about life in Neolithic times?</p> <p>Why did the Neolithic people build monuments?</p> <p>Big Finish – Was great progress made in the Stone Age?</p>	<p>What difference did bronze make?</p> <p>How do we know more about the Bronze Age?</p> <p>Do we agree that not much happened in the Iron Age?</p> <p>Was home life much better in the Iron Age than the Bronze Age?</p> <p>Do you think this was a dangerous time for people to live?</p> <p>Big Finish – Are you more impressed by the Bronze Age or the Iron Age?</p>	<p>Why did the Romans invade Britain?</p> <p>How easy was it for the Romans to take over Britain?</p> <p>Was life hard for a Roman soldier on Hadrian's Wall?</p> <p>Were the Roman roads a positive development for everyone?</p> <p>What did the Romans leave behind that is still of significance today?</p> <p>Big Finish – A Roman army experience</p>
Vocabulary	<p>Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, decay, evidence, settlement, community, slave, crop, revolution, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution.</p>	<p>Impressive, smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort.</p>	<p>Invade, invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, impact, transport system, positive, negative, significant, representation, interpretation, legions, legionaries, auxiliaries, testudo, centurion, names of uniform and equipment.</p>
Skills	<p>Describes details from different from different eras</p> <p>Describe relevant causes and effects on some of the key events</p> <p>Sequence events</p> <p>Describe some similarities, differences and changes occurring within different ages</p> <p>Identify what is significant in a historic account</p> <p>Can explain why two accounts may differ</p> <p>Ask valid questions</p> <p>Use sources to answer questions</p>		

YEAR FOUR HISTORY CURRICULUM

4	Autumn	Spring	Summer
	Ancient Egyptians	Local History	Crime and Punishment
Key Questions	<p>Why were people able to prosper in the desert land of Ancient Egypt? Why do we know so much about the Ancient Egyptians and their achievements? How did different groups of people contribute to the achievements of Ancient Egyptian society? What can we learn about the Ancient Egyptians from the Great Pyramid? Are you surprised by Ancient Egyptian religion? Big Finish – What should we include in our time capsule?</p>	<p>What makes a building/site special? Should all listed buildings be preserved? Can we find a listed building of the future? Can we plan a campaign to save our building? Can we plan a campaign to save our building? Big Finish – Our heritage exhibition</p>	<p>Do laws and punishments change over time? What is a crime? How has the police force changed over time? What were punishments in the past meant to achieve? How and why have attitudes changed towards suffragettes? Big Finish – How has Crime and Punishment changed over time?</p>
Vocabulary	<p>Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule</p>	<p>Significant, listed, period names, architecture, names of features related to the buildings, architectural terms, terms related to time periods, campaign, migration, leisure, worship, heritage.</p>	<p>Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values.</p>
Skills	<p>Identify details from local, national and global history Sequence a number of significant events. Using dates Make valid statements about the main similarities, difference and changes occurring within topics Can comment on the importance of cause and effects for some of the key events and developments within topics Identify why some aspects of historical accounts are significant Understand reasons why accounts are different and why Pose valid questions and answer them with substantial answers Use a range of sources to answer historical enquiry</p>		

YEAR FIVE HISTORY CURRICULUM

5	Autumn	Spring	Summer
	Anglo Saxons	The Vikings	Journeys
Key Questions	<p>Who were the Anglo-Saxons and why did they choose to settle in England? What can we learn about the Anglo-Saxons from the Sutton Hoo ship burial? How significant was the Staffordshire Hoard in telling us about the Anglo-Saxons? How useful is written evidence in finding out about the Anglo-Saxons? Was the Anglo-Saxon period really a 'Dark Age'?</p> <p>Week 6: Big Finish – How can we find out about the past from a study of archaeology? Dig it!</p>	<p>What happened when the Vikings raided Britain in 793 AD? Why did so many Vikings leave home? Why did so many Vikings settle in Britain? Did King Alfred deserve the title of 'Great'? How has our view of the Vikings been influenced, and would everyone at the time have had this view?</p> <p>Week 6: Creating a Viking saga</p>	<p>What makes people go on a journey? Was Walter Raleigh just in it for the money? Why did the Irish 3rd class passengers on the Titanic make the journey to America? How did Vera Schaufeld become a refugee? Why did people sail on the Empire Windrush?</p> <p>Big Finish – What makes refugees go on a difficult journey today?</p>
Vocabulary	<p>Invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench.</p>	<p>Raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, significant, Wessex, monarch, cult, runes, longhouses, saga</p>	<p>Journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, status, Tudor, indigenous, portrait, symbol, adventurer, charter, Edwardian, sentimental, class, fact, opinion, persecution, anti-Semitism, pogrom, Kindertransport, Great Depression, prejudice, discrimination, settle, interpretation, British Empire, calypso, colour-bar, asylum seeker, economic migrant, illegal immigrant.</p>
Skills	<p>Understand features associated with themes, societies, people and events Sequence with increasing independence many of the significant events, societies and people, dates, period labels and times Provide valid reasons why some changes and developments were important within particular topics Can place some causes and effects in order of importance Describe the significant issues in many topics covered Can identify different interpretations Make valid conclusions based on devising and answering questions Can accept or reject sources based on valid criteria</p>		

YEAR SIX HISTORY CURRICULUM

6	Autumn	Spring	Summer
	The Ancient Greeks	The Maya Civilisation	The Impact of War
Key Questions	<p>Why did the Ancient Greek Empire become so important? How different were the Spartans and the Athenians? How similar were the London 2012 Olympic Games to those held in Ancient Greece? What can we learn about the Ancient Greeks from their myths and religion? Why did the Ancient Greeks fight so many wars? Big Finish – What did the Ancient Greeks do for us?</p>	<p>What can we learn about the Ancient Maya from the lives of the Maya today? What can we learn about the Maya by investigating their ancient cities? Why did the Maya have so many gods? Were the Maya as clever as people in the 21st century? What happened to the Maya? Big Finish – Why should we remember the Maya?</p>	<p>How can we find out about the people in our locality who died in the 1ST & 2ND World wars? How did the wars impact on children’s lives in our locality? How did the World Wars change daily life? Was it more dangerous living in our locality in the First or Second World War? How should we remember the contribution made by our community during the Wars? Big Finish – Exhibition telling the story of our community during the World Wars</p>
Vocabulary	<p>Minoan, Mycenaean, Classical, Hellenistic, Roman Greek, city-state, democracy, architecture, empire, culture, terrain, predict, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, revival, marathon, myth, temple, priest, hoplite, phalanx (strong block formation), interpret, legacy, impact.</p>	<p>Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence, reconstruction, archaeology, city state, sacrifice, Meso-America, nobles, creation, hierarchy, sacrifice, bloodletting, conquistadors, technology, culture, glyphs, agriculture, astronomy, calendar, trade, theory, climate change, conquer, decline, codex/codices, pagan, scribe, significance.</p>	<p>Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, inscription, plaque, frieze, Tommy, patriotism, mourning.</p>
Skills	<p>Identify significant features of different themes, individuals, societies and events of different themes, individuals, societies or events Can independently sequence key events, objects, themes, societies and people Can compare similarities, differences and change across topics Can explain the role and significance of different causes and effects of a range of events and developments Explain why particular aspects of a historical event, development, society or person are of particular significance Explain how and why it is possible to have different interpretations of the same event or person Reach a valid and substantiated conclusion to an independently planned and investigated enquiry Comment with confidence on the value of range of different types of sources</p>		