

2022

Curriculum Skills and Progression Map History

Old Catton Junior School's Christian Distinctiveness Statement

At Old Catton C of E Junior School, we ensure that the teaching of our History curriculum embodies our Christian Distinctiveness and reinforces our School Values of: Love, Hope and Joy. Through learning about key historical events, children gain an understanding of what has preceded the world in which they live, which in turn gives them a deepening respect and love for varying cultures, beliefs and religions. Through learning about historical events that have not only shaped British culture but also global cultures, children can hope that we learn from what history has taught us, in order to live in a more harmonious world. Our history curriculum also teaches children to seek joy out of how well societies have developed as well as encouraging them to see themselves as global citizens where no one person is isolated or cast aside, as reflected in our school's Bible story of The Lost Sheep.



Nebula
where stars are born



Old Catton Junior School

Please note that the History curriculum is currently in the process of being refreshed. There may be topics included in this curriculum map which we are reviewing and editing or even swapping for new, more relevant topics.

The Long-Term Plan reflects the new topics and those in the process of being refreshed.

If you have any queries about the changes or new topics, please contact the subject lead for History.

Here at Old Catton Junior School History is taught on a 2-year rolling programme. It is split alongside Geography under the banner of Humanities. We alternate the teaching of Geography and History each half-term.

A range of the units are taught using elements of ‘the creative curriculum’ including methods such as mantle of the expert which aim to immerse the students in drama as part of a project brief. The creative curriculum is a “comprehensive, research-based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills”. School ‘fields trips’ will vary from year to year and have recently included Sutton Hoo and visits to Norwich Castle Museum. We have also hosted visits from Portals to the Past and a parent who is an Anglo-Saxon Expert.

History - Age Related Statutory Coverage	
Key Stage One Learning	Key Stage Two
<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Combine overview and in-depth studies: Changes in Britain from the Stone Age to the Iron Age Year 1 LKS2 – Prehistoric Britain The Roman Empire and its impact on Britain Year 2 LKS2 – Invaders and Settlers: Romans Britain’s settlement by Anglo Saxons and Scots Year 2 LKS2 – Anglo-Saxons, Picts and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Year 2 UKS2 – Anglo-Saxons vs Vikings A local history study Year 1 LKS2 – Land Use; Year 2 LKS2 – Somewhere to Settle A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 Year 1 UKS2 – The Tudor Exploration; The Motherland: A place for me? Year 2 UKS2 – Crime and Punishment The achievements of the earliest civilizations Year 1 LKS2 – Ancient Egyptians; The Indus Valley Ancient Greece Year 2 UKS2 – Greek Ideas Today A non-European society that provides contrasts with British history Year 1 LKS2 – Ancient Egyptians; Year 2 LKS2 – The Mayans; Year 1 UKS2 – The Shang Dynasty

Skills Map - History			
Year 3	Year 4	Year 5	Year 6
Expected Standard			
<ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? Year 1 LKS2; Indus Valley • Can they spot old and new things in a picture? Year 2 LKS2; Invaders and Settlers • Can they answer questions using an artefact /photograph provided? Year 2 LKS2; Anglo Saxons, Picts and Scots • Can they give a plausible explanation about what an object was used for in the past? Year 1 LKS2; Ancient Egypt • Can they find out more about a person or event from the past from a given source? Year 2 LKS2; Anglo Saxons, Picts and Scots 	<ul style="list-style-type: none"> • Can they research what it was like for a person in a given period from the past using primary and secondary sources? Year 2 LKS2; Invaders and Settlers • Can they give more than one reason to support an historical argument? Year 2 LKS2; Invaders and Settlers 	<ul style="list-style-type: none"> • Can they pose an historical hypothesis using primary and secondary sources to give a reasoned conclusion? Year 2 UKS2; Vikings vs Saxons • Can they explain how historical artefacts have helped us understand more about people's lives in the present and past? Year 2 UKS2; Greek Ideas Today 	<ul style="list-style-type: none"> • Can they suggest why there may be different interpretations of events? Year 2 UKS2; Crime and Punishment • Can they identify and explain their understanding of propaganda? Year 1 UKS2; The Motherland A Place for Me? • Can they suggest why certain events, people and changes might be seen as more significant than others? Year 4 UKS2; Leisure and Entertainment • Can they pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions? Year 2 UKS2; Crime and Punishment; Greek Ideas Today

<p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> • Use more complex sources of primary and secondary information • Use the internet for research • Choose and discriminate between a range of information, and use this to ask questions • Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict <p>These skills covered throughout both Year 1 and Year 2 of the rolling curriculum.</p> <ul style="list-style-type: none"> • Interpret the past through role play – e.g. hot seating <p>Year 1 LKS2; Prehistoric Britain this unit is taught with elements of create curriculum to promote inquiry led learning.</p>	<p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> • Use a range of documents and printed sources • Distinguish between reliable and unreliable sources • Identify the most useful sources for a particular task <p>These skills covered implicitly throughout both Year 1 and Year 2 of the rolling curriculum. However, these skills are explicitly covered in Year 2 LKS2; Invaders and Settlers.</p> <ul style="list-style-type: none"> • Give reasons for change through analysing evidence • Support own point of view using evidence <p>These skills covered throughout both Year 1 and Year 2 of the rolling curriculum.</p> <ul style="list-style-type: none"> • Understand that some evidence is limited <p>Year 1 LKS2; Prehistoric Britain</p>	<p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> • Rank sources of information in order • Identify differences between different versions of the past <p>These skills covered implicitly throughout both Year 1 and Year 2 of the rolling curriculum.</p> <ul style="list-style-type: none"> • Give a balanced view of interpretations of the past, using different points of view <p>Year 1 UKS2; The Motherland A Place for Me? Make conclusions with evidence as to the most likely version of events</p> <p>These skills covered throughout both Year 1 and Year 2 of the rolling curriculum.</p> <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Organise a series of relevant historical 	<p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> • Devise historically valid questions about change, cause, similarity and difference • Interpret the past using a range of concepts and ideas • Understand the role of opinion and propaganda <p>These skills covered throughout both Year 1 and Year 2 of the rolling curriculum.</p>
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<p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Guess what objects from the past were used for, using evidence to support answers <p>Year 1 LKS2; all topics Year 2 LKS2; Anglo-Saxons, Picts and Scots</p> <ul style="list-style-type: none"> • Understand that some events of the past affect people’s lives today <p>Year 2 LKS2; Invaders and Settlers</p> <ul style="list-style-type: none"> • Summarise the main events from a period in history, using their characteristics <p>Year 1 LKS2; Prehistoric Britain</p> <ul style="list-style-type: none"> • Give reasons for main events and changes <p>Year 1 LKS2; The Indus Valley Year 2 LKS2; The Mayans</p> <ul style="list-style-type: none"> • Begin to understand why some people acted as they did and give reasons <p>These skills covered throughout both Year 1 and Year 2 of the rolling curriculum.</p>	<p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Understand differences in social, religious, political and cultural history <p>Year 2 LKS2; Invaders and Settlers, The Mayans</p> <ul style="list-style-type: none"> • Understand links between history and geography <p>Year 1 LKS2; Ancient Egypt Year 2 LKS2; The Mayans</p> <ul style="list-style-type: none"> • Know some similarities and differences within a period of time- e.g. the lives of rich and poor <p>Year 1 LKS2; Prehistoric Britain, Ancient Egypt</p> <ul style="list-style-type: none"> • Describe how some things from the past affect life today <p>Year 1 LKS2; Ancient Egypt Year 2 LKS2; Invaders and Settlers, The Mayans</p> <ul style="list-style-type: none"> • Understand the relationship between beliefs and action in historical change <p>These skills covered throughout both Year 1 and Year 2 of the rolling curriculum.</p>	<p>information, and check this for accuracy</p> <p>Year 1 UKS2; Leisure and Entertainment</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history, from several perceptions – e.g. political, cultural <p>Year 1 UKS2; The Motherland A Place for Me? Year 2 UKS2; Crime and Punishment</p> <ul style="list-style-type: none"> • Explain their own point of view, justifying this with a broad range of evidence <p>Year 2 UKS2; Crime and Punishment, Greek Ideas Today</p> <ul style="list-style-type: none"> • Adapt their ideas and viewpoints as new information arises <p>Year 1 UKS2; The Motherland A Place for Me?</p> <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> • Identify changes across periods of time, using chronological links 	<p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Begin to understand significance <p>Year 1 UKS2; The Motherland A Place for Me?</p> <ul style="list-style-type: none"> • Understand and use the concept of legacy, including Royal families and dynasties <p>Year 1 UKS2; The Shang Dynasty</p> <ul style="list-style-type: none"> • Speculate and hypothesise about the past, formulating their own theories about reasons for change <p>Year 1 UKS2; The Shang Dynasty Year 2 UKS2; Crime and Punishment, Greek Ideas Today</p>
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<p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> Sort events or objects into groups <p>Year 2 LKS2; The Mayans</p> <ul style="list-style-type: none"> Use dates and terms accurately, using key dates when describing events Use some dates on a timeline Understand the concept of decades and centuries and use this to divide the past into periods of time Use a timeline with dates, including both BC and AD <p>Year 1 LKS2; Prehistoric Britain and Year 2 LKS2; Invaders vs Settlers covers all of these skills</p> <ul style="list-style-type: none"> Use evidence to describe changes within a time period. <p>Year 2 LKS2; Invaders and Settlers</p>	<p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> Use a full range of dates and historical terms Use a timeline to place events, periods and cultural movements Show changes on a timeline Describe and make links between events and changes <p>These skills covered throughout both Year 1 and Year 2 of the rolling curriculum but specifically in Year 2 LKS2; Invaders and Settlers and Anglo-Saxons Picts and Scots</p>	<p>Year 2 UKS2; Crime and Punishment</p> <ul style="list-style-type: none"> Begin to identify causal factors in change <p>Year 1 UKS2; The Motherland A Place for Me?</p>	<p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> Note connections, contrasts and trends over time <p>Year 2 UKS2; Crime and Punishment</p> <ul style="list-style-type: none"> Speculate how present events and actions might be seen and judged in the future <p>Year 1 UKS2; The Motherland A Place for Me?</p> <p>Year 2 UKS2; Crime and Punishment</p> <ul style="list-style-type: none"> Speculate – what if? What if England lost the war ... what if Jane Seymour had not died ... <p>Year 1 UKS2; The Motherland A Place for Me?</p> <p>Year 2 UKS2; Vikings vs Anglo-Saxons, Crime and Punishment, Greek Ideas Today</p>
<p>Greater Depth</p>			
<ul style="list-style-type: none"> Can they begin to use more than one source of information to bring together a conclusion about an historical event? <p>Year 1 LKS2; The Indus Valley</p>	<ul style="list-style-type: none"> Can they research two versions of an event and say how they differ? <p>Year 1 LKS2; The Indus Valley Year 2 LKS2; Invaders vs Settlers</p>	<ul style="list-style-type: none"> Can they understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past? 	<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?

<p>Year 2 LKS2; Invaders vs Settlers</p> <ul style="list-style-type: none"> • Can they use specific search engines on the Internet to help them find out information? <p>These skills covered throughout both Year 1 and Year 2 of the rolling curriculum but specifically in Year 1 LKS2; Prehistoric Britain and Ancient Egypt and Year 2 LKS2; Invaders and Settlers and The Mayans</p>		<p><i>Year 1 UKS2; Leisure and Entertainment, The Shang Dynasty</i> Year 2 UKS2; Vikings vs Anglo-Saxons, Greek Ideas Today</p>	<p><i>Year 1 UKS2; Leisure and Entertainment, The Shang Dynasty</i> Year 2 UKS2; Crime and Punishment</p>
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Historical Sources of Evidence
<ul style="list-style-type: none"> • Photographs • Audio recordings • Video recordings • Films • Journals, letters and diaries • Speeches • Visitors and interviews • Published books, newspapers and magazine clippings published at the time • Autobiographies and memoirs • Artefacts e.g. clothing, costumes and objects relevant to the time period Research data e.g. census and public opinion polls

Key Language**LKS2**

Prehistoric Britain	<i>The Indus Valley</i>	Ancient Egypt	Invaders and Settlers	Anglo-Saxons, Picts and Scots	The Mayans
Archaeologist	<i>Ancient</i>	Afterlife	Aqueducts	Angles	Abandoned
Bronze	<i>Artefacts</i>	Ancient	Army	Archaeologist	Absolute monarchy
Camouflage	<i>Civilisation</i>	Archaeologist	Barbarian	Artefacts	Archaeology
Climate	<i>Decline</i>	Artefacts	Baths	Beowulf	Artefacts
Climate Change	<i>Dholavira</i>	Black land	Boudicca	Book of Kells	Aztecs
Coastline	<i>Docks</i>	Burial	Calendar	Burial	Beliefs
Doggerland	<i>Egypt</i>	Burial sites	Cassis (helmet)	Christianity	Calendar
Druid	<i>Excavations</i>	Canopic Jars	Celts	Convert	CaptivesO
Eras	<i>Ghaggar-Hakra</i>	Civilisation	Centurion	Culture	Cenotes (holy water
Evolve	<i>Goods</i>	Decipher	Christianity	Evidence	holes)
Extinct	<i>Harappa</i>	Desert	Cohort	Excavation	Civilisation
Farming	<i>Indus Valley</i>	Documents	Concrete	Faith	Codex
Fauna	<i>Invasion</i>	Duat	Conquered	Geometric patterns	Conquered
Flora	<i>Location</i>	Egyptologist	Emperor	Gods/Goddess	Conquistadors
Gatherers	<i>Lothal</i>	Embalmers	Formation	Grendel	Culture
Headdress	<i>Massacre</i>	Excavation	Gladius (sword)	Historical	Decline
Homo sapiens	<i>Measurement</i>	Farming	Hypocaust	documents	Education
Hunters	<i>Merchants</i>	Gods/Goddesses	Iceni	Illuminated	Explorer
Ice Age	<i>Mesopotamia</i>	Hieroglyphs	Invade	manuscript	Funeral mask
Iron	<i>Mohenjo-Daro</i>	Howard Carter	Julius Caesar	Invasion	Gods/Goddesses
Monuments	<i>Outbreak</i>	Lord Carnarvon	Legacy	Jutes	Hieroglyphs
Neanderthals	<i>Population</i>	Mummies	Legion	King	Honour
Noble	<i>Rivers</i>	Pharoah	Lorica segmentate	King Raedwald	King
Nomadic	<i>Ruins</i>	Preserved	(armour)	Legends	Mesoamerica
Pagan	<i>Seals</i>	Pyramids	Manoeuvres	Lord	Nobles
Palaeolithic	<i>Settlement</i>	Red Land	Mosaic	Mesolithic era	Offerings
Peasant	<i>Technology</i>	Religion	Organisation	Missionary	Population
Periods	<i>Terracotta</i>	River Nile	Pilum (javelin)	Pagans	Power
Prehistory	<i>Theory</i>	Rosetta Stone	Pugio (dagger)	Peasant	Precious materials

Curriculum Skills and Progression Map



<p>Seer Star Carr Stone Stonehenge Technology Timeline Tools Weapons</p>	<p><i>Timeline</i> <i>Trade</i> <i>Transportation</i> <i>Writings</i> <i>Sanitation</i></p>	<p>Sarcophagus Statues Temples Tomb Transport Treasures Tutankhamun Valley of the Kings Weighing</p>	<p>Revolt Roads Roman Numerals Romans Rome Scutum (shield) Settle Settlement Sources Testudo (tortoise) Troops</p>	<p>Picts Reconstruction Religion Roundhouse Savages Saxons Settling Sources Stones Storytelling Sutton Hoo Timeline Trading</p>	<p>Pyramid system Region Religion Rituals Ruins Sacrifice Savages Slaves Society Stone stela Subjects Temples Theories Trade routes Traditions Tunics Underworld Vanished Warriors Wealth Weapons Writing</p>
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UKS2

The Motherland: The Place for Me?	Leisure and Entertainment	Shang Dynasty	Anglo Saxons vs Vikings	Crime and Punishment	Greek Ideas Today
Adventure	<i>Assassination</i>	<i>Advancements</i>	Alfred the Great	America	Ancient
Analyse	<i>Audience</i>	<i>Ancestors</i>	Anchor	Australia	Archimedes
Boycott	<i>Billy Butlin</i>	<i>Ancient</i>	Angelcynn (English people)	Bow Street Runners	Architecture
Caribbean	<i>Black and white</i>	<i>Archaeology</i>	Battle	Convicts	Aristotle
Change	<i>Broadcast</i>	<i>Artefacts</i>	Battle of Hastings	Courts	Artefacts
Colonise	<i>Century</i>	<i>Astronomy</i>	Beowulf	Crime	Astronomer
Enslaved	<i>Charlie Chaplin</i>	<i>Bronze</i>	Burials	Crucifixion	Athens
Evaluate	<i>Cinema</i>	<i>Calendar</i>	Chieftains	Death penalty	Biology
Immigration	<i>Communication</i>	<i>Ceramic</i>	Christianity	Development	Capitals
Legacy	<i>Coronation</i>	<i>Ceremonial weapons</i>	Chronological	Duel	Civilisation
Patriotic	<i>Cricket</i>	<i>Chariots</i>	Claim to the throne	Empire	Columns
Perceptions	<i>Decade</i>	<i>Civilisation</i>	Coastlines	Era	Conquered
Primary source	<i>Decade</i>	<i>Conquer</i>	Colonise	Execution	Contribution
Progress	<i>Decline</i>	<i>Descendants</i>	Conquer	Fine	Corinthian
Propaganda	<i>Downloads</i>	<i>Diviners</i>	Danelaw	Gaolers	Cylinders
Secondary source	<i>Engineers</i>	<i>Downfall</i>	Dragon ships	Guilty	Differences
Significance	<i>Entertainment</i>	<i>Dynasty</i>	Dynasty	Gunpowder plot	Doric
Unbiased	<i>Entertainment</i>	<i>Evidence</i>	English Mercia	Heresy	Events
Viewpoint	<i>Football</i>	<i>Excavations</i>	Era	Highwaymen	Free-thinking
West Indies	<i>Gaming</i>	<i>Fu Hao</i>	Excavation	Industrialisation	Glory
Carnival	<i>Historic</i>	<i>Hereditary</i>	Fortune telling	Innocent	Governments
Legislation	<i>Holiday camp</i>	<i>Immorality</i>	Gods/Goddesses	Judge	Grammatistes
Change	<i>Holiday entitlement</i>	<i>Indulgence</i>	Heir	Jury	Herodotus
Development	<i>Jazz</i>	<i>Jade</i>	Holy order	Law	Hippocrates
Racism	<i>Lady Diana</i>	<i>Merchants</i>	Invasion	Lawyer	Invaded
Discrimination	<i>Leisure</i>	<i>Nobles</i>	Kingdom	Legal	Inventor
Poverty	<i>Mods</i>	<i>Observations</i>	Longboats	Magistrate	Ionic
	<i>Momentous</i>	<i>Oracle bones</i>	Looting	Opposition	Kitharistes
	<i>Pianist</i>	<i>Oxen</i>	Merchants	Penal colony	Mathematics
	<i>Popular</i>	<i>Period</i>	Monasteries	Period	Oath
	<i>Radio</i>	<i>Pictographs</i>		Pickpockets	Olympics

	<p><i>Revolution</i> <i>Rockers</i> <i>Seaside</i> <i>Silent</i> <i>Software</i> <i>Source</i> <i>Sport</i> <i>Swinging Sixties</i> <i>Talkie</i> <i>Technology</i> <i>Television</i> <i>The Jazz Singer</i> <i>The Wizard of Oz</i> <i>Theatre</i> <i>Threat</i></p>	<p><i>Power</i> <i>Prehistory</i> <i>Preserved</i> <i>Priests</i> <i>Pyramid system</i> <i>Radiocarbon</i> <i>Royal burials</i> <i>Sacrifice</i> <i>Script</i> <i>Slaves</i> <i>Society</i> <i>Sovereigns</i> <i>Timeline</i> <i>Tombs</i></p>	<p>Normans Norse Overpopulated Parchment Raid Ransacked Runes Sacred Scandinavia Treaty of Wedmore Unified Wessex</p>	<p>Pillory Political crimes Population Prevention Prison Probation Protest Public hangings Punishment Rebel Reforms Religion Rioting Sanctuary Smuggling Society Stocks Striking Timeline Traitors Transportation Treason Trial Trial by combat Vandalism Victorian Voyage Witness</p>	<p>Paidotribes Pentathlon Philosopher Physics Plato Polis Polis Prefixes Pythagoras Recite Roman Empire Scholar Science Settlers Similarities Society Socrates Sparta Stylus Suffixes Symmetrical Tablet Translation University Warriors</p>
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Our Long-Term Curriculum Overview:

	Autumn	Spring	Summer
Year One LKS2	Prehistoric Britain	The Indus Valley is being replaced by: NEW: Norwich during the Blitz	Ancient Egyptians
Year Two LKS2	Invaders and Settlers: Romans	Saxons, Picts and Scots	The Mayans
Year One UKS2	Tudor Exploration NEW: The Motherland: A Place for Me?	Leisure and Entertainment is being replaced by: NEW: The House of Wisdom	Shang Dynasty is being replaced by: NEW: Henry VIII: SIX
Year Two UKS2	Anglo Saxons vs Vikings	Crime and Punishment	Greek Ideas Today

High Order Questions: During each History unit, children will carry out a Deeper Learning task in the form of a question to help develop their understanding and to help them apply their learning to a concept or historical idea. However, anyone is free to adapt, change or create new questions to support/challenge the children further.

<u>Topic</u>	<u>Learning Objective</u>	<u>Higher Order Questions</u>
<u>Year 1 – LKS2</u>		
Prehistoric Britain	To recap and summarise the prehistory of Britain.	What do you think was the most important develop during prehistoric Britain?
	To find out about how people lived in the Iron Age	Would you have preferred to live in the stone, bronze or iron age and why?
The Indus Valley	<i>To locate Indus valley cities and settlements</i>	<i>Why do you think the explorers who came across most of the ruins seem to be male and British?</i>
Ancient Egypt	To learn about Egyptian tombs, pyramids and burial sites	Are we buried the same as the Ancient Egyptians? Why do you think this is?
<u>Year 2 – LKS2</u>		
Invaders and settlers	To find out about the results of Boudicca's revolt.	Was Boudicca right to take her own life? Why/ why not? What would you have done in her place?
Anglo-Saxons, Scots and Picts	To explore Anglo-Saxon culture including art, music, legends and poetry.	Look at the legend of Beowulf. Is this a true story? Why do you think this? Why did they tell tales of monsters in this time period?
The Mayans	To find out about the decline of the Mayan civilisation	Why do you feel the Mayans eventually declined? Is there anything you can rule out and anything that is the MOST important factor?

Year 1 – UKS2		
The Motherland: A Place for Me?	To know and understand the difficulties faced by the Windrush settlers when they arrived in Britain	Year 5 Deeper Learning: If the British population had been educated more about the British Empire and the colonisation of overseas countries, do you think the reception would be the same? Year 6 Deeper Learning: If England experienced a modern day “Windrush Generation”, how do you think the general population would respond?
	To summarise the plight of the Windrush settlers	Year 5 Deeper Learning: How do you think the Windrush Generation are feeling now? Explain your answer carefully. Year 6 Deeper Learning: How do you think the Windrush Generation are feeling now? How do you think their descendants will view this situation in the future?
Leisure and Entertainment	To see how changes in 20 th Century technology affect our lives today.	Do you think that the changes in technology over time have had a positive or negative effect on our social interaction with other people? Explain your answer.
Shang Dynasty	To find out about Shang royal burials.	What does the Shang royal burial ritual tell you about the similarities and differences between what people in the Shang Dynasty thought of their royal family and what we think of our royal family in Britain today?
	To find out why the Shang Dynasty ended.	Do you think that the end of power and control of a country or place always has to involve a war? Explain your answer.
Year 2 – UKS2		
Vikings vs Anglo Saxons	To explore what Britain was like before the first Viking invasion.	What would happen in the Vikings never invaded?
	To find out about the Viking invasion of Britain.	How would you feel if people came and invaded Britain today?
Crime and Punishment	To introduce the broad terms of crime and punishment from the Romans to the 21 st Century.	How are historical crimes different to that of modern-day crimes? Which time in history do you think had the most interesting crimes and why?
	To recap the history of crime and punishment and compare it to today.	Some countries have much harsher methods of punishment than the UK, including the death penalty. Do you agree with this? Use all you have learnt in the unit to form a detailed opinion.
Greek Ideas Today	To find out about ancient Greek architecture and how it has influenced our buildings today.	What would Ancient Greek architects think of our modern buildings?
	To be able to evaluate the contributions of the ancient Greeks to life today.	Has Ancient Greece had a positive or negative impact on our lives today?

Longer Writing Opportunities: We recognise the importance for children to get the opportunity to do extended writing across the curriculum and as a result, we have planned for a longer piece of writing to be in every History unit. The table below highlights the longer pieces of writing children may complete. However, due to the creative curriculum elements of our History lessons, some pieces of writing may be substituted to follow the lines of enquiry that were explored in the lesson.

<u>Topic</u>	<u>Learning Objective</u>	<u>Longer Writing Opportunity</u>
<u>Year 1 – LKS2</u>		
Prehistoric Britain	LO: To find out about how people lived in the Bronze Age.	Diary entry (Bronze Aged child)
The Indus Valley	<i>LO: To find out about the decline of the Indus Valley civilisation</i>	Non-chronological report <i>Include theories and evidence that both support and oppose the argument</i>
	<i>LO: To explore the technology used by the Indus Valley civilisation.</i>	Script <i>Write a script for a TV programme where they try to persuade the world to adopt a uniform unit of measure.</i>
Ancient Egypt	LO: To find out about Tutankhamen and how artefacts can teach us about the past.	Letter From Howard Carter to Lord Carnarvon Instructions How to find a tomb
<u>Year 2 – LKS2</u>		
Invaders and Settlers	LO: To find out about the results of Boudicca's revolt.	Chronological Account (Roman soldier) Diary Entry from a Celt
Anglo Saxons, Scots and Picts	LO: To explore Anglo-Saxon culture including art, music, legends and poetry.	Play script or News Report Beowulf
The Mayans	LO: To find out about everyday life for the Mayan people.	Diary entry (Mayan child)

Year 1 – UKS2		
The Motherland: The Place for Me?	To identify the role of propaganda in encouraging people from across the empire to come to Britain	Diary entry writing about journey to England
Leisure and Entertainment	<i>LO: To understand how and why football changed over the 20th Century.</i>	Chronological Match Report
Shang Dynasty	<i>LO: To explore the evidence surrounding the Shang Kings.</i>	Argument (Archaeological Evidence or History Books)
Year 2 – UKS2		
Vikings vs Anglo Saxons	LO: To find out why King Alfred was dubbed 'Alfred the Great'.	Persuasive Speech
	LO: To find out about the end of the Anglo Saxon and Viking era in Britain.	Discussion Text Who should be King in 1066?
Crime and Punishment	LO: To explore crime and punishment in the Victorian period.	Diary Entry From the perspective of a Victorian criminal
Greek Ideas Today	LO: To find out how ancient Greek scholars have contributed to our knowledge and understanding of the World.	Biography of a Greek Scholar

Cross Curricular Links: We understand the importance of a rounded, inclusive curriculum and as a result, here are the main cross curricular learning links that are present in our History curriculum.

LKS2 Cross-Curricular Links:

Prehistoric Britain	<i>The Indus Valley</i>	Ancient Egypt	Invaders and Settlers	Anglo-Saxons, Picts and Scots	The Mayans
<p>English: Diary entry (Bronze Aged child) Drama (creative curriculum)</p> <p>Geography: Climate change Locating and Mapping routes</p> <p>Art/DT: Cave paintings Headdress <i>Optional clay/soap carving</i> Stone henge model</p> <p>PSHE: Allocation of roles, responsibilities, and resources</p> <p>Science: Healthy bodies - diet</p> <p>RE: Paganism</p>	<p>English: <i>Descriptive writing, VIPERS</i> <i>Persuasive writing</i> <i>Script writing</i> <i>Non-chronological report</i></p> <p>Maths: <i>Weight</i> <i>Length</i> <i>Metric system vs Indus specifications</i></p> <p>Geography: <i>Location of Pakistan and India, Physical and human geography</i> <i>City planning</i> <i>Trade links</i></p> <p>PSHE: <i>Trade and community links</i> <i>How was society ruled?</i></p>	<p>English: Letter writing Drama (creative curriculum) Instructions</p> <p>Maths: Nets</p> <p>Geography: Location of Egypt Landscape Importance of the Nile</p> <p>Science: Preservation</p> <p>Languages: Hieroglyphs</p> <p>RE: Gods Afterlife</p>	<p>English: VIPERS Drama (creative curriculum) Narrative writing Chronological Account News report</p> <p>Art/DT Mosaic Make an aqueduct</p> <p>PSHE: Rules</p> <p>Music: Composition</p> <p>RE: Christianity</p>	<p>English: VIPERS Dictionary skills Public speaking Storytelling Poetry (riddles) Script writing</p> <p>RE: Christianity</p> <p><i>Optional:</i> <i>Anglo-Saxon Day</i></p> <p>Art/DT: <i>Cooking</i> <i>Design and make clothes</i></p>	<p>English: Drama (creative curriculum) Hot seating Diary writing</p> <p>Maths: Mayan calendar Number system</p> <p>Languages: Mayan writing</p> <p>RE: Paganism</p>
<p>Computing: Researching using a range of online sources</p> <p>PSHE: Teamwork Communication Understanding the world</p>					

UKS2 Cross-Curricular Links:

The Motherland: The Place for Me?	Leisure and Entertainment	Shang Dynasty	Anglo Saxons vs Vikings	Crime and Punishment	Greek Ideas Today
<p>English: Diary writing Drama (creative curriculum) Thought tracking Adjectives/description Persuasive poster Propaganda Poetry</p> <p>Geography: Map reading</p> <p>PSHE: Colonisation Changes in policy</p> <p>Art: Comparison art work</p> <p>Music: Reggae, carnival</p>	<p>English: Role play Non-chronological report Interview Newspaper report Freezeframe Television review Screen diary</p> <p>Art/DT: Design: -futuristic cinema chairs for 22nd century -a football kit -an album cover -seaside snacks Seaside inspired art</p> <p>PE: Learn "The Twist" Learn the "Madison Dance" Create a sea creatures dance</p> <p>Computing: App design</p>	<p>English: Written argument Storyboard events Diary writing VIPERS Storytelling Drama Script writing</p> <p>Maths: Chronology</p> <p>Art/DT: Reconstruction Clay modelling</p> <p>Languages: Translate pictograph</p>	<p>English: Discussion text Persuasive writing Newspaper article VIPERS Storyboard key events Drama Speech writing</p> <p>Maths: Venn/Carroll Diagrams</p> <p>Art/DT: Illustrate Danelaw</p> <p>Music: Viking song</p>	<p>English: Diary entry Comparison writing Drama Storyboard Hot seating Debate</p> <p>PSHE: Rights and responsibilities Morality</p>	<p>English: Mythology Information Text Persuasive writing VIPERS</p> <p>Geography: Location of Greece Trade links</p> <p>Art/DT: Design a vase/shield</p> <p>PE: Origins of the Olympics</p> <p>PSHE/British Values: Democracy Allocation of roles and responsibilities.</p> <p>RE: Philosophy</p>
<p style="text-align: center;">Computing: Researching using a range of online sources PSHE: Teamwork Communication Understanding the world</p>					