

2021

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

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; Leisure and Entertainment The achievements of the earliest civilizations Year 1 LKS2 – Ancient Egyptians; Year 2 LKS2 – The Mayans Ancient Greece Year 2 UKS2 – Ancient Greece 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; Romans • 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; Ancient Greece 	<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; Leisure and Entertainment • Can they suggest why certain events, people and changes might be seen as more significant than others? Year 1 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

<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. However, these skills are explicitly covered in Year 1 UKS2; The Shang Dynasty</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; Leisure and Entertainment</p> <ul style="list-style-type: none"> • Make conclusions with evidence as to the most likely version of events <p>These skills covered throughout both Year 1 and Year 2 of the rolling curriculum.</p>	<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, 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>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Organise a series of relevant historical information, and check this for accuracy <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 Shang Dynasty 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, Ancient Greece</p> <ul style="list-style-type: none"> • Adapt their ideas and viewpoints as new information arises <p>Year 1 UKS2; The Shang Dynasty</p>	<p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Begin to understand significance • 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, Ancient Greece</p>
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CHRONOLOGY AND CHANGE	CHRONOLOGY AND CHANGE	CHRONOLOGY AND CHANGE	CHRONOLOGY AND CHANGE
<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>	<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>	<ul style="list-style-type: none"> Identify changes across periods of time, using chronological links <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; Leisure and Entertainment</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; Leisure and Entertainment</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; Tudor Exploration</p> <p>Year 2 UKS2; Vikings vs Anglo-Saxons, Crime and Punishment, Ancient Greece</p>
Greater Depth			
<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? 	<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 LO: To find out about the decline of the Indus Valley civilisation.</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 1 LKS2; The Indus Valley LO: To find out about the decline of the Indus Valley civilisation.</p> <p>Year 2 LKS2; Invaders vs Settlers LO: I can explore who Boudicca was from different points of view.</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>Year 2 LKS2; Invaders vs Settlers LO: I can explore who Boudicca was from different points of view.</p>	<p>Year 1 UKS2; Leisure and Entertainment, The Shang Dynasty Year 2 UKS2; Vikings vs Anglo-Saxons, Ancient Greece</p>	<p>Year 1 UKS2; Leisure and Entertainment, The Shang Dynasty 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	The Indus Valley	Ancient Egypt	Invaders and Settlers	Anglo-Saxons, Picts and Scots	The Mayans
Archaeologist	Ancient	Afterlife	Aqueducts	Angles	Abandoned
Bronze	Artefacts	Ancient	Army	Argaeologist	Absolute monarchy
Camouflage	Civilisation	Archaeologist	Barbarian	Artefacts	Archaeology
Climate	Decline	Artefacts	Baths	Beowulf	Artefacts
Climate Change	Dholavira	Black land	Boudicca	Book of Kells	Aztecs
Coastline	Docks	Burial	Calendar	Burial	Beliefs
Doggerland	Egypt	Burial sites	Cassis (helmet)	Christianity	Calendar
Druid	Excavations	Canopic Jars	Celts	Convert	Captives
Eras	Ghaggar-Hakra	Civilisation	Centurion	Culture	Captives
Evolve	Goods	Decipher	Christianity	Culture	Cenotes (holy water holes)
Extinct	Harappa	Desert	Cohort	Evidence	Civilisation
Farming	Indus Valley	Documents	Concrete	Excavation	Codex
Fauna	Invasion	Duat	Conquered	Faith	Conquered
Flora	Location	Egyptologist	Emperor	Geometric patterns	Conquistadors
Gatherers	Lothal	Embalmers	Formation	Gods/Goddess	Culture
Headdress	Massacre	Excavation	Gladius (sword)	Grendel	Decline
Homo sapiens	Measurement	Farming	Hypocaust	Historical	Education
Hunters	Merchants	Gods/Goddesses	Iceni	documents	Explorer
Ice Age	Mesopotamia	Hieroglyphs	Invade	Illuminated	Funeral mask
Iron	Mohenjo-Daro	Howard Carter	Julius Caesar	manuscript	Gods/Goddesses
Monuments	Outbreak	Lord Carnarvon	Legacy	Invasion	Hieroglyphs
Neanderthals	Population	Mummies	Legion	Jutes	Honour
Noble	Rivers	Pharoah	Lorica segmentate	King	King
Nomadic	Ruins	Preserved	(armour)	King Raedwald	Mesoamerica
Pagan	Seals	Pyramids	Manoeuvres	Legends	Nobles
Palaeolithic	Settlement	Red Land	Mosaic	Lord	Offerings
Peasant	Technology	Religion	Organisation	Mesolithic era	Population
Periods	Terracotta	River Nile	Pilum (javelin)	Missionary	Power
Prehistory	Theory	Rosetta Stone	Pugio (dagger)	Pagans	

Curriculum Skills and Progression Map



<p>Seer Star Carr Stone Stonehenge Technology Timeline Tools Weapons</p>	<p>Timeline Trade Transportation Writings Sanitation</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>Peasant Picts Reconstruction Religion Roundhouse Savages Saxons Settling Sources Stones Storytelling Sutton hoo Timeline Trading</p>	<p>Precious materials Pyramid system Region Religion Rituals Ruins Sacrifice Savages Slaves Society Stone stelae Subjects Temples Theories Trade routes Traditions Tunics Underworld Vanished Warriors Wealth Weapons Writing</p>
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UKS2

Tudor Exploration	Leisure and Entertainment	Shang Dynasty	Anglo Saxons vs Vikings	Crime and Punishment	Ancient Greece
Adventure	Assassination	Advancements	Alfred the Great	America	Ancient
Barrels	Audience	Ancestors	Anchor	Australia	Anno Domini (AD)
Cannons	Billy Butlin	Ancient	Angelcynn (English people)	Bow Street Runners	Army
Cargo	Black and white	Archaeology	Battle	Convicts	Artefacts
Christianity	Broadcast	Artefacts	Battle of Hastings	Courts	Athens
Colonies	Century	Astronomy	Beowulf	Crime	Battering ram
Commodities	Charlie Chaplin	Bronze	Burials	Crucifixion	Battle of Marathon
Continent	Cinema	Calendar	Chieftains	Death penalty	Before Christ (BC)
Decks	Communication	Ceramic	Christianity	Development	Beliefs
Disease	Coronation	Ceremonial weapons	Chronological	Duel	Catapult
Empire	Cricket	Chariots	Claim to the throne	Empire	Civilisation
Exploration	Decade	Civilisation	Coastlines	Era	Coastline
Faith	Decade	Conquer	Colonise	Execution	Comedy
Galleons	Decline	Descendants	Conquer	Fine	Communication
Globe	Downloads	Diviners	Danelaw	Gaolers	Conquer
Glory	Engineers	Downfall	Dragon ships	Guilty	Crossbow
Henry VIII	Entertainment	Dynasty	Dynasty	Gunpowder plot	Culture
Hostile	Entertainment	Evidence	English Mercia	Heresy	Democracy
Impact	Football	Excavations	Era	Highwaymen	Dynasty
Indigenous	Gaming	Fu Hao	Excavation	Industrialisation	Education
Known	Historic	Hereditary	Fortune telling	Innocent	Era
Masts	Holiday camp	Immorality	Gods/Goddesses	Judge	Fertile land
Materials	Holiday entitlement	Indulgence	Heir	Jury	Fleet
Merchants	Jazz	Jade	Holy order	Law	Gods/Goddesses
Monarch	Lady Diana	Merchants	Invasion	Lawyer	Government
Money	Leisure	Nobles	Kingdom	Legal	Greece
Native	Mods	Observations	Longboats	Magistrate	Hoplites (soldiers)
Navigation	Momentous	Oracle bones	Looting	Opposition	Language
Opportunities	Pianist	Oxen	Merchants	Penal colony	Laws
Passages	Popular	Period	Monasteries	Period	Leisure
Period	Radio	Pictographs		Pickpockets	Mediterranean

Curriculum Skills and Progression Map



Pirates Plundered Population Power Privateering Punishments Ranks Recognition Rigging Roanoke Rudder Safe route Settlement Stern Superstitions Supplies Timeline Trading relationships Tribes Tudor Values Virginia Voyage Warships	Revolution Rockers Seaside Silent Software Source Sport Swinging Sixties Talkie Technology Television The Jazz Singer The Wizard of Oz Theatre Threat	Power Prehistory Preserved Priests Pyramid system Radiocarbon Royal burials Sacrifice Script Slaves Society Sovereigns Timeline Tombs	Normans Norse Overpopulated Parchment Raid Ransacked Runes Sacred Scandinavia Treaty of Wedmore Unified Wessex	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	Mount Olympus Mythology Navy Obedience Olympians Olympic games Period Phalanx (formation) Philosophy Polis (city state) Religion Settlers Slave labour Sparta Timeline Titans Tourists Trade Tragedy Triremes (ship) Unified University Warfare
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Our Long-Term Overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One LKS2	Geography: Countries of the World	History: Prehistoric Britain	Geography: Earning a Living	History: The Indus Valley	Geography: European Neighbours	History: Ancient Egyptians
Year Two LKS2	History: Invaders and Settlers: Romans	Geography: Volcanoes	History: Saxons, Picts and Scots	Geography: In the Desert	History: The Mayans	Geography: Rainforests
Year One UKS2	Geography: The United Kingdom	History: Tudor Exploration	History: Leisure and Entertainment	Geography: South America	History: Non- European Study – Shang Dynasty	Geography: Extreme Earth
Year Two UKS2	History: Anglo Saxons vs Vikings	Geography: Scandinavia vs UK	History: Crime and Punishment	Geography: Coastal Study	History: Ancient Greece	Geography: Our Local Area

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.	Stone Henge is one of the wonders of the world. If you could choose a modern wonder what would it be and why? 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	To locate Indus valley cities and settlements	Why do you think the explorers who “found” most of the ruins seem to be men? Why do most of the explorers who “found” most of the ruins seem to be British?
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		
Tudor Exploration	To find out what life was like on a Tudor ship.	How has sea-travel changed over the centuries? Compare what ships are like now to the Tudor period.
	To consider the impact that Tudor exploration has had on our lives today.	How might the history of exploration have changed if the Tudors had never come to power?
Leisure and Entertainment	To consider ways in which music trends and technology have changed over time.	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.
	To consider ways in which British people have influenced, and been influenced by, other countries through film and television.	How might film and television help to create either a positive or negative image of other countries? Does it help to develop our understanding of other cultures? If so, how and why?
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.
Ancient Greece	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	LO: To find out about the decline of the Indus Valley civilisation	Non-chronological report Include theories and evidence that both support and oppose the argument
	LO: To explore the technology used by the Indus Valley civilisation.	Script Write a script for a TV programme where they try to persuade the world to adopt a uniform unit of measure.
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) News report 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		
Tudor Exploration	LO: To find out what life was like on a Tudor ship.	Diary Entry (Tudor Sailor)
Leisure and Entertainment	LO: To consider how trends in leisure and entertainment were affected by significant events in history after the Second World War.	Non-Chronological Report (Olympics/Festival of Britain)
Shang Dynasty	LO: To explore the evidence surrounding the Shang Kings.	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'.	Discussion Text Who should be King in 1066? Persuasive Speech
Crime and Punishment	LO: To explore crime and punishment in the Victorian period.	Diary Entry (Oliver Twist)
Ancient Greece	LO: To learn about Greece and to place the Ancient Greek Civilisation on a timeline.	Information Text (Greece)

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	The Indus Valley	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: Descriptive writing, VIPERS Persuasive writing Script writing Non-chronological report</p> <p>Maths: Weight Length Metric system vs Indus specifications</p> <p>Geography: Location of Pakistan and India, Physical and human geography City planning Trade links</p> <p>PSHE: Trade and community links How was society ruled?</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:

Tudor Exploration	Leisure and Entertainment	Shang Dynasty	Anglo Saxons vs Vikings	Crime and Punishment	Ancient Greece
<p>English: Diary writing Drama (create curriculum) Storyboard Newspaper report Adjectives/description</p> <p>Geography: Map reading</p> <p>PSHE: Colonisation</p> <p>RE: Superstitions vs Christianity Protestant Catholicism</p>	<p>English: Role play Non-chronological report Interview Newspaper report Freeze frame 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>PSHE/British Values: Democracy Allocation of roles and responsibilities.</p> <p>RE: Philosophy Gods/Goddesses</p>
<p>Computing: Researching using a range of online sources</p> <p>PSHE: Teamwork Communication Understanding the world</p>					

Curriculum Skills and Progression Map

