

Curriculum Skills and Progression Map for History

2022

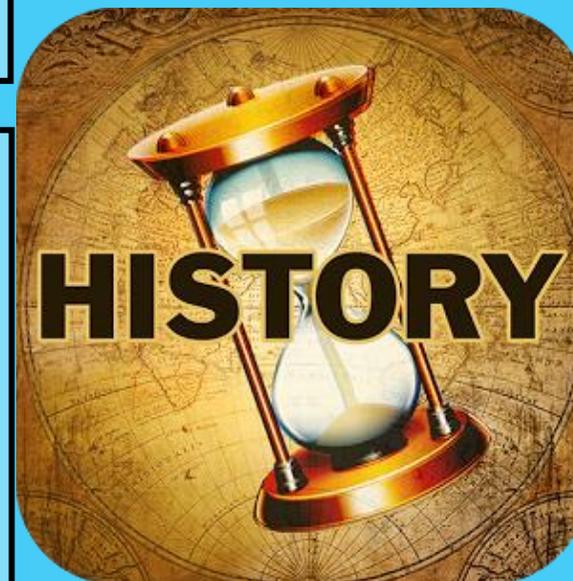
Nebula Spirituality Statement

Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.

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

Curriculum Skills and Progression Map



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. There may also be gaps in areas such as key vocabulary and cross-curricular links.

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 – Norwich in the Blitz A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 Year 1 UKS2 – Henry VIII: SIX; The Motherland: A place for me? Year 2 UKS2 – Crime and Punishment The achievements of the earliest civilizations Year 1 LKS2 – Ancient Egyptians 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 House of Wisdom

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? <p>Year 1 LKS2; Ancient Egypt</p> <ul style="list-style-type: none"> • Can they spot old and new things in a picture? <p>Year 1 LKS2; Norwich in the Blitz Year 2 LKS2; Invaders and Settlers</p> <ul style="list-style-type: none"> • Can they answer questions using an artefact /photograph provided? <p>Year 1 LKS2; Ancient Egypt Year 2 LKS2; Anglo Saxons, Picts and Scots</p> <ul style="list-style-type: none"> • Can they give a plausible explanation about what an object was used for in the past? <p>Year 1 LKS2; Prehistoric Britain</p> <ul style="list-style-type: none"> • Can they find out more about a person or event from the past from a given source? <p>Year 1 LKS2; Norwich in the Blitz Year 2 LKS2; Anglo Saxons, Picts and Scots</p> <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> • Use more complex sources of primary and secondary information 	<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? <p>Year 1 LKS2; Norwich in the Blitz Year 2 LKS2; Invaders and Settlers</p> <ul style="list-style-type: none"> • Can they give more than one reason to support an historical argument? <p>Year 1 LKS2; Prehistoric Britain Year 2 LKS2; Invaders and Settlers</p> <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> • Use a range of documents and printed sources 	<ul style="list-style-type: none"> • Can they pose an historical hypothesis using primary and secondary sources to give a reasoned conclusion? <p>Year 1 UKS2; House of Wisdom Year 2 UKS2; Vikings vs Saxons</p> <ul style="list-style-type: none"> • Can they explain how historical artefacts have helped us understand more about people’s lives in the present and past? <p>Year 1 UKS2; Henry VIII: SIX</p> <p>HISTORICAL STUDY</p>	<ul style="list-style-type: none"> • Can they suggest why there may be different interpretations of events? <p>Year 1 UKS2; Henry VIII: SIX Year 2 UKS2; Crime and Punishment</p> <ul style="list-style-type: none"> • Can they identify and explain their understanding of propaganda? <p>Year 1 UKS2; The Motherland A Place for Me?</p> <ul style="list-style-type: none"> • Can they suggest why certain events, people and changes might be seen as more significant than others? • Can they pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions? <p>Year 1 UKS2; House of Wisdom Year 2 UKS2; Crime and Punishment; Greek Ideas Today</p> <p>HISTORICAL STUDY</p>
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<p>Year 1 LKS2; Ancient Egypt</p> <ul style="list-style-type: none"> Use the internet for research <p>Year 1 LKS2; Ancient Egypt</p> <ul style="list-style-type: none"> Choose and discriminate between a range of information, and use this to ask questions <p>Year 1 LKS2; Ancient Egypt</p> <ul style="list-style-type: none"> Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict <p>Year 1 LKS2; Norwich in the Blitz</p> <ul style="list-style-type: none"> Interpret the past through role play – e.g. hot seating <p>Year 1 LKS2; Prehistoric Britain</p> <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; Prehistoric Britain 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 1 LKS2; Norwich in the Blitz</p>	<p>Year 1 LKS2; Ancient Egypt</p> <ul style="list-style-type: none"> Distinguish between reliable and unreliable sources <p>Year 1 LKS2; Ancient Egypt</p> <ul style="list-style-type: none"> Identify the most useful sources for a particular task <p>Year 1 LKS2; Ancient Egypt Year 2 LKS2; Invaders and Settlers.</p> <ul style="list-style-type: none"> Give reasons for change through analysing evidence <p>Year 1 LKS2; Prehistoric Britain</p> <ul style="list-style-type: none"> Support own point of view using evidence <p>Year 1 LKS2; Prehistoric Britain</p> <ul style="list-style-type: none"> Understand that some evidence is limited <p>Year 1 LKS2; Prehistoric Britain</p> <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> Understand differences in social, religious, political and cultural history <p>Year 1 LKS2; Ancient Egypt 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; Prehistoric Britain Year 2 LKS2; The Mayans</p>	<ul style="list-style-type: none"> Rank sources of information in order <p>Year 1 UKS2; Henry VIII: SIX</p> <ul style="list-style-type: none"> Identify differences between different versions of the past <p>Year 1 UKS2; Henry VIII: SIX</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?</p> <ul style="list-style-type: none"> Make conclusions with evidence as to the most likely version of events <p>Year 1 UKS2; House of Wisdom</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; House of Wisdom</p>	<ul style="list-style-type: none"> Devise historically valid questions about change, cause, similarity and difference <p>Year 1 UKS2; House of Wisdom</p> <ul style="list-style-type: none"> Interpret the past using a range of concepts and ideas <p>Year 1 UKS2; House of Wisdom</p> <ul style="list-style-type: none"> Understand the role of opinion and propaganda <p>Year 1 UKS2; The Motherland A Place for Me?</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"> Begin to understand significance <p>Year 1 UKS2; The Motherland A Place for Me?</p>
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<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; Prehistoric Britain</p> <p>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>Year 1 LKS2; Norwich in the Blitz</p> <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> Sort events or objects into groups <p>Year 1 LKS2; Norwich in the Blitz</p> <p>Year 2 LKS2; The Mayans</p> <ul style="list-style-type: none"> Use dates and terms accurately, using key dates when describing events <p>Year 1 LKS2; Ancient Egypt</p> <p>Year 2 LKS2; Invaders vs Settlers</p> <ul style="list-style-type: none"> Use some dates on a timeline <p>Year 1 LKS2; Prehistoric Britain</p> <p>Year 2 LKS2; Invaders vs Settlers</p> <ul style="list-style-type: none"> Understand the concept of decades and centuries and use this to divide the past into periods of time 	<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; Ancient Egypt</p> <ul style="list-style-type: none"> Describe how some things from the past affect life today <p>Year 1 LKS2; Norwich in the Blitz</p> <p>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>Year 1 LKS2; Norwich in the Blitz</p> <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> Use a full range of dates and historical terms <p>Year 1 LKS2; Ancient Egypt</p> <ul style="list-style-type: none"> Use a timeline to place events, periods and cultural movements <p>Year 1 LKS2; Norwich in the Blitz</p> <ul style="list-style-type: none"> Show changes on a timeline <p>Year 1 LKS2; Prehistoric Britain</p> <ul style="list-style-type: none"> Describe and make links between events and changes <p>Year 1 LKS2; Prehistoric Britain</p> <p>Year 2 LKS2; Invaders and Settlers and Anglo-Saxons Picts and Scots</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?</p> <p>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 1 UKS2; House of Wisdom</p> <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>Year 1 UKS2; Henry VIII: SIX</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>	<ul style="list-style-type: none"> Understand and use the concept of legacy, including Royal families and dynasties <p>Year 1 UKS2; Henry VIII: SIX</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; Henry VIII: SIX</p> <p>Year 2 UKS2; Crime and Punishment, Greek Ideas Today</p> <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> Note connections, contrasts and trends over time <p>Year 1 UKS2; Henry VIII: SIX</p> <p>Year 2 UKS2; Crime and Punishment</p> <ul style="list-style-type: none"> Speculate how present events and actions might be
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<p>Year 1 LKS2; Ancient Egypt Year 2 LKS2; Invaders vs Settlers</p> <ul style="list-style-type: none"> Use a timeline with dates, including both BC and AD <p>Year 1 LKS2; Prehistoric Britain Year 2 LKS2; Invaders vs Settlers</p> <ul style="list-style-type: none"> Use evidence to describe changes within a time period. <p>Year 1 LKS2; Prehistoric Britain Year 2 LKS2; Invaders and Settlers</p>			<p>seen and judged in the future</p> <p>Year 1 UKS2; The Motherland A Place for Me? 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? Year 2 UKS2; Vikings vs Anglo-Saxons, Crime and Punishment, Greek Ideas Today</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? <p>Year 1 LKS2; Ancient Egypt 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;</p>	<ul style="list-style-type: none"> Can they research two versions of an event and say how they differ? <p>Year 1 LKS2; Norwich in the Blitz 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? <p>Year 1 UKS2; House of Wisdom Year 2 UKS2; Vikings vs Anglo-Saxons, Greek Ideas Today</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? <p>Year 1 UKS2; House of Wisdom Year 2 UKS2; Crime and Punishment</p>

Invaders and Settlers and The Mayans			
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Historical Sources of Evidence

- 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 Vocabulary:**LKS2**

Prehistoric Britain	Norwich in the Blitz	Ancient Egypt	Invaders and Settlers	Anglo-Saxons, Picts and Scots	The Mayans
AD Argument BC Changes Dates Events Evidence Links Reason Source Timeline Archaeologist Bronze Climate Change Coastline Doggerland Eras Evolve	<i>Coming soon</i>	Afterlife Ancient Archaeologist Artefacts Black land Burial Burial sites Canopic Jars Civilisation Decipher Desert Documents Duat Egyptologist Embalmers Excavation Farming Gods/Goddesses Hieroglyphs	Aqueducts Army Barbarian Baths Boudicca Calendar Cassis (helmet) Celts Centurion Christianity Cohort Concrete Conquered Emperor Formation Gladius (sword) Hypocaust Icen Invade	Angles Archaeologist Artefacts Beowulf Book of Kells Burial Christianity Convert Culture Evidence Excavation Faith Geometric patterns Gods/Goddess Grendel Historical documents Illuminated manuscript Invasion	Abandoned Absolute monarchy Archaeology Artefacts Aztecs Beliefs Calendar CaptivesO Cenotes (holy water holes) Civilisation Codex Conquered Conquistadors Culture Decline Education Explorer Funeral mask

Curriculum Skills and Progression Map

<p>Extinct Farming Gatherers Hunters Ice Age Iron Nomadic Pagan Palaeolithic Peasant Periods Prehistory Stone Stonehenge Technology Timeline Tools Weapons</p>		<p>Howard Carter Lord Carnarvon Mummies Pharaoh Preserved Pyramids Red Land Religion River Nile Rosetta Stone Sarcophagus Statues Temples Tomb Transport Treasures Tutankhamun Valley of the Kings Weighing</p>	<p>Julius Caesar Legacy Legion Lorica segmentate (armour) Manoeuvres Mosaic Organisation Pilum (javelin) Pugio (dagger) Revolt Roads Roman Numerals Romans Rome Scutum (shield) Settle Settlement Sources Testudo (tortoise) Troops</p>	<p>Jutes King King Raedwald Legends Lord Mesolithic era Missionary Pagans Peasant Picts Reconstruction Religion Roundhouse Savages Saxons Settling Sources Stones Storytelling Sutton Hoo Timeline Trading</p>	<p>Gods/Goddesses Hieroglyphs Honour King Mesoamerica Nobles Offerings Population Power 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

Henry VIII: SIX	House of Wisdom	The Motherland: The Place for Me?	Anglo Saxons vs Vikings	Crime and Punishment	Greek Ideas Today
Artefacts Changes Compare Connection Contrast Difference Dynasty Hypothesise Inference Interpretation Legacy Similarities Sources Time Period Trends Valid Version Annulment Catholic Class Crime Divorce	<i>Coming soon</i>	Adventure Analyse Boycott Caribbean Change Colonise Enslaved Evaluate Immigration Legacy Patriotic Perceptions Primary source Progress Propaganda Secondary source Significance Unbiased Viewpoint West Indies Carnival Legislation	Alfred the Great Anchor Angelcynn (English people) Battle Battle of Hastings Beowulf Burials Chieftains Christianity Chronological Claim to the throne Coastlines Colonise Conquer Danelaw Dragon ships Dynasty English Mercia Era Excavation Fortune telling	America Australia Bow Street Runners Convicts Courts Crime Crucifixion Death penalty Development Duel Empire Era Execution Fine Gaolers Guilty Gunpowder plot Heresy Highwaymen Industrialisation Innocent Judge	Ancient Archimedes Architecture Aristotle Artefacts Astronomer Athens Biology Capitals Civilisation Columns Conquered Contribution Corinthian Cylinders Differences Doric Events Free-thinking Glory Governments Grammatistes

<p>Entertainment Heir Hierarchy Leisure Monarch Power Protestant Punishment Reformation Reign Social status Succession Time period Torture Treason Vagrant</p>		<p>Change Development Racism Discrimination Poverty</p>	<p>Gods/Goddesses Heir Holy order Invasion Kingdom Longboats Looting Merchants Monasteries Normans Norse Overpopulated Parchment Raid Ransacked Runes Sacred Scandinavia Treaty of Wedmore Unified Wessex</p>	<p>Jury Law Lawyer Legal Magistrate Opposition Penal colony Period Pickpockets 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</p>	<p>Herodotus Hippocrates Invaded Inventor Ionic Kitharistes Mathematics Oath Olympics 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</p>
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				Vandalism Victorian Voyage Witness	Warriors
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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 is being replaced by: NEW: Henry VIII: SIX	Leisure and Entertainment is being replaced by: NEW: The House of Wisdom	Shang Dynasty is being replaced by: NEW: The Motherland: A Place for Me?

Year Two UKS2	Anglo Saxons vs Vikings	Crime and Punishment	Greek Ideas Today
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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>
Year 1 – LKS2		
Prehistoric Britain	To find out how people lived in the Neolithic period.	<p><u>Year 3 Deeper Learning Question:</u> What challenges do you think were faced when building Stonehenge?</p> <p><u>Year 4 Deeper Learning Question:</u> What challenges do you think were faced when building Stonehenge? Why do you think it was so important that it was built?</p>
	To summarise the prehistory of Britain.	<p><u>Year 3 Deeper Learning Question:</u> The move from being hunter-gathers to farmers was a significant change during prehistoric times. Do you think this was the biggest change? Explain your answer.</p> <p><u>Year 4 Deeper Learning Question:</u> What do you think was the most significant change that occurred during prehistoric times?</p>
Norwich in the Blitz	<i>Coming soon</i>	<i>Coming soon</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?
Year 2 – LKS2		
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		
Henry VIII: SIX	To understand the importance of legacy during the reign of Henry VIII.	Year 5 and 6 Deeper Learning: The Succession to the Crown Act (2013) now ensures the eldest child, regardless of gender, precedes any siblings in line for the throne. Why do you think Elizabeth II championed for the change?
	To explore how a person’s social status was represented during the Tudor period.	Year 5 Deeper Learning: In Tudor times, it was clear what everybody’s social ranking was by the clothes they wore. This was 500 years ago but is it much different now? Year 6 Deeper Learning: In Tudor times, it was clear what everybody’s social ranking was by the clothes they wore. This was 500 years ago. To what extent is this the same in current times?
The House of Wisdom	<i>Coming soon</i>	<i>Coming soon</i>
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?
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.

Topic	Learning Objective	Longer Writing Opportunity
Year 1 – LKS2		
Prehistoric Britain	LO: To find out about how people lived in the Iron Age.	Advert: Create a persuasive advert selling a newly invented iron product
Norwich in the Blitz	<i>Coming soon</i>	<i>Coming soon</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

Year 2 – LKS2		
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		
Henry VIII: SIX	Y5 LO: To identify differences in interpretations of the past. Y6 LO: To understand why there are differences in interpretations of the past	Letter from Henry VIII to the Pope requesting a divorce
The House of Wisdom	<i>Coming soon</i>	<i>Coming soon</i>
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
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	Norwich in the Blitz	Ancient Egypt	Invaders and Settlers	Anglo-Saxons, Picts and Scots	The Mayans
English: Diary entry (Bronze Aged child) Drama (creative curriculum) Geography: Climate change Locating and Mapping routes Art/DT: Cave paintings Headdress <i>Optional clay/soap carving</i>	<i>Coming soon</i>	English: Letter writing Drama (creative curriculum) Instructions Maths: Nets Geography: Location of Egypt Landscape Importance of the Nile Science: Preservation	English: VIPERS Drama (creative curriculum) Narrative writing Chronological Account News report Art/DT Mosaic Make an aqueduct PSHE: Rules Music:	English: VIPERS Dictionary skills Public speaking Storytelling Poetry (riddles) Script writing RE: Christianity <i>Optional:</i> Anglo-Saxon Day Art/DT:	English: Drama (creative curriculum) Hot seating Diary writing Maths: Mayan calendar Number system Languages: Mayan writing RE: Paganism

Curriculum Skills and Progression Map

<p>Stone henge model</p> <p>PSHE: Allocation of roles, responsibilities, and resources</p> <p>Science: Healthy bodies - diet</p> <p>RE: Paganism</p>		<p>Languages: Hieroglyphs</p> <p>RE: Gods Afterlife</p>	<p>Composition</p> <p>RE: Christianity</p>	<p><i>Cooking</i> <i>Design and make clothes</i></p>	
<p>Computing: Researching using a range of online sources</p> <p>PSHE: Teamwork Communication Understanding the world</p>					

UKS2 Cross-Curricular Links:

Henry VIII: SIX	The House of Wisdom	The Motherland: The Place for Me?	Anglo Saxons vs Vikings	Crime and Punishment	Greek Ideas Today
<p>English: Letter Writing</p> <p>RE: Reformation Feminist lens</p> <p>PSHE: Equality Justice</p>	<p><i>Coming soon</i></p>	<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>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>Music: Reggae, carnival</p>			<p>RE: Philosophy</p>
<p>Computing: Researching using a range of online sources PSHE: Teamwork Communication Understanding the world</p>					

Reasonable Adjustments:

At Old Catton Junior School, we ensure that every child has access to the curriculum, and are able to reach their potential, regardless of the challenges they may face or the limitations they may have. We ensure that we make reasonable adjustments to our teaching, and to our curriculum, to facilitate all of the types of learners that we teach in our school. Below is a list of some of the many ways in which we make reasonable adjustments to our school as a whole and more specifically, our History Curriculum and teaching:

- *Word Banks for pre-learning and to support during topics and themes*
- *Cutting and Sticking Key Words on to work as prompts*
- *Print out portions of work and learning objectives to minimise writing*
- *Coloured Paper or recycled paper to minimise visual stress*
- *Breaking down lessons into short, manageable chunks*
- *Mixed ability groups – using peers as support and role models*
- *Adult assistance nearby*
- *Using another student as a reader/support*
- *Knowledge map/Mind Maps*
- *Recording ideas on whiteboards as an aide memoire*

Curriculum Skills and Progression Map

- *Printing work larger and in smaller chunks*
- *Draw answers or explanations*
- *Songs and rhymes/mnemonics – Horrible Histories*
- *Actions – telling the story of a lesson*
- *My Turn/Your Turn*
- *Breaks*
- *Targets made clear for lessons and learning – linked to IEP*
- *Now/Next*
- *Weighted lap/shoulder blanket*
- *Visual Timetables – class and individual*
- *Fidget toys available*
- *Cushions for seats – wobble and wedge cushions*
- *Coloured Overlays*
- *Headphones/ear defenders*
- *Remembering/'to do' lists*
- *iPad as a translator*
- *iPad to record ideas*
- *Equipment adapted for needs (books, scissors, pencils, whiteboard, pencil grippers)*
- *Coloured exercise books*
- *Changing font size*
- *Writing frames and scaffolding*
- *Word lists of key vocabulary for pre-learning and as prompts*
- *Checking seating position – sight problems – near the back for sensory needs*
- *A safe/quiet space in or near the classroom*
- *Special interest projects linked to and alongside class learning*
- *Sensory time/circuits/sensory room*
- *Reduced timetable*
- *Proud/success book*
- *Extra break time-or break at a different time*
- *Behaviour plans*
- *One Page Pupil Profiles*
- *Resistance bands*
- *Social stories*

Curriculum Skills and Progression Map

- *Extra time for the trickier tasks*
- *Visual and Picture aids*
- *Emotion fans/PATHS cards*
- *Allow talk time for those who find recording difficult*
- *Use of a scribe*
- *Worry monsters and boxes*
- *Time-outs*
- *Simplified work*
- *Keeping instructions short and one at a time*
- *Adjust attainment expectations – P levels, AET targets*
- *Personal calendar/ knowledge planner*
- *Checklists (e.g., going home)*
- *Learning some basics of a language for an EAL pupil*

Year 1 Medium Term Plans

LKS2

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered in this unit:	Additional Notes:
Prehistoric Britain	To introduce the definition and time scale of human prehistory.	Do children know what the term 'prehistory' means? Do children know the names of the three periods of prehistory? Can children describe how we can find out about the prehistoric past?	<u>Year 3:</u> Can they give a plausible explanation about what an object was used for in the past? Interpret the past through role play – e.g. hot seating	
<u>Vocabulary:</u> AD Argument BC Changes Dates Events Evidence Links Reason	To find out about early humans and the Palaeolithic period.	Can children explain how and when people first came to Britain? Do children know what kind of animals early humans encountered? Do children know where early humans lived?	Guess what objects from the past were used for, using evidence to support answers Summarise the main events from a period in history, using their characteristics Give reasons for main events and changes	
	To find out about people who lived in the Mesolithic period.	Do children know what happened to Britain's coastline when the ice sheets of the last Ice Age retreated? Do children know where Doggerland is? Can children describe what Mesolithic life was like?	Use some dates on a timeline Use a timeline with dates, including both BC and AD Use evidence to describe changes within a time period.	

Curriculum Skills and Progression Map



Source Timeline Archaeologist Bronze Climate Change Coastline Doggerland Eras Evolve Extinct Farming Gatherers Hunters Ice Age Iron Nomadic Pagan Palaeolithic Peasant Periods Prehistory Stone Stonehenge Technology Timeline Tools Weapons	To find out how people lived in the Neolithic period.	Do children know where and when agriculture was developed? Do children know when people in Britain started farming? Do children know what Stonehenge is and how the landscape developed?		Year 3 Deeper Learning Question: What challenges do you think were faced when building Stonehenge? Year 4 Deeper Learning Question: What challenges do you think were faced when building Stonehenge? Why do you think it was so important that it was built?
	To find out about how people lived in the Bronze Age	Do children know how bronze is made? Do children know how people were buried in the Bronze Age? Do children know what happened to the climate at the end of the Bronze Age?	Year 4: Can they give more than one reason to support an historical argument? Give reasons for change through analysing evidence Support own point of view using evidence Understand that some evidence is limited Understand links between history and geography Show changes on a timeline Describe and make links between events and changes	
	To find out about how people lived in the Iron Age.	Do children know how iron is made? Do children know what Iron Age houses were like? Do children know what happened at the end of the Iron Age?		Longer Writing Opportunity: Create an advert selling a newly invented iron product
	To summarise the prehistory of Britain.	Do children know what the three ages of prehistory are? Do children know how long British prehistory is? Can children explain how life changed in Britain during prehistory?		Year 3 Deeper Learning Question: The move from being hunter-gathers to farmers was a significant change during prehistoric times. Do you think this was the biggest change? Explain your answer. Year 4 Deeper Learning Question: What do you think was the most significant change that occurred during prehistoric times?
Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered in this unit:	Additional Notes:
Ancient Egypt	To locate ancient Egypt in time and place.	Do children know the difference between ancient and modern? Can children locate Egypt on the map and describe its landscape? Can children ask and respond to questions using appropriate vocabulary?	Year 3: Can they give a plausible explanation about what an object was used for in the past? 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 Guess what objects from the past were used for, using evidence to support answers Begin to understand why some people acted as they did and give reasons Greater Depth: Can they use specific search engines on the Internet to help them find out information?	
Vocabulary: Afterlife Ancient Archaeologist Artefacts Black land Burial Burial sites Canopic Jars Civilisation Decipher Desert Documents	To learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt. To find out about Tutankhamen and how artefacts can teach us about the past.	Can children explain what the landscape of ancient Egypt was like? Do children know why the Nile was so important to the Egyptian way of life? Can children explain how the Egyptian landscape impacted on people's everyday lives? Can children explain how Tutankhamen's tomb was discovered? Do children know why it was such a significant historical discovery? Can children explain how artefacts can tell us about life in the past?		Longer Writing Opportunity: Letter From Howard Carter to Lord Carnarvon Instructions of How to find a tomb

Curriculum Skills and Progression Map

Duat Egyptologist Embalmers Excavation Farming Gods/Goddesses Hieroglyphs Howard Carter Lord Carnarvon Mummies Pharaoh Preserved Pyramids Red Land Religion River Nile Rosetta Stone Sarcophagus Statues Temples Tomb Transport Treasures Tutankhamun Valley of the Kings Weighing	To understand the importance of artefacts in helping us find out about the past.	Can children suggest what an artefact was used for and who used it? Do children know why artefacts are so important in helping us learn about the past? Do children know why the Rosetta stone was such an important discovery?	Year 4: Use a range of documents and printed sources Distinguish between reliable and unreliable sources Identify the most useful sources for a particular task Give reasons for change through analysing evidence Support own point of view using evidence Understand links between history and geography Know some similarities and differences within a period of time Describe how some things from the past affect life today Understand the relationship between beliefs and action in historical change 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	
	To find out about the way of life in ancient Egypt.	Can children sort information into different categories? Can children ask and answer questions about life in ancient Egypt? Can children use a variety of sources to find out information?		
	To learn about Egyptian tombs, pyramids and burial sites.	Can children describe some ancient Egyptian beliefs about life and death? Can children explain the process of mummification? Can children infer and deduce information about the past from objects that have survived?		Deeper Learning Question: Are we buried the same as the Ancient Egyptians? Why do you think this is?
	To recall, select and organise historical information.	Can children recall facts and details about the ancient Egyptian civilisation? Can children understand and organise information? Do children know why studying past civilisations is so important?		

UKS2

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
SIX	Y5: To identify differences in interpretations of the past. Y6: To understand why there are differences in interpretations of the past	Can pupils understand the stance of the Catholic Church towards divorce? Can pupils identify who was in favour of the annulment? Can pupils identify who was against the annulment? Y6: Can pupils identify why there were differing views? Activity: Letter from Henry VIII to the Pope requesting a divorce – include the views of people who were against the divorce (e.g. "I know Catherine is against it because of her faith but... I know Thomas Cromwell is supporting me because...")	Year 5: 1: Identify differences between different versions of the past 4: Can they explain how historical artefacts have helped us understand more about people's lives in the present and past?	Longer Writing Opportunity: Letter from Henry VIII to the Pope requesting a divorce
Vocabulary: Artefacts Changes Compare Connection	To explore crime and punishment during the Tudor period.	Can pupils identify what classed as a crime during Tudor times? Can pupils identify the different levels of punishment? Can pupils share their view on how punishment has changed? Activity: Pupils to match the action, the crime and the punishment.		

Curriculum Skills and Progression Map

<p>Contrast Difference Dynasty Hypothesise Inference Interpretation Legacy Similarities Sources Time Period Trends Valid Version Annulment Catholic Class Crime Divorce Entertainment Heir Hierarchy Leisure Monarch Power Protestant Punishment Reformation Reign Social status Succession Time period Torture Treason Vagrants</p>	<p>To understand the importance of legacy during the reign of Henry VIII.</p>	<p>Can pupils define legacy? Can pupils understand how the Tudors came into power? Can pupils understand the importance of succession? Activity: Research the members of the Tudor dynasty to find out how long they reigned for and what their lasting legacy was. Year 6 all must then answer this question: In your opinion, who's reign has had the longest lasting impact?</p>	<p>5: Identify changes across periods of time, using chronological links (DLQ) 6: Rank sources of information in order</p>	<p>Year 5 and 6 Deeper Learning: The Succession to the Crown Act (2013) now ensures the eldest child, regardless of gender, precedes any siblings in line for the throne. Why do you think Elizabeth II championed for the change?</p>
	<p>Y5: To explore how leisure time has changed over time Y6: To explore how leisure time has changed over time and understand some reasons for these changes</p>	<p>Can pupils identify what people do for leisure in 21st century? Can pupils identify what people did for leisure during 16th century? Can pupils explain why these activities have changed? Activity: Pupils to look at a range of artefacts of leisure activities (musical instruments, games, hobbies) and make inferences of what they are and the changes (if any) over time.</p>	<p>Year 6: 1: Can they suggest why there may be different interpretations of events? 3: Understand and use the concept of legacy, including Royal families and dynasties 4: Speculate and hypothesise about the past, formulating their own theories about reasons for change 5: Note connections, contrasts and trends over time (DLQ)</p>	<p>Year 5 Deeper Learning: In Tudor times, it was clear what everybody's social ranking was by the clothes they wore. This was 500 years ago but is it much different now? Year 6 Deeper Learning: In Tudor times, it was clear what everybody's social ranking was by the clothes they wore. This was 500 years ago. To what extent is this the same in current times?</p>
	<p>To explore how a person's social status was represented during the Tudor period.</p>	<p>Can pupils identify the different levels of social status? Can pupils understand the role of the King and Church on social status? Can pupils state at least 3 different indicators of social status? Activity: Pupils to work in pairs to create a mood board (Pinterest style) on life as a member of Henry's court, a yeoman/craftsman, a tenant farmer, and a vagabond during Tudor times to then share with others. Pupils to then compare the differences.</p>	<p>Can pupils share at least 3 different areas of Tudor life? Can pupils identify what life was like during the Tudor period? Can pupils use a range of sources to ensure validity of their work? Can pupils understand that there is a range of information to use, not all of it accurate? Activity: Pupils to explain the key features of Tudor life. They can present learning in a range of ways (encyclopaedia entry, exhibition, video, information poster) to share the key parts of Henry VIII's legacy</p>	<p>Can pupils identify what life was like during the Tudor period? Can pupils use a range of sources to ensure validity of their work? Can pupils understand that there is a range of information to use, not all of it accurate? Activity: Pupils to explain the key features of Tudor life. They can present learning in a range of ways (encyclopaedia entry, exhibition, video, information poster) to share the key parts of Henry VIII's legacy</p>
	<p>To summarise the key features of a time period.</p>	<p>Can pupils share at least 3 different areas of Tudor life? Can pupils identify what life was like during the Tudor period? Can pupils use a range of sources to ensure validity of their work? Can pupils understand that there is a range of information to use, not all of it accurate? Activity: Pupils to explain the key features of Tudor life. They can present learning in a range of ways (encyclopaedia entry, exhibition, video, information poster) to share the key parts of Henry VIII's legacy</p>	<p>Can pupils share at least 3 different areas of Tudor life? Can pupils identify what life was like during the Tudor period? Can pupils use a range of sources to ensure validity of their work? Can pupils understand that there is a range of information to use, not all of it accurate? Activity: Pupils to explain the key features of Tudor life. They can present learning in a range of ways (encyclopaedia entry, exhibition, video, information poster) to share the key parts of Henry VIII's legacy</p>	<p>Can pupils share at least 3 different areas of Tudor life? Can pupils identify what life was like during the Tudor period? Can pupils use a range of sources to ensure validity of their work? Can pupils understand that there is a range of information to use, not all of it accurate? Activity: Pupils to explain the key features of Tudor life. They can present learning in a range of ways (encyclopaedia entry, exhibition, video, information poster) to share the key parts of Henry VIII's legacy</p>

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
<p>The Motherland: A Place for Me?</p>	<p>To understand the origins of British colonies in the Caribbean</p>	<p>Can children understand how the Caribbean has changed over time? Can children understand and explain the role the British Empire had with causing the change in the Caribbean? Can children define terms such as "colonisation", "slavery" and "protest"? Can children explain why the Slave Trade ended?</p>	<p>Year 5: Give a balanced view of interpretations of the past, using different points of view Begin to identify causal factors in change</p>	<p>Start and End of Unit: Do you think Britain has a history of treating its' citizens fairly and equally?</p>

Curriculum Skills and Progression Map



<p>Vocabulary: Analyse Boycott Caribbean Change Colonise Enslaved Evaluate Immigration Legacy Patriotic Perceptions Primary source Progress Propaganda Secondary source Significance Unbiased Viewpoint West Indies</p>	To develop historical perspective about Britain’s cultural diversity	Can children understand why the citizens of the British Empire felt proud to be British? Can children explain why thousands of men and women from the Caribbean signed up to fight in the World Wars? Can children identify some of the positions citizens of the British Empire held during the war?	Make conclusions with evidence as to the most likely version of events Describe the main changes in a period of history, from several perceptions – e.g. political, cultural	
	To identify the role of propaganda in encouraging people from across the empire to come to Britain	Can pupils explain what life was like in Jamaica during 1940’s? Can pupils explain why people chose to travel to Britain on the Windrush? Can pupils explain what the journey across to Britain was like?	Adapt their ideas and viewpoints as new information arises	<p>Longer Writing Opportunity: Diary entry writing about journey to England</p>
	To know and understand the difficulties faced by the Windrush settlers when they arrived in Britain	Can pupils explain what the significance of the “Penny Hotel” was? Can pupils explain what life was like for the Windrush Generation? Can pupils understand and explain the Bristol Bus Boycott?	<p>Year 6: Interpret the past using a range of concepts and ideas Begin to understand significance Understand the role of opinion and propaganda Speculate how present events and actions might be seen and judged in the future Speculate, What if Britain had not colonised the “West Indies”? What if the government treated the Windrush settlers fairly?</p>	<p>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?</p>
	To know and understand the legacy of the Windrush.	Can pupils identify the main jobs that the Windrush Generation had? Can pupils name notable members of society who have made positive contributions to British life? Can pupils share why Notting Hill Carnival is part of the Windrush legacy? Can pupils share any ways in which British society still needs to progress?		
	To summarise the plight of the Windrush settlers	Can pupils understand that the Windrush Scandal was seen as a betrayal? Can pupils explain why the British Government had to apologise about the Windrush Scandal? Can pupils understand why it is important to have a national monument to commemorate the Windrush Generation?		<p>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?</p>

Medium Term Plans for the remaining units to follow.

Curriculum Skills and Progression Map

