

Curriculum Skills and Progression Map: History

2024-25

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 Federation

Old Catton Junior School

History - Age Related Statutory Coverage	
Key Stage One	Key Stage Two
<p>Through KS1 pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>They will have covered the following topics:</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]. • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]. • Significant historical events, people and places in their own locality. <p>This content is explicitly taught to our pupils before they join OCJS, however, to ensure consistency and consolidation of the key themes, we weave these into our cross curricular learning, including in History, Geography and PSHE lessons.</p>	<ul style="list-style-type: none"> • Combine overview and in-depth studies: • Changes in Britain from the Stone Age to the Iron Age Year 3 - Prehistoric Britain • The Roman Empire and its impact on Britain Year 4 - Invaders and Settlers: Romans • Britain's settlement by Anglo Saxons and Scots Year 4 - Anglo-Saxons, Picts and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Year 5 - Anglo-Saxons vs Vikings • A local history study Year 3 - Norwich in The Blitz; Land Use (Geography); Year 4 - Somewhere to Settle (Geography) • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Year 6 - SIX; The Motherland: A place for me? Year 5 - Crime and Punishment • The achievements of the earliest civilizations Year 3 - Ancient Egyptians; Year 4 - Ancient Maya • Ancient Greece Year 6 - Greek Ideas Today • A non-European society that provides contrasts with British history Year 3 - Ancient Egyptians; Year 4 - Ancient Maya; Year 5 - The Golden Age of Islam

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>Ancient Egypt</p> <ul style="list-style-type: none"> Can they spot old and new things in a picture? <p>Norwich in the Blitz</p> <ul style="list-style-type: none"> Can they answer questions using an artefact / photograph provided? <p>Ancient Egypt</p> <ul style="list-style-type: none"> Can they give a plausible explanation about what an object was used for in the past? <p>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>Norwich in the Blitz</p> <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Use more complex sources of primary and secondary information <p>Ancient Egypt</p>	<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>Invaders and Settlers</p> <ul style="list-style-type: none"> Can they give more than one reason to support an historical argument? <p>Invaders and Settlers</p> <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Use a range of documents and printed sources <p>Invaders and Settlers</p>	<ul style="list-style-type: none"> Can they pose an historical hypothesis using primary and secondary sources to give a reasoned conclusion? <p>House of Wisdom; 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>Vikings vs Saxons</p> <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Rank sources of information in order <p>Vikings vs Saxons</p>	<ul style="list-style-type: none"> Can they suggest why there may be different interpretations of events? <p>Henry VIII: SIX</p> <ul style="list-style-type: none"> Can they identify and explain their understanding of propaganda? <p>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? <p>The Motherland A Place for Me?</p> <ul style="list-style-type: none"> Can they pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions? <p>Greek Ideas Today</p> <p>HISTORICAL STUDY</p> <ul style="list-style-type: none"> Devise historically valid questions about change, cause, similarity and difference <p>Greek Ideas Today</p>

<ul style="list-style-type: none"> • Use the internet for research <p>Ancient Egypt</p> <ul style="list-style-type: none"> • Choose and discriminate between a range of information, and use this to ask questions <p>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>Norwich in the Blitz</p> <ul style="list-style-type: none"> • Interpret the past through role play – e.g. hot seating <p>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>Prehistoric Britain</p> <ul style="list-style-type: none"> • Understand that some events of the past affect people's lives today <p>Norwich in the Blitz</p>	<ul style="list-style-type: none"> • Distinguish between reliable and unreliable sources <p>Anglo-Saxons Picts and Scots</p> <ul style="list-style-type: none"> • Identify the most useful sources for a particular task <p>Ancient Maya</p> <ul style="list-style-type: none"> • Give reasons for change through analysing evidence <p>Ancient Maya</p> <ul style="list-style-type: none"> • Support own point of view using evidence <p>Ancient Maya</p> <ul style="list-style-type: none"> • Understand that some evidence is limited <p>Anglo-Saxons Picts and Scots</p> <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Understand differences in social, religious, political and cultural history <p>Ancient Maya</p> <ul style="list-style-type: none"> • Understand links between history and geography <p>Ancient Maya</p> <ul style="list-style-type: none"> • Know some similarities and differences within a 	<ul style="list-style-type: none"> • Identify differences between different versions of the past <p>Vikings vs Saxons</p> <ul style="list-style-type: none"> • Give a balanced view of interpretations of the past, using different points of view <p>The Golden Age of Islam</p> <ul style="list-style-type: none"> • Make conclusions with evidence as to the most likely version of events <p>The Golden Age of Islam; Vikings vs Anglo-Saxons,</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>The Golden Age of Islam; Crime and Punishment</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history, from several 	<ul style="list-style-type: none"> • Interpret the past using a range of concepts and ideas <p>Greek Ideas Today</p> <ul style="list-style-type: none"> • Understand the role of opinion and propaganda <p>The Motherland A Place for Me?</p> <p>HISTORICAL KNOWLEDGE AND AWARENESS</p> <ul style="list-style-type: none"> • Begin to understand significance <p>The Motherland A Place for Me?; Greek Ideas Today</p> <ul style="list-style-type: none"> • Understand and use the concept of legacy, including Royal families and dynasties <p>Henry VIII: SIX</p>
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<ul style="list-style-type: none"> Summarise the main events from a period in history, using their characteristics <p>Prehistoric Britain</p> <ul style="list-style-type: none"> Give reasons for main events and changes <p>Prehistoric Britain</p> <ul style="list-style-type: none"> Begin to understand why some people acted as they did and give reasons <p>Norwich in the Blitz</p> <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> Sort events or objects into groups <p>Norwich in the Blitz</p> <ul style="list-style-type: none"> Use dates and terms accurately, using key dates when describing events <p>Ancient Egypt</p> <ul style="list-style-type: none"> Use some dates on a timeline <p>Prehistoric Britain</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 <p>Ancient Egypt</p>	<p>period of time- e.g. the lives of rich and poor</p> <p>Invaders and Settlers</p> <ul style="list-style-type: none"> Describe how some things from the past affect life today <p>Invaders and Settlers, Ancient Maya</p> <ul style="list-style-type: none"> Understand the relationship between beliefs and action in historical change <p>Anglo-Saxons Picts and Scots</p> <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> Use a full range of dates and historical terms <p>Invaders and Settlers, Anglo-Saxons Picts and Scots, Ancient Maya</p> <ul style="list-style-type: none"> Use a timeline to place events, periods and cultural movements <p>Anglo-Saxons Picts and Scots</p> <ul style="list-style-type: none"> Show changes on a timeline <p>Anglo-Saxons Picts and Scots</p> <ul style="list-style-type: none"> Describe and make links between events and changes <p>Invaders and Settlers</p>	<p>perceptions – e.g. political, cultural</p> <p>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>The Golden Age of Islam; Crime and Punishment</p> <ul style="list-style-type: none"> Adapt their ideas and viewpoints as new information arises <p>The Golden Age of Islam</p> <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> Identify changes across periods of time, using chronological links <p>Crime and Punishment</p> <ul style="list-style-type: none"> Begin to identify causal factors in change <p>The Golden Age of Islam</p>	<ul style="list-style-type: none"> Speculate and hypothesise about the past, formulating their own theories about reasons for change <p>Henry VIII: SIX; Greek Ideas Today</p> <p>CHRONOLOGY AND CHANGE</p> <ul style="list-style-type: none"> Note connections, contrasts and trends over time <p>Henry VIII: SIX</p> <ul style="list-style-type: none"> Speculate how present events and actions might be seen and judged in the future <p>The Motherland A Place for Me?</p> <ul style="list-style-type: none"> Speculate – what if? What if England lost the war ... what if Jane Seymour had not died ... <p>The Motherland A Place for Me?; Greek Ideas Today</p>
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<ul style="list-style-type: none"> Use a timeline with dates, including both BC and AD <p>Prehistoric Britain</p> <ul style="list-style-type: none"> Use evidence to describe changes within a time period. <p>Prehistoric Britain</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>Ancient Egypt</p> <ul style="list-style-type: none"> Can they use specific search engines on the Internet to help them find out information? <p>Prehistoric Britain; Ancient Egypt; Norwich in the Blitz</p>	<ul style="list-style-type: none"> Can they research two versions of an event and say how they differ? <p>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>Vikings vs Anglo-Saxons; The Golden Age of Islam</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>The Motherland A Place for Me?; Greek Ideas Today</p>
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 			

Our Long-Term Curriculum Overview:

We teach History, focusing on 3 key threads: chronology, significance, and enquiry. This helps pupils to have a greater grasp on the time when these events were happening; the significance key people and events have on change and continuity, and how these have impacted the world today; and by promoting enquiry, it encourages then pupils to question and explore the topics being presented to them to help embed a greater understanding of the history of the world. These key threads are revisited consistently throughout the years of teaching History at OCJS to help ensure gaps are able to filled in pupil's knowledge.

We alternate the teaching of History and Geography under the banner of Humanities using elements of 'the creative curriculum' and enquiry-based learning. 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".

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 3	Prehistoric Britain	Ancient Egyptians	Norwich in the Blitz
Year 4	Invaders and Settlers: Romans	Saxons, Picts and Scots	Ancient Maya
Year 5	Anglo Saxons vs Vikings	Crime and Punishment	The Golden Age of Islam
Year 6	The Motherland: A Place for Me?	Henry VIII: SIX	Greek Ideas Today

Key Language

LKS2

Prehistoric Britain	Ancient Egypt	Norwich in the Blitz	Invaders and Settlers	Anglo-Saxons, Picts and Scots	Ancient Maya
AD	Afterlife	Air raid shelters	Army	Angles	Abandoned
Archaeologist	Archaeologist	Black outs	Barbarian	Archaeologist	Archaeology
BC	Artefacts	Blitz	Baths	Artefacts	Artefacts
Bronze	Burial sites	Bombing	Boudicca	Beowulf	Calendar
Changes	Canopic Jars	Casualty	Calendar	Burial	Captives
Climate Change	Civilisation	Childhood	Celts	Christianity	Civilisation
Dates	Desert	Evacuations	Centurion	Convert	Conquered
Doggerland	Documents	Events	Christianity	Evidence	Conquistadors
Evidence	Embalmers	Gas masks	Conquered	Excavation	Culture
Farming	Excavation	Identity Cards	Emperor	Illuminated	Decline
Gatherers	Farming	Interview	Formation	manuscript	Education
Hunters	Gods/Goddesses	Kindertransport	Iceni	Invasion	Explorer
Ice Age	Hieroglyphs	Logbook	Invade	Jutes	Hieroglyphs
Iron	Mummies	Photographs	Legacy	King Raedwald	Honour
Links	Pharaoh	Primary source	Legion	Legends	Nobles
Nomadic	Pyramids	RAF	Manoeuvres	Missionary	Offerings
Palaeolithic	Religion	Rationing	Mosaic	Pagans	Population
Peasant	River Nile	Rural	Organisation	Peasant	Pyramid system
Periods	Rosetta Stone	Secondary Source	Revolt	Picts	Region
Prehistory	Sarcophagus	Sirens	Roads	Religion	Religion
Reason	Temples	Territory	Roman Numerals	Roundhouse	Rituals
Source	Tomb	Threat	Settlement	Savages	Sacrifice
Stonehenge	Treasures	Timeline	Sources	Saxons	Slaves
Technology	Tutankhamun Valley	Transcript	Troops	Settling	Temples
Timeline	of the Kings	Urban		Sources	Underworld
Tools	Weighing	War		Sutton Hoo	Warriors
Weapons				Timeline	Wealth

UKS2

Anglo Saxons vs Vikings	Crime and Punishment	The Golden Age of Islam	The Motherland: The Place for Me?	Henry VIII: SIX	Ancient Greece; Big Ideas
Alfred the Great Battle of Hastings Burials Christianity Chronological Colonise Conquer Danelaw Dynasty English Mercia Era Excavation Heir Invasion Kingdom Monasteries Normans Norse Overpopulated Parchment Raid Ransacked Runes Sacred Scandinavia Treaty of Wedmore Unified Wessex	Bow Street Runners Convicts Courts Crime Crucifixion Death penalty Duel Execution Fine Guilty Heresy Highwaymen Judge Jury Law Legal Magistrate Opposition Prevention Prison Probation Protest Rebel Reforms Stocks Traitors Treason Trial by combat Witness	Algebra Allah Arabesque Astronomical Observatory Baghdad Caliph/Caliphate Calligraphy Civilisation Democracy Economy Engineer Europe Geometric Golden Age of Islam Government Muhammad House of Wisdom Iraq Islam Islamic Empire Legacy Linear Mosque Motif Muslim Repeating Scholars Shia Siege Silk Road Sunni Trade Vegetal	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 Change Development Racism Discrimination Poverty	Artefacts Annulment Catholic Changes Class Compare Contrast Crime Divorce Dynasty Entertainment Heir Hierarchy Hypothesise Inference Interpretation Legacy Monarch Power Protestant Punishment Reformation Reign Social status Sources Succession Time period Torture Treason	Architecture Astronomer Biology Civilisation Conquered Free-thinking Glory Governments Invaded Inventor Mathematics Oath Olympics Pentathlon Philosopher Physics Roman Empire Scholar Settlers Society Sparta Tablet Translation University Warriors

Deeper Learning Questions/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>Deeper Learning Questions/High Order Questions:</u>
Year 3		
Prehistoric Britain	LO: To find out how people lived in the Neolithic period.	What challenges do you think were faced when building Stonehenge?
	LO: To summarise the prehistory of Britain.	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.
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?
Norwich in the Blitz	To understand how citizens of Norwich stayed safe during the Blitz.	What do you think the long-lasting effects are on the children who lived in Norwich during WWII?
Year 4		
Invaders and settlers	To find out how and why the Romans invaded Britain.	What do you think were two the most important reasons that prompted the Romans to invade Britain? Explain your reasoning.
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?
Ancient Maya	To find out about the decline of the Mayan civilisation	Why were Europeans so keen to explore the Americas in the 1500s? What type of legacy did they leave behind?

Year 5		
Vikings vs Anglo Saxons	To explore what Britain was like before and during the first Viking invasions.	How would you feel if people came and invaded Britain today?
	To investigate the significance of King Alfred 'the Great'	Do you think Alfred's title of "the Great" is justified?
Crime and Punishment	LO: To explore crime and punishment in the Anglo Saxon and Viking Period.	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? Who do you think had a better law and order system, the Romans or Anglo-Saxons/Vikings? Explain why.
	LO: To explain how and why crime and punishment has changed over time and compare it to current day Britain.	Crime and Punishment has changed a lot over the past 2000 years. We view the past punishment critically. How do you think historians in 100 years will view our punishment in the 21st century?
The Golden Age of Islam	To find out about the House of Wisdom and how it became a centre for learning.	Do you think it is important that we learn about the early Islamic civilisation? Does the House of Wisdom still matter?
Year 6		
The Motherland: A Place for Me?	To know and understand the difficulties faced by the Windrush settlers when they arrived in Britain	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	How do you think the Windrush Generation are feeling now? How do you think their descendants will view this situation in the future?
Henry VIII: SIX	To understand the importance of legacy during the reign of Henry VIII.	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.	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?
Ancient Greece; Big Ideas	To make connections and draw contrasts between life in ancient Athens and life in ancient Sparta.	Which state do you believe was a better place to live? Consider how it may differ for males and females, and people of different ages.

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>
Year 3		
Prehistoric Britain	LO: To find out about how people lived in the Bronze Age.	Persuasive Advert Promote a newly invented product
Ancient Egypt	LO: To find out about Tutankhamen and how artefacts can teach us about the past.	Letter From Howard Carter to family in the UK.
Norwich in the Blitz	LO: To explore how experiences differed during the Battle of Britain.	Diary entries Difference between Battle of Britain experiences for a pilot and a civilian.
Year 4		
Invaders and Settlers	LO: To recount the key events of Boudicca's revolt.	Chronological Account Chronological Account from the point of view of either a Roman or Celt
Anglo Saxons, Scots and Picts	LO: To describe why, where and when the Scots and Anglo-Saxons invaded Britain.	Chronological Account Anglo-Saxon invasion and settlement of Britain
Ancient Maya	LO: To describe an aspect of everyday life for the Maya people.	Fact file Create a one-page profile on one aspect of Mayan life.

<u>Year 5</u>		
Vikings vs Anglo Saxons	LO: To find out how the Anglo-Saxon and Viking eras ended.	Formal Letter "I should be king because..."
Crime and Punishment	LO: To explore crime and punishment in the Early Modern Period.	Formal Letter Letter to your MP regarding the 'Bloody Code'.
The Golden Age of Islam	LO: To find out about Baghdad's role in the early Islamic civilisation.	Informal Letter Explaining what Baghdad was like in 900AD.
<u>Year 6</u>		
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 The journey to England
Henry VIII: SIX	LO: To understand why there are differences in interpretations of the past	Letter Henry VIII to the Pope requesting a divorce
Ancient Greece; Big Ideas	LO: To explore the Olympics in ancient Greek times through examining primary sources.	Sports Commentary Sports report of Ancient Greek Olympics

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	Ancient Egypt	Norwich in the Blitz	Invaders and Settlers	Anglo-Saxons, Picts and Scots	Ancient Maya
<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: 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: Explanation text Fact File Advert Leaflet</p> <p>Geography: European Countries Local area</p> <p>Computing: Research</p> <p>PSHE: Wartime life Invasion</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:

Anglo Saxons vs Vikings	Crime and Punishment	The Golden Age of Islam	The Motherland: The Place for Me?	Henry VIII: SIX	Ancient Greece; Big Ideas
<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: Letter Prospectus Persuasive Argument Recruitment poster Silk Road story</p> <p>RE: Caliphs</p> <p>Geography: Silk Road</p> <p>Art: Geometric patterns</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>Music: Reggae, carnival</p>	<p>English: Letter Writing</p> <p>RE: Reformation Feminist lens</p> <p>PSHE: Equality Justice</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>					

Assessment:

For each unit of work completed, the Humanities book of each child clearly outlines the knowledge taught in the unit, alongside the skills taught. Both teachers and pupils assess the understanding gained during each lesson and subject specific vocabulary is corrected. Children are assessed each half term against the skills and knowledge for each unit. This is recorded clearly in the Humanities book of each child and on the Foundation Subject Excel where it is monitored regularly by the subject lead.

Addressing the Gaps and Opportunities to Revisit:

History is a key part of the curriculum, aiming to develop children's curiosity through developing their historical awareness, understanding of significant people and events, and chronology. It helps to promote an understanding of the context of the world we live in and how events of the past have shaped our lives today. History promotes an understanding and interest in stories from the past through analysing artefacts, sources and theories.

As a result, it is paramount that any gaps in Historical Awareness and Chronology are recognised and addressed. Due to the closure of schools in 2020 and 2021, there are children in our school who have significant gaps in Historical education. We need to ensure that all pupils are allowed to develop the foundations of their previous year groups expectations before progressing onto their current year groups learning. Teachers of History will be using this document to identify the necessary skills needed to fill any gaps before moving them on.

Ensuring and continuing to adopt a culture of learning about and from the past, throughout the school, including in classrooms, with displays and opportunities to explore, question and analyse the past will be the strongest asset in building good progress and encouraging a love of our world.

As we teach History focusing on 3 key threads: chronology, significance, and enquiry, this helps ensure that any gaps are able to filled in pupil's knowledge so they are given many opportunities to grasp the key concepts of Geography.

Reasonable Adjustments and Adaptive Teaching:

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*
- *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*
- *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*

Medium Term Plans:

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? Activity: Create timeline from stone age to now. Mark each section on it.	Year 3: 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 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 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.	
Vocabulary: AD Analyse Argument Artefact BC Cause Changes Dates Events Evidence Links Period Reason Source Theory Timeline Agriculture Bronze Caves Celt Climate Clothing Development Doggerland Farming Farmstead Hillfort Ice Age Iron Mesolithic Metal Monument Natural Neolithic Nomadic Painting Palaeolithic Prehistoric Settlers Spread Tribes Tools	To find out about early humans and the Palaeolithic period.	Do children know how early humans developed and travelled? Do children know why evidence is limited? Can they make inferences about what artefacts were used for? Do children know how we have learnt about palaeolithic life? Activity: Cave Painting		<i>Reading the book Stone Age Boy goes alongside this lesson nicely!</i> <i>pdf</i>
	To find out about people who lived in the Mesolithic period.	Do children know what happened to Doggerland as we left the last Ice Age? Can children ask questions and provide plausible explanations to new or unknown scenarios? Do children know how people survived and spent their time during the Mesolithic era? Activity: Year 3 – drama, Year 4 – drama and drawing		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 how people lived in the Neolithic period.	Do children know that farming changed the human's lifestyle? Can children understand why there are questions surrounding Stonehenge? Can children carefully choose information when researching? Activity: Research Task		Longer Writing Opportunity: Create an advert selling a newly invented product
	To explore how life changed during the Bronze Age	Do children know that Bronze is not a naturally occurring metal and must be made? Do children understand how life improved during this era? Can children identify artefacts which made life easier? Activity: Persuasive Advert for newly invented product		This lesson will require resourcing in advance.
	To find out about how people lived in the Iron Age.	Do children know why iron replaced bronze for everyday use? Do children know what Iron Age houses were like? Do children know some daily tasks during the Iron Age? Activity: Explore natural dyes and weaving fabrics		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?
	To summarise the prehistory of Britain.	Do children know what the three ages of prehistory are? Can children explain how life changed in Britain during prehistory? Can children make links between events which happened and the factors which caused them? Activity: Add facts to timeline, create page spread on changes throughout prehistory		

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered in this unit:	Additional Notes:
Ancient Egypt Vocabulary: Afterlife Ancient Archaeologist Artefacts Burial Canopic Jars Civilisation Documents Egyptologist Embalmers Excavation Gods/Goddesses Hieroglyphs Howard Carter Mummies Pharaoh Preserved Pyramids Religion River Nile Rosetta Stone Sarcophagus Statues Temples Tomb Treasures Tutankhamun Valley of the Kings	To locate ancient Egypt in time and understand what was important to the Ancient Egyptians.	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? I can use pictures to find out information about life in ancient Egypt. I can explain why the River Nile was essential to survival for the ancient Egyptians. I can compare life in ancient Egypt to my own life. Activity: Timeline, compare daily life	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?	
	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? Can children raise questions about artefacts? Activity: Artefacts		
	To learn about Egyptian burial rituals.	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? Activity: Mummify tomatoes!		You will need to prep for this lesson – tomatoes etc! Speak to TN Deeper Learning Question: In Modern Britain, we are buried differently from the Ancient Egyptians. Why do you think this is?
	To understand how evidence can give us different answers about the past.	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? Activity: Diary Entry		Longer Writing Opportunity: Letter from Harold Carter to family in UK.
	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? Activity: Internet research to create a museum exhibition		

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered in this unit:	Additional Notes:
Norwich in the Blitz Vocabulary: Air raid shelters Black outs Blitz Bombing Casualty Childhood Evacuations Events Gas masks Identity Cards Interview Kindertransport Photographs Primary source RAF Rationing Rural Sirens Territory Threat Timeline Urban War	To use a primary source to explore the effect of the Blitz on Norfolk.	Do pupils understand what the Blitz refers to? Can pupils explain how people in Norfolk were affected by the Blitz? Can pupils explore how people in Norfolk felt during the Blitz? Activity: Add thought bubbles to photographs of bomb damage	1: Find out more about a person or event from the past from a given source. 2: Understand that some events of the past affect people's lives today. 3: Begin to understand why some people acted as they did and give reasons. 4: Spot old and new things in a picture. 5: Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict. 6: Sort events or objects into groups.	
	To understand how citizens of Norwich stayed safe during the Blitz.	Can pupils list at 3 ways people stayed safe during the Blitz? Can pupils explain how these kept people safe? Can pupils explore the long-term effects of the Blitz? Activity: Create a leaflet informing people how to stay safe during the Blitz		Deeper Learning Question: What do you think the long-lasting effects are on the children who lived in Norwich during WWII?
	To begin to understand the significance of Sir Nicholas Winter's actions during the run up to WW2.	Can pupils explain the term "evacuation"? Can pupils explore why evacuations became widespread? Can pupils explain the effect of Nicholas Winton's actions? Activity: Research Sir Nicholas Winton and create a fact file.		
	To use primary sources to learn about childhood during the Blitz.	Can pupils identify some similarities between childhood now and then? Can pupils understand some of the challenges of childhood during wartime? Can pupils spot old and new things in pictures? Activity: Explain what childhood was like during the Blitz		
	To explore how experiences differed during the Battle of Britain.	Can pupils explain what the RAF is? Can pupils explain who Douglas Bader was? Can pupils understand some of the similarities and differences of pilots in the air and children in shelters? Activity: Dairy entries		Longer Writing Opportunity: Diary entries – RAF pilot and a civilian during a bombing raid.
	To place key events of the 1900's on a timeline.	Can pupils identify key events of 1900's? Can pupils order when these events occurred? Can pupils identify the events which happened before, during and after WW2? Activity: Timeline of key events during Norwich's Blitz.		

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
Invaders and Settlers Vocabulary Army Barbarian Baths Boudicca Calendar Celts Centurion Christianity Conquered Emperor Formation Icenii Invade Legacy Legion Manœuvres Mosaic Organisation Revolt Roads Roman Numerals Settlement Sources Troops	1: To explore where the Romans came from and how the city of Rome became the centre of a huge empire.	Can children use historical sources to answer questions about the past? Can children explain what an empire is? Can children describe how the Roman Empire became the largest empire of the ancient world? Activity: Timeline of the establishment of the Roman Empire	1: Use a range of documents and printed sources. 2: Give more than one reason to support an historical argument. 3: Distinguish between reliable and unreliable sources 4: Use a full range of dates and historical terms. 5: Research what it was like for a person in a given period from the past using primary and secondary sources. 6: Describe and make links between events and changes. 6: Describe how some things from the past affect life today.	
	2: To find out how and why the Romans invaded Britain.	Can children suggest some reasons why the Romans invaded Britain? Can children describe what the Roman army was like? Can children try to imagine what life was like for Roman soldiers? Activity: Label Roman Soldier. Practise drills on the playground – walking in formations in groups. Extension: enemy celts try to break their formation		Deeper Learning Question: What do you think were two the most important reasons that prompted the Romans to invade Britain? Explain your reasoning.
	3: To investigate the significance of Boudicca to a range of people.	Do children know who Boudicca was and what she did? Do children know that history is represented in different ways by different people? Can children represent their understanding in different ways? Activity: Create a portrait of Boudicca using reliable sources to help		
	4: To recount the key events of Boudicca's revolt.	Can children explain the events of Boudicca's revolt? Do children know that history is represented in different ways by different groups of people? Can children evaluate different points of view? Activity: Write a chronological account of the revolt		Longer Writing Opportunity: Chronological Account from the point of view of either a Roman or Celt
	5: To find out who was living in Britain when the Romans invaded and compare their way of life with the Romans.	Can children explain who the Celts were? Can children describe what life was like for Celts and Romans using correct historical vocabulary? Can children use a variety of sources to find out information? Activity: Create two one-page profiles comparing Celts and Romans		
	6: To describe the lasting effects of the Roman settlement of Britain.	Can children explain some of the things the Romans introduced to Britain? Can children identify aspects of our lives that are affected by the Roman rule in Britain? Can children suggest what life would have been like in Britain if the Romans had never arrived? Activity: Rank the things introduced to Britain by the Roman Empire and explain why they are important.		

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
The Anglo-Saxons, Picts and Scots Vocabulary Angles Archaeologist Artefacts Beowulf Burial Christianity Convert Evidence Excavation Illuminated manuscript Invasion Jutes King Raedwald Legends Missionary Pagans Peasant Picts Religion Roundhouse Savages Saxons Settling Sources Sutton Hoo Timeline	1: To describe why, where and when the Scots and Anglo-Saxons invaded Britain.	Can children explain the difference between invasion and settlement? Can children place the Anglo-Saxons on a timeline? Can children identify on a map where the Anglo-Saxons came from?	1: Use a full range of dates and historical terms 1, 5: Understand the relationship between beliefs and action in historical change 2: Distinguish between reliable and unreliable sources 3, 6: Understand that some evidence is limited 3: Distinguish between reliable and unreliable sources 5: Use a timeline to place events, periods and cultural movements 5: Show changes on a timeline	<u>Longer Writing Opportunity:</u> Historical journal recount
	2: To find out who the Picts and Scots were and where they lived.	Do children know who the Scots were and where they lived? Do children know who the Picts were and where they lived? Do children understand that there were tensions between the Scots, Picts and Anglo-Saxons? Activity: Picts vs Scots Game Show		<u>Deeper Learning Question:</u> 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?
	3: To be able to use various historical sources to find out about Anglo-Saxon life.	Can children generate questions relating to everyday life in Anglo-Saxon times? Can children use a variety of historical sources to find out about everyday life? Can children compare the lives of rich and poor Anglo-Saxons? Activity: Research task		
	4: To explore Anglo-Saxon culture including art, music, legends and poetry.	Can children describe the pastimes of different type of people in Anglo-Saxon Britain? Can children infer what life was like in Anglo-Saxon Britain from the story of Beowulf? Do children understand why they told stories like Beowulf? Activity: Write a kenning about Beowulf		
	5: To explore the spread of Christianity.	Do children know that some people in Britain were Christians before the Anglo-Saxons invaded? Do children know that Anglo-Saxons were pagans when they came to Britain? Can children describe some of the factors that helped convert Britain to Christianity? Activity: Timeline, research		
	6: To study the archaeological evidence at Sutton Hoo to ask and answer questions and to draw conclusions about who was buried there.	Do children understand what an archaeologist does and why they excavate certain sites? Can children study objects and answer questions about them? Can children make suggestions about what the objects discovered at Sutton Hoo tell us about the person buried there? Can the children explain the evidence for their decisions about who the person at Sutton Hoo was? Can the children make a judgement about which evidence is most helpful? Activity: Use artefacts to make conclusions Do the children understand that other people have different interpretations?		

Curriculum Skills and Progression Map

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
Ancient Maya	To develop an understanding of the Maya civilisation, explaining who the ancient Maya people were, and when and where in the world they lived.	I can place Ancient Maya on a timeline, understanding what other civilisations happened at similar times. I can identify where Ancient Maya was on a modern map. I can locate some Maya cities on a modern map. I can explain some key facts about the ancient Maya people. Activity: Create a tourist poster for Ancient Maya	1: Use a full range of dates and historical terms. 1: Use a timeline to place events, periods and cultural movements. 2: Understand differences in social, religious, political and cultural history. 2: Understand links between history and geography.	Resources: Atlas (1 between 2) Internet access (extension)
Vocabulary Abandoned AD Archaeology Artefacts BC Beliefs Civilisation Conquistadors Culture Decline Education Explorer Gods/Goddesses Hieroglyphs Mesoamerica Offerings Population Power Religion Ruins Sacrifice Society Sources Theories Warriors Wealth Weapons Writing	To use a range of sources to explore the Maya civilisation.	I can understand the affect of the conquistadors on Mesoamerica. I can understand exploration from different points of views. I can identify some primary and secondary sources. I can use a source to learn more about the Maya. Activity: Explore sources to learn about the Maya	2, 5: Identify the most useful sources for a particular task. 3: Describe and make links between events and changes. 2, 5: Identify the most useful sources for a particular task.	Deeper Learning Question: Why were Europeans so keen to explore the Americas in the 1500s? What type of legacy did they leave behind?
	To explore the Maya writing and number systems.	I can understand how the Ancient Maya wrote. I can decode the Ancient Maya maths. Activity: Create game based on number and glyphs.	6: Give reasons for change through analysing evidence. 6: Support own point of view using evidence.	
	To explore the religious beliefs and practices of the Maya people.	I can understand some of the key beliefs of Maya religions. I can name some key gods. I can explain some practises of the Maya people. Activity: Gods fact file.		
	To describe an aspect of everyday life for the Maya people.	I can use search engines to research a given topic. I can carefully choose a source of information. I can decide which information is relevant to include in work. I can present findings. Activity: Research one aspect of Mayan life and create a class 'book' on the topic		Longer Writing Opportunity: Create a one-page profile on one aspect of Mayan life.
	To explore reasons for the decline of the ancient Mayan civilisation.	I can identify that Mayan city states often recorded battles on stelae. I know that the Mayan civilisation declined c.900 AD. I can offer suggestions for why a civilisation may decline. I can explain my reasons to back up my point. Activity: Rank reasons for decline and explain reasons		

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:	
Anglo-Saxons vs Vikings	LO: To explore what Britain was like before and during the first Viking invasions.	Do children know why this period is often referred to as the Dark Ages? Do children know when the Vikings first invaded Britain? Can children recognise and describe the different perspectives of the Viking invasions? Activity: Written account of Lindisfarne raid	Year 5: Rank sources of information in order Identify differences between different versions of the past Make conclusions with evidence as to the most likely version of events Greater Depth Can they understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past?	Deeper Learning Question: How would you feel if people came and invaded Britain today?	
Vocabulary Alfred the Great Battle of Hastings Chieftains Christianity Chronological Claim Colonise Conquer Danelaw Dynasty Mercia Era Heir Holy order Invasion Kingdom Longboats Looting Monasteries Normans Norse Raid Ransacked Runes Sacred Scandinavia Unified Wessex	LO: To explore the effect of the Viking invasion on the Anglo-Saxons.	Do children know that the Vikings settled in Britain after the first raids in the 8th century? Can children use a variety of sources to gather information? Can children describe how the Vikings gained control of the northeast of England? Activity: Report of Dane's attempt at invading Wessex			
	LO: To investigate the significance of King Alfred 'the Great'	Can children describe the role King Alfred played in making England a unified country? Can children suggest reasons why he was dubbed 'Great'? Can children use a variety of sources of information to find out the life of King Alfred? Activity: One page profile on Alfred the Great			Deeper Learning Question: Do you think Alfred's title of "the Great" is justified? Explain your reasoning.
	LO: To explore what life was like for Vikings living in Britain.	Can children describe what life was like for Vikings in Britain? Can children identify differences between Viking and Anglo-Saxon life? Can children identify similarities between Viking and Anglo-Saxon life? Activity: What artefacts reveal about Viking life			
	LO: To investigate the unification of England.	Do children know that by 1016, England was a unified country, under the control of a single king? Can children name the key historical figures and describe their role in events? Can children discuss causes and effects of historical events? Activity: Create a hypothesis and research it.			
	LO: To find out how the Anglo-Saxon and Viking eras ended.	Do children know why the Battle of Hastings took place? Can children describe the main events surrounding the Norman conquest? Do children know that the Battle of Hastings ended the era of Anglo-Saxon and Viking rule in Britain?			Longer Writing Opportunity: Formal Letter – "I should be king"

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
Crime and Punishment <u>Vocabulary:</u> Changes Combat Crime Crucifixion Cyber Death Penalty Fine Gladiators Heresy Justice Juvenile Penal Colony Police Prevent Punishment Reform Smuggling Wergild Workhouse	To explore what crime and punishment consisted of in the Roman Period.	Do children know how crime was detected in Roman times? Do children know how criminals were tried in Roman times? Can children describe some common punishments for criminals in Roman times? Activity: Year 5 – make a Roman Curse Tablet	Rank sources of information in order Identify differences between different versions of the past Make conclusions with evidence as to the most likely version of events	
	To explore crime and punishment in the Anglo Saxon and Viking Period.	Can children describe how crime would usually be punished in the Anglo-Saxon/Viking world? Do children know what the most common crime of the time was? Can children describe how people involved gods in the punishment of criminals? Activity: Take on the role of judge and decide suitable punishments for the crimes committed.	Describe the main changes in a period of history, from several perceptions – e.g. political, cultural Explain their own point of view, justifying this with a broad range of evidence	Deeper Learning Question: Who do you think had a better law and order system, the Romans or Anglo-Saxons/Vikings? Explain why.
	To explore crime and punishment in the Medieval and Tudor Periods.	Can children describe how criminals were caught in the medieval and Tudor periods? Can children explain the three main types of courts in the medieval and Tudor periods? Do children know what the punishments for theft, treason, murder and heresy were? Activity: Explain events from case studies	Identify changes across periods of time, using chronological links	
	To explore crime and punishment in the Early Modern Period.	Do children know which crimes became common during this period and why? Do children know which aspects of crime and punishment stayed the same between the medieval period and the early modern period? Can children describe which punishments were new during this period? Activity: Letter to MP		Longer Writing Opportunity: Formal Letter to your MP regarding the 'Bloody Code'.
	To explore crime and punishment in the Victorian Period.	Do children know which types of crimes became less common in this period and why? Can children describe changes in the way crime was detected? Can children explain the major changes in the way crimes were punished? Activity: Workhouse posters/propaganda		
	To explain how and why crime and punishment has changed over time and compare it to current day Britain.	Can children describe what different types of crimes there have been over the ages? Can children describe how crime prevention and detection has changed over the ages? Can children describe how punishment for criminal activity has changed over the ages? Activity: Compare how crimes and punishment have changed across the ages. Which time in history do you think had the most interesting crimes and why?		Deeper Learning Question: Crime and Punishment has changed a lot over the past 2000 years. We view the past punishment critically. How do you think historians in 100 years will view our punishment in the 21 st century?

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
<p>The Golden Age of Islam</p>	<p>To find out about Baghdad's role in the early Islamic civilisation.</p>	<p>I can recall some key facts about Baghdad. I can identify some similarities and differences between life in Baghdad and London in AD 900. I can compare life in the Islamic Empire with that in Europe in the 10th – 11th centuries. I can imagine and write about what life was like in Baghdad in AD 900. I can explain why Baghdad was such an important city in the Islamic Empire.</p>	<p>Year 5:</p> <p>Pose an historical hypothesis using primary and secondary sources to give a reasoned conclusion. Give a balanced view of interpretations of the past, using different points of view Make conclusions with evidence as to the most likely version of events Organise a series of relevant historical information, and check this for accuracy Explain their own point of view, justifying this with a broad range of evidence Adapt their ideas and viewpoints as new information arises Begin to identify causal factors in change</p>	<p>Longer Writing Opportunity Activity: Write a letter explaining what Baghdad was like in 900AD.</p>
<p>Vocabulary: Algebra Allah Arabesque Astronomical Observatory Baghdad Caliph/Caliphate Calligraphy Civilisation Democracy Economy Engineer Europe Geometric Golden Age of Islam Government Muhammad House of Wisdom Iraq Islam Islamic Empire Legacy Linear Mosque Motif Muslim Repeating Scholars Shia Siege Silk Road Sunni Trade Vegetal</p>	<p>To find out about the House of Wisdom and how it became a centre for learning.</p>	<p>I can explain what the House of Wisdom was, and what happened there. I can create a prospectus for the House of Wisdom, explaining reasons why people should study there.</p>		<p>Activity: Create a prospectus convincing people to study at the House of Wisdom.</p>
	<p>To explore some significant discoveries and studies by early Islamic scholars and evaluate their impact on the wider world.</p>	<p>I can compare how early Islamic and European medicine in the Middle Ages was different. I can describe how the work of early Islamic doctors has influenced modern medicine. I can tell you the names of some important early Islamic scholars and answer comprehension questions about them.</p>		<p>DLQ: Do you think it is important that we learn about the early Islamic civilisation? Does the House of Wisdom still matter?</p> <p>Activity: Write a persuasive argument to convince European doctors to use new methods of treatment.</p>
	<p>To describe who Muhammad is, say how the first caliphate came to be formed and explain the roles and responsibilities of a caliph.</p>	<p>I can explain how Muhammad founded Islam. I can act in role to present an opinion to explain why the Sunni or Shia Muslims should have the first caliphate. I can present information about the roles and responsibilities of a caliph.</p>		<p>Activity: Create a recruitment poster for a new caliph.</p> <p>Access to internet will be needed.</p>
	<p>To identify and discuss different forms of Islamic art. To create geometric patterns based on traditional techniques.</p>	<p>I can identify geometric patterns, vegetal patterns and calligraphy in different examples of Islamic art. I can identify and explain where different forms of Islamic art was used. I can create my own early Islamic style geometric pattern.</p>		<p>Activity: Create geometric patterns.</p> <p>Pupils may each need a compass if they wish to create their own pattern.</p>
	<p>To identify reasons why the early Islamic civilisation became a major power.</p>	<p>I can explain why the early Islamic civilisation became a great power. I can label significant places on a map of the Silk Road. I can identify and describe items offered for trade during the Early Islamic civilisation. I can suggest what the biggest achievements of the early Islamic civilisation were</p>		<p>Activity: What were the biggest achievements of the early Islamic civilisation? Question and evidence to back up their response.</p>

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
The Motherland: A Place for Me?	To understand the origins of British colonies in the Caribbean	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?	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?	Start and End of Unit: Do you think Britain has a history of treating its' citizens fairly and equally? Activity: Pamphlet to end Slave Trade
	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?		Content needs to be enabled as there is a video. Activity: Create a fact file about a significant person
	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?		Content needs to be enabled as there is a video. This is a long PP!! Longer Writing Opportunity: Diary entry, writing about journey to England
	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?		Activity: News report – Bristol Bus Boycotts Deeper Learning: If England experienced a modern day "Windrush Generation", how do you think the general population would respond?
	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?		Activity: Biography
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?	Activity: Create a suitable monument to commemorate Windrush generation. 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?		

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:	
SIX	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 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)	Longer Writing Opportunity: Letter from Henry VIII to the Pope requesting a divorce	
Vocabulary: Artefacts Changes Compare Connection 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 Vagrant	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.			
	To understand the importance of legacy during the reign of Henry VIII.	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?		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?	
	Y6: To explore how leisure time has changed over time and understand some reasons for these changes	Can pupils identify what people do for leisure in 21 st century? Can pupils identify what people did for leisure during 16 th 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.			
	To explore how a person's social status was represented during the Tudor period.	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.			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?
	To summarise the key features of a time period.	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			

Curriculum Skills and Progression Map

Topic:	Lesson Objective:	Lesson Assessment Outcomes:	Skills covered:	Additional Notes:
Ancient Greece: Big Ideas Vocabulary Athens BC, AD Beliefs Chronology Citizen City State/Polis Civilisation Debate Democracy Differences Empire Enslave Evidence Goddesses Gods Homer Immortal Legacy Mortal Myth Olympia Olympic Games Paralympic Games Primary Source Religion Secondary Source Similarities Sparta Trade Troy Zeus	To explore some of the key events during the ancient Greek period.	I can use and understand the terms 'trade', 'civilisation' and 'chronologically'. I can discuss when the ancient Greek period was in relation to other periods in world history. I can order key events chronologically during a period in history.	Year 6: Can they pose and answer their own historical questions using primary and secondary sources as evidence to justify their opinions? 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 Speculate and hypothesise about the past, formulating their own theories about reasons for change Speculate – what if? What if England lost the war ... what if Jane Seymour had not died ...	Activity: Create a chronologically accurate timeline.
	To research aspects of daily life and society in ancient Greece.	I can explore how enslavement was central to life in ancient Greece. I can gather information from secondary sources about aspects of life in ancient Greece. I can share my research findings with others and pose my own historical questions.		Activity: Create questions about daily life and research the answers.
	To make connections and draw contrasts between life in ancient Athens and life in ancient Sparta.	I can explore some comparisons between life in ancient Athens and ancient Sparta. I can discuss how democracy worked in ancient Athens. I can take part in a debate about life in ancient Sparta and life in ancient Athens.		Activity: Debate – Athens vs Sparta Deeper Learning Question: Which state do you believe was a better place to live? Consider how it may differ for males and females, and people of different ages.
	To explore the Olympics in ancient Greek times through examining primary sources.	I can gather evidence about the past by looking at ancient Greek pottery. I can explain what primary and secondary sources are and how they differ.		Longer Writing Opportunity: Sports report of Ancient Greek Olympics
	To explore the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games.	I can discuss what I know about the modern Olympics. I can select relevant information from a secondary source about the ancient Greek Olympic Games. I can make comparisons between the modern Olympic Games and the Olympics in ancient Greek times.		Activity: Comparison table of the Olympics Questions to answer
	To explore the beliefs of the ancient Greeks.	I can describe some of the key beliefs of the ancient Greeks and discuss how they worshipped. I can name and describe some of the ancient Greek gods and goddesses.		Deeper Learning Questions: Why do you think the opinion of the Greek Gods and Goddesses were so important to the everyday person living in Ancient Greece? Why do people no longer believe in the Gods and Goddesses?
	To explore what the ancient Greeks believed about the Trojan War and how we know about their beliefs.	I can show my understanding of the events and characters in this myth by sequencing one version of the Trojan War story. I can explore sources of evidence which have been used to find out about the Trojan War. I can discuss whether the Trojan War really happened or whether it was a myth.		Activity: Gods/Goddesses fact file Optional lesson! It's interesting but not necessary!!