

2021-22

History Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Sling, spear or sword? Study of the Stone Age, Iron Age and Bronze Age. Using chronology to place events in historical context. Historical enquiry using artefacts and workshop activity. Assessment of characteristic features of Stone Age.</p> <p>Build on – Y2 describing simple ‘before and after’ dates to Y3 using BC and AD dates.</p> <p>Build on – Y2 identifying simple similarities and differences to Y3 describing similarities and differences between three eras.</p> <p>Substantive concepts: settlement, tribe</p>	<p>Sling, spear or sword? Research into the cause and consequences of transition from Stone to Iron to Bronze Age. Demonstrating continuity and change by comparison of eras. Recognition of difference and significance by assessment of the three eras. Interpretation skills through development of personal opinions linked to history.</p> <p><i>Iron Age warrior workshop.</i></p> <p><i>Bronze Age author visit</i></p>		<p>Romans – ruthless or remarkable? Assessment of Roman empire and the impact on Britain. Similarity and differences between Roman influence in Britain. Interpretation of legacy.</p> <p>Romans – ruthless or remarkable?</p> <p>Placing the Roman invasion on a timeline Characteristic features of what Britain was like. Connection between national history and development of Roman empire internationally. Causes, consequences and significance of the main changes the Romans brought to Britain?</p> <p><i>Visit to Fishbourne Palace</i></p> <p>Build on: Y2 description of features of the era to Y3 begin to explore why these are different in simple terms and what the impact is on Britain.</p> <p>Also compare to earlier eras studied in Autumn – in terms of both chronology and features.</p> <p>Substantive concepts: civilisation, conquest, empire, emperor, tax, trade, slave, society, tribe</p>		

<p>Year 4</p>	<p>How savage were the Anglo-Saxons? A focus on the Anglo-Saxons and why they came to Britain. Source analysis and consideration of reliability. Description of characteristic features of Anglo-Saxon life.</p> <p><i>Visit to Oxenwood Activity Centre</i></p> <p>Build on: Identify previous eras studied in Y3 when looking at chronology. Look at impact of Romans and fall of Romans from Y3 when considering why Anglo-Saxons settled.</p> <p>Substantive concepts: trade, immigration, settlement, conflict, monarchy, rules/law, society</p>	<p>King Alfred – great or lucky? Assessment of the significance of King Alfred. Significance of Viking invasions.</p> <p><i>Viking Day (in school)</i></p> <p>Build on: In cause and effect - Consider state of Britain after Romans left and why Vikings were able to invade. Look at role of Anglo-Saxons in settling Britain and farming which also contributed to success of Vikings.</p> <p>Substantive concepts: immigration, migration, trade, rules/law, society, voyage, conflict, conquest</p>			<p>Where would you rather be? Interpretation of the characteristic features and significance of the earliest civilizations: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. Assessment of sources (historical enquiry). Implications of the overlap of civilisations.</p> <p>Build on: In chronology, consider what Britain was like at the time of these dynasties. Consider what happened in these parts of the world for successful civilisations to develop. Were they more or less civilised than the Romans? What common features do civilisations have?</p> <p>Substantive concepts: civilisation, empire, ruler, monarchy, rules/law, society, migration, trade</p>	<p>What was life like for ordinary Egyptians? Enquiry into and collection of information from sources. Make sense of ideas and compose interpretations</p> <p>Substantive concepts: civilisation, empire, ruler, rules/law, society, migration, trade, religion</p>
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<p>Year 5</p>	<p>Basing House: a local history study Research into life in Old Basing during the Tudor/Stuart eras. Focus on life of the residents of Basing House. Report writing on characteristic features.</p> <p><i>Visit to Basing House.</i></p> <p>Build on: Compare features to Y4 eras studied – why is this a very different time? With chronology, consider how much time has passed since the Vikings? What have been the major changes?</p> <p>Substantive concepts: peasant, revolt, conflict, parliament, prime minister, monarchy, rules/law, society, tax, coronation, nation, nobility, military</p>	<p>Basing House: a local history study Analysis of the English Civil War and its impact on the local area.</p> <p>Build on: Was this more or less significant that impact of the Romans or Vikings? Is the concept of royalty and royal rule different to an emperor in Roman times or not?</p>			<p>What did the Ancient Greeks ever do for us? Non-chronological report about the significance of the era.</p> <p>Build on: Y4 features of different civilisations – and add the other time periods studied when looking at chronology. Was the Ancient Greek civilisation more or less civilised? Was it an Empire like the Roman Empire or not?</p> <p>Substantive concepts: civilisation, empire (or not!), tax, democracy, trade, slave society, tax</p>	
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Year 6			<p>Let Me Entertain You – the history of entertainment (Elizabethan period) Chronology and comparison of forms of entertainment over time. Significance and impact of Shakespeare.</p> <p><i>Discovery box, Rock and roll dancing, theatre visit from Young Shakespeare Company.</i></p> <p>Build on: Link back to Y5 study of Tudor times – compare where in chronology this sits. Link back to Y5 Ancient Greece study for similarities of features.</p> <p>Substantive concepts: peasant, monarchy, rules/law, society, coronation, nation, nobility, navy, tax, religion</p>	<p>Let Me Entertain You – the history of entertainment (mid-20C period) Analysis and interpretation of how entertainment reflects current events. Identifying the causes and consequences of events linked to entertainment.</p>	<p>The Wise World – the Golden Age of Islam (circa 9C-12C) Describing how early Islamic civilisation differed from Britain from 500-1000CE Describing the historical significance of a feature of early Islamic civilisation (cause and consequence)</p> <p><i>Visit to V&A museum</i></p> <p>Build on: Link back to Y4 and 5 study of Ancient Civilisations – is this before or after? What is happening in rest of world at this time? What similarities are there to other civilisations?</p> <p>Substantive concepts: civilisation, merchant, trade, religion, rules/law, trade route</p>	<p>The Wise World – the Golden Age of Islam (circa 9C-12C) Interpreting the significance of the Islamic legacy. Drawing conclusions about the importance of early Islamic civilisation (interpretation of the past).</p> <p>Build on: Link to previous study in Y3 what is Britain more like at this time? Iron Age! Why do civilisations decline and rise again?</p>
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