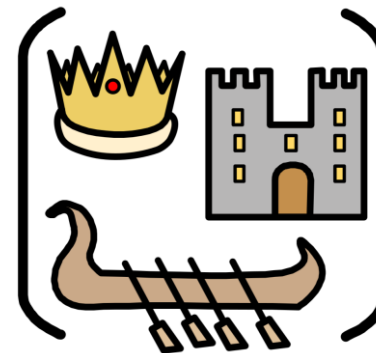
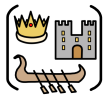




Fremington Primary School

History Curriculum Overview





INTENT

At FPS, we aim to develop an understanding and appreciation of the past. We aim to provide pupils with a broad and balanced view of History in Britain, other societies and periods of time, whilst teaching pupils to develop the skills of enquiry, analysis, interpretation and problem solving.

To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way.

Pupils will develop a sense of chronology from the earliest of times to the present day, and through this they will develop a well-rounded knowledge of the past and its events.

Pupils will learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, we aim to develop more informed, tolerant, respectful members of society.

We aim to teach pupils about how Britain has influenced and been influenced by the wider world and how we have developed as a democratic society. Pupils will learn life has not always been that way, as they learn about significant aspects of the history of the wider world, the nature of ancient civilisations, the expansion and dissolution of empires, characteristic features of past non-European societies and the achievements and follies of mankind.

Pupils will evaluate a range of primary and secondary sources including ICT as a stimulus and source of information. Our historians will be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.



History Curriculum Map Overview



IMPLEMENTATION

To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progressive model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. History is taught throughout the year so that all pupils can achieve depth in their learning.

Our curriculum is based on enquiry:

It enables children to think and picture themselves 'as a historian'

The children will be immersed in a core process of researching and discovering history.

Learning will link conceptual development to new knowledge thereby deepening understanding of the subjects.

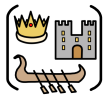
At FPS, the Early Years is the first opportunity to introduce pupils with vocabulary associated with History. Staff follow the Early Years Foundation Stage which aims to guide children to make sense of their physical world and their community. Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world, which has changed over time. Pupils are introduced to vocabulary associated with history as they explore the passing of time in their own lives and learn about significant events in the past, e.g. Remembrance – this is the first step of becoming a historian.

In KS1 and KS2 learning will start by revisiting prior knowledge. This will be scaffolded to support pupils to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.

Learning is regularly reviewed so that children can deepen their knowledge by over learning. History assessment is ongoing and informs teachers with planning lesson activities and differentiation; it will be tracked against the History progression of skills objectives.

Our historians will be given a variety of experiences both in and out of the classroom where appropriate to create memorable learning opportunities, foster curiosity and enthusiasm for history, and to further support and develop their understanding. Trips and visiting experts are used where possible to enhance the learning experience. Each topic commences with an overriding enquiry question to focus pupils and foster curiosity.

Our Curriculum has been developed to ensure chronology and progression. To ensure coverage, planning will consider the progression of skills, knowledge and understanding as outlined in the National Curriculum. In KS1, the Historical skills will focus on the world around them and their living memory of History before moving to events that go beyond living history. This will ensure a firm foundation for KS2 History. All pupils will be required to make connections and historical links with prior learning of people, events, societies and periods of time. Where possible, a cross curricula approach is adopted to maximise rich opportunities for learning and to provide further consolidation and depth of learning.



IMPACT

We encourage the children at Fremington Primary School to enjoy and value the curriculum we deliver.

We will constantly ask the WHY behind their learning and not just the HOW.

At FPS, the impact of quality first teaching in History fosters a love and enthusiasm for the subject.

Well-constructed and well taught lessons provide pupils with opportunities to research and apply skills independently, skills essential for lifelong learning. Lesson observations and book scrutiny indicates high expectations and reflect what pupils have learned. All learning builds towards clearly defined end points that are met.

Children consistently show they are able to articulately answer the enquiry question.

Pupils will leave KS2 with a strong knowledge of their local and national history and a confidence of how time has changed. All pupils will be able to discuss and recall a variety of events and where they happened in the world.

Knowledge and skills will have developed progressively to not only enable them to meet the requirements of the National Curriculum but to prepare pupils to become competent historians in secondary education and beyond. We want pupils to have thoroughly enjoyed learning about history and have created a desire for them to learn more.



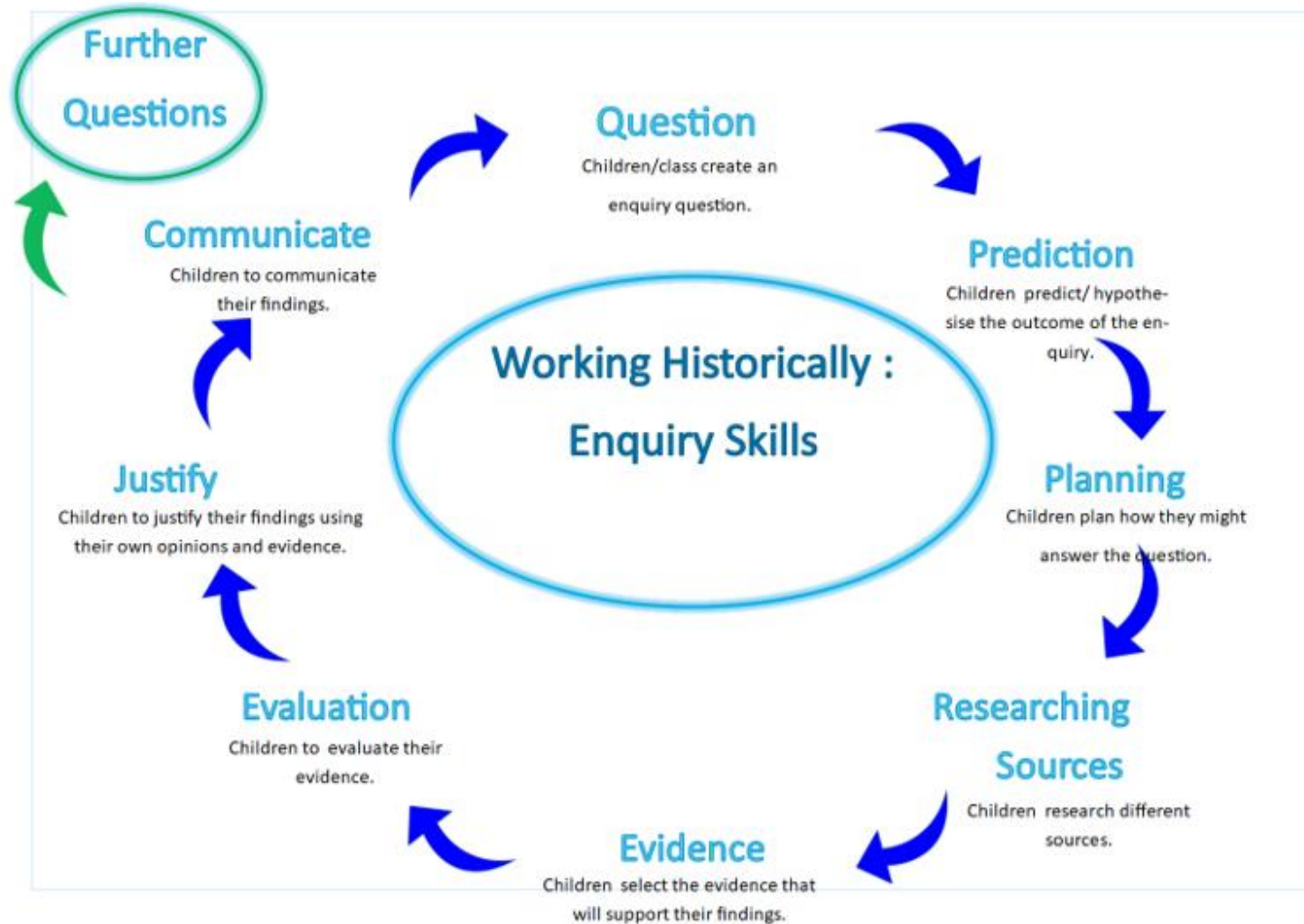
HISTORY CURRICULUM MAP OVERVIEW

Enquiry Skills

Progression Across Year Groups



History Curriculum Map Overview





History Curriculum Map Overview

| EYFS | Year 1 |
|------|--|
| | Questioning |
| | Children can form simple enquiry questions about historical topics with guidance. |
| | Predicting |
| | Children can make basic predictions about the outcome of an enquiry. |
| | Planning |
| | Children can discuss how they might answer questions with teacher's support. |
| | Researching sources |
| | Children can identify information from sources provided |
| | Selecting evidence |
| | Children can choose simple pieces of evidence to support their findings. |
| | Evaluating |
| | Children can talk about the evidence they have gathered. |
| | Justifying |
| | Children can explain their findings with assistance. |
| | Communicating |
| | Children can express their findings through simple written form, verbally and through simple drawings. |

| Year 2 | Year 3 | Year 4 |
|--|---|---|
| | Questioning | |
| Children can form more complex enquiry questions with some guidance. | Children can independently create detailed enquiry questions. | Children can formulate complex enquiry questions that require multiple sources to answer. |
| | Predicting | |
| Children can make reasoned predictions about the outcome of an enquiry. | Children can make predictions with supporting reasons. | Children can hypothesise outcomes based on prior knowledge. |
| | Planning | |
| Children can make a simple plan to answer questions with minimal guidance. | Children can plan an investigation with clear steps. | Children can plan an investigation considering the types and variety of sources required. |
| | Researching | |
| Children can find information from a range of provided sources. | Children can independently research using a variety of sources. | Children can independently research and cross-reference a range of sources. |
| | Selecting | |
| Children can select relevant evidence to support their findings. | Children can select and rank evidence based on relevance. | Children can select relevant evidence and discount irrelevant or unreliable sources. |



History Curriculum Map Overview

| Evaluating | | |
|--|--|---|
| Children can make simple judgements about the reliability of their evidence. | Children can evaluate the usefulness and reliability of their evidence. | Children can critique their evidence considering bias, perspective, and reliability. |
| Justifying | | |
| Children can justify their findings using simple reasoning. | Children can clearly justify their findings using evidence. | Children can confidently justify their findings using well-selected evidence and reasoning. |
| Communicating | | |
| Children can communicate their findings orally and in simple written form. | Children can communicate their findings in a structured manner orally, in writing, or using digital tools. | Children can clearly communicate their findings in multiple formats, making use of appropriate historical vocabulary. |

| Year 5 | Year 6 |
|---|---|
| Questioning | |
| Children can formulate comprehensive enquiry questions that prompt deep investigation. | Children can create complex, insightful enquiry questions that prompt critical thinking and deep historical understanding. |
| Predicting | |
| Children can make detailed hypotheses, considering potential challenges and conflicts in sources. | Children can create detailed and well-reasoned hypotheses, acknowledging potential contradictions. |
| Planning | |
| Children can create a systematic investigation plan considering source variety, reliability, and potential bias. | Children can plan thorough investigations, considering the scope of enquiry, diversity of sources, and possible interpretations. |
| Researching sources | |
| Children can seek out a range of sources, considering their origin, purpose, and potential bias. | Children can independently research from a range of primary and secondary sources, acknowledging potential limitations. |
| Selecting evidence | |
| Children can select the most appropriate evidence and explain their choices. | Children can critically analyse and select the most relevant and reliable evidence, considering multiple perspectives and interpretations. |
| Evaluating | |
| Children can evaluate and compare the usefulness and reliability of different sources. | Children can evaluate the credibility, bias, and limitations of various sources, and recognize how they shape historical narratives. |
| Justifying | |
| Children can justify their findings using critical thinking and evidence from multiple sources. | Children can construct well-supported arguments and explanations based on rigorous analysis of evidence and historical interpretations. |
| Communicating | |
| Children can effectively communicate their findings, incorporating a range of historical concepts and perspectives. | Children can effectively and persuasively communicate their findings through a range of mediums, incorporating historical terminology and concepts, and considering their audience. |



HISTORY CURRICULUM MAP OVERVIEW

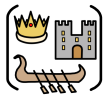
Disciplinary and Substantive Knowledge



History Curriculum Map Overview

Long Term Planning

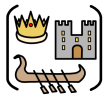
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|---|--|--|---|--|---|
| Reception | (HA) Enquiry 1: How have I changed since I was a baby? | Transport in past Fire of London (HA) Enquiry 3: What are our favourite celebrations each year? (Divali, Bonfire Night, Christmas) | Our local area in the past Houses and homes (HA) Enquiry 3: What are our favourite celebrations each year? (Chinese New Year) Enquiry 2: Why do we wear different clothes at different times of the year? | (HA) Enquiry 3: What are our favourite celebrations each year? (Easter) | | (HA) Enquiry 2: Why do we wear different clothes at different times of the year? (Hook back activity) |
| Year 1 | What toys and games did my parents and grandparents used to play? | | How has the high street changed since the 1950s? | | Should we call Grace O'Malley a pirate? | |
| Year 2 | What makes a person from the past a hero? | | How much different did the changes in transport make to the local area? | | Why does the coronation of King Charles III matter? | |
| Year 3 | How did the lives of ancient Britons change during the Stone Age? | | How do artefacts help us understand the lives of people in Iron Age Britain? | | How did the arrival of the Romans change Britain? | |
| Year 4 | How can we find out about the civilization of Ancient Greece? | | Do historical artefacts belong to their country of origin? (Ancient Egyptians) | | How do we know what was important to the Anglo-Saxons? | |
| Year 5 | How much difference do improvements in transport make to my local area? | | What did the Vikings want in Britain and how did Alfred help to stop them getting it? | | Why did the ancient Maya change their way of life? | |
| Year 6 | How did WWI impact German lives for the next 100 years? | | How did the early Islamic civilization help us? | | | |



History Curriculum Map Overview

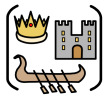
Disciplinary knowledge is taught and embedded within the teaching of each unit of substantive knowledge.

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------------|---|---|--|---|---|---|--|
| Cause and Consequence | <ul style="list-style-type: none"> To talk about the lives of the people around them and their roles in society. | <ul style="list-style-type: none"> To recognise some causes to historical events. To identify consequences to historical events | <ul style="list-style-type: none"> To understand that there are reasons why people in the past acted as they did. To identify causes and consequences from the past. | <ul style="list-style-type: none"> To find out about the cause of an event. To identify key consequences over a period of time and be able to give reasons for those changes. | <ul style="list-style-type: none"> To explain how people and events in the past have influenced life today. To describe connections and contrasts between aspects of history, people, events and artefacts studied. | <ul style="list-style-type: none"> To identify and note connections, contrasts and trends over time in the everyday lives of people. To use appropriate historical terms such as culture, religious, social, economic and political when describing the past. | <ul style="list-style-type: none"> To examine causes and results of great events and the impact these had on people. To describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. |
| Continuity and Change | | <ul style="list-style-type: none"> To recognise some similarities and differences between the past and the present. | <ul style="list-style-type: none"> To identify similarities and differences between ways of life in different periods | <ul style="list-style-type: none"> To find out about the everyday lives of people compared with our life today | <ul style="list-style-type: none"> To explain how people and events in the past have influenced life today. | <ul style="list-style-type: none"> To describe connections and contrasts between aspects of history, people, events and artefacts studied. | <ul style="list-style-type: none"> To use appropriate historical terms such as culture, religious, social, economic and political when describing the past |
| Similarities and differences | <ul style="list-style-type: none"> To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | <ul style="list-style-type: none"> To recognise some similarities and differences between individuals e.g. within the life and times of Grace O'Malley | <ul style="list-style-type: none"> To identify similarities and differences between societies | <ul style="list-style-type: none"> To find similarities and differences between places e.g. Britain and the rest of the Roman Empire. | <ul style="list-style-type: none"> To explain similarities and differences between an aspect of society e.g. the religious beliefs of Anglo Saxons and the native Britons | <ul style="list-style-type: none"> To describe connections and contrasts between aspects of history, people, events and artefacts e.g. within Ancient Egypt | <ul style="list-style-type: none"> To examine and explain diverse experiences and ideas, beliefs, attitudes of men, women, children e.g. within the Early Islamic Civilization |



History Curriculum Map Overview

| | | | | | | | |
|--------------------------------|--|---|---|--|--|---|--|
| <p>Historical significance</p> | <ul style="list-style-type: none"> • To understand the past through settings, characters and events encountered in books read in class and storytelling | <ul style="list-style-type: none"> • To recognise why certain individuals (e.g. Grace O'Malley) are significant in history (achievements and impact) | <ul style="list-style-type: none"> • To identify why certain people/events are significant in the wider context of history e.g. George Stephenson, Rosa Parks etc | <ul style="list-style-type: none"> • To find out why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain. • To identify why our interpretations of Stone Age to Iron Age is difficult due to limited primary sources or written evidence. | <ul style="list-style-type: none"> • To describe the achievements of the Ancient Egyptians and their significance to human development. • To identify the most important achievements of Alexander the Great. | <ul style="list-style-type: none"> • To explain advancements in technology in the Mayan civilisation. | <ul style="list-style-type: none"> • To evaluate the achievements of the Early Islamic Civilization as a turning point in British history in the context of then and now. |
| <p>Sources and evidence</p> | <ul style="list-style-type: none"> • To comment on images of familiar situations in the past. | <ul style="list-style-type: none"> • To look at simple artefacts and pictures to ask questions about the past. | <ul style="list-style-type: none"> • To look at a source (such as photographs from Victorian times to find answers to questions about the past • To choose and select evidence (from a selection provided) and say how it can be used to find out about the past. | <ul style="list-style-type: none"> • To gather more detail from sources such as maps to build up a clearer picture of the past. • To suggest sources of evidence to help answer questions to present findings. | <ul style="list-style-type: none"> • To devise my own questions to find answers about the past. • To begin to undertake my own research. • To compare different accounts of an event and explain why they may differ. | <ul style="list-style-type: none"> • To recognise when I am using primary and secondary sources of information to investigate the past. • To use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites | <ul style="list-style-type: none"> • To use sources of information to form testable hypothesis about the past. • To locate and analyse relevant information to justify claims about the past. • To investigate my own lines of enquiry by posing historically valid questions to answer |



History Curriculum Map Overview

| | | | | | | | |
|----------------------------------|--|--|---|---|--|---|--|
| Historical Interpretation | <ul style="list-style-type: none"> • To use stories or accounts to distinguish between fact and fiction. • To look at more than two versions of the same event or story in history and identify differences. | <ul style="list-style-type: none"> • To start to compare two versions of a past event. • To explain that there are different types of sources that can be used to help represent the past. | <ul style="list-style-type: none"> • To look at two versions of the same event or story in history and identify differences. | <ul style="list-style-type: none"> • To look at more than two versions of the same event or story in history and identify differences. | <ul style="list-style-type: none"> • To find and analyse a wide range of evidence about the past. • To investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. | <ul style="list-style-type: none"> • To use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. • To consider different ways of checking the accuracy of interpretations of the past. • To start to understand the difference between primary and secondary evidence and the impact of this on reliability. | <ul style="list-style-type: none"> • To show an awareness of the concept of propaganda. • To know that people in the past represent events or ideas in a way that may be to persuade others. • To begin to evaluate the usefulness of different sources |
|----------------------------------|--|--|---|---|--|---|--|

Substantive Knowledge taught through our key concepts

1. Power and Authority 2. Trade, Migration and Settlements 3. Technology and Invention 4. Invasion and Empire

| | Year One | Year Two |
|------------------------------|---|---|
| Key Enquiry Questions | <p style="color: purple;">Aut: What toys and games did my parents and grandparents use to play?</p> <p style="color: purple;">Spr: How has my high street changed since the 1950s?</p> <p style="color: blue;">Sum: Should we call Grace O'Malley a pirate?</p> | <p style="color: purple;">Aut: What makes a person from the past a hero?</p> <p style="color: purple;">Spr: How much different did the development of railways make to my local area?</p> <p style="color: blue;">Sum: Why did the coronation of King Charles III matter?</p> |



History Curriculum Map Overview

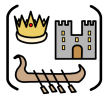
| | | |
|----------------------------|--|--|
| Chronology | <p>Toys</p> <p>1940s - 2023</p> <p>Barnstaple</p> <p>1950 - 2023</p> <p>Grace O'Malley</p> <p>1530 - 1603</p> | <p>Queen Elizabeth II 1922 – 2022</p> <p>Rosa Parks 1913 – 2005</p> <p>Amelia Earhart 1897 – 1937</p> <p>Isambard Kingdom Brunel 1806 – 1859</p> <p>George Stephenson/Victorian Britain</p> <p>1781 – 1901</p> <p>George V Coronation – King Charles Coronation</p> <p>1911 – 2023</p> |
| | <ul style="list-style-type: none"> • To place known events and objects in chronological order • To sequence events and recount changes within living memory and beyond • To use common words and phrases relating to the passing of time e.g. now, then, yesterday, days, weeks, years, nowadays, past, old, new. • To identify when Grace lived and count forwards to the 21st Century | <ul style="list-style-type: none"> • To describe events from the past, using common words and phrases relating to the passing of time • To sequence events on a timeline |
| Power and Authority | <ul style="list-style-type: none"> • To know that Grace established herself as a powerful ruler by land and sea, incurring hardships, imprisonment and conflict to ensure her communities survival. • To know Elizabeth I was monarch during Grace's life. | <ul style="list-style-type: none"> • To know that Queen Elizabeth II was Queen of England from 1937 - 2022 • To know why Rosa Parks is remembered • To know how her actions influenced the civil rights movement in the USA • To understand that Amelia Earhart became the first female aviator to fly solo across the Atlantic Ocean • To know that that King George V was Queen Elizabeth • To know the significance of a coronation |



History Curriculum Map Overview

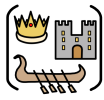
| | | |
|---|--|--|
| | | <ul style="list-style-type: none"> To know King Charles's III's immediate family |
| Trade, Migration and Settlements | <ul style="list-style-type: none"> To identify the main points to show that it is not a modern view of the high street To identify street furniture To identify amount of vehicles To identify shop names To identify the appearance of shops | <ul style="list-style-type: none"> To know about the establishment of the Tarka line railway To understand the growth of the railways and the impact on Barnstaple. |
| Technology and Invention | <ul style="list-style-type: none"> To know that toys in the past were different to toys today. To know the names of some toys were popular To recognise similarities and differences between toys from the past and toys today. | <ul style="list-style-type: none"> To know who Isambard Brunel is and why he is famous To know what structures he designed and built To know why his structures are still taught about today To know who George Stephenson was and what impact George Stephenson had on the railways |
| Invasion and Empire | <ul style="list-style-type: none"> To know that Grace's main enemy was Sir Richard Bingham who took control of the area she lived. | |

| | Year 3 | Year 4 |
|------------------------------|--|---|
| Key Enquiry Questions | <p>Aut: How did the lives of ancient Britons change during the Stone Age?</p> <p>Spr: How do artefacts help us understand the lives of people in Iron Age Britain?</p> <p>Sum: How did the arrival of the Romans change Britain?</p> | <p>Aut: How can we find out about the civilization of Ancient Greece?</p> <p>Spr: Do historical artefacts belong to their country of origin?</p> <p>Sum: How do we know what was important to the Anglo-Saxons?</p> |
| Chronology | <p>Stone Age 15000 – 3000BC</p> <p>Bronze Age 3000BC – 800BC</p> <p>Iron Age 800BC – 43AD</p> <p>Romans 43AD – 410AD</p> | <p>Ancient Greece 776BC – 146BC</p> <p>Egyptians 7500BC – 30AD</p> <p>Anglo Saxons 449AD – 1066AD</p> |



History Curriculum Map Overview

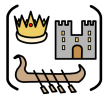
| | | |
|----------------------------------|--|---|
| | <ul style="list-style-type: none"> To use an increasing range of common words, dates and phrases relating to the passing of time e.g. BC and AD. To know the Stone Age is divided into three periods: Palaeolithic 30,000 BC – 10,000 BC, Mesolithic 10,000BC – 8,000BC, Neolithic 8000BC – 3000BC | <ul style="list-style-type: none"> To place and describe some historical periods and eras on a timeline. To use historic vocabulary to discuss and describe dates, time, periods, eras, chronology and changes. |
| Power and Authority | <ul style="list-style-type: none"> To know that there were no laws in the Stone Age and Iron Age Britain | <ul style="list-style-type: none"> To know the three main types of government in ancient Greece: monarchy, oligarchy and democracy. To know laws and justice during the Anglo-Saxon era |
| Trade, Migration and Settlements | <ul style="list-style-type: none"> To know some settlements of the Stone Age. To know that the first man was known as a hunter gatherer To know that Homo Sapien (wise man) evolved creatively to make more complex tools and equipment to farm To know that Stonehenge is thought of as the world's most famous prehistoric monument To know that the Stone Age people were nomads but then became settlers To know some settlements of the Iron Age. To know some settlements of the Romans | <ul style="list-style-type: none"> To know about gods, goddesses and religious beliefs in ancient Greece. To make comparisons between the city states of Sparta and Athens. To know key aspects of daily life in ancient Greece To know the religion and gods of Ancient Egypt. To know the housing and class system of Ancient Egypt To know death and burial rituals (mummification) To know that the Anglo-Saxons came looking for farmland and the Vikings were also searching for farmland and treasures to make them rich. |
| Technology and Invention | <ul style="list-style-type: none"> To know that Homo Habilis (skilled man) was the first human to use stone to make tools (hunter-gathers). To learn how Bronze was made To know where copper, tin and iron come from and why it took so long to arrive in Britain. | <ul style="list-style-type: none"> To know how modern life has been influenced by the Ancient Greeks To know how the Egyptians used the River Nile for their way of life. |



History Curriculum Map Overview

| | | |
|---------------------|---|---|
| | <ul style="list-style-type: none"> To know some Iron/Bronze advancements with weapons, tools, clothing and jewellery To know that during their occupation of Britain the Romans built an extensive network of roads | |
| Invasion and Empire | <ul style="list-style-type: none"> To know that the Iron Age ended in 43AD after the final Roman invasion of Britain. To know that the Britain was once part of the Roman Empire. To know that Claudius successfully invaded Britain in 43AD. To know that Julius Caesar invaded Britain twice in 55BC and 54BC. To know the impact Romans had on Britain. | <ul style="list-style-type: none"> To know the origin of the Greek Empire To know about the invasion of the Anglo-Saxons. To know that the Vikings conflicted with the Anglo Saxons between 793AD to 1066AD for control over Britain |

| | Year 5 | Year 6 |
|-----------------------|--|---|
| Key Enquiry Questions | <p>Aut: How much difference to improvements in transport make to my local area? (HA)</p> <p>Spr: What did the Vikings want in Britain and how did Alfred help to stop them getting it?</p> <p>Sum: Why did the ancient Maya change their way of life?</p> | <p>Aut: How did WWI impact German lives for the next 100 years?</p> <p>Spr: How did the early Islamic civilization help us?</p> |
| Chronology | <p>Local History 2000BC-2000AD</p> <p>Vikings 793AD – 1066</p> <p>Mayans 2000Bc-1500AD</p> <ul style="list-style-type: none"> To understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. | <p>WWI 1914-1918</p> <p>Early Islamic Civilization 900AD</p> <ul style="list-style-type: none"> To identify periods of rapid change in history and contrast them with times of relatively little change. |



History Curriculum Map Overview

| | | |
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| | <ul style="list-style-type: none"> • To sequence local, national and international events as well as historical periods. • To use dates (BC and AD) and terms accurately in describing events | <ul style="list-style-type: none"> • To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). |
| <p style="text-align: center;">Power and Authority</p> | | <ul style="list-style-type: none"> • To know that the it is thought that the war started when Archduke Franz Ferdinand was assassinated. • To know that in the early 1900s, many European countries such as Britain, France, Spain and Italy colonised countries in Africa and Asia and were considered very powerful • To know Germany did not colonise other countries and they were not as powerful. Germany wanted greater power so they began building large warships and creating a strong army • To know that because of the different power struggles and alliances, there was tension and distrust amongst some countries across Europe • To know what kind of ruler Harun al-Rashid was and that he felt such importance in setting the House of Wisdom • To know the effect one person (Al-Zahrawi) can have |
| <p style="text-align: center;">Trade, Migration and Settlements</p> | <ul style="list-style-type: none"> • To understand the nature, benefits and limitations of early transport • To identify key features of Barnstaple at different times • To know how transport might have been needed and used to support the locality. • To know the key features and what was significant regarding local transport • To know how people may have reacted locally to early transport and how it affected their lives. | <ul style="list-style-type: none"> • To know that the soldiers lived in trenches and consider the conditions. • To know about rationing • To learn about everyday life in Baghdad • To know how important learning was to some people in Baghdad • To compare life in Baghdad with life in London around 900AD |



History Curriculum Map Overview

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| | <ul style="list-style-type: none"> To know that the Anglo-Saxons came looking for farmland and the Vikings were also searching for farmland and treasures to make them rich. To know the rulers of Viking times. To know jobs and education during the Viking era. To know the Vikings came from Scandinavia (Norway, Sweden and Denmark) on longships and stole gold and jewels from monks in monasteries. To know that the Vikings landed at Lindesfarne To know many British places were named by the Vikings (the suffix -by coming from the Scandinavian word for 'homestead' or village) To know some Mayan gods and sacrifices, food and diet. To know about some Mayan temples and buildings (Chichen Itza) To know about the Mayan number system To know what Mayan people ate and grew | <ul style="list-style-type: none"> To know about the House of Wisdom and how it became a centre for learning drawn from far and wide To know the success Baghdad had in trading with other countries To know how difficult travelling was at this time Understand how Islamic learning reached Europe by various methods / routes To be able to identify examples of factors at work in spreading Islamic learning |
| <p>Technology and Invention</p> | <ul style="list-style-type: none"> To know how transport might be assessed for effectiveness. To know transport might be categorised by age. | <ul style="list-style-type: none"> To know the significant contributions made to modern medicine by scholars over 1000 years ago |
| <p>Invasion and Empire</p> | <ul style="list-style-type: none"> To know that the Vikings conflicted with the Anglo-Saxons between 793AD to 1066AD for control over Britain. To know they travelled from Scandinavia and landed in Lindisfarne. To know that the Vikings captured 'Jorvik' (York) and it was the Viking capital in England To know key facts about the Maya Civilization | <ul style="list-style-type: none"> To know that the it is thought that the war started when Archduke Franz Ferdinand was assassinated. To know that there were two sides in the war - The Allies (The Entente Powers): <i>Great Britain, France, Belgium, Russia and the USA</i> and the Central Powers: <i>Germany, Austria, Hungary, Bulgaria and Turkey.</i> To be able to talk about some of the major battles that took place during the war. E.g. Battle of Verdun, Battle of Jutland, Battle of Somme To know that the war finished when Germany signed the armistice. |



History Curriculum Map Overview

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| | | <ul style="list-style-type: none">• To know that the Victoria cross was given to heroes and that we remember everyone who fought and lost their lives in the war. |
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