

Long Marston School



History Curriculum Map

Knowledge, Skills and Vocabulary

Progression of skills

History Curriculum Overview Year B Class 2

	Autumn	Spring	Summer
Enquiry Question	How do our favourite toys and games compare with those of children in the 1960s?	What does it take to become a great explorer?	Which British monarch is the most significant?
Mini Questions	Why do historians divide up time? What do people remember about the 1960s? How do the most popular toys and games of the 1960s compare with those of today? Why were there no smart toys and games in the 1960s? How can we make sure we play with smart toys and games safely and securely? What do adults I know remember about the 1960s?	Who was Ibn Battuta and why did he travel for 30 years? How is Matthew Henson remembered? Why did Christopher Columbus sail across an unknown ocean? What was Neil Armstrong's 'one small step' also a 'great leap' forward? What was special about Felicity Aston? Why are explorers important?	Why was William I known as William the Conqueror? What is Richard III remembered for? Who was Elizabeth I? Who was Queen Victoria? Who is the longest reigning British monarch? How have coronations changed over time?
Knowledge	<ul style="list-style-type: none"> To learn about changes within living memory by exploring toys from today. To learn about changes within living memory by learning about toys from the past. To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods by comparing similar toys from different periods. To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods in the context of finding out about Victorian toys. To identify changes in living memory by understanding how toys have changed over time. To develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about toys. 	<ul style="list-style-type: none"> To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements: <ul style="list-style-type: none"> discussing what makes a person significant. learn about Ibn Battuta. discussing how Matthew Henson was a significant polar explorer who did not get recognised for his achievement at the time. compare Felicity Aston's polar exploration with Matthew Henson's. compare Felicity Aston's experience of polar exploration with Matthew Henson's. how Neil Armstrong and other significant individuals contributed to a significant event beyond living memory. discuss the achievements and legacy of Ibn Battuta, Matthew Henson, Felicity Aston and Neil Armstrong. to show what I know about some significant explorers. 	<ul style="list-style-type: none"> To develop an awareness of the past, knowing where people and events studied fit within a chronological framework: <ul style="list-style-type: none"> identify similarities and differences between ways of life in different periods: the role of monarchs in British history and understanding their connection with present-day society. knowledge of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about, and placing onto a timeline, some significant British monarchs since 1066. learning about how the history of a royal family and their own family history can be represented in a family tree. learning about the life and death of Richard III and the ways in which historians know about it.
Skills	<ul style="list-style-type: none"> To match objects to people of different ages To sequence artefacts closer together in time. To sequence photographs. To describe memories of key events in lives. To understand some of the ways in which we find out about the past by identifying different sources. 	<ul style="list-style-type: none"> Explore how it is often difficult to find evidence about people who lived a long time ago (Ibn Battuta). Discuss the ways in which we can find out about an explorer who lived a long time ago. explore and discuss Neil Armstrong's achievements. Use artefacts from 100 years ago to find out about a significant individual. 	<ul style="list-style-type: none"> Compare the lives of Elizabeth I and Queen Victoria. To find out about the lives of significant individuals in the past who have contributed to national and international achievements. Compare habits from medieval time to present day by developing an awareness of the past and identify similarities and differences between ways of life in different periods in the context of

	<ul style="list-style-type: none"> To use sources to ask and answer questions in the context of finding out about toys from the past. To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods by comparing similar toys from different periods. 	<ul style="list-style-type: none"> To use a source – observe or handle sources to answer questions about the past on the basis of simple observations. Compare two versions of a past event Compare pictures or photographs of people or events in the past Discuss the reliability of photos/ accounts/stories 	<p>learning about what kings and queens ate at banquets.</p> <ul style="list-style-type: none"> Compare two versions of a past event. Compare pictures or photographs of people or events in the past.
Vocabulary	Victorian, 20th century, 21st century, wooden toys, paper toys, metal toys, plastic toys, history	Achievement, astronaut, equipment, expedition, explorer, significant, polar, Ibn Battuta, Matthew Henson, Neil Armstrong, Felicity Aston, plaques, monuments, stamps	Monarch, Parliament. Succession, royal, William the Conqueror, King John, Edward I, Richard III, Henry VIII, Elizabeth I, Charles I, Queen Victoria, Queen Elizabeth II, Charles III

History Curriculum Overview Year B Class 3

	Autumn	Spring	Summer
Enquiry Question	Iron Age How do artefacts help us understand the lives of people in Iron Age Briton?	Romans What did the Romans ever do for me?	Vikings What did the Vikings want in Britain and how did Alfred help to stop them getting it?
Mini Questions	<p>How can we recognise Iron Age hill forts today?</p> <p>What might hill forts have looked like when they were first built?</p> <p>How do we know that life wasn't always very peaceful in the Iron Age?</p> <p>What were staters and how did Iron Age people use them?</p> <p>Why have so many wonderful Iron Age artefacts been found underwater?</p>	<p>Who Were the Romans and How Did They Build Their Empire?</p> <p>Why Did the Romans Invade Britain?</p> <p>Why Did the Romans Build New Roads and Towns?</p> <p>Who Was Boudicca and Why Did She Lead a Rebellion?</p> <p>Why Was Hadrian's Wall Important and Who Lived There?</p> <p>What Was Life like in a Roman Villa?</p> <p>Why Do We Remember the Romans?</p>	<p>What was the 'terror' that appeared in Britain on June 8th 793?</p> <p>Why was the design of their longships so important to the Vikings?</p> <p>What were the two treasures that most Viking Norsemen wanted from Britain?</p> <p>Viking horned helmets – historical fact or myth?</p> <p>Why is Alfred the only King or Queen of England to have 'the Great' after their name?</p>
Knowledge	<ul style="list-style-type: none"> ● Identify and describe the common features of the archaeological remains of Iron Age hill forts found around Britain today; ● Suggest how an Iron Age hill fort might have appeared when first constructed, giving reasons to justify the choice of features which have been included; ● Recognise and describe the importance of Iron Age staters and understand through explanation how archaeologists suggest they were used by people over 2,000 years ago; ● Recognise the range of reasons suggested for the discovery of a magnificent Iron Age shield in the River Witham and synthesise these reasons into an explanation; ● Describe who Boudica was and explain why she fought the Romans when they invaded Britain at the end of the Iron Age. 	<ul style="list-style-type: none"> ● Develop an awareness of the Roman Empire and its impact on Britain. ● Develop a chronologically secure knowledge of British and world history. ● Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ● Understand how our knowledge of the past is constructed from a range of sources. ● Note connections, contrasts and trends over time and develop the appropriate use of historical terms. ● Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<ul style="list-style-type: none"> ● Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings'; ● Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were; ● Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made as news of the attack spread; ● Identify and describe the design features of a longship and explain why it was an ideal vessel for Viking raiding parties along the coast of Britain; ● Identify and describe the distribution of those areas of Britain settled by Viking Norsemen; ● Describe and explain why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066.

Skills	<ul style="list-style-type: none"> ● Describe the main features of an Iron Age roundhouse and identify and suggest reasons for the purpose of artefacts found within them; ● Compare and contrast their reconstruction with that which professional archaeologists have produced based on available evidence; ● Interpret a range of evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time; 	<ul style="list-style-type: none"> ● Develop the appropriate use of historical terms. ● Develop an awareness of the Roman Empire and its impact on Britain. ● Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<ul style="list-style-type: none"> ● Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgment; ● Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed; ● Explain the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed; ● Evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great, reach a judgment as to whether he is justifiably 'great' and justify their decision;
Vocabulary	Iron Age, causation, significance, sources, chronology, conflict, peace, settlement, society, war, trade, tribe, hillfort, rampart, palisade, smelting, Celts, siege, inscription, barter, hoard, votive; synthesise; explanation; describe, select, reason, speculate, empathising	Celts, citizen, conquest, emperor, empire, legion, rebellion, Roman Empire, tribe, Boudicca Rebels, Roman Villas	Change, continuity, causation, significance, perspective, sources, chronology, empathy, settlement, society, Christianity, Kingdom, Tribe, Slave, Pagan, Conversion, chronicle. Norseman, Scandinavia, Invasion, Longship, Migration, Myth, Legacy, Temperate, Witan, Occupy, describe, select, reason, synthesis, explain, empathise

History Curriculum Overview Year B Class 4

	Autumn	Spring	Summer
Enquiry Question	Ancient Egypt What were the achievements of Ancient Egypt and what did they allow them to accomplish?	Crime and Punishment How has crime and punishment changed over time?	Leisure and Entertainment How has the change in technology changed the way we spend our leisure time?
Mini Questions	Who Were the Ancient Egyptians? What Was Life Like in Ancient Egypt? What is the ritual of mummification and why did Ancient Egyptians do this? Who was Tutankhamun? How is Egyptian writing different to my writing? What were the powers of the different Egyptian Gods?	What did Romans believe about crime and punishment? How did the legal system worked in Anglo Saxon Britain? What were the different punishment methods that were popular during the Tudor period? The Highway Man: Hero or Villain? What was it like in a Victorian prison? How has crime and punishment changed from Roman times to modern Britain?	How did cinema change through the 20 th Century? How and why did football change over the 20 th Century? How is your life different to a child in the 1960s? Why did the British holiday industry boom from the 1930s onwards? How important is the television to British people? How have changes in 20th century technology affected our lives today?
Knowledge	<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of world history. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. 	<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British history, studying a theme that extends pupils' chronological knowledge beyond 1066. Be able to address historically valid questions about change, cause, similarity and difference and significance. Through the Ages note connections, contrasts and trends over time and develop the appropriate use of historical terms by bringing together and evaluating knowledge gained. 	<ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist.
Skills	<ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning the about the mummification process used by the ancient Egyptians. Construct informed responses that involve thoughtful selection and organisation of relevant historical information by distinguishing information about the different gods. 	<ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by finding out about Dick Turpin through studying various historical sources from the 18th and 19th century. 	<ul style="list-style-type: none"> Devise historically valid questions about change, cause, similarity and difference, and significance by learning: about the role of cinema in 20th century entertainment about why the British holiday industry boomed from the 1930s onwards. construct informed responses that involve thoughtful selection and organisation of relevant historical information
Vocabulary	Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb, Horus, Thoth, Ma'at, Osiris, Anubis, Tutankhamun	Bobbies/peelers, deterrent, execution, highwayman, humiliation, judge, jury, ordeal, treason, victim, trial, punishment, cold water, iron bar, hot water, humiliation	Broadcast, century, decade, entertainment, invented, leisure, popular, technology, holidays, television, radio, cinema

History Curriculum Overview Year B Class 5

	Autumn	Spring	Summer
Enquiry Question	Benin What was life like in the Kingdom of Benin?	Ancient Greece How was life different in the Ancient Greek city of ...?	WWII Long Marston study How did WWII affect the lives of Long Marston/ Tring/ Hertfordshire residents?
Mini Questions	How did the Benin Kingdom develop? What did the people of Benin believe in? Why did Benin's sculptures surprise people who discovered them? How do we know about the Benin Kingdom? How did Eweka come to be the Oba of the Benin Kingdom? What do the sources tell us about Benin culture? How did it become successful and why did the kingdom come to an end?	Who Were the Ancient Greeks? How did Alexander the Great's Empire grow and what were the effects of this? What was daily life and society like in ancient Greece? How was life in ancient Athens and life in ancient Sparta similar and different? What do primary sources tell us about Ancient Greek life and the Olympics? How are the Olympics in Ancient Greece similar to the modern day Games?	Why did WWII begin? How did WW2 affect children in Britain? What gives us a true picture of life for children in the war? Was evacuation always a positive experience? How was Long Marston affected by WW2? Were there evacuees in Long Marston?
Knowledge	<ul style="list-style-type: none"> ● Develop a chronologically secure knowledge and understanding of British, local and world history. ● Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the religious beliefs of the people of ancient Benin. ● Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ● Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<ul style="list-style-type: none"> ● Develop an awareness of ancient Greece – a study of Greek life and achievements and their influence on the western world. ● Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. ● Develop the appropriate use of historical terms. ● Develop an awareness of ancient Greece – a study of Greek life and achievements and their influence on the western world. ● Note connections, contrasts and trends over time. ● Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ● Understand how our knowledge of the past is constructed from a range of sources. ● Know key dates, characters 	<ul style="list-style-type: none"> ● Develop a chronologically secure knowledge and understanding of British, local and world history. ● Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. ● Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Skills	<ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. 	<ul style="list-style-type: none"> • Bring knowledge gathered from several sources together in a fluent account • Compare beliefs and behaviour with another time studied • Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Recognise and use primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out 	<ul style="list-style-type: none"> • Place current study on time line in relation to other studies • Use relevant dates and terms • Sequence up to 10 events on a time line • Recognise and use primary and secondary sources • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account
Vocabulary	Primary source, secondary source, Ogiso, Oba, Edo, Yoruba, ohen, animists, brass, Osanobua, Benin	Primary source, secondary source, ancient, civilisation, city states, empire, legacies, democracy, myth, the Spartans, the Athenians, Olympics, Greek Gods and Goddesses	Primary source, secondary source, local, Long Marston, WWII, Scoop,