

Long Marston School



History Curriculum Map – Knowledge, Skills and Vocabulary

Progression of skills

Whole School

History Curriculum Overview Year A Class 2

	Autumn	Spring	Summer
Enquiry Question	Why and when was the City of London destroyed? (Twinkl)	How have hospitals changed from Victorian times to now? (Twinkl)	How are seaside in Victorian times different from today? (Plan Bee)
Knowledge	<ul style="list-style-type: none"> To develop an awareness of the past. To identify differences and similarities between ways of life in different periods. To know and understand key features of an event beyond living memory that are nationally significant. To understand some of the ways in which we find out about the past and identify different ways in which it is represented. To understand key features of events, choosing and using parts of stories and asking and answering questions. To explain how people live now is different to how people lived in 1666. To order the events of the Great Fire of London. 	<p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of...</p> <ul style="list-style-type: none"> identifying the criteria that makes a person significant; finding out how Florence Nightingale improved nursing; finding out how Mary Seacole improved nursing; finding out how Edith Cavell helped soldiers. comparing Florence Nightingale, Mary Seacole and Edith Cavell. remembering Florence Nightingale, Mary Seacole and Edith Cavell. 	<ul style="list-style-type: none"> To develop an awareness of the past. To identify differences and similarities between ways of life in different periods. To know and understand changes within living memory. To know and understand changes beyond living memory. To know about features of seaside holidays today. To know when seaside holidays became popular. To know when different features of seaside holidays became popular - ordering events. To know what coastal resorts were used for before seaside holidays.
Skills	<ul style="list-style-type: none"> To compare past and present London. To explain how we know about the Great Fire of London - using sources. To explain how London changed after the Great Fire. To describe London before, during and after the Great Fire. Use artefacts to support views on how London has changed and how the Fire Service has changed. To justify what we have learnt using artefacts/sources. To know why some sources are reliable and some are not. 	<ul style="list-style-type: none"> To compare the lives of different nurses. To persuade others to remember Florence Nightingale, Mary Seacole and/or Edith Cavell. Explain how nursing changed during Queen Victoria's reign. Explain what methods of nursing are used today. Use artefacts to support views on how the nurses improved nursing. To know why some sources are reliable and some are not. 	<ul style="list-style-type: none"> To use photographs to find out about the past. To use artefacts and sources to find out about the past. To know why some sources are reliable and some are not. To know why seaside holidays became popular. To understand chronological order. To compare seaside holidays from the past with today.
Vocabulary	17 th century, diary, rebuilt, St Paul's Cathedral, history, Thomas Farrinor, Pudding Lane, King Charles II, Sir Christopher Wren, leather water bucket, fire hook, water squirt, axe, River Thames, sources, timeline, artefacts	Crimean war, WWI, allies, treason, history, timeline, sources, Florence Nightingale, Mary Seacole, Edith Cavell, nursing, significant, hospital, artefacts	Queen Victoria, Brighton, King George IV, seaside, railways, promenade, photographs, sources, artefacts, beach, penny lick, gramophone, Victorian, holiday, summer, travel, beach huts, bathing huts, donkey rides, steam trains, bank holiday, Punch and Judy, entertainment, travel, food, clothes

History Curriculum Overview Year A Class 3

	Autumn	Spring	Summer
Enquiry Question	<p>Stone Age How did the lives of ancient Britons change during the Stone Age?</p>	<p>Romans How did the arrival of the Romans change Britain?</p>	<p>Anglo Saxons Who were the Anglo Saxons and how do we know what was important to them?</p>
Knowledge	<ul style="list-style-type: none"> ● Describe the ways of life which are typically associated with the Stone Age period of history and identify and give reasons for those which are likely to be accurate and those that are anachronisms - simply could not have occurred then; ● Recognise that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age; ● Describe the likely features of Stone Age summer and winter camps in Britain and offer reasons and explain why they were required; ● Identify, describe, compare and contrast and explain some of the important ways in which life for ancient Britons changed during the Stone Age. 	<ul style="list-style-type: none"> ● Identify and describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to invasion of Britain by Emperor Claudius; ● Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43; ● Understand through explanation the difference between historical evidence and legends and folklore; ● Distinguish between historical evidence and legend and folklore in relation to the 'historical' figures of King Arthur or Robin Hood; ● Identify and describe the main design features of Hadrian's Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122; ● Identify and describe the key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built; ● Describe what a gladiator was and what occurred at gladiatorial games; ● Explain who Ianistae were and why they owned and trained gladiators in private schools; ● Explain why some Romans held different perspectives about gladiatorial games and how they justified their viewpoints. 	<ul style="list-style-type: none"> ● Empathise with the situation and feelings of Emperor Honorius in AD 410 and make a judgment about why the Romans left Britain and the emotions the Emperor may have expressed; ● Describe and explain why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain, and evaluate the advantages and disadvantages of living in this way compared with occupying the existing towns; ● Identify and describe a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan; ● Describe and explain why Britain converted to Christianity following the visit of Augustine and make a reasoned judgment about what the message from Pope Gregory to King Ethelbert might have been; ● Recognise and describe some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity, and evaluate the costs and benefits for ordinary people compared with those of lords and noblemen; ● Identify, interpret and make a judgment about the origin of Anglo-Saxon place names in their own area or region of England.

Skills	<ul style="list-style-type: none"> ● Describe and suggest reasons for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk and compare and contrast this with how most people use beaches today; ● Describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age; ● Recognise, describe and compare and contrast the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people & events without certain knowledge or evidence). 	<ul style="list-style-type: none"> ● Interpret primary sources of historical evidence to describe the physical appearance of Boudica and make a judgment about the causes and effects of her harsh treatment by the Romans; ● Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision; ● Explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain; ● Understand through explanation why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians. 	<ul style="list-style-type: none"> ● Interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain forever; ● Identify and describe the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, explain why they are so important to historians and, using these artefacts, reach a judgment as to how the burial would have been constructed and carried out.
Vocabulary	Change, continuity, significance, similarity, difference, sources, chronology, migration, society, agriculture, settlement, subsistence, economy, anachronism, archaeologist, prehistory, artefact, excavation, reconstruction, hunter-gatherer, nomadic, flint, knapping, domesticate, ceremony	Change, causation, significance, similarity and difference, sources, chronology, empathy, border, civilisation, empire, military, slave, conflict, war, trade, tribe, natural resource, occupied, epitome, pacify, uprising, plebeian, Ianista, philosopher,	Change, continuity, causation, significance, perspective, sources, chronology, empathy, settlement, society, Christianity, Kingdom, country, barbarian, village, pagan, Roman Catholicism, Pope, Conversion, chronicle, noble, serf, feudal system, reconstruct

History Curriculum Overview Year A Class 4

	Autumn	Spring	Summer
Enquiry Question	Shang Dynasty How did a pile of dragon bones help to solve an Ancient Chinese mystery? (Connected)	Royalty Is the Monarchy still as important and powerful in today's society? (Twinkl)	The Railways' How are the earliest trains in Victorian times different to trains today? (Twinkl)
Knowledge	<ul style="list-style-type: none"> ● Describe and explain the historical significance of the bones bought by Wang Yirong in a market in Peking (now Beijing) in 1899; ● Identify, describe and compare and contrast the lives of people in different sections of Shang society and explain why our understanding of the Shang people as a whole is a very limited one; ● Describe and explain the achievements of Queen Elizabeth I as queen of England to evaluate the leadership qualities she possessed and reach a judgment about why she was such an effective leader. 	<ul style="list-style-type: none"> ● Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the arrival of King William and the Normans in 1066. ● Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about: <ul style="list-style-type: none"> ● the significance of the Magna Carta in English history. ● the significance of a royal heir in securing the power of a monarchy. ● by learning about how Queen Anne helped to create Great Britain as a country. ● by finding out about Queen Victoria's quest for empire. ● by learning about the modern royal family in Britain. 	<ul style="list-style-type: none"> ● Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study by learning about the first trains and railways. ● Address and sometime devise historically valid questions about change, cause, similarity and difference and significance by learning about some of the most iconic steam trains of Britain. ● Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how the railway network in Britain grew and spread over time. ● 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 studying examples of railway art and considering what the pictures tell us about the railways of the past and present. ● Construct informed responses that involved thoughtful selection and organisation of relevant historical data by investigating the impact of the first railways on existing industries, the environment and people in society. ● Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how and why locomotives have changed over time. •

Skills	<ul style="list-style-type: none"> ● Explain the significance of oracle bones to Shang rulers and reach a judgment regarding how they might have been used, justifying their decision; ● Make a reasoned judgment from the evidence of tomb artefacts about the identity of the occupant of a Shang burial chamber discovered in 1976, and explain why many similar tombs quickly became the target of grave robbers; ● Recognise, describe and justify the qualities they feel are required in a great ruler and compare and contrast these with those exhibited during the reigns of King Cheng Tang and Di Xin of the Shang Dynasty. 	<p>By studying the following children will make connections, explore contrasts and trends over time and develop the appropriate use of historical terms; To question how the Normans came to rule Britain in 1066.</p> <p>To understand why King John is an important king in English history.</p> <p>To understand why King Henry VIII wanted an heir.</p> <p>To understand why Queen Anne was important in creating the United Kingdom of Great Britain.</p> <p>To understand what the British empire meant to Victorian people.</p> <p>To answer questions about our Royal Family.</p>	<p>To describe how the first trains and railways were developed and compose a timeline of important events in the history of rail travel.</p> <p>To explain why some steam locomotives are historically significant, say how and why steam locomotives changed over time and describe the similarities and differences of different steam locomotives.</p> <p>To describe how and why the railway network in Britain grew and changed over time.</p> <p>To identify different features within a piece of artwork and explain what the artist was trying to tell us about life on the railways in the past.</p> <p>To find out about and debate the positive and negative impact of the first railways on different aspects of society.</p> <p>To describe the technology of different locomotives and explain how and why they have changed over time.</p>
Vocabulary	Artefact, legend, myths, emperor, empress, parchment, oracle, intercede, inscription, divining, conquest, ceremonial, restore, change, causation, significance, sources, chronology, empathy, civilisation, dynasty, monarch, empire, society, war, conflict, religion	Assassination, Commonwealth, invade, Magna Carta, monarch, rebels, reign, revolt, William the Conqueror, King John, King Henry VIII, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Kathryn Howard, Katherine Parr, Queen Anne, Queen Victoria, Queen Elizabeth II,	Locomotive, nationalised, passenger, privatised, railroad, Rainhill trials, Rocket, Flying Scotsman, Mallard, Evening Star, A Railway Terminus, Henry Carr, steam, diesel, electric, high speed trains, Taking on Water, Thomas Bury, Stockton to Darlington, George Stephenson, Neil Gresley, RA Riddles,

History Curriculum Overview Year A Class 5

	Autumn	Spring	Summer
Enquiry Question	<p>Maya Why did the ancient Maya change their way of life?</p>	<p>Trojan Horse and Aesop The story of The Trojan Horse: historical fact, legend or classical myth?</p>	<p>WWII Battle of Britain Why was winning the Battle of Britain in 1940 so important?</p>
Knowledge	<ul style="list-style-type: none"> ● Identify, locate and describe the region of the world in which Maya people live and explain using a range of sources of evidence what the landscape, climate and natural vegetation of this area is like; ● Identify, describe and provide reasons to explain the occupations of modern Maya people; ● Understand through explanation the purpose of the ancient Maya city of Chichen Itza; ● Describe the system of terraced farming used by the Maya in mountainous areas and explain why this method helped to stop the precious soil being eroded or washed away; 	<ul style="list-style-type: none"> ● Describe and explain the main events in the siege of the city of Troy during the Trojan War in Ancient Greece; ● Ancient Greece - a study of Greek life and achievements and their influence on the western world. ● Understand how our knowledge of the past is constructed from a range of sources. ● Discern how and why contrasting arguments and interpretations of the past have been constructed. ● Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' inc. 'slavery'. ● Create their own structured accounts, including written narratives and analyses. ● Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<ul style="list-style-type: none"> ● Describe and explain the reasons why King John signed the Magna Carta in 1215, and evaluate and reach a judgment about why, like the Battle of Britain, it can be considered an important turning point in British history.
Skills	<ul style="list-style-type: none"> ● Refer to primary evidence to identify and describe the lost jungle cities of the Maya and reach a judgment as to their purpose, justifying their reasoning; ● Infer using reasoning and informed judgment the purpose of a range of ancient Maya artefacts - including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments - justifying their conclusions; ● Explain the social and religious importance of the Maya ball game pok-a-tok; 	<ul style="list-style-type: none"> ● Evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions; ● Reach a conclusion and make a judgment regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth, and justify their decision; ● Review and evaluate the 'historical' evidence regarding the existence of the lost Kingdom of 	<ul style="list-style-type: none"> ● Evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reach a judgment about how serious that threat was; ● Interpret numerical and written evidence to explain and justify why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940; ● Identify, describe, explain and evaluate the relative importance of the factors that contributed to Britain winning the Battle of

	<ul style="list-style-type: none"> ● Evaluate and synthesise a range of ideas to reach a judgment as to the likely cause of the gradual abandonment of the Maya jungle cities and justify their conclusions. 	<ul style="list-style-type: none"> ● Atlantis and reach a judgment as to its reliability and trustworthiness. ● Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<p>Britain in 1940 and make a judgment as to which of these they feel were most significant;</p> <ul style="list-style-type: none"> •
Vocabulary	Reconstruct, conquest, ceremonial, abandon, erosion, tropical, rainforest, expedition, rediscover, famine, priest, eclipse, deforestation, water cycle, restore, timeline, flash flood, change, causation, significance, sources, chronology, empathy, civilisation, society, environment, interdependence, trade, war, conflict, overpopulation, agriculture, city, drought, religion	Prehistoric, myth, legend, siege, authenticate, depiction, envoy, city state, conflict, conquest, ruler, city, empire, military, power, war, civilisation, causation, significance, perspective, sources, chronology, empathy	Causation, significance, perspective, sources, chronology, empathy, conflict, alliance, democracy, empire, military, power, war, country, Fuhrer, Prime Minister, Reich, Allies, RADAR, Evacuation, Combat, Blitzkrieg