

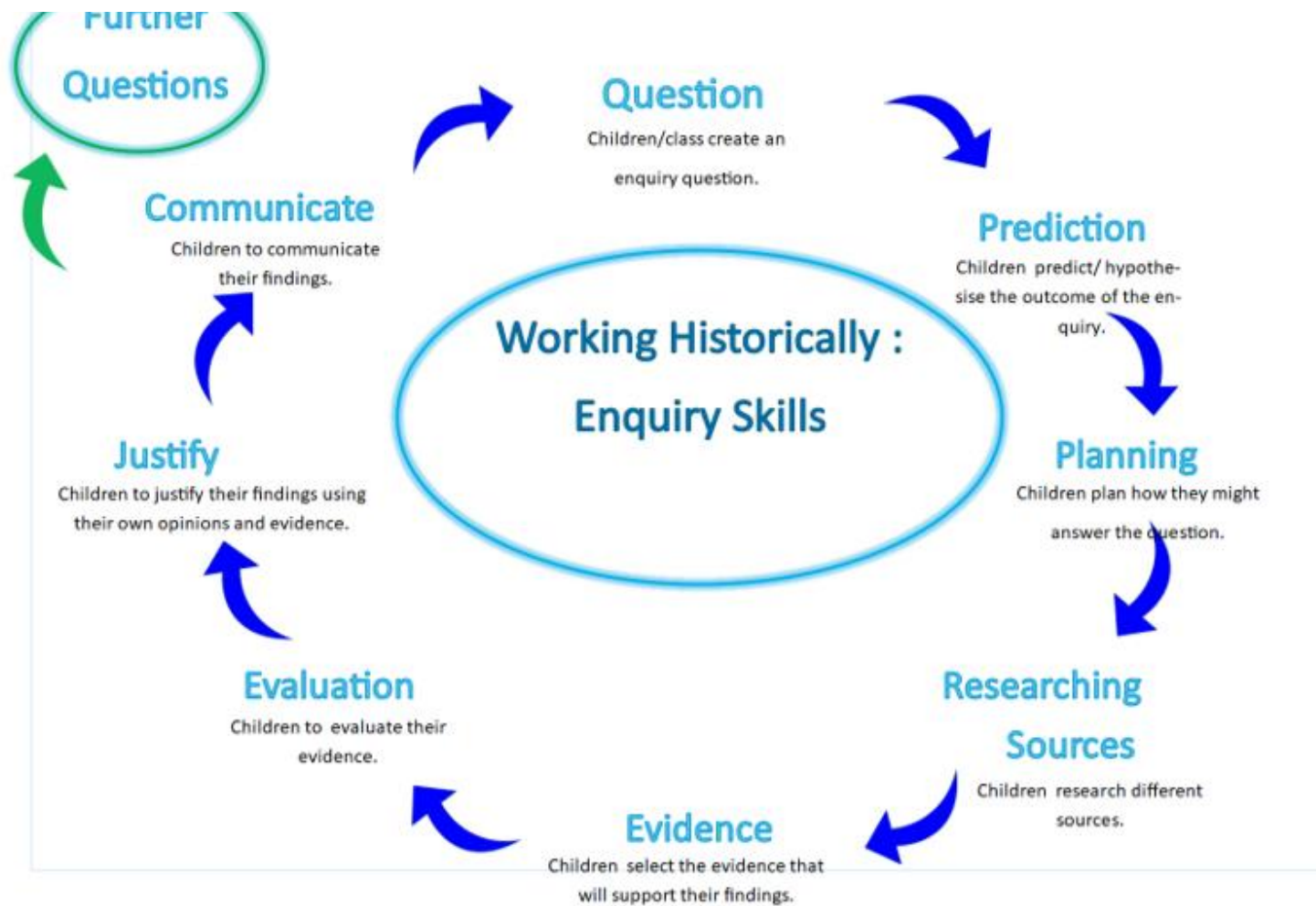


# HISTORY CURRICULUM MAP OVERVIEW

## Enquiry Skills Progression Across Year Groups



# History Curriculum Map Overview





# History Curriculum Map Overview

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

Year 2	Year 3	Year 4
	<b>Questioning</b>	
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.
	<b>Predicting</b>	
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.
	<b>Planning</b>	
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.
	<b>Researching Sources</b>	
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.



## History Curriculum Map Overview

Selecting Evidence		
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.
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	



## History Curriculum Map Overview

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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 progression Across  
Year Groups**



## Long Term Planning

<u>History</u>						
	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	<b>Changes within living memory</b> What toys and games did my parents and grandparents used to play?	No History - Geography	<b>Significant people and places in their own locality</b> How has my high street changed since the 1950s? (HA)	No History - Geography	<b>Lives of significant individuals</b> Should we call Grace O'Malley a pirate? (HA)	No History - Geography
Year 2	<b>Lives of significant individuals</b> What makes a person from the past a hero?	No History - Geography	<b>Events beyond living memories</b> Victorians	No History - Geography	<b>Changes within living memory/Significant Historical events</b> Why does the coronation of King Charles III matter?	No History - Geography



# History Curriculum Map Overview



History						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<b>Changes in Britain from the Stone Age</b> How did the lives of ancient Britons change during the Stone Age?	No History - Geography	<b>The Roman Empire and its impact on Britain</b> How did the arrival of the Romans change Britain?	No History - Geography	<b>Changes in Britain from the Bronze Age to the Iron Age</b> What is the secret of standing stones? (Bronze Age Britain)	No History - Geography
Year 4	<b>Anglo-Saxons</b> Who were the Anglo-Saxons and how do we know what is important to them?	No History - Geography	<b>Iron Age</b> How do artefacts help us to understand the lives of people in Iron Age Britain	No History - Geography	<b>Greeks</b> The story of the Trojan Horse: Historical fact, legend or classical myth?	No History - Geography
Year 5	<b>Local history –</b>	No History - Geography	<b>Mayans</b> Why did the ancient Mayans change the way they live?	No History - Geography	<b>British Empire</b> Why did Britain once rule the largest empire the world has ever seen?	No History - Geography
Year 6	<b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b> How did WWI impact German lives for the next 100 years?	No History - Geography	<b>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization</b> How did the early Islamic civilization help us?	No History - Geography		





## 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
<b>Cause and Consequence</b>	<ul style="list-style-type: none"> <li>To talk about the lives of the people around them and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise some causes to historical events.</li> <li>To identify consequences to historical events</li> </ul>	<ul style="list-style-type: none"> <li>To understand that there are reasons why people in the past acted as they did.</li> <li>To identify causes and consequences from the past.</li> </ul>	<ul style="list-style-type: none"> <li>To find out about the cause of an event.</li> <li>To identify key consequences over a period of time and be able to give reasons for those changes.</li> </ul>	<ul style="list-style-type: none"> <li>To explain how people and events in the past have influenced life today.</li> <li>To describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and note connections, contrasts and trends over time in the everyday lives of people.</li> <li>To use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</li> </ul>	<ul style="list-style-type: none"> <li>To examine causes and results of great events and the impact these had on people.</li> <li>To describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>
<b>Continuity and Change</b>		<ul style="list-style-type: none"> <li>To recognise some similarities and differences between the past and the present.</li> </ul>	<ul style="list-style-type: none"> <li>To identify similarities and differences between ways of life in different periods</li> </ul>	<ul style="list-style-type: none"> <li>To find out about the everyday lives of people compared with our life today</li> </ul>	<ul style="list-style-type: none"> <li>To explain how people and events in the past have influenced life today.</li> </ul>	<ul style="list-style-type: none"> <li>To describe connections and contrasts between aspects of history, people,</li> </ul>	<ul style="list-style-type: none"> <li>To use appropriate historical terms such as culture, religious, social, economic and political when</li> </ul>



## History Curriculum Map Overview

						events and artefacts studied.	describing the past
<b>Similarities and differences</b>	<ul style="list-style-type: none"> <li>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise some similarities and differences between individuals e.g. within the life and times of Grace O'Malley</li> </ul>	<ul style="list-style-type: none"> <li>To identify similarities and differences between societies</li> </ul>	<ul style="list-style-type: none"> <li>To find similarities and differences between places e.g. Britain and the rest of the Roman Empire.</li> </ul>	<ul style="list-style-type: none"> <li>To explain similarities and differences between an aspect of society e.g. the religious beliefs of AngloSaxons and the native Britons</li> </ul>	<ul style="list-style-type: none"> <li>To describe connections and contrasts between aspects of history, people, events and artefacts e.g. within Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>To examine and explain diverse experiences and ideas, beliefs, attitudes of men, women, children e.g. within the Early Islamic Civilization</li> </ul>
<b>Historical significance</b>	<ul style="list-style-type: none"> <li>To understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<ul style="list-style-type: none"> <li>To recognise why certain individuals (e.g. Grace O'Malley) are significant in history (achievements and impact)</li> </ul>	<ul style="list-style-type: none"> <li>To identify why certain people/events are significant in the wider context of history e.g. George Stephenson, Rosa Parks etc</li> </ul>	<ul style="list-style-type: none"> <li>To find out why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain.</li> <li>To identify why our interpretations of Stone Age to Iron Age is difficult due to limited primary sources or written evidence.</li> </ul>	<ul style="list-style-type: none"> <li>To describe the achievements of the Ancient Egyptians and their significance to human development.</li> </ul>	<ul style="list-style-type: none"> <li>To explain advancements in technology in the Mayan civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the achievements of the Early Islamic Civilization as a turning point in British history in the context of then and now.</li> </ul>



## History Curriculum Map Overview

<p><b>Source s and evidenc e</b></p>	<ul style="list-style-type: none"> <li>• To comment on images of familiar situations in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• To look at simple artefacts and pictures to ask questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• To look at a source (such as photographs from Victorian times to find answers to questions about the past</li> <li>• To choose and select evidence (from a selection provided) and say how it can be used to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• To devise my own questions to find answers about the past. To begin to undertake my own research.</li> <li>• To compare different accounts of an event and explain why they may differ.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise when I am using primary and secondary sources of information to investigate the past.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• To use sources of information to form testable hypothesis about the past.</li> <li>• To locate and analyse relevant information to justify claims about the past.</li> <li>• To investigate my own lines of enquiry by posing historically valid questions to answer</li> </ul>
<p><b>Histori cal Interpr etation</b></p>	<ul style="list-style-type: none"> <li>• To use stories or accounts to distinguish between fact and fiction.</li> </ul>	<ul style="list-style-type: none"> <li>• To start to compare two versions of a past event.</li> </ul>	<ul style="list-style-type: none"> <li>• To look at two versions of the same event or story in history</li> </ul>	<ul style="list-style-type: none"> <li>• To look at more than two versions of the same event or story in history</li> </ul>	<ul style="list-style-type: none"> <li>• To find and analyse a wide range of evidence about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• To use a range of evidence to offer some clear reasons for different interpretations of</li> </ul>	<ul style="list-style-type: none"> <li>• To show an awareness of the concept of propaganda.</li> </ul>



## History Curriculum Map Overview

	<ul style="list-style-type: none"><li>• To look at more than two versions of the same event or story in history and identify differences.</li></ul>	<ul style="list-style-type: none"><li>• To explain that there are different types of sources that can be used to help represent the past.</li></ul>	and identify differences.	and identify differences.	<ul style="list-style-type: none"><li>• To investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li></ul>	events, linking this to factual understanding about the past. <ul style="list-style-type: none"><li>• To consider different ways of checking the accuracy of interpretations of the past.</li><li>• To start to understand the difference between primary and secondary evidence and the impact of this on reliability.</li></ul>	<ul style="list-style-type: none"><li>• To know that people in the past represent events or ideas in a way that may be to persuade others.</li><li>• To begin to evaluate the usefulness of different sources</li></ul>
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## History Curriculum Map Overview

### Substantive Knowledge taught through our key concepts

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

2.

	Year One	Year Two
<b>Key Enquiry Questions</b>	<ul style="list-style-type: none"> <li>• Aut: What toys and games did my parents and grandparents use to play?</li> <li>• Spr: How has my high street changed since the 1950s?</li> <li>• Sum: Should we call Grace O'Malley a pirate?</li> </ul>	<ul style="list-style-type: none"> <li>• Aut: What makes a person from the past a hero?</li> <li>• Spr: What were the most important changes in the Victorian times?</li> <li>• Sum: Why did the coronation of King Charles III matter?</li> </ul>
<b>Chronology</b>	<ul style="list-style-type: none"> <li>• Toys 1940s – 2023</li> <li>• Barnstaple 1950 – 2023</li> <li>• Grace O'Malley 1530 - 1603</li> </ul>	<ul style="list-style-type: none"> <li>• Queen Elizabeth II 1922 – 2022</li> <li>• Rosa Parks 1913 – 2005</li> <li>• Amelia Earhart 1897 – 1937</li> <li>• Isambard Kingdom Brunel 1806 – 1859</li> <li>• Victorian Britain 1837 – 1901</li> <li>• George V Coronation – King Charles Coronation 1911 – 2023</li> </ul>
	<ul style="list-style-type: none"> <li>• To place known events and objects in chronological order</li> <li>• To sequence events and recount changes within living memory and beyond</li> </ul>	<ul style="list-style-type: none"> <li>• To describe events from the past, using common words and phrases relating to the passing of time</li> <li>• To sequence events on a timeline</li> </ul>



## History Curriculum Map Overview

	<ul style="list-style-type: none"><li>• To use common words and phrases relating to the passing of time e.g. now, then, yesterday, days, weeks, years, nowadays, past, old, new.</li><li>• To identify when Grace lived and count forwards to the 21<sup>st</sup> Century</li></ul>	
<b>Power and Authority</b>	<ul style="list-style-type: none"><li>• To know that Grace established herself as a powerful ruler by land and sea, incurring hardships, imprisonment and conflict to ensure her communities survival.</li><li>• To know Elizabeth I was monarch during Grace's life.</li></ul>	<ul style="list-style-type: none"><li>• To know that Queen Elizabeth II was Queen of England from 1937 - 2022</li><li>• To know why Rosa Parks is remembered</li><li>• To know how her actions influenced the civil rights movement in the USA</li><li>• To understand that Amelia Earhart became the first female aviator to fly solo across the Atlantic Ocean</li><li>• To know that Queen Victoria was Queen from 1837-1901</li><li>• To know that Lord Shaftesbury made laws that helped protect children from working long hours in dangerous conditions</li><li>• To know that that King George V was Queen Elizabeth</li><li>• To know the significance of a coronation</li><li>• To know King Charles's III's immediate family</li></ul>
<b>Trade, Migration and Settlements</b>	<ul style="list-style-type: none"><li>• To identify the main points to show that it is not a modern view of the high street</li><li>• To identify street furniture</li><li>• To identify amount of vehicles</li><li>• To identify shop names</li><li>• To identify the appearance of shops</li></ul>	<ul style="list-style-type: none"><li>• To know that more workhouses and factories were built for people to work in so towns and cities grew.</li><li>• To know that railways grew so people could travel faster and further</li></ul>



## History Curriculum Map Overview

<b>Technology and Invention</b>	<ul style="list-style-type: none"> <li>To know that toys in the past were different to toys today.</li> <li>To know the names of some toys were popular</li> <li>To recognise similarities and differences between toys from the past and toys today.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that not many people could read and write but Queen Victoria made them go to school.</li> <li>To know that railway tracks were built all over Britain.</li> <li>To know that seaside holidays were invented</li> </ul>
<b>Invasion and Empire</b>	<ul style="list-style-type: none"> <li>To know that Grace's main enemy was Sir Richard Bingham who took control of the area she lived.</li> </ul>	
	<b>Year 3</b>	<b>Year 4</b>
<b>Key Enquiry Questions</b>	<ul style="list-style-type: none"> <li>Aut: How did the lives of ancient Britons change during the Stone Age?</li> <li>Spr: How did the arrival of the Romans change Britain?</li> <li>Sum: What is the secret of standing stones? (Bronze Age Britain)</li> </ul>	<ul style="list-style-type: none"> <li>Aut: How do we know what was important to the Anglo-Saxons?</li> <li>Spr: How do artefacts help us to understand the lives of people in Iron Age Britain?</li> <li>Sum: How can we find out about the civilization of Ancient Greece?</li> </ul>
<b>Chronology</b>	<ul style="list-style-type: none"> <li>Stone Age 15000 – 3000BC</li> <li>Romans 43AD – 410AD</li> <li>Bronze Age 3000BC – 800BC</li> </ul>	<ul style="list-style-type: none"> <li>Anglo Saxons 449AD – 1066AD</li> <li>Iron Age 800BC – 43AD</li> <li>Ancient Greece</li> </ul>



## History Curriculum Map Overview

		776BC – 146BC
	<ul style="list-style-type: none"> <li>• To use an increasing range of common words, dates and phrases relating to the passing of time e.g. BC and AD.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• To place and describe some historical periods and eras on a timeline.</li> <li>• To use historic vocabulary to discuss and describe dates, time, periods, eras, chronology and changes.</li> </ul>
<b>Power and Authority</b>	<ul style="list-style-type: none"> <li>• To know that there were no laws in the Stone Age and Bronze Age Britain</li> <li>• To know about the lives of high status and wealthy Romans in Britain.</li> <li>• To explain why archaeologists think that the Amesbury Archer was given the richest burial known in Bronze Age Britain</li> </ul>	<ul style="list-style-type: none"> <li>• To know what occurred in AD410 that contributed to the Romans leaving Britain forever.</li> <li>• To know laws and justice during the Anglo-Saxon era</li> <li>• To know a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan</li> <li>• To know why Britain converted to Christianity following the visit of Augustine</li> <li>• To know the three main types of government in ancient Greece: monarchy, oligarchy and democracy</li> </ul>
<b>Trade, Migration and Settlements</b>	<ul style="list-style-type: none"> <li>• To know some settlements of the Stone Age.</li> <li>• To know that the first man was known as a hunter gatherer.</li> <li>• To know that Homo Sapiens (wise man) evolved creatively to make more complex tools and equipment to farm</li> <li>• To know that Stonehenge is thought of as the world's most famous prehistoric monument.</li> </ul>	<ul style="list-style-type: none"> <li>• To know why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated.</li> <li>• To know that the Anglo-Saxons came looking for farmland and the Vikings were also searching for farmland and treasures to make them rich.</li> </ul>





## History Curriculum Map Overview

	<ul style="list-style-type: none"><li>• To know that the Stone Age people were nomads but then became settlers.</li><li>• To know some settlements of the Romans</li><li>• To know the key features of the layout of typical Roman towns in Britain.</li><li>• To identify the main design features of Hadrian's wall.</li><li>• To identify the purpose of monuments</li><li>• To identify, describe and compare and contrast typical Bronze Age stone monuments and suggest reasons for their design and layout</li><li>• To know about possible purpose of the Bronze Age monuments at Merrivale.</li></ul>	<ul style="list-style-type: none"><li>• To know 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.</li><li>• To know the common features of the archaeological remains of Iron Age hill forts found around Britain today</li><li>• To know how an Iron Age hill fort might have appeared when first constructed and name some features.</li><li>• To know the main features of an Iron Age roundhouse and the purpose of artefacts found within them</li><li>• To know about gods, goddesses and religious beliefs in ancient Greece.</li><li>• To make comparisons between the city states of Sparta and Athens.</li><li>• To know key aspects of daily life in ancient Greece</li><li>• To know the main events in the siege of the city of Troy during the Trojan War of Ancient Greece</li></ul>
<b>Technology and Invention</b>	<ul style="list-style-type: none"><li>• To know that Homo Habilis (skilled man) was the first human to use stone to make tools (hunter-gathers).</li><li>• To know that during their occupation of Britain the Romans built an extensive network of roads</li><li>• To describe the process of smelting bronze from copper and tin that heralded the end of the Stone Age in Britain</li></ul>	<ul style="list-style-type: none"><li>• To know some of the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo</li><li>• To know some Iron advancements with weapons, tools, clothing and jewellery</li><li>• To know where copper, tin and iron come from and why it took so long to arrive in Britain.</li></ul>



## History Curriculum Map Overview

	<ul style="list-style-type: none"><li>• To know the likely use of a range of Bronze Age artefacts and explain why these items demonstrate progress in the way that people lived in Britain compared with the Stone Age</li></ul>	<ul style="list-style-type: none"><li>• To know how modern life has been influenced by the Ancient Greeks</li></ul>
<b>Invasion and Empire</b>	<ul style="list-style-type: none"><li>• To know the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to the invasion of Britain by Emperor Claudius</li><li>• To know that Claudius successfully invaded Britain in 43AD.</li><li>• To compare and contrast the armies of Boudica and the British Roman governor Paulinus</li><li>• To know that Julius Caesar invaded Britain twice in 55BC and 54BC.</li><li>• To know the impact Romans had on Britain.</li><li>• To describe what a gladiator was and what occurred at gladiatorial games.</li><li>• To know who ianistae were and why they owned and trained gladiators in private schools</li><li>• To know why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians</li></ul>	<ul style="list-style-type: none"><li>• To know what occurred in AD410 that contributed to the Romans leaving Britain forever.</li><li>• To know that the Vikings conflicted with the Anglo Saxons between 793AD to 1066AD for control over Britain</li><li>• To explain, why Iron Age Britain was often a violent time</li><li>• To know who Boudica was and explain why she fought the Romans when they invaded Britain at the end of the Iron Age</li><li>• To know that the Iron Age ended in 43AD after the final Roman invasion of Britain.</li><li>• To know the origin of the Greek Empire</li></ul>



## History Curriculum Map Overview

	Year 5	Year 6
<b>Key Enquiry Questions</b>	<ul style="list-style-type: none"> <li>Aut: How much difference to improvements in transport make to my local area? (HA)</li> <li>Spr: Why did the ancient Maya change their way of life?</li> <li>Sum: Why did Britain once rule the largest empire the world has ever seen?</li> </ul>	<ul style="list-style-type: none"> <li>Aut: How did WWI impact German lives for the next 100 years?</li> <li>Spr: How did the early Islamic civilization help us?</li> </ul>
<b>Chronology</b>	<ul style="list-style-type: none"> <li>Local History 2000BC-2000AD</li> <li>Mayans 2000Bc-1500AD</li> <li>British Empire 1940</li> </ul>	<ul style="list-style-type: none"> <li>WWI 1914-1918</li> <li>Early Islamic Civilization 900AD</li> </ul>
	<ul style="list-style-type: none"> <li>To understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> <li>To sequence local, national and international events as well as historical periods.</li> <li>To use dates (BC and AD) and terms accurately in describing events</li> </ul>	<ul style="list-style-type: none"> <li>To identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> </ul>
<b>Power and Authority</b>	<ul style="list-style-type: none"> <li>To know the social and religious importance of the Maya ball game pok-a-tok</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To know that the it is thought that the war started when Archduke Franz Ferdinand was assassinated.</li> <li>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</li> <li>To know Germany did not colonise other countries and they were not as powerful.</li> </ul>



## History Curriculum Map Overview

		<p>Germany wanted greater power so they began building large warships and creating a strong army</p> <ul style="list-style-type: none"> <li>• To know that because of the different power struggles and alliances, there was tension and distrust amongst some countries across Europe</li> <li>• To know what kind of ruler Harun al-Rashid was and that he felt such importance in setting the House of Wisdom</li> <li>• To know the effect one person (Al-Zahrawi) can have</li> </ul>
<p><b>Trade, Migration and Settlements</b></p>	<ul style="list-style-type: none"> <li>• To understand the nature, benefits and limitations of early transport</li> <li>• To identify key features of Barnstaple at different times</li> <li>• To know how transport might have been needed and used to support the locality.</li> <li>• To know the key features and what was significant regarding local transport</li> <li>• To know how people may have reacted locally to early transport and how it affected their lives.</li> <li>• To know the region of the world in which Maya people live</li> <li>• To know some Mayan gods and sacrifices, food and diet.</li> <li>• To know the purpose of some Mayan temples and buildings (Chichen Itza)</li> <li>• To know about the Mayan number system</li> <li>• To know what Maya people ate and grew in the past</li> </ul>	<ul style="list-style-type: none"> <li>• To know that the soliders lived in trenches and consider the conditions.</li> <li>• To know about rationing</li> <li>• To learn about everyday life in Bagdad</li> <li>• To know how important learning was to some people in Bagdad</li> <li>• To compare life in Bagdad with life in London around 900AD</li> <li>• To know about the House of Wisdom and how it became a centre for learning drawn from far and wide</li> <li>• To know the success Baghdad had in trading with other countries</li> <li>• To know how difficult travelling was at this time</li> <li>• Understand how Islamic learning reached Europe by various methods / routes</li> <li>• To be able to identify examples of factors at work in spreading Islamic learning</li> </ul>



## History Curriculum Map Overview

	<ul style="list-style-type: none"> <li>To understand the likely cause or causes of the gradual abandonment of the Maya jungle cities</li> </ul>	
<b>Technology and Invention</b>	<ul style="list-style-type: none"> <li>To know how transport might be assessed for effectiveness.</li> <li>To know transport might be categorised by age.</li> <li>To know some facts about the most popular planes that flew in the Battle of Britain.</li> </ul>	<ul style="list-style-type: none"> <li>To know the significant contributions made to modern medicine by scholars over 1000 years ago</li> </ul>
<b>Invasion and Empire</b>	<ul style="list-style-type: none"> <li>To know key facts about the Maya Civilization</li> <li>To know the main occupations of modern-day Maya people.</li> <li>To know why Britain faced the risk of an invasion in June 1940</li> <li>To know why Hitler needed to defeat the British Royal Air Force before launching an invasion in 1940.</li> <li>To know why the Battle of Britain was a key turning point in the war.</li> <li>To know the relative importance of the factors which contributed to Britain winning the Battle of Britain in 1940</li> </ul>	<ul style="list-style-type: none"> <li>To know that the it is thought that the war started when Archduke Franz Ferdinand was assassinated.</li> <li><b>To know that there were two sides in the war - The Allies (The Entente Powers): Great Britain, France, Belgium, Russia and the USA. and the Central Powers: Germany, Austria, Hungary, Bulgaria and Turkey.</b></li> <li>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</li> <li>To know that the war finished when Germany signed the armistice.</li> <li>To know that the victoria cross was given to heroes and that we remember everyone who fought and lost their lives in the war.</li> </ul>