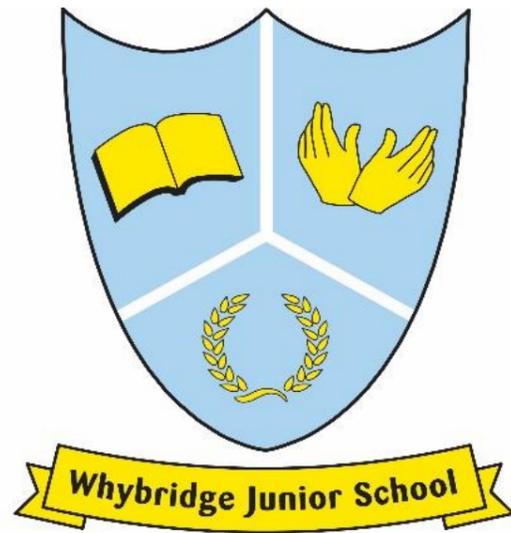


Whybridge Junior School



History Curriculum Progression and Overview

HISTORY LONG TERM MAP

	Autumn	Spring	Summer
Year 3	Ancient Egypt	Stone Age to The Iron Age	
Year 4	Romans		Anglo-Saxons and Scots
Year 5	Vikings	World War 2 Our Local History	
Year 6	Ancient Mayans	Ancient Greece	

HISTORY OVERVIEW

	Autumn	Spring	Summer
Year 3	<p align="center">Ancient Egypt</p> <ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt 	<p align="center">Stone Age to The Iron Age</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age 	
Year 4	<p align="center">Romans</p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain 		<p align="center">Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots
Year 5	<p align="center">Vikings</p> <ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<p align="center">World War 2</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p align="center">Our Local History</p> <ul style="list-style-type: none"> A local history study 	
Year 6	<p align="center">Ancient Mayans</p> <ul style="list-style-type: none"> A non-European society that provides contrasts with British history Mayan civilization c. AD 900. 	<p align="center">Ancient Greece</p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 	

HISTORY PROGRESSION

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Autumn	<p>Ancient Egypt LO: that children can understand the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <p>I can show key dates from Ancient Egyptian times on a timeline I can compare when Ancient Egyptians lived to other key historical times in History. I can locate Egypt on a world map. I can find out about ancient Egyptian life by looking at artefacts. I can understand what was important to people during ancient Egyptian times. I can name and explain the importance of Egyptian Gods. I can understand and explain the ancient Egyptian ritual of mummification. I can explain why the Egyptians built temples, tombs and pyramids. I can understand how evidence can give us different answers about the past. I can compare and contrast the powers of different Egyptian gods. I can explain the importance of animals in Ancient Egyptian times. I can describe some of the religious festivals that took place in Ancient Egyptian times. I can explain what Tutankhamun tells us about life for everyone in Ancient Egypt. I can explain the significance of Harry Burtons photographs.</p>	<p>Romans LO: that children can understand the Roman Empire and its impact on Britain</p> <p>I can create a timeline to show when the Roman Empire was. I can explain the spread of the Roman Empire and recall key facts about the invasion of Britain. I can understand why the Romans built new roads in Britain I can understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made. I can describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall. I can understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped. I can explain what the Roman baths were and know about the different amenities they contained. I can explain what was life like in Ancient Rome I can explain how leisure activities have changed since Roman times. I can explain how the Romans influenced the life of people in Britain today. I can say what I think the most important legacy of the Romans is. I can explain how the Roman Empire grew I can explain who Boudicca was and explain why we remember her today. I can explain how the Romans have changed our towns and cities.</p>	<p>Vikings LO: that children can understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>I can create a timeline to show when the Vikings ruled. I can order different periods of history, including the Vikings, in chronological order. I can explain what life was like before the first Viking invasions. I can explain when and where the Vikings came from and why they raided Britain. I can explain how some kings in Britain dealt with the Viking invaders. I can explain the role King Alfred played in making England a unified country. I can explain how the Vikings have influenced Britain today. I can explain who the Vikings were and what they believed in. I can explain how Vikings lived and worked. I can describe and identify Viking artefacts. I can explain why the Norsemen were known as Vikings. I can use analyse evidence to explain how the Anglo Saxons reacted to the Viking raids. (<i>Written accounts of Viking raids e.g. Bede/Lindisfarne</i>) I can explain why the Vikings were successful in wars against the Saxons. I can present my findings about whether the Vikings deserved their reputation. e.g. establishment of cities, trade in Europe & the Middle East, conflict, artwork and literature. I can explain why the Battle of Hastings took place. I can describe the main events surrounding the Norman conquest. I can explain what happened as a result of the Battle of Hastings.</p>	<p>Maya Civilisation LO: that children can understand a non-European society that provides contrasts with British history Mayan civilization c. AD 900.</p> <p>I can create a timeline to show key dates within the Maya civilisation. I can explain who the Maya people were. I can explain when and where in the world Maya people lived. I can explain the religious beliefs of the Maya people. I can describe which gods the Maya people believed in. I can describe how the Gods were worshiped. I can understand how the Maya number system works. I can describe what everyday life was like in Mayan towns and cities. I can use a range of sources to help me describe the Maya civilisation I can describe what the Mayan writing system consists of. I can describe a range of foods that were eaten by the ancient Maya people. I can explain why certain foods were particularly significant.</p>
2ND ORDER CONCEPT	SIGNIFICANCE USING EVIDENCE – What was the significance of Harry Burton’s photographs, items found within the tomb, newspaper articles from the time of discovery?	CONTINUITY AND CHANGE-Describe the changes the Romans brought to Britain.	CAUSATION/ CONSEQUENCE USING EVIDENCE - Anglo Saxon chronicle, artwork, jewellery, maps of Viking trade routes, place names, Viking sagas. Main source for initial Viking raid on Lindisfarne monastery is Bede’s ecclesiastical history of the English people. Discuss the cause and consequences of key historical events including the Battle of Hastings.	CONTINUITY AND CHANGE Describe and make links between main events, situations and changes within and across different periods and societies. SIMILARITY & DIFFERENCE- Discuss similarities and differences between Greek and Maya myths

<p>Spring</p>	<p>Stone Age to the Iron Age LO: that children can understand changes in Britain from the Stone Age to the Iron Age</p> <p>I can place the Stone Age on a timeline to compare it to other historical times in History. I can explain how the way people lived during the Stone Age developed I can explain what daily life was like in the Stone Age (houses/buildings, clothing, objects/tools, farming, travel) I can understand what humans needed for survival in the Stone Age. I can understand what was found at Skara Brae and explain why it was important. I can understand what copper mining meant to the people of the Bronze Age. I can explain what happened to move from the Stone Age to the Bronze Age. I can explain the new inventions that there were during the Stone Age. I can explain how we know about the Iron Age. I can understand how and why hillforts were developed in the Iron Age. I can describe what life was like in the Iron Age (houses/buildings, clothing, objects/tools/ farming, travel)</p>		<p>World War Two LO: that children can study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>I can explain why World War 2 began. I can order events from early World War 2 on a timeline. I can describe how the war changed life for children in Britain. I can write a letter in role as an evacuee from World War 2 I can describe how people's diets were different during World War two. I can describe women's wartime jobs. I can describe how Alan Turing changed the war for Britain. I can describe how World War 2 changed Britain. I can explain how homes and housing change after WW2. I can describe where and why the HMS Windrush set sail. (Tilbury Docks)</p> <p>Local History Study LO: that children can carry out a local history study.</p> <p>I can explain how Rainham has changed since World War two. I can explain the impact Rainham airfield had on the local people of Rainham. I can use sources of information to describe life during WW2 for the people of Rainham. I can explain how Whybridge Junior school was affected during the War. I can describe how falling bombs changed the local area of Rainham.</p>	<p>Ancient Greece LO: that children can understand Ancient Greece and carry out a study of Greek life and achievements and their influence on the western world</p> <p>I can order key historical dates from the Ancient Greeks on a timeline. I can explain the chronology of a timeline showing the Ancient Greeks and other periods of history on a timeline. I can explain how and why empires grow. I can explain what Greek myths and legends can tell us about the Ancient Greeks. I can explain what artefacts tell us about what life was like in Ancient Greece. I can explain which sources I would include in a museum display on the life and achievements of the Ancient Greeks and why. I can use a range of sources to find out about the past and present my findings. I can identify similarities between our school and schools in Ancient Greece. I can explain how the Ancient Greeks were governed and if there any similarities with how we are governed today. I can explain how the Olympic Games have changed since they were first held in Ancient Greece. I can explain some of the legacies of the Ancient Greeks. I can compare different city states and recall facts about the Battle of Marathon.</p>
<p>2ND ORDER CONCEPT</p>	<p>CONTINUITY AND CHANGE How much did life really change during the Iron Age and how could we possibly know? SIMILARITY & DIFFERENCE Is it true to say that Stone Age man was just a simple hunter gatherer only interested in food and shelter? Study of Star Carr, explore life of Stone Age man before.</p>		<p>SIGNIFICANCE USING EVIDENCE – See national archives.gov.uk How worried was Britain about invasion 1940-1941?</p>	<p>CONTINUITY AND CHANGE SIMILARITY & DIFFERENCE How has the legacy of Ancient Greece change the lives of people today?</p>
<p>SUMMER</p>		<p>Anglo-Saxons and Scots LO: that children can understand Britain's settlement by Anglo-Saxons and Scots</p> <p>I can describe why, where and when the Scots and Anglo Saxons invaded Britain. I can place key dates from the Anglo Saxons and Scots on a timeline. I can understand how the Anglo-Saxons have influenced Britain. I can explain how Anglo Saxon England was ruled. I can explain what a kingdom is. I can explain wat the seven Anglo-Saxon kingdoms were. I can explain how the kingdoms were united. I can explain who Alfred the Great was. I can explain what Anglo-Saxons believed in after 596AD. I can explain what laws there were during this time. I can explain what life was like for women in Anglo-Saxon England. I can explain what life was like for children in Anglo-Saxon England. I can analyse and describe Anglo-Saxon artefacts and explain what they can teach us about Anglo-Saxon culture. I can describe what a typical Anglo-Saxon village was like.</p>		
<p>2ND ORDER CONCEPT</p>		<p>CONTINUITY AND CHANGE SIMILARITY & DIFFERENCE How was life in Anglo Saxon Britain different to life in the Roman Times?</p>		

“Second order concepts”- Things that examine History in a deeper context than just facts.

(These include change, continuity, causation, consequence, similarity, difference and significance).