

Curriculum Map – History

Reception – ‘Past and Present’			
Topic	All About Me! (My History – Cultural Capital) <ul style="list-style-type: none"> • Historical Figure / Person – themselves • Place – Where they live, where they go to school, • Events –Starting school • Black History Month: CBeebies – Black History Heroes • Period of time: Now 	My Family! (People Older and Younger than me) <ul style="list-style-type: none"> • Historical Figure / Person – Mum, Dad, Grandparents, siblings • Place – Corsham and UK • Event – Family celebrations • Period of time – Now and recent years (last 5 years) 	Great Buildings, Old and New (Old and New Buildings from around the world) <ul style="list-style-type: none"> • Historical Figure–King Charles III & Buckingham Palace • Place –London and UK • Event – His reign • Period of time – 20th century
The Big Question	The Big Question: How Can I Be A Gospel Activist? How can I make my voice heard? The Big Historical Question: What makes me...me?	The Big Question: How Can We Build Our Community? How can I make a difference in area I live in? The Big Historical Question: Are all families the same?	The Big Question: How Can Peace Build the Kingdom of God? How can my actions help others? The Big Historical Question: What is old and what is new?
CPD Training	All of the below to be taught with focus on: <ul style="list-style-type: none"> • Content Emphasis. Begin with statement about the period of time, who they were? When they were around? • Explicit teaching of abstract concepts & chronological knowledge i.e. references to class timelines and previous learning • Teaching of key vocabulary to ensure understanding and meaningful context e.g. the church as a building and a religious body or understanding the word invasion • Teaching to the misconceptions – not all forms of taking power are the same, formative assessment to address misconceptions before they become embedded • Teaching to ensure we secure knowledge for future learning i.e. double page spread and recall from memory 		
Disciplinary Knowledge	I am thinking like a Historian... Who is in my family? Where do I live? What kind of a building do I live in? Where do I go to school? How do I get there? What so I like about school and where I live? What don't I like?	I am thinking like a Historian... Who is in my family and in my wider family e.g. aunts and uncles, cousins etc? Where do I live? Is it a village or a town? What does it look like? Is it old or new? When is my birthday and what do I do to celebrate it? What other times do we celebrate e.g. christening, wedding, Christmas?	I am thinking like a Historian... Who is the current Queen / King? Where do they live? What do they do? What is the capital city of England? What do we know about London? Does it have old or new buildings? Does it have castles or palaces? What features does a castle have? How is a castle different to my home?
ELG Goal ‘Past and Present’	I can talk about the lives of the people around me and their roles in my life	I know some similarities and differences between things in the past and now, using my experiences and what I have learnt in school	I am beginning to understand the past through settings, characters and events I encounter in books read in class and storytelling
Historical Skills	<ul style="list-style-type: none"> • I can begin to understand ways in which the past is represented • I can begin to use a timeline to sequence events in my life • I know about the similarities between myself, others, and families, and communities. • I can communicate my knowledge through: <ul style="list-style-type: none"> ➢ Drawing pictures 	<ul style="list-style-type: none"> • I can begin to identify ways in which the past is represented • I can use a basic class timeline • I can use a timeline to order my life and significant events • I know about the similarities between myself, others, and families, and communities. • I can communicate my knowledge through: <ul style="list-style-type: none"> ➢ Discussion ➢ Small World / Role Play 	<ul style="list-style-type: none"> • I can use a timeline to order my life and recent events • I know stories about the past • I can ask simple questions about the past from sources of information e.g. stories • I can communicate my knowledge through: <ul style="list-style-type: none"> ➢ Discussion ➢ Writing
Story Book link	Peepo by Janet and Allan Ahlberg (Puffin, 2011) The Growing Story by Ruth Krauss and Helen Oxenbury (Harper Collins, 2016) I Am Absolutely Too Small for School – Charlie and Lola Once there were Giants by Martin Waddell (Walker Books, 2001)	Grandma’s Bill by Martin Waddell (Orchard Books, 1991) My Great Grandpa by Martin Waddell (Walker Books, 2001) My two Grannies by Floella Benjamin (Frances Lincoln, 2009) Coming to England by Floella Benjamin (Macmillan, 2020) My Family, Your Family by Giovana Medeiros (Penguin 2023)	Great Buildings by Dorling Kindersley A House That Once Was by Julie Fogliano/Lane Smith (Two Hoots, 2018) Peepo by Janet and Allan Ahlberg (Puffin, 2011) Our House by Emma Rogers and Paul Rogers (Candlewick, 1993)
Historical Vocabulary	Me, significant people in my family e.g. mum, dad, brother, sister, grandparents, places they live e.g. Corsham, house, flat, village, town, school	Me, significant people in my family e.g. mum, dad, brother, sister, grandparents, places they live e.g. Corsham, house, flat, village, town, school	Me, significant people in my family e.g. mum, dad, brother, sister, grandparents, places they live e.g. Corsham, house, flat, village, town, school, Queen Elizabeth II, King Charles III, Buckingham Palace, castle
Trips / Visitors IT Links	Welly Walks around school site	Welly Walks around Corsham area	Almshouses Corsham Court Walks around the Corsham area
Community Engagement	Parent Meetings to discuss settling in Show and Tell	Family Visit to classroom Bring and share photographs, books etc.	Library visit Art and Building copies of famous buildings – old and new

Curriculum Map – History

Year 1 – Building on myself and history in my lifetime from EYFS			
Topic	<p align="center">Memory Box (My History – Cultural Capital)</p> <ul style="list-style-type: none"> • Historical Figure / Person – Themselves • Place – Local area i.e. Corsham and the surrounding villages • Events – What has happened in their lifetime? Birthday, school, tooth loss, holidays, siblings being born, moving house • Black History Month: CBeebies – Black History Heroes, Marcus Rashford (Little People Big Dreams Book) • Period of time: last 5 - 10 years 	<p align="center">Prehistoric! (Dinosaurs)</p> <ul style="list-style-type: none"> • Historical Figure – Mary Anning • Place – South West England • Event – What caused the extinction of the dinosaurs? • Period of time – Mesozoic Era - Triassic period (which was 252-201 million years ago), the Jurassic period (about 201-145 million years ago) and the Cretaceous period (145-66 million years ago). 	<p align="center">Castles, Kings and Queens! (Castles, Kings and Queens - Monarchy)</p> <ul style="list-style-type: none"> • Historical Figure– Queen Victoria / Queen Elizabeth II / King Charles III • Place – Bath / London • Event – Her reign • Period of time – 1837 – 1901 (Victorians 19th Century)
The Big Question	<p>The Big Question: How Can I Be A Gospel Activist? How can I make my voice heard?</p> <p>The Big Historical Question: Which events have changed my life so far?</p>	<p>The Big Question: How Can We Build Our Community? How can I make a difference in area I live in?</p> <p>The Big Historical Question: Can an object tell us about the past?</p>	<p>The Big Question: How Can Peace Build the Kingdom of God? How can my actions help others?</p> <p>The Big Historical Question: How did Queen Victoria rule compared to Charles III? (Monarchy)</p>
CPD Training	<p>All of the below to be taught with focus on:</p> <ul style="list-style-type: none"> • Inspiring pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement • Content Emphasis. Begin with statement about the period of time, who they were? When they were around? • Explicit teaching of abstract concepts & chronological knowledge such as ‘continuity and change’ and use them to make connections, draw contrasts etc with references to class timelines and building on previous learning • Teaching of key vocabulary to ensure understanding and meaningful context e.g. gain and use a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ • Teaching to the misconceptions – not all forms of taking power are the same, formative assessment to address misconceptions before they become embedded • Teaching to ensure we secure knowledge for future learning i.e. double page spread and recall from memory 		
Disciplinary Knowledge	<p>I am thinking like a Historian...</p> <p>What can I tell you about me and my family? Where do I live and is it old or new? What do I like to do now for fun? What did I like to do for fun as a baby?</p>	<p>I am thinking like a Historian...</p> <p>When were the dinosaurs living on Earth? Where did they live and how do we know they lived there? Who was Mary Anning? How did her life help us to know more about dinosaurs?</p>	<p>I am thinking like a Historian...</p> <p>Who was Queen Victoria? Who were the members of her family? Where did she live? Why do we remember her? How did Queen Victoria’s life change Great Britain?</p>
NC Objectives	<ul style="list-style-type: none"> • I have an awareness of the past Changes in me from baby to now. Changes in my lifetime Significant changes to family • I can use common words about the past • I know if the people and events I am learning about are in the past of the present • I can answer questions about the time I am learning about • I can talk about significant historical events, people and places in my own local area (Corsham) <p>BBC Bitesize ‘What Children did in the 2010s’ https://www.bbc.co.uk/bitesize/topics/zc9s6g8/articles/zhbxjsg</p>	<ul style="list-style-type: none"> • I have an awareness of the past, which I can talk about • I know where the people and events I study fit within a chronological framework e.g. on a class timeline • I can ask questions about the time I am learning about • I understand a way in which I can find out about the past • I can talk about significant historical events, people and places in my own local area (West Country) <p>Discovering the dinosaurs, Mary Anning’s discovery of fossils and dinosaur skeleton https://www.natgeokids.com/uk/discover/history/general-history/mary-anning-facts/ Mary Anning and modern archaeologists – discovery of mammoth bones in Swindon https://www.bbc.co.uk/news/uk-england-wiltshire-59702237)</p>	<ul style="list-style-type: none"> • I can use common words and phrases relating to the passing of time • I know where the people and events I study fit within a chronological framework e.g. on a class timeline • I can ask and answer questions about the time I am learning about <p>Compare Queen Victoria and Queen Elizabeth II Jubilees</p> <ul style="list-style-type: none"> • I understand some of the ways in which I can find out about the past <p>Queen Victoria first monarch to live in Buckingham Palace Queen Victoria’s visit to bath as a princess https://visitbath.co.uk/things-to-do/royal-victoria-park-p25701 Comparing the lives of Queen Victoria compared to Queen Elizabeth II https://www.bbc.co.uk/bitesize/topics/zkrkscw Compare Coronation of Victoria and Charles</p>
Historical Skills Chronological Understanding Range and depth of historical knowledge Interpretations of history Historical enquiry Organisation and communication	<ul style="list-style-type: none"> • I can use a timeline to sequence events in my life • I can recognise the difference between things that happened in the past and the present, in my own life and the life of others • I can recall some facts about people before my living memory • I can think about answers to simple questions about the past • I can communicate my knowledge through: <ul style="list-style-type: none"> ➢ Discussion ➢ Drawing pictures 	<ul style="list-style-type: none"> • I can use a timeline to order my life and significant events • I can sequence 3 or 4 artefacts from distinctly different periods of time • I know and can recount stories about the past • I can listen to stories and distinguish between fact and fiction • I can recall some facts about events before my living memory • I can find answers to simple questions about the past from sources of information e.g. artefacts • I can communicate my knowledge through: <ul style="list-style-type: none"> ➢ Discussion ➢ Drama / role play ➢ Making models 	<ul style="list-style-type: none"> • I can use a timeline to order my life, events or objects. • I can match objects to people of different ages • I know and can recount stories about the past • I can recall some facts about people and events before my living memory • I can compare adults talking about the past and think about how reliable are their memories? • I can find answers to simple questions about the past from sources of information e.g. artefacts, • I can communicate my knowledge through: <ul style="list-style-type: none"> ➢ Discussion ➢ Writing ➢ Using ICT

Historical Vocabulary <i>Children should use a wide vocabulary of everyday historical terms.</i>	History, past, present, time, today, yesterday, tomorrow, future, here, now, then, last week, last month, last year, a long time ago, timeline order, memory, remember, Remembrance, first / last birthday, born, young / younger, child / children, parent / grandparent, old, compare, similar / different, when? why?	Long time ago, a very long time ago, before I was born, prehistoric, year, decade, chronological order, source of evidence, artefact, timeline order, compare, similar / different, when? why?	Queen Victoria, Prince Albert, Victorian, Bath, evidence, London, Century, living memory, opinion, fact, interpret, enquire/enquiry, research, evidence, historians, experts significant, recent lifetime, monarch / monarchy, kingdom king /queen, royal, throne, crowned, reign, castle, significant, famous, special, modern, event, Britain, British, local, national, artefact, object, museum,
Trips / Visitors / Enrichment	Alms-houses Visit (in person or digital) https://www.corshamalmshouses.org.uk/	Online resources Cbeebies: https://www.bbc.co.uk/cbeebies/topics/dinosaurs Walking with Dinosaurs: https://www.bbc.co.uk/programmes/b00sy534/clips Steve Backshall: https://www.bbc.co.uk/cbbc/watch/deadly-dinosaurs-series-preview Fossil Hunting: https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-fossil-hunting-along-the-jurassic-coast/zbbrkmn	Virtual Tour of Buckingham Palace https://www.royal.uk/virtual-tours-buckingham-palace Video of Osborne House https://www.youtube.com/watch?v=a8bWYsQEYfg
Community Engagement	Remembrance (Term 2) https://www.britishlegion.org.uk/get-involved/remembrance Interviewing family members	Bring and share fossils Bring and share Dinosaur books etc.	Discuss and share photos of castles, palaces that the children have visited

Curriculum Map – History

Year 2 – building on own history, moving from prehistoric to 20 th Century history and Local History (Corsham, Bath and Queen Victoria) from Year 1 and before			
Topic	<p align="center">A Walk through History (The History of Corsham – Cultural Capital)</p> <ul style="list-style-type: none"> Historical Figure / Person – Sir Christopher Wren / Catherine of Aragon / Katherine Parr https://kids.kiddle.co/Christopher_Wren Place – Corsham and Wiltshire Events – Link to Monarchy – Corsham Court and link to Catherine of Aragon and Katherine Parr (Henry VIII) Alms-houses and Civil War Black History Month: Robbie Clarke / Mae Jemison https://collections.rafmuseum.org.uk/story/robbie-clarke-britains-first-black-pilot/ https://www.britannica.com/biography/Mae-Jemison Period of time: 16th Century (Henry VIII's wives) and 17th Century (Civil War and Alms-houses) 	<p align="center">Fire in the Capital! (The Great Fire of London - Monarchy)</p> <ul style="list-style-type: none"> Historical Figure / Person – Charles II, Samuel Pepys, Christopher Wren Place – London Events – Great Fire of London Period of time: 17th Century – 1666 https://www.natgeokids.com/uk/discover/history/general-history/the-great-fire-of-london-facts/ 	<p align="center">Up, Up and Away! – The History of Flight (Invention of Flight – Invention)</p> <ul style="list-style-type: none"> Historical Figure / Person – Wright Bros, Neil Armstrong and Robbie Clarke Place – USA – Kitty Hawk – North Carolina. NASA – Cape Canaveral Events – First Flight in 1903 / Moon Landing 1969 https://kids.nationalgeographic.com/history/article/wright-brothers Period of time: 20th and 21st Century
The Big Question	<p>The Big Question: How Can I Be A Gospel Activist? How can I make my voice heard?</p> <p>The Big Historical Question: How have the people and places in Corsham / Wiltshire had an impact on our history?</p>	<p>The Big Question: How Can We Build Our Community? How can I make a difference in area I live in?</p> <p>The Big Historical Question: Can an event change what happens in the future?</p>	<p>The Big Question: How Can Peace Build the Kingdom of God? How can my actions help others?</p> <p>The Big Historical Question: How did the Wright Bros. flight lead to today's aeroplane and space travel?</p>
CPD Training	<p>All of the below to be taught with focus on:</p> <ul style="list-style-type: none"> Inspiring pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement Content Emphasis. Begin with statement about the period of time, who they were? When they were around? Explicit teaching of abstract concepts & chronological knowledge such as 'continuity and change' and use them to make connections, draw contrasts etc with references to class timelines and building on previous learning Teaching of key vocabulary to ensure understanding and meaningful context e.g. gain and use a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' Teaching to the misconceptions – not all forms of taking power are the same, formative assessment to address misconceptions before they become embedded Teaching to ensure we secure knowledge for future learning i.e. double page spread and recall from memory 		
Disciplinary Knowledge	<p>I am thinking like a Historian...</p> <p>Which buildings in Corsham are old and which are new? How do we know? Why were the Alms-houses built? What are the links between Henry VIII and Corsham Court? Who was Lady Margaret Hungerford and how did she change life for the people of Corsham?</p>	<p>I am thinking like a Historian...</p> <p>Who was monarch when the Great Fire of London happened and what was their response? What caused the fire to spread? What part did Christopher Wren play in the history of the fire? How did the fire change London?</p>	<p>I am thinking like a Historian...</p> <p>Who were the Wright Bros and why are they significant in global history? Was the idea of flight new or had other civilisations experimented with flight? How did the Wright Bros first flight link to the first space travel?</p>
NC Objectives	<ul style="list-style-type: none"> I can identify similarities and differences between ways of life in different periods. <p>Corsham over time</p> <ul style="list-style-type: none"> I understand some of the ways in which we find out about the past and can identify different ways in which it is represented. I know about the lives of significant individuals in the past who have contributed to international achievements. I know about significant historical events, people and places in my own local area <p>Sir Christopher Wren born in Wiltshire and link to next topic Great Fire of London. Corsham Court links to wives of Henry VIII - Catherine of Aragon and Katherine Parr https://www.corshamalmshouses.org.uk/</p>	<ul style="list-style-type: none"> I can identify similarities and differences between ways of life in different periods. <p>1666 and present day</p> <ul style="list-style-type: none"> I can choose and use parts of stories and other sources to show that I know and understand key features of events I know about events beyond living memory that are significant nationally e.g. the Great Fire of London, I know about the lives of significant individuals in the past who have contributed to national achievements. <p>Great Fire of London https://www.natgeokids.com/uk/discover/history/general-history/the-great-fire-of-london-facts/ Diary of Samuel Pepys https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt Life of Christopher Wren from Wiltshire to London https://www.bbc.co.uk/teach/class-clips-video/history-ks1-what-happened-after-the-great-fire-of-london/zcsd96f https://kids.britannica.com/kids/article/Christopher-Wren/353937</p>	<ul style="list-style-type: none"> I can identify similarities and differences between ways of life in different periods. <p>1903 and present day</p> <ul style="list-style-type: none"> I can choose and use parts of stories and other sources to show that I know and understand key features of events I know about events beyond living memory that are significant globally e.g. the first aeroplane flight I can compare aspects of life in different periods e.g. flight with Right Bros, Robbie Clarke and Neil Armstrong <p>Video of Wright Bros first flight https://www.youtube.com/watch?v=-kjRL-Q-KBc Video on Moon Landing https://www.youtube.com/watch?v=CbTaDOuSePk Video about Wright Bros https://www.youtube.com/watch?v=w1zDmlIGDWk PPT on Wright Bros link https://barlowsprimary.co.uk/wp-content/uploads/2020/07/Year-1-WC-13.07.20-A-History-of-Flight-PowerPoint.pdf</p>
Historical Skills Chronological Understanding Range and depth of	<ul style="list-style-type: none"> I can use a timeline to sequence events in my life, historical events or objects. I can sequence photographs etc. from different periods of time I can recognise why people did things and why events happened I can compare pictures or photographs of people or events in the past 	<ul style="list-style-type: none"> I can use a timeline to sequence events in my life, historical events or objects. I can sequence artefacts closer together in time - check with reference book I can recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> I can use a timeline to sequence events in my life, historical events or objects. I can describe memories of key events in my life and a specific time I can identify differences between ways of life at different times I can compare 2 versions of a past event

historical knowledge Interpretations of history Historical enquiry Organisation and communication	<ul style="list-style-type: none"> I can communicate my knowledge through: <ul style="list-style-type: none"> ➤ Discussion ➤ Drawing pictures 	<ul style="list-style-type: none"> I can discuss reliability of photos/accounts/stories I can use a source – observe or handle sources to answer questions about the past on the basis of simple observations. I can communicate my knowledge through: <ul style="list-style-type: none"> ➤ Discussion ➤ Drama / role play ➤ Making models 	<ul style="list-style-type: none"> I can use a source – observe or handle sources to answer questions about the past on the basis of simple observations. I can communicate my knowledge through: <ul style="list-style-type: none"> ➤ Discussion ➤ Writing ➤ Using ICT
Historical Vocabulary <i>Children should use a wide vocabulary of everyday historical terms.</i>	Past, present, future, then, now, before, after, old, new, yesterday, today, tomorrow. remember, memories, x years ago, anniversary, teenager, senior citizen, older, life, death, ancient, change, hours, weeks, years, Corsham, West-Country, county, market town. Corsham Court, Alms-houses, Tudors, Civil War, Royalists, Parliamentarians	interpret, enquire/enquiry, impact, research, evidence, reliable, experts, significant, monarch. century, hundred, thousand, millions AD / CE (Common Era) BC / BCE (Before Common Era) decade, long ago, evidence, century, chronological order, living memory, opinion, fact, source, recent lifetime, London, capital, monarchy, royal, palace, Tower of London, diary, devastation, firebreak, St Paul's Cathedral, Charles II, Samuel Pepys, monument	Interpret, century, hundred, thousand, millions AD / CE (Common Era) BC / BCE (Before Common Era) decade, enquire/enquiry, impact, research, evidence, reliable, experts, significant, flight, aviation, space travel. Invention, legacy, mission, aircraft, astronaut, spacecraft
Trips/ Visitors / Enrichment / IT links	Almshouses Visit (in person or digital) https://www.corshamalmshouses.org.uk/	Online resources BBC History: https://www.bbc.co.uk/teach/class-clips-video/history-ks1-the-great-fire-of-london-home/zph4g7h Oak Academy: https://classroom.thenational.academy/units/the-great-fire-of-london-7a50 Fire Service Visit	Aerospace Bristol https://aerospacebristol.org/schools NASA Kids: https://www.nasa.gov/kidsclub/index.html Man's Early Flight Attempts: https://www.youtube.com/watch?v=gN-ZktmjlfE Seesaw, Pic Collage, Balloon Stickies +, Thinglink, Book Creator
Community Engagement	Remembrance https://www.britishlegion.org.uk/get-involved/remembrance Visitor from Town Council War Memorial Walk	Bring and share books about The Great Fire of London https://www.natgeokids.com/uk/discover/history/general-history/the-great-fire-of-london-facts/	Bring and share books about The History of Flight / Moon Landing Video about Wright Bros https://www.youtube.com/watch?v=w1zDmlIGDWk

Curriculum Map – History

Year 3 – building on Local History (Corsham), UK History (Great Fire of London) and World History (flight) building on Year 2 and before			
Topic	<p>What have the Romans done for us?... (Bath / Art / Roman Roads) (The Roman Empire and its impact on Britain –Cultural Capital - CGP Book)</p> <ul style="list-style-type: none"> • Historical Figure / Person – Julius Caesar / Emperor Vespasian • Place – Bath • Events – Roman Invasion of Britain and Movement across Britain • Black History Month: Septimius Severus - https://www.bbc.co.uk/programmes/p0113mp1 • Period of time: 1st Century 	<p>Stones and Bones (Stonehenge) (Changes in Britain from the Stone Age to the Iron Age – Invaders and Settlers)</p> <ul style="list-style-type: none"> • Historical Figure / Person – Druids / Bronze Age People / Ötzi • Place – Salisbury and South West / Wales • Events – Construction of Stonehenge • Period of time: Neolithic 2500BC / BCE 	<p>The Buried City (the Aztecs) (The achievements of the earliest civilizations – the Aztecs – Invaders and Settlers)</p> <ul style="list-style-type: none"> • Historical Figure / Person – Montezuma II, Hernán Cortés • Place – Mexico • Events – Tenochtitlan and Spanish Invasion • Period of time: 14th and 15th Century
The Big Question	<p>The Big Question: How Can I Be A Gospel Activist? How can I make my voice heard? The Big Historical Question: What have the Romans done for us?</p>	<p>The Big Question: How Can We Build Our Community? How can I make a difference in area I live in? The Big Historical Question: Why was Stonehenge built? What was it for?</p>	<p>The Big Question: How Can Peace Build the Kingdom of God? How can my actions help others? The Big Historical Question: How did the Spanish invasion affect the Aztecs?</p>
CPD Training	<p>All of the below to be taught with focus on:</p> <ul style="list-style-type: none"> • Inspiring pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement • Content Emphasis. Begin with statement about the period of time, who they were? When they were around? • Explicit teaching of abstract concepts & chronological knowledge such as 'continuity and change' and use them to make connections, draw contrasts etc with references to class timelines and building on previous learning • Teaching of key vocabulary to ensure understanding and meaningful context e.g. gain and use a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' • Teaching to the misconceptions – not all forms of taking power are the same, formative assessment to address misconceptions before they become embedded • Teaching to ensure we secure knowledge for future learning i.e. double page spread and recall from memory 		
Disciplinary Knowledge	<p>I am thinking like a Historian... What was Roman Britain like? What do different sources tell us about life at the time? Who was Julius Caesar and what was his impact on the Roman Empire? What did the Romans bring to Bath and why? Was invasion a good or bad thing for Britain and its people?</p>	<p>I am thinking like a Historian... What was Stone Age Britain like? What do sources tell you about life in Stone Age Britain? Who ruled Britain at the time? What do people believe was the purpose of Stonehenge? Who were the settlers in the West Country? Would you have wanted to live in Stone Age Britain and why?</p>	<p>I am thinking like a Historian... When did the Aztecs live? How long did the Aztec civilisation last? Which period in British history was happening when the Aztec civilisation began and ended? Who was Montezuma II? What was his relationship with Cortés? Did these settlers have appositive impact on the Aztecs? How did this impact the rest of the world?</p>
NC Objectives LKS2	<ul style="list-style-type: none"> • I can continue to develop a chronologically secure knowledge and understanding of local history, establishing clear narratives within and across the periods they study • I can answer historically valid questions about change, cause, similarity and difference in our local area i.e. Bath • I can construct informed responses to these questions verbally and written • I understand how my knowledge of the past is constructed from a range of sources e.g. photographs and books • I understand about the invasion of the Roman Empire and its impact on Britain <p>Julius Caesar's attempted invasion in 55-54 BC The rule of Emperor Vespasian The Roman Empire by AD 42 and the power of its army The successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain and the impact of technology, culture and beliefs, including early Christianity</p> <p>BBC Bitesize 'The Roman Empire': https://www.bbc.co.uk/bitesize/articles/znqxjsg</p>	<ul style="list-style-type: none"> • I can continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods studied • I can answer historically valid questions about change, cause, similarity and difference in the wider local area i.e. Stonehenge • I can construct informed responses to these questions verbally and written • I understand how my knowledge of the past is constructed from a range of sources e.g. safe websites and video • I understand about the changes in Britain from the Stone Age to the Iron Age <p>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>An introduction to Skara Brae https://www.ks2history.com/skara-brae English Heritage Teacher's Kit on Stonehenge: https://www.english-heritage.org.uk/siteassets/home/learn/teaching-resources/teachers-kits/stonehenge_teachers_kit_ks1-4.pdf Recommended books on Stone Age to Iron Age https://www.ks2history.com/topic-books</p>	<ul style="list-style-type: none"> • I can continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study • I can answer historically valid questions about change, cause, similarity and difference about world history i.e. The Aztecs • I can construct informed responses to these questions verbally and written • I understand how my knowledge of the past is constructed from a range of sources e.g. photographs, books, safe websites and video • I understand about the changes in the world following the Spanish Invasion • I can learn about and discuss a non-European society (Aztecs) that provides contrasts with British history <p>The Aztecs Chris Columbus discovered 'new world', then conquistadors invaded Mexico, brought virus. Links to Middle Ages and Tudor Britain in UK</p> <p>Montezuma II https://kids.britannica.com/kids/article/Montezuma-II/544227</p>

<p>Historical Skills Chronological Understanding</p> <p>Range and depth of historical knowledge</p> <p>Interpretations of history</p> <p>Historical enquiry</p> <p>Organisation and communication</p>	<ul style="list-style-type: none"> I can use a timeline to place the time period I am studying i.e. Romans I can find out about every day lives of the Roman people I can compare Roman life with my life today I can identify and give reasons for different ways in which the past is represented I can use a range of sources to find out about a period I can begin to use the library for research I can communicate my knowledge through: <ul style="list-style-type: none"> ➤ Discussion ➤ Writing ➤ Drama and role play 	<ul style="list-style-type: none"> I can use a timeline to place dates related to the Stone Age and Iron Age and passing of time I can Identify reasons for and results of people's actions (Stone Age) I can compare Stone Age life with my life today I can distinguish between different sources and compare different versions of the same story I can observe small details e.g. artefacts, pictures I can begin to use the internet for research I can communicate my knowledge through: <ul style="list-style-type: none"> ➤ Discussion ➤ Writing ➤ Model making 	<ul style="list-style-type: none"> I can use a timeline to Sequence several events or artefacts I understand why people may have wanted to do something (Aztecs) I can compare Aztec life with my life today I can look at representations of the Aztec period e.g. artwork I can select and record information relevant to the study I can begin to use the library and internet for research I can communicate my knowledge through: <ul style="list-style-type: none"> ➤ Discussion ➤ Writing ➤ Using ICT
<p>Historical Vocabulary <i>Children should develop the appropriate use of historical terms</i></p>	<p>Era/period, BCE (Before Common Era), ACE (After Common Era), BC (Before Christ), CE (Common Era) AD (Anno Domini) archaeology, pre-history biased impact, consequences, continuity primary source, secondary source, artefact, early #th century, late, influence, decade, abstract terms such as 'empire', 'democracy', 'civilisation', 'parliament' and 'peasantry', cultural, economic, military, political, religious and social history; connections, contrasts and trends</p>	<p>Era/period, BCE (Before Common Era), ACE (After Common Era), BC (Before Christ), CE (Common Era) AD (Anno Domini) archaeology, archaeologist, pre-history biased impact, consequences, continuity, primary source, secondary source, artefact, early #th century, late, influence, decade, Stone Age, Bronze Age, hand axe, Iron Age, Mesolithic, Neolithic, Palaeolithic, settlement, Stonehenge</p>	<p>Era/period, BCE (Before Common Era), ACE (After Common Era), BC (Before Christ), CE (Common Era) AD (Anno Domini) archaeology, pre-history biased impact, consequences, continuity, migration, the Aztecs, invaders, settlers, Montezuma II, Cortés, Tenochtitlan, Spanish Invasion, Mexico</p>
<p>Trips/Visitors/Enrichment</p>	<p>History of Parliament: on democracy and link between Roman Senate and House of Lords: https://learning.parliament.uk/en/</p>	<p>Virtual Trip to Stonehenge https://www.english-heritage.org.uk/visit/places/stonehenge/history-and-stories/stonehenge360/</p>	<p>Video on Montezuma II https://www.youtube.com/watch?v=w7Zhp0I6To https://www.youtube.com/watch?v=nWxqnZeELbU</p>
<p>Community Engagement</p>	<p>Remembrance Home Learning link to looking around Bath – Roman compared to 2022</p>	<p>Bring and share books, artefacts etc. Local Maps and tourist information on Stonehenge</p>	<p>Aztec Art and Sport – link to Sports Day Aztec Religion compared to modern religions</p>

Curriculum Map – History

Year 4 – building Local History (Romans & Bath), UK History (Settlers and Stonehenge) and World History (Aztecs) from Year 3 and before			
Topic	<p align="center">The Georgians (Link to Bath and the Theatre Royal – Cultural Capital/Monarchy)</p> <ul style="list-style-type: none"> • Historical Figure / Person –George I, George II, George III, George IV. Beau Nash, Ralph Allen and John Wood • Place – Bath • Events – Architectural development of Bath, John Wood(s) • Black History Month: Olaudah Equiano, Slave Trade Abolished • Period of time: 1714-1837 (18th and 19th Century) 	<p align="center">An Introduction to Britain’s settlements by the Anglo Saxons (Britain’s settlement by Anglo-Saxons – Invaders and Settlers CGP Book)</p> <ul style="list-style-type: none"> • Historical Figure / Person – King Alfred the Great (founder of Education) youngest of 4, 1st Literate King • Place – Wiltshire and South West • Events – Battle of Chippenham (878) Anglo Saxons v Vikings – Anglo-Saxon viewpoint • Period of time: 410-1066 	<p align="center">Tomb Raiders (Egyptians) (The achievements of the earliest civilizations –Ancient Egyptians.)</p> <ul style="list-style-type: none"> • Historical Figure / Person – Hatshepsut and Tutankhamun • Place – Egypt • Events – Successful female Pharaoh & Boy King • Period of time: 1473 – 1327 BC
The Big Question	<p>The Big Question: How Can I Be A Gospel Activist? How can I make my voice heard? The Big Historical Question: What impact did the Georgians have on Bath and Britain?</p>	<p>The Big Question: How Can We Build Our Community? How can I make a difference in area I live in? The Big Historical Question: Why and how did farmer warriors invade Britain?</p>	<p>The Big Question: How Can Peace Build the Kingdom of God? How can my actions help others? The Big Historical Question: Did your age or gender make you a stronger ruler in Ancient Egypt?</p>
CPD Training	<p>All of the below to be taught with focus on:</p> <ul style="list-style-type: none"> • Inspiring pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement • Content Emphasis. Begin with statement about the period of time, who they were? When they were around? • Explicit teaching of abstract concepts & chronological knowledge such as ‘continuity and change’ and use them to make connections, draw contrasts etc with references to class timelines and building on previous learning • Teaching of key vocabulary to ensure understanding and meaningful context e.g. gain and use a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ • Teaching to the misconceptions – not all forms of taking power are the same, formative assessment to address misconceptions before they become embedded • Teaching to ensure we secure knowledge for future learning i.e. double page spread and recall from memory 		
Disciplinary Knowledge	<p>I am thinking like a Historian... Who ruled England during the Georgian era? Did they rule anywhere else? What impact did the king have on the country? What did they do that was positive and what was negative? Why did rich Georgians travel to Bath? What can we see of the Georgian period in Bath today?</p>	<p>I am thinking like a Historian... Why did the Anglo-Saxons choose to settle in our local area? Would you say that King Alfred’s reign was successful and why? Who did the Battle of Chippenham (878) involve and what was the outcome? Has any evidence of the Anglo-Saxons survived today?</p>	<p>I am thinking like a Historian... Who were the most successful rulers of Egypt and why? What did the Egyptians give to the world which we still use today? What were the similarities between the Egyptians and other ancient civilisations such as the Aztecs?</p>
NC Objectives LKS2	<ul style="list-style-type: none"> • I can continue to develop a chronologically secure knowledge and understanding of local history, establishing clear narratives within and across the periods they study • I can answer historically valid questions about change, cause, similarity and difference in our local area i.e. Bath • I can construct informed responses to these questions verbally and written • I understand how my knowledge of the past is constructed from a range of sources e.g. photographs and books • I understand about the role of the monarchy in the Georgian era and its impact on the country <p>The rule of George I, George II, George III and George IV Influential local Georgians e.g. Beau Nash, Ralph Allen and John Wood The role of each monarch, success and challenges, and their impact on their people (rich and poor) Industrialisation The hardships and luxuries of Georgian life</p> <p>English Heritage – The Georgians https://www.english-heritage.org.uk/members-area/kids/georgians/ Bath – A Georgian Grandeur https://myfacesandplaces.co.uk/bath-a-georgian-grandeur/ Georgian Era Facts https://kids.kiddle.co/Georgian_era No. 1 Royal Crescent, Bath</p>	<ul style="list-style-type: none"> • I can continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods studied • I can answer historically valid questions about change, cause, similarity and difference in the wider local area i.e. Battle of Chippenham • I can construct informed responses to these questions verbally and written • I understand how my knowledge of the past is constructed from a range of sources e.g. safe websites and video • I understand about the changes in Britain during Anglo-Saxon times <p>Anglo-Saxon invasions, settlements and kingdoms Anglo-Saxon place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>BBC Bitesize – Anglo-Saxons https://www.bbc.co.uk/bitesize/topics/zxsbcdm King Alfred the Great https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z9tdq6f Anglo-Saxon Art https://www.britannica.com/art/Anglo-Saxon-art English Heritage – Lindisfarne https://www.english-heritage.org.uk/visit/places/lindisfarne-priory/History/sources/</p>	<ul style="list-style-type: none"> • I can continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study • I can answer historically valid questions about change, cause, similarity and difference about world history i.e. The Egyptians • I can construct informed responses to these questions verbally and written • I understand how my knowledge of the past is constructed from a range of sources e.g. photographs, books, safe websites and video • I understand about the changes in the world following the Egyptian rule • I can discuss the achievements of the Egyptians, thinking about where and when the civilization appeared <p>The dates and rulers of Ancient Egypt Challenging power Prominent male and female Pharaohs e.g. Tutankhamen and Hatshepsut What the Egyptians gave to world</p> <p>A successful female Pharaoh – Hatshepsut https://www.imagininghistory.co.uk/post/famous-pharaohs-timeline Hatshepsut 1473–1458 BC https://kids.nationalgeographic.com/history/article/hatshepsut The boy king – Tutankhamun https://www.imagininghistory.co.uk/post/tutankhamun Tutankhamun 1336–1327 BC https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvmkhhbk</p>

	https://no1royalcrest.org.uk/		
Historical Skills Chronological Understanding Range and depth of historical knowledge Interpretations of history Historical enquiry Organisation and communication	<ul style="list-style-type: none"> I can use a timeline to place events from the Georgian era I can use evidence to reconstruct life in the Georgian era I can offer a reasonable explanation for some events I can look at and discuss the evidence available on the Georgians I can use evidence to build up a picture of past event e.g. the Georgians in Bath I can recall and select appropriate historical information on the Georgians 	<ul style="list-style-type: none"> I can use terms related to the time of the Anglo-Saxons and begin to date events I can identify key features and events of Anglo-Saxon Britain I can use text books and historical knowledge to learn about the Anglo-Saxons I can ask a variety of questions to learn more about the Anglo-Saxons I can recall, select and organise historical information on the Anglo-Saxons 	<ul style="list-style-type: none"> I can understand more complex terms e.g. BC/AD / BCE / CE I can look for links and effects in my study of the Egyptians I can begin to evaluate the usefulness of different sources I can choose relevant material to present a picture of one aspect of life in Egyptian times I can use the library and internet for my research into the Egyptians I can communicate my knowledge and understanding on the Egyptians in the most appropriate way e.g. written, use of ICT, discussion, drama etc.
Historical Vocabulary <i>Children should develop the appropriate use of historical terms</i>	Primary source, secondary source, artefact, early #th century, late, influence, decade, abstract terms such as 'empire', 'civilisation', 'luxury', 'poverty', 'parliament' and 'economic, political, industrialisation, radicalism, religious and social history; connections, contrasts and trends	Era/period, BCE (Before Common Era), ACE (After Common Era), BC (Before Christ), CE (Common Era), AD (Anno Domini) archaeology, pre-history, biased, impact, consequences, continuity, migration, invasion, settlement, Anglo-Saxon, King Alfred the Great, Lindisfarne	Primary source, secondary source, artefact Era/period, BCE (Before Common Era), ACE (After Common Era), BC (Before Christ), CE (Common Era), AD (Anno Domini) archaeology, pre-history, biased, impact, consequences, continuity, migration, Egyptians, Gods, Pyramids, sarcophagus
Trips/Visitors/IT Links	Number 1 at the Royal Crescent: https://no1royalcrest.org.uk/ The Royal Crescent The Royal Circus Theatre Royal Bath	Video Tour of Chippenham https://www.youtube.com/watch?v=NfE61BNbU5s Battle of Chippenham https://www.historyforkids.net/alfred-the-great.html	Virtual Tour of Egypt and Pyramids https://exploremorefamilytravel.com/egypt-virtual-tour/ Awful Egyptians (Horrible Histories) https://www.youtube.com/watch?v=sMWIIXTFEGg Seesaw, Word, Pages Google Docs Keynote Book Creator, Popplet
Community Engagement	Home Learning link to looking around Bath – Georgian era compared to 2022	Chippenham Museum Stonehenge – Myths and Legends Bring and share books and artefacts	Egyptian hieroglyphics and Sport – link to Sports Day Bring and share books and artefacts

Curriculum Map – History

Year 5 – building on Local history (The Georgians & Bath), UK History (Settlers / Anglo Saxons) and World History (Tomb Raiders) from Year 4 and before			
Topic	<p align="center">The Victorians in Bath (The Victorians –Cultural Capital/Monarchy) cultural, economic, military, political, religious or social history</p> <ul style="list-style-type: none"> • Historical Figure / Person – Queen Victoria, Prince Albert, Charles Dickens, Charles Darwin, Henry Cole Inventor of first Christmas Card) • Place – Bath • Events – Princess Victoria’s only visit to Bath (1830), Queen Victoria’s opening of parliament, First Penny Black Stamp used (1840), Railways opens Bristol to London (1840), Roman Baths excavated (1880 onwards) • Black History Month: Samuel Coleridge-Taylor (1875-1912), Ida Wells https://www.bbc.co.uk/teach/class-clips-video/articles/z3w84xs https://litfilmfest.com/black-victorian-in-primary-history/ • Period of time: 1837 - 1901 	<p align="center">Raiders of the Realm (The Vikings – Invaders and Settlers - CGP Book) cultural, economic, military, political, religious or social history</p> <ul style="list-style-type: none"> • Historical Figure / Person – Ragnar Lothbrok (Ragnar Hairy Trousers) • Place – Lindisfarne • Events – Battle of Chippenham (878) Anglo Saxons v Vikings – Viking viewpoint • Period of time: 793AD - 1066 	<p align="center">It’s all Greek to Me! (The Greeks – The achievements of the earliest civilizations - CGP Book) cultural, economic, military, political, religious or social history</p> <ul style="list-style-type: none"> • Historical Figure / Person – Zeus and Athena (Greek Gods) Socrates / Aristotle • Place – Ancient Greece • Events – Olympics • Period of time: 700 - 480BC
The Big Question	<p>The Big Question: How Can I Be A Gospel Activist? <i>How can I make my voice heard?</i></p> <p>The Big Historical Question: How has life improved for people since the Victorian times?</p>	<p>The Big Question: How Can We Build Our Community? <i>How can I make a difference in area I live in?</i></p> <p>The Big Historical Question: Have historians misrepresented the Vikings?</p>	<p>The Big Question: How Can Peace Build the Kingdom of God? <i>How can my actions help others?</i></p> <p>The Big Historical Question: How did the Ancient Greeks change the World? <i>What is their legacy?</i></p>
CPD Training	<p>All of the below to be taught with focus on:</p> <ul style="list-style-type: none"> • Inspiring pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement • Content Emphasis. Begin with statement about the period of time, who they were? When they were around? • Explicit teaching of abstract concepts & chronological knowledge such as ‘continuity and change’ and use them to make connections, draw contrasts etc with references to class timelines and building on previous learning • Teaching of key vocabulary to ensure understanding and meaningful context e.g. gain and use a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ • Teaching to the misconceptions – not all forms of taking power are the same, formative assessment to address misconceptions before they become embedded • Teaching to ensure we secure knowledge for future learning i.e. double page spread and recall from memory 		
Disciplinary Knowledge	<p>I am thinking like a Historian... Who ruled England during the Victorian era? What inventions were created during this time and why? What did issue did they solve or improve? How were children treated during Victorian times? Which laws were brought in to help children? Why was Parliament redesigned during this time and which design features can still see today?</p>	<p>I am thinking like a Historian... Where did the Vikings come from and why did they invade Britain? Did the Viking invade from the north or the south and why? Was there an impact on our local area? Who were famous Viking figures and why were they famous? Why is Lindisfarne linked to the Vikings?</p>	<p>I am thinking like a Historian... When were the Greeks living and what was their influence on the modern world? Who were the Greek Gods and why were they so important to the Greek people? What was the Impact of the civilisation on sport, music, art. Politics, Philosophy? Do we still use any words today which originate from Greek?</p>
NC Objectives UKS2	<ul style="list-style-type: none"> • I can continue to develop a chronologically secure knowledge and understanding of local history, establishing clear narratives within and across the periods they study • I have a secure chronological knowledge and understanding of local history and can note connections and contrasts over time and develop the appropriate use of historical terms. • I can address, and sometimes devise, historically valid questions about change and cause, similarity and difference, and their significance • I can construct informed responses that involve thoughtful selection of relevant historical information. • I can recall and select appropriate historical information on the Victorians 	<ul style="list-style-type: none"> • I can continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods studied • I have a secure chronological knowledge and understanding of local / British history and can note connections, contrasts and trends over time and develop the appropriate use of historical terms. • I can address, and sometimes devise, historically valid questions about similarity and difference, and their significance • I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. • I can recall, select and organise historical information on the Vikings 	<ul style="list-style-type: none"> • I can continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study • I have a secure chronological knowledge and understanding of global history and can note connections, contrasts and trends over time and develop the appropriate use of historical terms. • I can address, and sometimes devise, historically valid questions about change, cause, similarity, difference, and their significance • I can construct informed responses that involve thoughtful selection and organisation of relevant historical information (world history) • I can recall, select and organise historical information on the Greeks • I can study of Greek life, achievements and their influence on the western world
Historical Skills Chronological Understanding Range and depth of historical knowledge Interpretations of history	<ul style="list-style-type: none"> • I can use a timeline to sequence key events in know, about the Victorians • I can examine causes and results of great events and the impact on people i.e. Victorians • I can compare accounts of events from different sources – fact or Fiction • I can begin to identify primary and secondary sources 	<ul style="list-style-type: none"> • I can use relevant terms about the Vikings and label these on a timeline • I can study different aspects of the Vikings i.e. differences between men and women • I can offer some reasons for different versions of events (British History) • I can use evidence to build up a picture of a past event • I can use the internet for research with increasing confidence • I can recall, select and organise historical information 	<ul style="list-style-type: none"> • I can locate the time of the Greeks on a timeline and make comparisons between them and different times in the past • I can compare life in early and late 'times' studied • I can compare an aspect of lie in Greek life, with the same aspect in another period e.g. Aztecs or Egyptians • I can offer some reasons for different versions of events (World History) • I can select relevant sections of information

Historical enquiry Organisation and communication	<ul style="list-style-type: none"> I can use the library for research with increasing confidence I can recall, select and organise historical information 		<ul style="list-style-type: none"> I can use the library and internet for research with increasing confidence I can communicate my knowledge and understanding in different ways
Historical Vocabulary	Primary source/evidence, secondary source/evidence, reliable, extent of change, extent of continuity, evaluate reliable eye-witness, Monarchy, legacy, ambiguous, consequences, Victorians, Industrialisation, Industrial Revolution, Invention, culture and education	Primary source/evidence, secondary source/evidence, reliable, extent of change, extent of continuity, evaluate reliable eye-witness, legacy, ambiguous, consequences, Vikings, ally, justice system, Danelaw, long ship, Norsemen, Scandinavia	Primary source/evidence, secondary source/evidence, reliable, extent of change, extent of continuity, evaluate reliable eye-witness, Monarchy, legacy, ambiguous, consequences, democracy, Parthenon, myth and legend, politician, temple, prophecy,
Trips/Visitors/IT links	History of Parliament: https://learning.parliament.uk/en/ Dodger's guide to poverty and the workhouse (BBC Teach): https://www.bbc.co.uk/teach/class-clips-video/articles/zy32m39 https://www.primaryhomeworkhelp.co.uk/victorians.html	Lindisfarne https://www.lindisfarne.org.uk/virtual-island/narrative2.htm https://www.360cities.net/image/lindisfarne-priory	Building on democracy from the Parliament Trip in December Google Sites, Book Creator, Keynote, Powerpoint, Wakelet, Adobe Spark Page, Thinglink, How did the Ancient Greeks change the world?: https://www.bbc.co.uk/bitesize/articles/z8q8wmn#:~:text=The%20Greeks%20pretty%20much%20invented,and%20even%2C%20the%20venting%20machine
Community Engagement	Home Learning link to looking around Bath –Victorian compared to Present – Royal Victoria Park and obelisk, Victoria Art Gallery, Railway Station.	Chippenham Museum Bring and share books and artefacts	Link to Olympics and Sports Day

Curriculum Map – History

Year 6 – building on Local History (The Victorians & Bath), UK History (Raiders of the Realm) and World History (Greeks) from Year 5 and before			
Topic	<p align="center">Bath, Biltzed! (WW2 – Cultural Capital/Invasion) cultural, economic, military, political, religious or social history</p> <ul style="list-style-type: none"> • Historical Figure / Person – Winston Churchill • Place – Bath • Events – 2022 80th Anniversary of Bombing of Bath ‘The Baedeker Raids’ • Black History Month: George Arthur Roberts (pilot and firefighter in the blitz) https://www.iwm.org.uk/history/they-treated-us-royally-the-experiences-of-black-americans-in-britain-during-the-second-world-war#:~:text=Around%20150%2C000%20of%20the%20US,to%20service%20and%20supply%20roles. https://blackpresence.co.uk/black-british-soldiers-the-forgotten-fighters/ https://www.cwgc.org/our-work/blog/black-stories-from-world-war-two-you-might-not-know/ • Period of time: 25th – 27th April 1942 	<p align="center">Red and White, Unite! (The Tudors - Monarchy) cultural, economic, military, political, religious or social history</p> <ul style="list-style-type: none"> • Historical Figure / Person – Henry VIII and wives, Elizabeth I • Place – Royal Palaces – Tower of London, Hampton Court and Windsor Castle • Events – Split from the Catholic Church Period of time: 1485 - 1603 	<p align="center">Horrible Histories/One for the History Books (Self-Led Hist. Project on 20th century historical figure) cultural, economic, military, political, religious or social history</p> <ul style="list-style-type: none"> • Historical Figure / Person – 20th century international historical figure of choice • Place – linked to 20th century historical figure of choice • Events – linked to 20th century historical figure of choice • Period of time: 20th century
The Big Question	<p>The Big Question: How Can I Be A Gospel Activist? <i>How can I make my voice heard?</i></p> <p>The Big Historical Question: Has the Bath Blitz been forgotten?</p>	<p>The Big Question: How Can We Build Our Community? <i>How can I make a difference in area I live in?</i></p> <p>The Big Historical Question: Was Henry VIII a successful monarch?</p>	<p>The Big Question: How Can Peace Build the Kingdom of God? <i>How can my actions help others?</i></p> <p>The Big Historical Question: who is the most important person in history? <i>Why do you think this?</i></p>
CPD Training	<p>All of the below to be taught with focus on:</p> <ul style="list-style-type: none"> • Content Emphasis. Begin with statement about the period of time, who they were? When they were around? • Explicit teaching of abstract concepts & chronological knowledge i.e. references to class timelines and previous learning • Teaching of key vocabulary to ensure understanding and meaningful context e.g. the church as a building and a religious body or understanding the word invasion • Teaching to the misconceptions – not all forms of taking power are the same, formative assessment to address misconceptions before they become embedded • Teaching to ensure we secure knowledge for future learning i.e. double page spread and recall from memory 		
Disciplinary Knowledge	<p>I am thinking like a Historian... Who was our monarch at the time of the Bath Blitz? How did the Blitz begin and why? Who were the allied forces? How were people impacted by this invasion, from politicians to the people of Bath? Is there evidence left today of the Bath Blitz? What have we learnt from this time?</p>	<p>I am thinking like a Historian... Who were the Tudor monarchs? How did their rules differ? How did Elizabeth I rule compared to Henry VIII? Who was most successful and why? What was Tudor life like for the monarch compared to everyday people? Where did everyday people live compared to the monarch? What impact did the church have on the reign of the monarch? Who held the power, the church or the monarch?</p>	<p>I am thinking like a Historian... Which 20th century international historical figures have had the greatest impact on our lives today? Why have I chosen my historical figure and what was their specialist field? How have they had an impact on the world? Do all sources share the same facts and opinions about my historical figure? Was my historical figure respected and recognised in their lifetime? If not, why not?</p>
NC Objectives UKS2	<ul style="list-style-type: none"> • I can continue to develop a chronologically secure knowledge and understanding of local history, establishing clear narratives within and across the periods they study • I have a secure chronological knowledge and understanding of local history, Bath Blitz, and can note connections and contrasts over time and develop the appropriate use of historical terms. • I can address, and sometimes devise, historically valid questions about change and cause, similarity and difference, and their significance • I can construct informed responses that involve thoughtful selection of relevant historical information. • I can recall and select appropriate historical information on the Bath Blitz 	<ul style="list-style-type: none"> • I can continue to develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods studied • I have a secure chronological knowledge and understanding of local / British history (The Tudors) and can note connections, contrasts and trends over time and develop the appropriate use of historical terms. • I can address, and sometimes devise, historically valid questions about similarity and difference, and their significance • I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. • I can recall, select and organise historical information on the Tudors 	<ul style="list-style-type: none"> • I can continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods and people they study • I have a secure chronological knowledge and understanding of global history and can note connections, contrasts and trends over time and develop the appropriate use of historical terms. • I can address, and sometimes devise, historically valid questions about change, cause, similarity, difference, and their significance • I can construct informed responses that involve thoughtful selection and organisation of relevant historical information (world history) • I can recall, select and organise historical information on a 20th century international figure
Historical Skills Chronological Understanding Range and depth of historical knowledge	<ul style="list-style-type: none"> ▪ I can use a timeline to place current study on time line in relation to other studies ▪ I can write an explanation of a past event, in terms of cause and effect, using evidence to support and illustrate their explanation (the Bath Blitz) 	<ul style="list-style-type: none"> • I can sequence up to 10 events on a time line • I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • I can compare beliefs and behaviour with another time studied (The Tudors) • I can link sources and work out how conclusions were arrived at 	<ul style="list-style-type: none"> • I can use relevant dates and terms in relation to my historical project • I know key dates, characters and events of time studied for my historical project • I can confidently use the library and internet for research • I can bring knowledge gathered from several sources together in a fluent account for my historical project

<p>Interpretations of history</p> <p>Historical enquiry</p> <p>Organisation and communication</p>	<ul style="list-style-type: none"> I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion I am aware that different evidence will lead to different conclusions I can recognise primary and secondary sources I can select and organise information to produce structured work, making appropriate use of dates and terms. 	<ul style="list-style-type: none"> I can use a range of sources to find out about an aspect of time past (The Tudors) I can suggest omissions and the means of finding out I can select and organise information to produce structured work, making appropriate use of dates and terms. 	<ul style="list-style-type: none"> I can select and organise information to produce structured work, making appropriate use of dates and terms.
Historical Interpretation	I understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.	I can give reasons why there may be different accounts of history.	I can evaluate evidence to choose the most reliable forms.
Historical Vocabulary	Primary source/evidence, secondary source/evidence, reliable, extent of change, extent of continuity, evaluate reliable, eye-witness, air raid, air raid drill, air raid shelter, allies, Nazi, blackout, blitz, civilians, civil defence, forces, gas mask, invaded, occupied, propaganda, siren.	Primary source/evidence, secondary source/evidence, reliable, extent of change, extent of continuity, evaluate reliable, monarch, Armada, execution, reign, treason, The Church, inherit, heir, divorce, loyalty.	Primary source/evidence, secondary source/evidence, reliable, extent of change, extent of continuity, evaluate reliable....
Trips/Visitors/IT links	<p>Links to Bath and WW2:</p> <p>https://bathintime.co.uk/popular-themes/bath-blitz.html</p> <p>https://warfarehistorynetwork.com/article/german-bombing-of-bath/</p> <p>https://www.bathinsidertours.co.uk/post/the-bath-blitz</p>	<p>Virtual tour of Tower of London https://www.youvisit.com/tour/meadk</p> <p>Virtual tour Hampton Court https://www.lightperceptions.co.uk/HamptonCourtGreatHall4/</p> <p>Virtual tour Windsor Castle https://www.thegeographicalcure.com/post/quarantine-with-the-queen-a-virtual-tour-of-windsor-castle</p>	<p>Library visit</p> <p>Seesaw,</p> <p>Word,</p> <p>Pages</p> <p>Google Docs Keynote</p> <p>Book Creator,</p> <p>Popplet</p> <p>Keynote,</p> <p>Powerpoint,</p> <p>Wakelet,</p> <p>Adobe Spark Page,</p> <p>Thinglink,</p>
Community Engagement	<p>Home Learning link to looking around Bath – WWII compared to 2022</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – The Bath Blitz</p> <ul style="list-style-type: none"> A significant turning point in local history http://www.bathblitz.org/ The Baedeker Raids https://www.iwm.org.uk/history/what-were-the-baedeker-raids 	<p>Bring and share books and artefacts</p> <p>Henry VIII, Elizabeth I https://www.bbc.co.uk/teach/school-radio/history-the-tudors/zkgyhbk</p>	<p>Bring and share books and artefacts</p> <p>Little People Big Dreams stories</p> <p>Possible link to Sports Day</p>