Etruscan Primary School ![E:\logo\School Logo 2013[1].bmp]()

KS2 - History Curriculum Map

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| --- | --- | --- | --- | --- |
| Year 3 | Year 4 | Year 5 | Year 6 | Year 7  |
| Autumn  | Autumn  | Autumn  | Autumn  |  |
| Question: What was life like in Early Britain?Sticky Knowledge:* Know how Britain changed between the beginning of the Stone Age and the Iron Age.
* Know the main difference between the stone, bronze and iron ages
* Know what is meant by hunter-gatherer

NC Knowledge or skills:* Changes in Britain from Stone Age to Iron Age
* Secure understanding of British history
* Look at trends across time
* Look at change, cause, similarity, difference and significance.

Key Vocabulary:* Neolithic
* Hunter-gatherer
* Skara Brae
* Bronze Age
* Iron Age
* Forts
* Tribal
 | Question: Were the Egyptians really gruesome?Sticky Knowledge:* Know about the key features of either: Ancient Egypt.
* Know about and name some of the advanced socieities that were in the world 3000 years.
* Know how to place features of historical events and people from past societies and periods in a chronological framework.

NC Knowledge or skills:* The achievements of the earliest civilizations

Key Vocabulary:* downfall
* empire
* pharaoh
* legacy
* mummification
 | Question: Would you have survived Medieval England?Sticky Knowledge:* Know what knights were and the role they played in defending England.
* Know the differences between rich and poor.
* Know the significance of religion during this time.
* Know that different accounts altered perception of different monarchs.
* Know the Battle of Bosworth ended the war of the Roses and started Tudor reign.
* Know how the lives of wealthy people were different to the lives of poorer people.

NC Knowledge or skills:* A study of an aspect of British history that extends pupils chronological knowledge beyond 1066.
* Secure understanding of British history
* Look at trends across time
* Look at change, cause, similarity, difference and significance.
* Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.

Key Vocabulary:* Monarchy
* War of the Roses
* Rebellion and resistance
* Plague
* Interpretations
* Conflict
* unrest
 | Question: Why did WW2 last 6 years?Sticky Knowledge:* Know the events leading up to September 1939.
* Know the political figures involved in USA, Britain, France and Germany.
* Know how Reginald Mitchell helped to win the war.
* Know how battles were fought and how they were portrayed to the nation.
* Know the impact that the war had on the local area.

NC Knowledge or skills:* A local history study – Reginald Mitchell
* An in-depth study linking to a site or event in the locality.
* Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.

Key Vocabulary:* Battle of Britain
* Diplomacy
* Reginald Mitchell
* Winston Churchill
* Appeasement
* Munich Pact
 | In KS3 pupil’s should be taught:the development of Church, state and society in Medieval Britain 1066-1509the development of Church, state and society in Britain 1509-1745ideas, political power, industry and empire: Britain, 1745-1901challenges for Britain, Europe and the wider world 1901 to the present daya local history studythe study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China’s Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century]. |
| Spring  | Spring  | Spring  | Spring  |  |
| Question: Were the Romans really ruthless?Sticky Knowledge:* Know how Britain changed between the end of the Roman occupation and 1066
* Know how the Roman occupation of Britain helped to advance British society.
* Know how there was resistance to the roman occupation and know about Boudicca.
* Know at least one emperor.

NC Knowledge or skills:* Secure understanding of British history
* Look at trends across time
* Look at change, cause, similarity, difference and significance.
* Julius Caesar’s invasion and rule
* Romanisation of Britain
* British resistance – Boudicca
* Hadrian’s Wall
* Roman Empire and the power of the army
* Downfall of Rome

Key Vocabulary:* Romanisation
* invasion
* Julius Caesar
* empire
* rebellion/resistance
* Boudicca
* Celts
 | Question: Were the Tudors truly terrible?Sticky Knowledge:* Know how the monarchy changed Britain
* Know how Henry VIII shaped England’s religion.
* Know the similarities and differences between rich and poor.
* Know how exploration changed the world forever.
* Know how portraits were political statements.

NC Knowledge or skills:* A study of an aspect of British history that extends pupils chronological knowledge beyond 1066.
* Secure understanding of British history
* Look at trends across time
* Look at change, cause, similarity, difference and significance.
* Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.

Key Vocabulary:* Monarch
* Tudor household
* Rebellion
* Resistance
* Exploration
* New World
 | Question: What legacy did the Ancient Greeks leave?Sticky Knowledge:* Know about the impact that one ancient civilization had on the world.
* Know some of the characteristics of the Athenians and the Spartans.
* Know about the influence the Gods had on Ancient Greece.
* Know at least 5 sports competed in the Ancient Greek Olympics.
* Know how the lives of wealthy people were different to the lives of poorer people.
* Know how to place features of historical events and people from past societies and periods in a chronological framework.

NC Knowledge or skills:* A study of Greek life and achievements and their influence on the western world.
* Look at trends across time
* Look at change, cause, similarity, difference and significance.

Key Vocabulary:* Philosophy
* Democracy
* Government
* Social hierarchy
* City-states
* Government
* Leader
 | Question: Who were the Mayans and what have learned from them?Sticky Knowledge:* Know about the impact that one ancient civilization had on the world.

NC Knowledge or skills:* The achievements of the earliest civilizations
* A non-European society that provides contrast with British history.

Key Vocabulary:* Empire
* downfall
* governance
* social hierarchy
* civilization
* polytheistic
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| Summer  | Summer  | Summer  | Summer  |  |
| Question: Were the Vikings always vicious and victorious?Sticky Knowledge:* Know how Britain changed between the end of the Roman occupation and 1066
* Know where the Vikings originated from and show this on a map
* Know that the Vikings and Anglo-Saxons were often in conflict
* Know why the Vikings frequently won battles with the Anglo-Saxons.
* Know where the Vikings originated from and show this on a map.
* Know that Vikings and Anglo Saxons were often in conflict.
* Know why the Vikings frequently wone battles.
* Know how to place features of historical events and people from past societies and periods in a chronological framework.

NC Knowledge or skills:* Secure understanding of British history
* Look at trends across time
* Look at change, cause, similarity, difference and significance.
* Viking raids and invasion
* Resistance by Alfred the great
* Danegeld
* Laws and justice
* End of Viking rule in Britain

Key Vocabulary:* Danegeld
* Invasion
* Resistance/rebellion
* Viking rule
* Weaponry/warrior
* Polytheistic
 | Question: What was life like in Victorian Britain? Sticky Knowledge:* Know how the Victorians shaped the world today.
* Know how Britain has had a major influence on the world.
* Know the affect that the Industrial Revolution had on the country and the world.
* Know about the longest ruling monarch in British history.
* Know how changes in Victorian England shaped life for the poor.
* Know how the Industrial Revolution changed the landscape of Etruria.

NC Knowledge or skills:* Secure understanding of British history
* Look at trends across time
* Look at change, cause, similarity, difference and significance.
* Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.

Key Vocabulary:* Industrial Revolution
* monarch
* ruler
* empire
* empress
 | Question: Were the Anglo Saxons really smashing? Sticky Knowledge:* Know how Britain changed between the end of the Roman occupation and 1066.
* Know about Anglo Saxon attempted to bring about law and order to the country.
* Know that during the Anglo Saxon period Britain was divided into many kingdoms.
* Know that the way the kingdoms were divided led to the creation of some of our countries boundaries today.
* Know how the lives of wealthy people were different to the lives of poorer people.
* Use a timeline to show when the Anglo Saxons were in England.

NC Knowledge or skills:* Secure understanding of British history
* Look at trends across time
* Look at change, cause, similarity, difference and significance
* A study of a site
* Anglo Saxons laws and justice
* The struggle for the kingdom.
* Anglo –Saxon settlements and kingdoms.

Key Vocabulary:* kingdoms
* Wessex
* Sutton Hoo
* Legends
* Invasion
* Society hierarchy
* Rebellion/resistance
* Downfall
 | Question: What was life like in post war Britain?Sticky Knowledge:* Know how the role of women changed during this period.
* Know how the windrush influenced Britain and how culture changed.
* Know about a theme in British history, which extends beyond 1066 and explain why this was important in relation to British history.
* Know how and why Churhcill was re elected and then lost.
* Know why the NHS was created.
* Know how the landscape of Etruria changed in the decades after the war ended.

NC Knowledge or skills:* Secure understanding of British history
* Look at trends across time
* Look at change, cause, similarity, difference and significance.
* A study beyond 1066

Key Vocabulary:* Windrush
* Feminism
* Empowerment
* Nationalisation
* NHS
* migration
* industrial development
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