Etruscan Primary School 

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 1066-1509  the development of Church, state and society in Britain 1509-1745  ideas, political power, industry and empire: Britain, 1745-1901  challenges for Britain, Europe and the wider world 1901 to the present day  a local history study  the study of an aspect or theme in British history that consolidates and extends pupils’ chronological knowledge from before 1066  at 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 |
| 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 |