

## Curriculum Map - History

### Curriculum Area: History

**Curriculum Intent:** At Hilldene Primary, we know that history ignites pupils' curiosity to ask questions and know more about Britain's past and that of the wider world. Our aims are to fulfil the requirements of the National Curriculum for history; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to develop a love for history. We want all pupils to develop a chronological framework of British history that will enable them to make sense of the new knowledge they acquire. This will also allow them to understand the process of change, to see how we arrived 'here' and help them to make sense of the present. History's unique concepts help pupils to construct arguments and support them to become analytical citizens who can ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Our pupils are encouraged to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We aim to inspire in pupils a curiosity and fascination about history that will remain with them for the rest of their lives.

	EYFS UW	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><b>Unit Outcome:</b> To investigate the lives and journeys of five explorers from different eras.</p>	<p><b>Unit Outcome:</b> To learn about the lives of some of the most significant people in the history of our locality.</p>	<p><b>Unit Outcome:</b> To investigate the local area and consider which buildings are of significance and should be preserved.</p>	<p><b>Unit Outcome:</b> To decide if the Roman settlement was a positive experience for all involved and to explore the long-term legacy of the invasion.</p>	<p><b>Unit Outcome:</b> To decide whether the Maya should continue to be remembered today as a significant culture.</p>	<p><b>Unit Outcome:</b> To know what the impact of WWII was on our locality.</p>
Historical Enquiry (planning and carrying out a historical enquiry)	<p><b>Skills taught:</b> How to pose and answer 'how' and 'why' questions in response to stories or events.  How to explain their own knowledge and understanding and ask appropriate questions.</p>	<p><b>Skills taught:</b> To plan a small enquiry by asking relevant questions.  To find relevant information to answer questions using at least one story and another type of source.</p>	<p><b>Skills taught:</b> To pose a range of valid questions independently.  To find relevant information from more than one source to confidently answer questions.  To use a range of appropriate vocabulary in both their questions and answers.</p>	<p><b>Skills taught:</b> To independently devise a range of historically valid questions for a series of different types of enquiry.  To answer them with detailed structured responses making reference to specific sources of evidence.  To use a range of relevant historical</p>	<p><b>Skills taught:</b> To independently devise significant historical enquiries based on a range of valid questions.  To answer the questions in some detail using a range of relevant and varied sources to support points made.  To structure their</p>	<p><b>Skills taught:</b> To confidently and independently devise significant historical enquiries based on a broad range of valid questions. To answer the questions in detail using a broad range of relevant and varied sources to support points made. To structure their</p>	<p><b>Skills taught:</b> To independently plan and produce quality, detailed responses to a wide range of historical enquiries. To make reference to appropriate evidence from a wide range of complex, varied sources studied within the sessions and also from their own research to produce a structured argument to answer the</p>

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				terms.	work with contrasting viewpoints considered.  To use a broad range of relevant historical terms.  To work independently and with confidence.	work with contrasting viewpoints considered. To use evidence to reach a valid and substantiated overall conclusion.  To use a broad range of relevant historical terms throughout.  To follow a clear structure appropriate for presenting an argument.  To begin to critically evaluate their enquiry and consider possible ways in which it could be improved or developed.	sub-question and build towards reaching an overall conclusion. To reach a valid overall conclusion, with clear reference made to the preceding arguments and evidence.  To confidently use a broad range of challenging, relevant historical terms throughout.  To critically evaluate their enquiry and consider ways in which it could be improved or developed.
	<p><b>Knowledge taught:</b></p> <p>The lives of the following significant individuals: Tim Peake Neil Armstrong David Attenborough Nadiya Hussain</p> <p>The events of the following stories:</p> <p>Who's In My Family? On Sudden Hill Perfectly Norman The Gruffalo Owl Babies</p>	<p><b>Knowledge taught:</b></p> <p>What an explorer is. The lives and journeys of five explorers from different eras:</p> <p>Where the people they study fit within a chronological framework. How we find out about the past.</p>	<p><b>Knowledge taught:</b></p> <p>The lives of some of the most significant people in the history of their locality.</p> <p>Where the people they study fit within a chronological framework.</p>	<p><b>Knowledge taught:</b></p>	<p><b>Knowledge taught:</b></p> <p>Why the Romans wanted to invade and settle in Britain. Why the Romans were able to defeat the Celts. What Hadrian's Wall is and why it was built. Whether the Romans roads were a positive development. The many developments the Romans brought to Britain.</p>	<p><b>Knowledge taught:</b></p> <p>Information about the life of the Maya in the present and the past. Their ancient cities and why they remained hidden for so long. Why religion was so important to the Maya. The technology and culture of the Maya and how advanced the Maya society was. Reasons why the Maya disappeared around 900 CE.</p>	<p><b>Knowledge taught:</b></p> <p>The reasons for the outbreak of World War 2. How both the First and Second World War had an impact on the lives of the children in our locality. How the World Wars impacted daily life.</p>

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	<p>One Snowy Night Lost and Found Bedtime for Monsters Bog Baby Traditional Tales Supertato Rainbow Fish</p>					Information about the Maya society.	
	<p><b>Key vocabulary taught:</b></p>	<p><b>Key vocabulary taught:</b> explorer, map, discover, trade, great, caravan, navigation, indigenous, territory, space, astronaut, memorial, achievement, significant</p>	<p><b>Key vocabulary taught:</b> Portrait, hero, significant, local, courage, past, sequence, chronological order, source, image, photograph, experts, observe, heroes, evidence, clues, artefact, fragile, experts, objects (and related words e.g. texture, material, inscription), document (and related vocabulary, e.g. census return, handwritten), information, significant, museum, display, exhibit, curator.</p>	<p><b>Key vocabulary taught:</b> Significant, listed, period names, architecture, names of features related to the buildings, architectural terms, terms related to time periods, campaign, migration, leisure, worship, heritage.</p>	<p><b>Key vocabulary taught:</b> invade, invasion, republic empire, emperor, legacy, conquer, Picts, forts, legions, legionaries, testudo.</p>	<p><b>Key vocabulary taught:</b> Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence, reconstruction, archaeology, city state, sacrifice, Meso-America, nobles, creation, hierarchy, sacrifice, bloodletting, conquistadors, technology, culture, glyphs, agriculture, astronomy, calendar, trade, interpretations, theory, climate change, conquer, decline, codex/codices, pagan, scribe, significance.</p>	<p><b>Key vocabulary taught:</b> Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning.</p>
Using Sources as Evidence	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>Unit Outcome:</b></p>	<p><b>Unit Outcome:</b> To explore the similarities and</p>	<p><b>Unit Outcome:</b> To learn about the lives of some of the</p>	<p><b>Unit Outcome:</b> To know how life changed for people</p>	<p><b>Unit Outcome:</b> To know why the Anglo-Saxons came</p>	<p><b>Unit Outcome:</b> To explore how and why Crime and</p>	<p><b>Unit Outcome:</b> To know what the impact of WWII was on</p>

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		<p>differences between their own lives and those of people their grandparents' age.</p> <p>To investigate the lives and journeys of five explorers from different eras</p>	<p>most significant people in the history of our locality.</p>	<p>during different periods of the Stone Age.</p> <p>To explore the features of the Bronze and Stone Age and reach a conclusion about the developments.</p>	<p>to Britain and whether the period deserves to be called the 'Dark Ages'.</p>	<p>Punishment has changed over time.</p>	<p>our locality.</p>
	<p><b>Skills taught:</b></p> <p>To know that information can be retrieved from books and computers.</p> <p>To comment on images of familiar situations in the past including pictures, stories, and accounts.</p> <p>To handle objects/artefacts and explain similarities and differences.</p>	<p><b>Skills taught:</b></p> <p>To extract some information from more than one type of source to find out about an aspect of the past e.g. about their grandparent's childhood.</p> <p>To ask and answer questions, choosing parts of sources to show that they know and understand key features</p>	<p><b>Skills taught:</b></p> <p>To select key information independently from several different types of sources including written, visual, oral sources and artefacts, etc. to answer historical questions.</p> <p>To understand that some sources are more useful than others in providing information to answer a historical question.</p>	<p><b>Skills taught:</b></p> <p>To understand how sources can be used to answer a range of historical questions, e.g. 'Do you think the Bronze and Iron Ages were dangerous times to live?'</p> <p>To know that some sources may be more useful than others in answering certain historical questions.</p>	<p><b>Skills taught:</b></p> <p>To recognise the possible uses of a range of sources for answering historical enquiries.</p> <p>To demonstrate an understanding that some sources may be more useful than others by commenting on the importance of some of the sources.</p>	<p><b>Skills taught:</b></p> <p>From a range of sources provided, accept and reject sources based on valid criteria when carrying out particular enquiries.</p> <p>To explain why they have made that selection.</p>	<p><b>Skills taught:</b></p> <p>To comment with confidence on the value of a range of different types of sources for enquiries, including extended enquiries, e.g. can select and reject appropriate sources to exemplify the impact of the wars from those studied within the unit.</p> <p>To explain confidently why they have made that selection, referring to both utility and reliability and considering the purpose, audience, accuracy and how the source was compiled.</p>
	<p><b>Knowledge taught:</b></p> <p>The meaning and significance of the following events/holidays:</p> <p>Harvest Bonfire Night Remembrance Day Christmas</p>	<p><b>Knowledge taught:</b></p> <p>The similarities and differences between their lives and the lives of their grandparents (shops, homes, toys and schools)</p> <p>What an explorer is.</p>	<p><b>Knowledge taught</b></p> <p>The lives of some of the most significant people in the history of their locality.</p> <p>Where the people they study fit within a chronological framework.</p>	<p><b>Knowledge taught:</b></p> <p>What the 'Stone Age' is and why the period is called the 'Stone Age'.</p> <p>The long period of time of the Stone Age, and where it fits within the wider historical context.</p>	<p><b>Knowledge taught:</b></p> <p>How the Anglo-Saxons lived using archaeological evidence.</p> <p>Who the Anglo-Saxons were and why and when they chose to settle in England.</p>	<p><b>Knowledge taught:</b></p> <p>How and why laws and punishments have changed over time.</p> <p>How attitudes towards crime have changed over time.</p> <p>How and why the police force has</p>	<p><b>Knowledge taught:</b></p> <p>The reasons for the outbreak of World War 2.</p> <p>How both the First and Second World War had an impact on the lives of the children in our locality.</p> <p>How the World Wars</p>

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	<p>Divali Hannukah</p> <p>The names and relationships of members of their immediate family. How to describe the people who are familiar to them.</p>	<p>The lives and journeys of five explorers from different eras:</p> <p>What the past is and how we find out about the past.</p>		<p>The name and order of the three periods of the Stone Age. What life was like in the Old and Middle Stone Ages. The differences and similarities in people's lives in the Old and Middle Stone Ages. How to use sources to reach conclusions about life in this period. The features of the different periods of the Stone Age and the reasons for the changes. What life was like in the Neolithic times. What the village of Skara Brae was like and what it can tell us about life in the Neolithic times. The key features of significant monuments. The different interpretations of the sites and what it tells us about the beliefs at the time.</p>	<p>What Anglo-Saxon villages were like and what everyday life was like for the people who lived there. The ways the Anglo-Saxons have influenced Britain. The key documents related to Anglo-Saxon times and their limitations.</p>	<p>changed over time. How and why attitudes towards suffragettes have changed over time.</p>	<p>impacted daily life.</p>
	<p><b>Key vocabulary taught:</b></p>	<p><b>Key vocabulary taught:</b></p> <p>Oral history, same, different, compare, before, after, past, now, timeline, 20th century, 1950s, 1960s, 21st century, grandparent, growing up, year, clue, object/artefact,</p>	<p><b>Key vocabulary taught:</b></p> <p>Portrait, hero, significant, local, courage, past, sequence, chronological order, source, image, photograph, experts, observe, heroes,</p>	<p><b>Key vocabulary taught:</b></p> <p>Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry,</p>	<p><b>Key vocabulary taught:</b></p> <p>invade, settle, Dark Ages, pagan, plunder, hoard, reconstruction, plunder, archaeologist, millefiori, saga, proof, evidence, decay, excavate, strata, shard, site</p>	<p><b>Key vocabulary taught:</b></p> <p>Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman,</p>	<p><b>Key vocabulary taught:</b> Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer,</p>

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		<p>matching, modern, old, vocabulary related to different types of house (terraced, flats, bungalow, semi-detached) and features of houses (bathrooms, heating etc.), inventions, materials, condition, design, packaging, similar, comics, classify, locality, supermarket, shopping mall, shopkeeper, parade of shops, grocer, greengrocer, tobacconist, market, delivery vans, cash register, rationing, playground games, punishments, rote, 3Rs (Reading, wRiting and aRithmetic), school, chalk board, dip pen and ink.</p>	<p>evidence, clues, artefact, fragile, experts, objects (and related words e.g. texture, material, inscription), document (and related vocabulary, e.g. census return, handwritten), information, significant, museum, display, exhibit, curator.</p>	<p>forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution.</p>		<p>smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values.</p>	<p>Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning.</p>
	EYFS UW	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Constructing the Past	<b>Unit Outcome:</b>	<p><b>Unit Outcome:</b> To explore the stories of two significant events in the history of travel and the impact they had on people's lives, back then and in the future.</p>	<p><b>Unit Outcome:</b> To learn about the Great Fire of London and decide whether or not it improved London for those living there.</p>	<p><b>Unit Outcome:</b> To know how life changed for people during different periods of the Stone Age.</p>	<p><b>Unit Outcome:</b> To investigate the view of the Vikings as raiders, ruthless in their ways of obtaining money.</p>	<p><b>Unit Outcome:</b> To discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations.</p>	<p><b>Unit Outcome:</b> To examine the legacy of the Ancient Greeks</p>

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	<p><b>Skills taught:</b></p> <p>To talk about members of their immediate family and community.</p> <p>To understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>To talk about the lives of the people around them and their roles in society.</p> <p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p><b>Skills taught:</b></p> <p>In discussion, to recall some of the key events and people associated with the history of flight</p> <p>To understand some of the characteristic features of the period studied.</p>	<p><b>Skills taught:</b></p> <p>To confidently and accurately retell the story of events of the Gunpowder Plot and the Great Fire of London.</p> <p>To have an understanding of the characteristic features of the period studied.</p>	<p><b>Skills taught:</b></p> <p>To identify some details from within and across several themes, societies, events and significant people covered in local, national and global history, e.g. using knowledge gained from their study of the Stone Age, identifying three of the main achievements of the people in the Neolithic period, and perhaps providing some reasons for their selection.</p>	<p><b>Skills taught:</b></p> <p>To understand some features associated with themes, societies, people and events.</p> <p>To be able to make some reference to and identify links with other societies studied.</p>	<p><b>Skills taught:</b></p> <p>To identify a range of details from within and across local, national and global history.</p> <p>To demonstrate some overall awareness of themes, societies, events and people, e.g. using knowledge gained in their study of Ancient Egypt, identifying three or more of the main achievements of the Ancient Egyptians and providing some valid detailed reasons for their selections.</p> <p>To make some reference to other societies, but their reasoning may be undeveloped.</p>	<p><b>Skills taught:</b></p> <p>To provide overviews of the most significant features of different themes, individuals, societies and events covered, e.g. can use knowledge gained to give an overview of the main features of the Ancient Greek civilisation.</p> <p>To begin to make links and group them into themes, e.g. social, cultural.</p> <p>To make links with themes in other societies studied, e.g. The Ancient Egyptians.</p>
	<p><b>Knowledge taught:</b></p> <p>The lives of the following significant individuals: Tim Peake Neil Armstrong David Attenborough Nadiya Hussain</p> <p>The events of the following stories:  Who's In My Family? On Sudden Hill Perfectly Norman The Gruffalo</p>	<p><b>Knowledge taught:</b></p> <p>To know what early aeroplanes were like, and be able to compare them to modern aircrafts.</p> <p>The importance of the aeroplane.</p> <p>What happened at the Rainhill trials.</p>	<p><b>Knowledge taught:</b></p> <p>Why the Great Fire of London spread so quickly. What happened during the Great Fire of London. The range of evidence available. The consequences of the fire. What Bonfire Night is. Who Guy Fawkes is. The ways Bonfire Night has changed over the years.</p>	<p><b>Knowledge taught:</b></p> <p>What the 'Stone Age' is and why the period is called the 'Stone Age'. The long period of time of the Stone Age, and where it fits within the wider historical context. The name and order of the three periods of the Stone Age. What life was like in the Old and Middle Stone Ages.</p>	<p><b>Knowledge taught:</b></p> <p>What happened when the Vikings raided Britain in 793 AD. What the way of life was like for the Vikings in their homeland, and why they wanted to leave. To know when, where and why the Vikings settled in Britain. The key events in Alfred's life. That the Vikings themselves left very</p>	<p><b>Knowledge taught:</b></p> <p>How different groups of people contributed to Ancient Egyptian achievements. Their beliefs about creation and the afterlife. The reasons why they are considered a successful civilisation. The types of evidence that can be used to reach conclusions about Ancient Egyptian life.</p>	<p><b>Knowledge taught:</b></p> <p>Who the Ancient Greeks were. Different Greek monuments and buildings and why they were important. The location and time period of Ancient Greece. The lives led by the Spartans and the Athenians. The impotence of the Olympic Games to the Ancient Greeks.</p>

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	<p>Owl Babies One Snowy Night Lost and Found Bedtime for Monsters Bog Baby Traditional Tales Supertato Rainbow Fish</p> <p>The names and relationships of members of their immediate family. How to describe the people who are familiar to them.</p>		<p>The reasons why we celebrate it.</p>	<p>The differences and similarities in people's lives in the Old and Middle Stone Ages. How to use sources to reach conclusions about life in this period. The features of the different periods of the Stone Age and the reasons for the changes. What life was like in the Neolithic times. What the village of Skara Brae was like and what it can tell us about life in the Neolithic times. The key features of significant monuments. The different interpretations of the sites and what it tells us about the beliefs at the time.</p>	<p>little written evidence That the majority of the written evidence about the Vikings is biased.</p>		<p>The importance of religion and the gods to the Ancient Greek people. To know and understand the importance of warfare in Ancient Greece.</p>
	<p><b>Key vocabulary taught:</b></p>	<p><b>Key vocabulary taught:</b></p> <p>Inventor, invented, flight, century, eyewitness account, travel, journey, evidence, aviation, transport, propeller, steer, pilot, glider, modern, cockpit, elevators, engine, fuselage, jet, landing gear, rudder, impact, trade, leisure, inventor, canal, toll, source, locomotive, freight,</p>	<p><b>Key vocabulary taught:</b></p> <p>Stuart period, King James 1, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally, hero, villain, terrorist, treason, customs, tradition, commemorate, importance, relevance, effigy, law, repeal, now, then, cause, important, water squirt, fire</p>	<p><b>Key vocabulary taught:</b></p> <p>Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement,</p>	<p><b>Key vocabulary taught:</b></p> <p>raid, raider, monastery, Viking, sacked, looted, abbey, migrate, settle, inheritance, causes, invader, settler, significant, Wessex, monarch, cult, runes, longhouses, saga</p>	<p><b>Key vocabulary taught:</b></p> <p>Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh,</p>	<p><b>Key vocabulary taught:</b></p> <p>Minoan, Mycenaean, Classical, Hellenistic, Roman Greek, city-state, democracy, architecture, empire, culture, terrain, predict, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, revival, marathon, myth, temple, priest, hoplite, phalanx</p>

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		significance, commemorate, livery.	bucket, fire hook, eyewitness, diary, interpretation, consequences, impact, benefit.	community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, <b>revolution.</b>		archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule.	(strong block formation), interpret, legacy, impact.
Sequencing the Past	EYFS UW	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Unit Outcome:</b>	<b>Unit Outcome:</b> To explore the similarities and differences between their own lives and those of people their grandparents' age.  To investigate the lives and journeys of five explorers from different eras.	<b>Unit Outcome:</b> To learn how holidays have changed over time.	<b>Unit Outcome:</b> To know how life changed for people during different periods of the Stone Age. To explore the features of the Bronze and Stone Age and reach a conclusion about the developments.	<b>Unit Outcome:</b> To decide if the Roman settlement was a positive experience for all involved and to explore the long-term legacy of the invasion.	<b>Unit Outcome:</b> To explore how and why Crime and Punishment has changed over time.	<b>Unit Outcome:</b> To examine the legacy of the Ancient Greeks
	<b>Skills taught:</b>  To use everyday language related to time. To order and sequence familiar events and changes throughout the year.	<b>Skills taught:</b>  To depict on a timeline the sequence of a few objects or images and/or pieces of information related to a topic, e.g. events	<b>Skills taught:</b>  To sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic	<b>Skills taught:</b>  To sequence a number of the most significant events, objects, themes, societies, periods and people in LKS2 topics studied including	<b>Skills taught:</b>  To accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently	<b>Skills taught:</b>  To sequence, with some independence and increasing accuracy, many of the significant events, societies and people within and across	<b>Skills taught:</b>  To sequence, with independence, many of the significant events, societies and people within and across the UKS2 topics covered using appropriate dates,

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	<p>To describe main story settings, events and principal characters.</p> <p>To talk about past and present events in their own lives and in the lives of family members.</p>	<p>related to family life in the past in correct order. To use a range of common words relating to the passage of time, e.g. related to a discussion of their grandparent's childhood, e.g. now, then, new old, when, before, etc.</p> <p>Demonstrate a secure understanding of the words used. Will require little prompting to use these words.</p>	<p>studied, e.g. seaside holidays in the past in the correct order. Begin to explain why they have placed the items in this sequence. To use a wider range of terms and phrases, e.g. nowadays, in the past, previously, and depending on the context and opportunities be able to use more complex terms, e.g. last century, decade, and those related to time periods. Demonstrate secure understanding of the terms used. Independently use the terms appropriately.</p>	<p>some dates, labels and period names and terms, e.g. grouping a range of images related to the Bronze to Iron Age into the correct time periods.</p> <p>To give valid reasons why they have chosen this time period for most of the images.</p>	<p>using key dates and terms. To provide detailed valid reasons why they have sequenced the events/objects in this way.</p>	<p>topics covered using appropriate dates, period labels and terms. To be able to make some links between this sequence to the events and people within other time periods studied.</p>	<p>period labels and terms, e.g. select independently from a range of material, and sequence accurately using appropriate labels and dates. To accurately identify links between this sequence and the events of other periods studied.</p>
	<p><b>Knowledge taught:</b></p> <p>The lives of the following significant individuals: Tim Peake Neil Armstrong David Attenborough Nadiya Hussain</p> <p>The events of the following stories:</p> <p>Who's In My Family? On Sudden Hill Perfectly Norman The Gruffalo Owl Babies One Snowy Night Lost and Found Bedtime for Monsters Bog Baby</p>	<p><b>Knowledge taught:</b></p> <p>The similarities and differences between their lives and the lives of their grandparents (shops, homes, toys and schools)</p> <p>What the past is and how we find out about the past.</p>	<p><b>Knowledge taught:</b></p> <p>The ways that holidays have changed since the 1950s to now. What a photograph can tell us about seaside holidays in the past. That a story is a source of evidence. What souvenirs can tell us about holidays in the past. What holidays were like in the 1950s and the 1960s.</p>	<p><b>Knowledge taught:</b></p> <p>Where the Bronze Age is on a timeline. The key features of the Bronze Age. Why changes in the Bronze Age impacted people's lives. Who the Amesbury Archer is and how he helps us know more about the Bronze Age. The features of the Iron Age. The similarities and differences between Bronze Age and Iron Age houses and home life. The dangers Bronze</p>	<p><b>Knowledge taught:</b></p> <p>Why the Romans wanted to invade and settle in Britain. Why the Romans were able to defeat the Celts. What Hadrian's Wall is and why it was built. Whether the Romans roads were a positive development. The many developments the Romans brought to Britain.</p>	<p><b>Knowledge taught:</b></p> <p>How and why laws and punishments have changed over time. How attitudes towards crime have changed over time. How and why the police force has changed over time. How and why attitudes towards suffragettes have changed over time.</p>	<p><b>Knowledge taught:</b></p> <p>Who the Ancient Greeks were. Different Greek monuments and buildings and why they were important. The location and time period of Ancient Greece. The lives led by the Spartans and the Athenians. The impotence of the Olympic Games to the Ancient Greeks. The importance of religion and the gods to the Ancient Greek people. To know and understand</p>

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	<p>Traditional Tales Supertato Rainbow Fish</p> <p>The names and relationships of members of their immediate family. How to describe the people who are familiar to them.</p>			and Iron Age people faced and how they protected themselves.			the importance of warfare in Ancient Greece.
	<p><b>Key vocabulary taught:</b></p>	<p><b>Key vocabulary taught:</b></p> <p>explorer, map, discover, trade, great, caravan, navigation, indigenous, territory, space, astronaut, memorial, achievement, significant</p>	<p><b>Key vocabulary taught:</b></p> <p>Holiday, recent past, twentieth century, seaside resort, accommodation, leisure, souvenir, bank holiday, recent past, infer, promenade, entertainment, deckchair, pier, Punch and Judy, bandstand, seawall, value, fiction, fact, research, continuity, change, same, different, tourist, tourism, anachronism, reconstruction, modern, interpretation.</p>	<p><b>Key vocabulary taught:</b></p> <p>Impressive, smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort.</p>	<p><b>Key vocabulary taught:</b></p> <p>invade, invasion, republic, empire, emperor, legacy, conquer, Picts, forts, legions, legionaries, testudo.</p>	<p><b>Key vocabulary taught:</b></p> <p>Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values.</p>	<p><b>Key vocabulary taught:</b></p> <p>Minoan, Mycenaean, Classical, Hellenistic, Roman Greek, city-state, democracy, architecture, empire, culture, terrain, predict, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, revival, marathon, myth, temple, priest, hoplite, phalanx (strong block formation), interpret, legacy, impact.</p>
EYFS UW	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	

### Curriculum Map - History

Change and Development Similarities and Differences	<b>Unit Outcome:</b> To explore the stories of two significant events in the history of travel and the impact they had on people's lives, back then and in the future.	<b>Unit Outcome:</b> To learn how holidays have changed over time.	<b>Unit Outcome:</b> To know how life changed for people during different periods of the Stone Age.	<b>Unit Outcome:</b> To decide if the Roman settlement was a positive experience for all involved and to explore the long-term legacy of the invasion.	<b>Unit Outcome:</b> To explore how and why Crime and Punishment has changed over time.	<b>Unit Outcome:</b> To know what the impact of WWII was on our locality.	
	<b>Skills taught:</b> To look closely at similarities, differences, patterns and change. To compare toys today with toys their parents and grandparents might have played with. To develop their understanding of growth, decay and changes over time including 'Growing Up'. To know about similarities and differences between themselves and others, and among families, communities and traditions. To compare and contrast characters from stories, including figures from the past.	<b>Skills taught:</b> To identify independently a range of similarities, differences and changes within a specific time period.	<b>Skills taught:</b> To describe independently, confidently and accurately similarities, differences and changes both within and across time periods and topics.  To begin to demonstrate an understanding of which are the most important differences and why.	<b>Skills taught:</b> To make valid statements about the main similarities, differences and changes occurring within topics.  To see links between changes, and begin to identify types of change.  To demonstrate an awareness of the significance of change and its impact	<b>Skills taught:</b> To independently and confidently provide a comprehensive list of the changes within the period studied.  To independently provide valid reasons why some changes and developments were of particular importance within the particular UKS2 topic.  To identify a range of links between the various changes.  To provide insightful ideas about whether some things did not change very much within a period and why this occurred.	<b>Skills taught:</b> To independently and confidently provide a comprehensive list of the changes within the period studied. To independently provide valid reasons why some changes and developments were of particular importance within the particular UKS2 topic. To identify a range of links between the various changes. To provide insightful ideas about whether some things did not change very much within a period and why this occurred.	<b>Skills taught:</b> To compare similarities, differences and changes within and across topics.  To confidently identify a range of links between the various changes.  To understand and explain how some of the changes were exceptional or commonplace.
	<b>Knowledge taught</b>  The lives of the following significant individuals: Tim Peake Neil Armstrong	<b>Knowledge taught:</b>  To know what early aeroplanes were like, and be able to compare them to modern aircrafts.	<b>Knowledge taught:</b>  The ways that holidays have changed since the 1950s to now What a photograph can tell us about	<b>Knowledge taught:</b>  What the 'Stone Age' is and why the period is called the 'Stone Age'. The long period of time of the Stone	<b>Knowledge taught:</b>  Why the Romans wanted to invade and settle in Britain. Why the Romans were able to defeat the Celts.	<b>Knowledge taught:</b>  How and why laws and punishments have changed over time. How attitudes towards crime have changed	<b>Knowledge taught:</b>  The reasons for the outbreak of World War 2. How both the First and Second World War had an impact on the lives of

### Curriculum Map - History

	<p>David Attenborough Nadiya Hussain</p> <p>The events of the following stories:</p> <p>Who's In My Family? On Sudden Hill Perfectly Norman The Gruffalo Owl Babies One Snowy Night Lost and Found Bedtime for Monsters Bog Baby Traditional Tales Supertato Rainbow Fish</p> <p>The names and relationships of members of their immediate family. How to describe the people who are familiar to them.:</p>	<p>The importance of the aeroplane.</p> <p>What happened at the Rainhill trials.</p>	<p>seaside holidays in the past. That a story is a source of evidence. What souvenirs can tell us about holidays in the past. What holidays were like in the 1950s and the 1960s.</p>	<p>Age, and where it fits within the wider historical context. The name and order of the three periods of the Stone Age. What life was like in the Old and Middle Stone Ages. The differences and similarities in people's lives in the Old and Middle Stone Ages. How to use sources to reach conclusions about life in this period. The features of the different periods of the Stone Age and the reasons for the changes. What life was like in the Neolithic times. What the village of Skara Brae was like and what it can tell us about life in the Neolithic times. The key features of significant monuments. The different interpretations of the sites and what it tells us about the beliefs at the time.</p>	<p>What Hadrian's Wall is and why it was built. Whether the Romans roads were a positive development. The many developments the Romans brought to Britain.</p>	<p>over time. How and why the police force has changed over time. How and why attitudes towards suffragettes have changed over time.</p>	<p>the children in our locality. How the World Wars impacted daily life.</p>
	<p><b>Key vocabulary taught:</b></p>	<p><b>Key vocabulary taught:</b></p> <p>Inventor, invented, flight, century, eyewitness account, travel, journey, evidence, aviation,</p>	<p><b>Key vocabulary taught:</b></p> <p>Holiday, recent past, twentieth century, seaside resort, accommodation, leisure,</p>	<p><b>Key vocabulary taught:</b></p> <p>Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic,</p>	<p><b>Key vocabulary taught:</b></p> <p>invade, invasion, republic empire, emperor, legacy, conquer, Picts, forts, legions,</p>	<p><b>Key vocabulary taught:</b></p> <p>Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation,</p>	<p><b>Key vocabulary taught:</b></p> <p>Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription,</p>

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		transport, propeller, steer, pilot, glider, modern, cockpit, elevators, engine, fuselage, jet, landing gear, rudder, impact, trade, leisure, inventor, canal, toll, source, locomotive, freight, significance, commemorate, livery	souvenir, bank holiday, recent past, infer, promenade, entertainment, deckchair, pier, Punch and Judy, bandstand, seawall, value, fiction, fact, research, continuity, change, same, different, tourist, tourism, anachronism, reconstruction, modern, interpretation.	archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, <b>revolution.</b>	legionaries, testudo	flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values.	casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning.
Cause and Effect	EYFS UW	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Unit Outcome:</b>	<b>Unit Outcome:</b> To explore the stories of two significant events in the history of travel and the impact they had on people's lives, back then and in the future.	<b>Unit Outcome:</b> To learn about the Great Fire of London and decide whether or not it improved London for those living there.	<b>Unit Outcome:</b> To know how life changed for people during different periods of the Stone Age.	<b>Unit Outcome:</b> To decide if the Roman settlement was a positive experience for all involved and to explore the long-term legacy of the invasion.	<b>Unit Outcome:</b> To explore how and why Crime and Punishment has changed over time.	<b>Unit Outcome:</b> To know what the impact of WWII was on our locality.
	<b>Skills taught:</b> To question why things happen and give explanations.	<b>Skills taught:</b> To identify at least one relevant cause for, and effect of,	<b>Skills taught:</b> To identify several causes and effects of events covered, e.g. the Great Fire	<b>Skills taught:</b> To describe some relevant causes for, and effects of, some of the key	<b>Skills taught:</b> To independently and confidently comment on the importance of	<b>Skills taught:</b> To explain the role of different causes and effects of a range of events and	<b>Skills taught:</b> To independently provide a comprehensive list of valid detailed reasons

### Curriculum Map - History

	<p>Describe why an event in a story might have happened and the effect this had on the characters.</p>	<p>several events covered, e.g. of the development of flight or of the railways.</p>	<p>of London and The Gunpowder Plot. Will begin to understand that some of the causes and/or effects are of particular importance, e.g. for the Great Fire of London taking place.</p>	<p>events and developments covered, e.g. reasons why changes took place during the Neolithic period. To demonstrate an understanding that some of the causes and/or effects are of particular importance, e.g. why the changes took place in the Neolithic period.</p>	<p>causes and effects for some of the key events and developments within the topics studied e.g. can list a range of valid reasons why the Vikings left Scandinavia and chose to settle in Britain. To understand that the same event can result in both positive and negative effects.</p>	<p>developments. To place the causes and/or effects in an order of significance and explain why they are arranged in this order. To make a link between the causes or effects within one period with those of another.</p>	<p>why events took place and the effects of those events, e.g. how the World Wars had an impact on their locality. Will order these causes and/or effects into a hierarchy of significance and will comment insightfully on why they have selected this order. To make a number of valid links between why certain events occurred in the period studied and events taking place in other periods or locations, or note how effects of events could be similar. To be able to identify some of the causes as long or short-term triggers and how some effects can be immediate and others long term."</p>
	<p><b>Knowledge taught:</b></p> <p>The lives of the following significant individuals: Tim Peake Neil Armstrong David Attenborough Nadiya Hussain</p> <p>The events of the following stories:  Who's In My Family? On Sudden Hill Perfectly Norman The Gruffalo Owl Babies</p>	<p><b>Knowledge taught:</b></p> <p>To know what early aeroplanes were like, and be able to compare them to modern aircrafts.</p> <p>The importance of the aeroplane.</p> <p>What happened at the Rainhill trials.</p>	<p><b>Knowledge taught:</b></p> <p>Why the Great Fire of London spread so quickly. What happened during the Great Fire of London. The range of evidence available. The consequences of the fire. What Bonfire Night is. Who Guy Fawkes is. The ways Bonfire Night has changed over the years. The reasons why we</p>	<p><b>Knowledge taught:</b></p> <p>What the 'Stone Age' is and why the period is called the 'Stone Age'. The long period of time of the Stone Age, and where it fits within the wider historical context. The name and order of the three periods of the Stone Age. What life was like in the Old and Middle Stone Ages. The differences and</p>	<p><b>Knowledge taught:</b></p> <p>Why the Romans wanted to invade and settle in Britain. Why the Romans were able to defeat the Celts. What Hadrian's Wall is and why it was built. Whether the Romans roads were a positive development. The many developments the Romans brought to Britain.</p>	<p><b>Knowledge taught:</b></p> <p>How and why laws and punishments have changed over time. How attitudes towards crime have changed over time. How and why the police force has changed over time. How and why attitudes towards suffragettes have changed over time.</p>	<p><b>Knowledge taught:</b></p> <p>The reasons for the outbreak of World War 2. How both the First and Second World War had an impact on the lives of the children in our locality. How the World Wars impacted daily life.</p>

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	<p>One Snowy Night Lost and Found Bedtime for Monsters Bog Baby Traditional Tales Supertato Rainbow Fish</p> <p>The names and relationships of members of their immediate family. How to describe the people who are familiar to them.</p>		<p>celebrate it.</p>	<p>similarities in people's lives in the Old and Middle Stone Ages. How to use sources to reach conclusions about life in this period. The features of the different periods of the Stone Age and the reasons for the changes. What life was like in the Neolithic times. What the village of Skara Brae was like and what it can tell us about life in the Neolithic times. The key features of significant monuments. The different interpretations of the sites and what it tells us about the beliefs at the time.</p>			
	<p><b>Key vocabulary taught:</b></p>	<p><b>Key vocabulary taught:</b></p> <p>Inventor, invented, flight, century, eyewitness account, travel, journey, evidence, aviation, transport, propeller, steer, pilot, glider, modern, cockpit, elevators, engine, fuselage, jet, landing gear, rudder, impact, trade, leisure, inventor, canal, toll, source, locomotive, freight,</p>	<p><b>Key vocabulary taught:</b></p> <p>Stuart period, King James 1, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally, hero, villain, terrorist, treason, customs, tradition, commemorate, importance, relevance, effigy, law, repeal, now, then, cause, important,</p>	<p><b>Key vocabulary taught:</b></p> <p>Stone Age, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement,</p>	<p><b>Key vocabulary taught:</b> invade, invasion, republic empire, emperor, legacy, conquer, Picts, forts, legions, legionaries, testudo</p>	<p><b>Key vocabulary taught:</b> Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes, execution, vagabond, poaching, highwayman, smuggling, police, respect, hostile, truncheon, cartoon, severe crime, lesser crime, liberty, transportation,</p>	<p><b>Key vocabulary taught:</b> Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports,</p>

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		significance, commemorate, livery	water squirt, fire bucket, fire hook, eyewitness, diary, interpretation, consequences, impact, benefit.	community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution.		prison, hulks, gaol, separate system, silent system, oakum, suffrage, suffragettes, discrimination, prejudice, terrorist, extremism, democracy, parliament, change, continuity, attitudes, values.	rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning.
Significance and Interpretation	EYFS UW	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p><b>Unit Outcome:</b> To investigate the lives and journeys of five explorers from different eras.</p> <p>To explore the stories of two significant events in the history of travel and the impact they had on people's lives, back then and in the future.</p>	<p><b>Unit Outcome:</b> To learn about the lives of some of the most significant people in the history of our locality.</p>	<p><b>Unit Outcome:</b> To investigate the local area and consider which buildings are of significance and should be preserved.</p>	<p><b>Unit Outcome:</b> To decide if the Roman settlement was a positive experience for all involved and to explore the long-term legacy of the invasion.</p>	<p><b>Unit Outcome:</b> To decide whether the Maya should continue to be remembered today as a significant culture.</p>	<p><b>Unit Outcome:</b> To examine the legacy of the Ancient Greeks.</p>
	<p><b>Skills taught:</b> To recognise and describe special times, or events, for family or friends.</p> <p>To recognise</p>	<p><b>Skills taught:</b> To demonstrate through examples and discussion an understanding of the term 'significance'.</p>	<p><b>Skills taught:</b> Can give a broad range of valid reasons why someone or something is significant. Demonstrate a secure</p>	<p><b>Skills taught:</b> To select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. which</p>	<p><b>Skills taught:</b> Can confidently select what is most significant in a historical account, related to a person's life, a key event or a</p>	<p><b>Skills taught:</b> To confidently identify the ways in which interpretations of the same event or person can differ. To explain why there may be</p>	<p><b>Skills taught:</b> To confidently and independently identify the different interpretations in a range of topics e.g. explain ways in which</p>

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	<p>significant events in stories and what makes them special.</p>	<p>To give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery.</p> <p>To begin to make connections between significant events or people, e.g. the explorers studied.</p>	<p>understanding of the term significance. Can give some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant. Can make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another.</p>	<p>buildings are of particular significance within their locality. To give a valid reason why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme, e.g. the reasons why particular buildings are of significance within their locality.</p>	<p>theme, e.g. a development made by the Romans. To give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important. To begin to understand that some things will have long or short- term significance e.g. the developments introduced by the Romans and their relevance today.</p>	<p>differing interpretations and will make reference to the differing types of representation. To understand why there may be some similarities in the interpretations.</p>	<p>the different interpretations about Athenian society or about the Olympic Games differ. To give a range of valid reasons for the different interpretations in a range of topics, e.g. explain why there could be different interpretations about Athenian society or about the Olympic Games. To demonstrate insight into why some aspects of the interpretation may be the same. To make reference to the differing types of representation.</p>
	<p><b>Knowledge taught:</b></p> <p>The lives of the following significant individuals: Tim Peake Neil Armstrong David Attenborough Nadiya Hussain</p> <p>The events of the following stories:</p> <p>Who's In My Family? On Sudden Hill Perfectly Norman The Gruffalo Owl Babies One Snowy Night Lost and Found Bedtime for Monsters Bog Baby Traditional Tales</p>	<p><b>Knowledge taught:</b></p> <p>What an explorer is. The lives and journeys of five explorers from different eras: Where the people they study fit within a chronological framework. How we find out about the past.</p>	<p><b>Knowledge taught:</b></p> <p>The lives of some of the most significant people in the history of their locality.</p> <p>Where the people they study fit within a chronological framework.</p>	<p><b>Knowledge taught:</b></p> <p>Where the Bronze Age is on a timeline. The key features of the Bronze Age. Why changes in the Bronze Age impacted people's lives. Who the Amesbury Archer is and how he helps us know more about the Bronze Age. The features of the Iron Age. The similarities and differences between Bronze Age and Iron Age houses and home life. The dangers Bronze and Iron Age people</p>	<p><b>Knowledge taught:</b></p> <p>Why the Romans wanted to invade and settle in Britain. Why the Romans were able to defeat the Celts. What Hadrian's Wall is and why it was built. Whether the Romans roads were a positive development. The many developments the Romans brought to Britain.</p>	<p><b>Knowledge taught:</b></p> <p>Information about the life of the Maya in the present and the past. Their ancient cities and why they remained hidden for so long. Why religion was so important to the Maya. The technology and culture of the Maya and how advanced the Maya society was. Reasons why the Maya disappeared around 900 CE. Information about the Maya society.</p>	<p><b>Knowledge taught:</b></p> <p>Who the Ancient Greeks were. Different Greek monuments and buildings and why they were important. The location and time period of Ancient Greece. The lives led by the Spartans and the Athenians. The impotence of the Olympic Games to the Ancient Greeks. The importance of religion and the gods to the Ancient Greek people. To know and understand the importance of</p>

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	<p>Supertato Rainbow Fish</p> <p>The names and relationships of members of their immediate family. How to describe the people who are familiar to them.</p>			<p>faced and how they protected themselves.</p>			<p>warfare in Ancient Greece.</p>
	<p><b>Key vocabulary taught:</b></p>	<p><b>Key vocabulary taught:</b></p> <p>explorer, map, discover, trade, great, caravan, navigation, indigenous, territory, space, astronaut, memorial, achievement, significant</p> <p>Inventor, invented, flight, century, eyewitness account, travel, journey, evidence, aviation, transport, propeller, steer, pilot, glider, modern, cockpit, elevators, engine, fuselage, jet, landing gear, rudder, impact, trade, leisure, inventor, canal, toll, source, locomotive, freight, significance, commemorate, livery</p>	<p><b>Key vocabulary taught:</b></p> <p>Portrait, hero, significant, local, courage, past, sequence, chronological order, source, image, photograph, experts, observe, heroes, evidence, clues, artefact, fragile, experts, objects (and related words e.g. texture, material, inscription), document (and related vocabulary, e.g. census return, handwritten), information, significant, museum, display, exhibit, curator.</p>	<p><b>Key vocabulary taught:</b></p> <p>Impressive, smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort</p>	<p><b>Key vocabulary taught:</b></p> <p>invade, invasion, republic empire, emperor, legacy, conquer, Picts, forts, legions, legionaries, testudo</p>	<p><b>Key vocabulary taught:</b></p> <p>Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence, reconstruction, archaeology, city state, sacrifice, Meso-America, nobles, creation, hierarchy, sacrifice, bloodletting, conquistadors, technology, culture, glyphs, agriculture, astronomy, calendar, trade, interpretations, theory, climate change, conquer, decline, codex/codices, pagan, scribe, significance.</p>	<p><b>Key vocabulary taught:</b></p> <p>Minoan, Mycenaean, Classical, Hellenistic, Roman Greek, city-state, democracy, architecture, empire, culture, terrain, predict, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, revival, marathon, myth, temple, priest, hoplite, phalanx (strong block formation), interpret, legacy, impact.</p>