

Humanities curriculum map 2023-24.

	Autumn	Spring	Summer
Year R	<p>Magnificent Me!</p> <p>Geography: Aut 1: Identify physical and human geographical features in immediate local area. Possible local walk to identify both.</p> <p>History: Aut 2: Whose grandparents could they be?</p>	<p>Natural Navigators</p> <p>Geography: Spr 1: Seasons. Name the different seasons and changes in weather.</p> <p>History: Spr 2: Whose house could it be? Homes from the Victorian times.</p>	<p>Old MacDonald had a Farm</p> <p>Geography: Sum 1: Farms – what is a farm? What would you find there? Who lives on a farm in the past? What did they look like? Possible trip to Church Farm Stow Bardolph.</p> <p>History: Sum 2: Are dinosaurs extinct? Mary Anning.</p>
Year 1	<p>Me, myself and I.</p> <p>Geography: Aut 1: Name and locate countries and capitals of the United Kingdom. Compare and contrast Norfolk and Sandringham Melbourn, Australia (twinned with Kings Lynn).</p> <p>Here, there and everywhere.</p> <p>History: Aut 2: Travel and transport. Importance and impact of the invention of the train and the car.</p>	<p>Rain and Rainbows.</p> <p>Geography: Spr 1: Physical geographical features of the UK. Name and locate physical geographical features of the local area. Thetford Forest, North Norfolk coastline, The River Great Ouse.</p> <p>History: Spr 2: Significant people: Lives of Florence Nightingale and Mary Seacole.</p>	<p>I'll huff and I'll Puff.</p> <p>Geography: Sum 1: Name and identify different types of homes in the UK.</p> <p>History: Sum 2: The Great Fire of London.</p>
Year 2	<p>Where am I?</p> <p>Geography: Aut 1: Name and locate the UK on a map of Europe. Name and locate seas and oceans. Use and name 4 compass points.</p> <p>Toy Story.</p> <p>History: Aut 2: History of toys and The Gunpowder Plot (1 week in November).</p>	<p>Jungle Fever.</p> <p>Geography: Spr 1: Name and locate the continents and oceans of the world. Weather around the world. Compare and contrast weather in India with weather in the UK. Identify climates from around the world. What is the climate of the UK?</p> <p>History: Spr 2: Ghandi – compare and contrast with life of Nelson Mandela (civil rights).</p>	<p>Blooming Marvellous.</p> <p>Geography: Sum 1: Rainforests – name and locate rainforests around the world.</p> <p>History: Sum 2: Significant Explorers. (Recap on travel and transport)</p>
Year 3	<p>Geography: Aut 1: Name and locate Greece and Egypt on a globe and in an atlas, including physical features.</p> <p>History: Aut 2: Compare the civilisations of Ancient Egypt and Ancient Greece.</p>	<p>Geography: Spr 1: Volcanos. Name and locate major volcanos. Discuss the impact of eruptions in the past (Pompeii) and more recent eruptions (Iceland – 2010).</p> <p>History: Spr 2: The Stone Age.</p>	<p>Geography: Sum 1: Name and locate cities of the UK. Identify human geographical features and how they have changed the landscape of the area.</p> <p>History: Sum 2: The Bronze Age – impact on lives of early settlers of change from stone to Iron.</p>
Year 4	<p>Geography: Aut 1: Locational knowledge – locate world's countries, using maps to focus on Europe. Locate key physical and human features, and major cities.</p> <p>History: Aut 2: The Iron Age. (Prehistory)</p>	<p>Geography: Spr 1: Rivers – name and locate major rivers of the UK and the world (links to Science and the Water Cycle). Which seas/oceans do they flow to?</p> <p>History: Spr 2: The Romans – impact of the invasion of the Roman Empire and British resistance (Boudica and the Iceni tribe – links to local area).</p>	<p>Geography: Sum 1: Extreme Earth – Earthquakes. Location of tectonic plates and in reference to Tropics.</p> <p>History: Sum 2: The Vikings.</p>
Year 5	<p>Geography: Aut 1: Locational knowledge – name and locate counties of the UK. Identify human and physical characteristics.</p> <p>History: Aut 2: The Anglo Saxons</p>	<p>Geography: The Amazon Rainforest. Identify key geographical features of the Amazon Rainforest. Identify the impact of deforestation on the area and impact on climate change (biomes).</p> <p>History: The Mayan Civilisation.</p>	<p>Geography: Sum 1: Human geography – settlements and land use. How has Norfolk changed over time? Reclamation of land from sea, and impacts of coastal erosion on local area (links with science, rocks). Fieldwork – possible trip to Hunstanton/ Happisburgh to witness the impact of coastal erosion.</p> <p>History: Sum 2: Medicine – compare and contrast medicine from the late 19th/early 20th century and advances in modern medicine. Birth of</p>

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				the NHS in 1948 – significant event in British history . (Links to literacy, Pig Heart Boy).
Year 6	<p>History: Aut 1: WWI – causes and consequences of first conflict across the World. Bombing raid of Kings Lynn (January 1915). WW2 – impact on the local area. Possible trip to air raid shelters at Tuesday Market Place.</p> <p>Geography: Aut 2: Our changing world – human and physical geography of the UK and Europe. Locate key European nations involved in WW2. Big Question – what significance did WW2 have on the map of Europe?</p>	<p>Geography: Spr 1: Geographical skills and fieldwork – use the 8 points of a compass, 4 and 6 figure grid references, symbols and keys to build knowledge of the UK. Plot the route of the Titanic using the above.</p> <p>History: Spr 2: Titanic.</p>	<p>Geography: Sum 1: Human and physical geography – locate Nigeria on an atlas. Identify and locate key physical and human geographical features of Nigeria.</p> <p>History: Sum 2: The Benin Empire. (Recap what a civilisation is)</p>	

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Outline Scheme of Learning		
Year R	Topic: Understanding my personal history.	KS1 Theme – Magnificent Me!
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Children may arrive at school with knowledge of;</p> <ul style="list-style-type: none"> - their immediate family, including parents, siblings, aunts and uncles, grandparents and possibly great grandparents; - when their birthday is and significant events in their family; - understanding of significant celebrations e.g Christmas and Easter. 	<p>Understanding the world</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> -- Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Year 1</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections. <p>Year 2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
Lesson sequence:		
Lesson/Week	Learning Objective	Possible Activities
1. Who Am I?	- What is my history?	Discuss that history is what happens in the past. It may be something that we remember, or it could be something that happened before we were born. Children to bring photo of themselves as a baby, and compare with themselves now. What is the same, what is different?
2. Personal milestones	- What have I accomplished?	Discuss what a milestone is, what milestones do the children think they have achieved in the past? For example, learning to walk, learning to swim, their first birthday, first day at nursery/preschool/school. Discuss how they are significant and how they are remembered. Living history.
3. My family.	- Who is in my family?	Children to talk about their family. Who do they live with? Do they have siblings? Where they born before or after them? Discussing events that have happened in living history.
4. My family tree.	- Who is in my extended family?	Children to look at a family tree, what do they notice? Complete their own family tree using family members word mat. Recognise that all families are different, but that they are all special.
5. My grandparents.	- How do we change over time?	Children to bring a photograph in of grandparents if possible. What is the same with the photo of them, what is different?
6. Assessment.	-	
Links to other curriculum areas:		
<ul style="list-style-type: none"> • PSHE – different types of families 		<ul style="list-style-type: none"> • Science – how our body's change as we grow.
Notes:		

Outline Scheme of Learning

Year R	Topic: Whose house could it be?	KS1 Theme –
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Children may arrive at school with knowledge of;</p> <ul style="list-style-type: none"> - their immediate family, including grandparents, aunts and uncles and possibly great grandparents - when their birthday is and significant events in their family - understanding of significant celebrations e.g Christmas and Easter 	<p>Understanding the world</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> -- Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p style="text-align: center;">Year 1</p>	<p>Year 2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •

Lesson sequence:

Lesson/Week	Learning Objective	Possible Activities
1. What is a house?	- To describe what a house is.	Complete KWL grid, what can the chn tell you about houses? Ask the chn to explain what a house is, can they describe their house. Show images of different types of houses. Can the chn tell you if they are new or old? How can we tell the difference? Chn to draw a picture of a house, or make a house from 3D shapes.
2.	-	
3.	-	
4.	-	
5.	-	
6.	-	

Links to other curriculum areas:

<ul style="list-style-type: none"> • Geography – styles of house. 	<ul style="list-style-type: none"> •
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Notes:

Outline Scheme of Learning			
Year 1	Topic: Travel and transport.	KS1 Theme – Me, myself and I	
Knowledge Progression:			
Pre-requisite/prior knowledge	Learning Intentions		Next stage
<p>Understanding the world</p> <p>Children at the expected level of development will:</p> <p>-- Talk about the lives of the people around them and their roles in society;</p> <p>- 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>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Year 1:</p> <ul style="list-style-type: none"> understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections; changes within living memory. Where appropriate, these should be used to reveal aspects in the change in national life events beyond living memory that are significant nationally or globally 	<p>Year 2:</p> <ul style="list-style-type: none"> understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses; changes within living memory. Where appropriate, these should be used to reveal aspects in the change in national life events beyond living memory that are significant nationally or globally. 	<p>Year 3</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study.
Lesson sequence:			
Lesson/Week	Learning Objective	Possible Activities	
1. How has transport changed?	- I can find out the different ways in which travel and transport has changed from past to present.	Chn to discuss how we travel these days, how do they get to school, to the shops, to see family etc. Have they travelled on holiday? What was different in the past? How would people have travelled in the past? Show images of different modes of transport, are they old or new? How do they work? Ask chn how travel and transport have changed using timeline. Chn to sort transport onto a timeline, justify their choices.	
2. Early Travel: The Viking Longboats.	- I can find out about an early form of travel: The Viking Longboat	Pose the question, why have people wanted to travel? Take ideas from the chn. Introduce chn to the Vikings, watch video https://www.youtube.com/watch?app=desktop&annotation_id=annotation_3090181385&feature=iv&src_vid=3xly7FoiaQY&v=GLyDSBv2ngc discuss discovery of Gokstad ship, how did the design of the longboat help Vikings? Chn to design a longboat of their own, discussing elements that they may need to consider. Why did the design of the longboat help the Vikings be dominant in the northern hemisphere?	
3. A history of cars.	- I can find out about how cars have changed since they were invented.	Show timeline, ask chn when they think the car was invented. Discuss the development and the history of the car from the 1770's to the present day. How have they changed through the years? How are modern day cars different from cars of 10, 20 or 30 years ago? What might they look like in the future? How are cars used today? https://www.bbc.co.uk/teach/class-clips-video/history-geography-ks1-history-geography-travel-transport-wonderful-wheels/zyp4kty Chn to make direct comparisons between cars, and identify the differences.	
4. George Stephenson and trains.	- I can find out about George Stephenson and how the train changed the lives of people in the 19 th century.	Introduce chn to George Stephenson, discuss his life and achievements. How did the invention of the train make a difference to the lives of ordinary people? Chn to discuss the differences of horses pulling coal and the first locomotion. Ask chn to compare and contrast the two. Explain that before steam trains people had never travelled at such speed before. https://www.youtube.com/watch?v=QigFOZcZVdg Ask chn if they have travelled on a train, if so what is the same and what is different from earlier trains. Give chn images of old and new train, use word bank to describe the differences. Write a sentence or two to describe the impact on lives of people in the 19 th century.	
5. A History of flight.	- I can find out about the different ways people have tried to fly and about the Wright brothers invention of the aeroplane.	Ask chn how we fly? Introduce chn to the concept that humans have always wanted to fly, briefly touch on the story of Icarus. Show video clip of first attempts at flight https://www.youtube.com/watch?v=gN-ZktmjlFE Discuss invention of the hot air balloon. Introduce chn to the Wright brothers https://www.youtube.com/watch?v=w1zDmllGDWk Chn to order events on a timeline, explain that you will look at the events on the correct order later.	
6. Comparing the past, present and future.	- I can compare travel and transport of the past, present and the future.	Chn to recall what they have talked about in previous lessons, what differences have the changes in travel and transport made to people's lives? Compare and contrast different travel scenarios from the present day to 1825, how long did it take to travel in the past? How long does it take us to travel today? Discuss transport of the future, what does it look like? Chn to design their own vehicle of the future, explaining how it will work and its impact on the environment.	
Links to other curriculum areas:			
<ul style="list-style-type: none"> Art and Design – design a longboat, design a vehicle of the future. 		<ul style="list-style-type: none"> Geography – climate change, invention of electric car. PSHE - Environmental impact of transport 	
Notes:			

Outline Scheme of Learning		
Year 2	Topic: Toys. (The Gunpowder Plot – 1 week)	KS1 Theme – Toy Story.
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
Year 1: <ul style="list-style-type: none"> understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections; changes within living memory. 	Year 2: <ul style="list-style-type: none"> understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses; changes within living memory. Where appropriate, these should be used to reveal aspects in the change in national life events beyond living memory that are significant nationally or globally. 	Year 3 Pupils should be taught to: continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
		Year 4 Pupils should be taught to: <ul style="list-style-type: none"> continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods of study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
Lesson sequence:		
Lesson/Week	Learning Objective	Possible Activities
1. Toys today.	- I can find out about toys of today and explain how we can find out about the past.	Chn to think of as many toys from today as they can. Chn to be given a picture of a toy from today and as a group discuss and describe the toy. Each group to describe their toy to the rest of the class. Ask chn to explain how we can find out about toys from the past. Chn to draw and label their favourite toy.
2. Gunpowder plot.	- I can recall facts about the Gunpowder Plot (reading café).	Chn to listen to a story about the gunpowder plot. Discuss the events that took place on the 5 th November 1605. Who was Guy Fawkes? Why did the plotters want to blow up parliament? Listen to and say the popular poem linked to the day. How do we remember the events of 1605 today? Chn to design and decorate their own firework. https://www.twinkl.co.uk/resource/history-detective-the-gunpowder-plot-powerpoint-t-tp-1631464075
3. Early 20 th century toys.	- I can compare similar toys from different periods.	Show the chn a timeline explaining that toys from the past will be older than the toys they play with today. Explain that they are the same as the toys they play with today, but that they are the original versions of the toys. Compare and contrast similar toys, chn to record what is different about the original versions. Discuss that we still play with these toys.
4. Victorian toys.	- I can compare modern toys with Victorian toys.	Ask chn to explain where the Victorian period would sit on the timeline. Show images of a variety of Victorian toys. What are they made of, how do they move? How were they played with? Why are they made from those materials? Compare the toys of the rich and the poor, explaining why there was a difference. Chn to compare and contrast between two different sets of toys. Did anything surprise them?
5. Important changes.	- I can recognise how toys have changed over time.	Recap the changes that the chn have recognised over the last two lessons, what are the main differences? How can the changes be grouped under more general headings? How have these changes influenced the toys they play with today? How would toys be different if plastic hadn't been invented or if we hadn't made the technological advances we have? Chn to role play different scenarios.
6. Assessment – Toy Box	- I can use language to relating to the passing of time.	Chn to be given images of toys and they need to be sorted into toys from the past and modern toys. Chn to use words to describe the toy, chose a word to fit and explain they reasoning. Discuss the time vocabulary we have used. Chn to complete sentences to describe the toys.
Links to other curriculum areas:		
<ul style="list-style-type: none"> Science – materials Literacy – The Nutcracker 		<ul style="list-style-type: none"> Art and design – design a toy
Notes:		

Outline Scheme of Learning

Year 3	Topic: The Ancient Greeks and The Ancient Egyptians	
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	
Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.	Year 2	Year 3
	Pupils should be taught to: <ul style="list-style-type: none"> to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. 	Pupils should be taught: <ul style="list-style-type: none"> know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; how Britain has been influenced by the wider world; develop the appropriate use of historical terms; note connections, contrasts and trends over time.
		Year 4
		Pupils should be taught to: <ul style="list-style-type: none"> know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies.
Lesson sequence:		
Lesson/Week	Learning Objective	Possible Activities
1. Who were the Ancient Greeks?	- To explore some of the key events in the Ancient Greek period.	Introduction to life in Ancient Greece https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z9swdp3 . https://www.youtube.com/watch?v=IUZKg3KdtYo https://www.youtube.com/watch?v=qYdoBzgtlCw . Explore what the Ancient Greek Civilisation developed and how this continues to influence life today. Explore vocabulary of BC and AD. Explore how we know about Ancient Greece (primary and secondary sources). Show a timeline of significant events in Ancient Greece. Locate Greece on a map. Explain meaning of the word civilisation.
2. Daily life in Ancient Greece.	- Research aspects of daily life and society in Ancient Greece.	Discuss daily life for citizens of Ancient Greece. Compare and contrast lives of men, women, children and slaves, and compare with life today. Explain religion and that the Ancient Greeks worshipped many Gods and Goddesses.
3. Who were the Ancient Egyptians?	- I can find out about ancient Egyptian life by looking at artefacts.	Recap meaning of the word civilisation. Chn to use a map to locate Egypt. Use vocabulary to place nouns close to the word ancient. Introduce chn to life in Ancient Egypt, what do the chn already know about ancient Egypt? Show a timeline, was Ancient Egypt before or after Ancient Greece? https://www.bbc.co.uk/programmes/p02mrbtv watch video and chn to write down any questions they have about life in Ancient Egypt. Chn to record notes about life in Ancient Egypt and share with the class. Display on working wall for next lesson.
4. What was life like in Ancient Egypt?	- I can understand what was important to people during ancient Egyptian times.	Revisit life in Ancient Egypt, show images from powerpoint. Explain the importance of the River Nile, and why people lived close to it. Show images of daily life, chn to explain what is happening in each one. Discuss religion and that Ancient Egyptians worshipped many different Gods and Goddesses. Chn to compare modern life with Ancient Egypt. Chn to then complete ordering key events on a timeline.
5. Compare and contrast life in the civilisations.	- I can compare and contrast the lives of Ancient Greeks and Ancient Egyptians.	Chn to recap life in both civilisations. Then to complete a table comparing the lives of people. What was the same, what was different between the two civilisations. Was life in one influenced by the other?
6. Assessment would you rather?	- I can explain which civilisation I would like to belong to.	Write an explanation text detailing the reason the chn would like to belong to one of the civilisations. Chn to use knowledge of life in both civilisations to explain why they prefer that civilisation.
Links to other curriculum areas:		
<ul style="list-style-type: none"> PSHE, RE – democracy and rule of law, beliefs 		<ul style="list-style-type: none"> Geography – location of each civilisation. Use of atlases.
Notes:		

Outline Scheme of Learning

Year 4	Topic: The Iron Age	
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions		Next stage
<p>KS1 – Pupils should be taught to/about:</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry.</p> <p>Events beyond living memory that are significant nationally or globally.</p>	<p>Year 3</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; • how Britain has been influenced by the wider world; • develop the appropriate use of historical terms; • note connections, contrasts and trends over time. 	<p>Year 4</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; • continue to develop a chronologically secure knowledge and understanding of British, local and world history. 	<p>Year 5</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long- term timescales.

Lesson sequence:

Lesson/Week	Learning Objective	Possible Activities
1. The Iron Age	- How did life change from The Bronze Age to The Iron Age?	Recap the Bronze Age from Year 3, what was life like for early settlers? Timeline of the Bronze Age to the beginning of the Iron Age. Introduce the Iron Age https://www.youtube.com/watch?v=i6rCMT0ss_k https://www.history.com/topics/pre-history/iron-age
2. The Celts	- Who were The Celts?	Explore who The Celts were, how did they live. What jobs did they do? Discuss tribal culture. How many tribes were there in Britain? Which tribe lived in Norfolk? https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zwpthcw
3. Hillforts and roundhouses.	- How did Iron Age people live?	What is a hillfort, why were they built? https://www.youtube.com/watch?v=kxlbzNR9a8 How did Iron Age people live?
4. Religious beliefs in The Iron Age.	- What did Iron Age people believe?	What were the beliefs of people in the Iron Age? Who were druids, what important role did they play in the lives of The Celts? https://www.youtube.com/watch?v=6kmxz1Y7mE8
5. Prehistoric Britain.	- How do we know about The Iron Age?	Explore and discuss how we know about The Iron Age. What is archaeology? What does this tell us about how Iron Age people lived? Discuss primary and secondary sources.
6. Assessment	- To apply knowledge of the Iron Age to explain life in the period.	Design a poster/leaflet detailing life in The Iron Age.

Links to other curriculum areas:

<ul style="list-style-type: none"> • Geography – human geography, types of settlements and land use, economic activity and trade links. 	<ul style="list-style-type: none"> •
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Outline Scheme of Learning

Year 5	Topic: The Anglo Saxons.	
Knowledge Progression:		
Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>KS1 – Pupils should be taught to/about:</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry.</p> <p>Events beyond living memory that are significant nationally or globally.</p>	<p>Year 4</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; continue to develop a chronologically secure knowledge and understanding of British, local and world history. 	<p>Year 5</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has been influenced by the wider world; know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires
		<p>Year 6</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
Lesson sequence:		
Lesson/Week	Learning Objective	Possible Activities
1. Who were The Anglo-Saxons?	- I can explain who The Anglo Saxons were and where they came from.	Children to discuss past invasions of Britain, what other civilisations invaded Britain? Where do they think the Anglo Saxons came from? Why did they come to Britain? https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sq Introduce a timeline of significant Anglo Saxon events. Children to use atlases to identify where The Anglo Saxons came from and where they settled. Using this label a map to show.
2. Where did Anglo-Saxons settle?	- I can explain the meaning of Anglo-Saxon place names.	Recap where the Anglo Saxons settled, why did they come to Britain? Explain that there are clues in place names that tell us why the Anglo Saxons settled there. Show sheet of language, children to use atlases to locate Saxon towns by using the Saxon language. https://www.youtube.com/watch?v=ZpIOisr3lf8 What can they tell us about the name of our village?
3. What was life like in an Anglo-Saxon village?	- I can explain what life was like in an Anglo-Saxon village.	Using images of artefacts and images of village life, children to make predictions and draw conclusions of what life was like. Can they predict what the artefacts were used for? https://www.bbc.co.uk/programmes/p01145r7
4. What did the Anglo-Saxons believe?	- I can explain the religious beliefs of The Anglo-Saxons.	Children to investigate Anglo-Saxon beliefs and festivals, how are they similar to the festivals we celebrate and recognise today? How were different rituals recognised? Children to research how marriages, funerals and gift giving were celebrated, how are they the same/different from today? Children to name Anglo-Saxon Gods. https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zs3gqcdm
5. The End of the Anglo Saxons.	- I can explain how the Anglo Saxon era ended.	Children to discuss The Battle of Hastings and its significance. Discuss the reign of Edward the Confessor and his part in William the Conqueror travelling to England. Explain how and why Harold’s army was defeated. Chn to

6. Assessment.	- I can explain the lasting impact The Anglo-Saxons have had on Britain.	Children to design a poster/leaflet to explain the lasting impact of the Anglo-Saxons on Britain. Think about place names, religious ceremonies, religious beliefs etc.
Links to other curriculum areas:		
<ul style="list-style-type: none"> Geography – locate Sweden, Norway and Denmark on an atlas. 		<ul style="list-style-type: none">
Notes:		

Outline Scheme of Learning			
Year 5	Topic: The Mayans	KS1 Theme	
Knowledge Progression:			
Pre-requisite/prior knowledge	Learning Intentions		Next stage
Children may arrive at school with knowledge of; <ul style="list-style-type: none"> - their immediate family, including grandparents, aunts and uncles and possibly great grandparents - when their birthday is and significant events in their family - understanding of significant celebrations e.g Christmas and Easter 	Understanding the world Children at the expected level of development will: <ul style="list-style-type: none"> -- Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	Year 1	Year 2 Pupils should be taught to: <ul style="list-style-type: none">
Lesson sequence:			
Lesson/Week	Learning Objective	Possible Activities	
1. Meeting The Mayans.	- To discover facts about the Mayan civilisation.	Complete KWL grid, can the chn explain what the word civilisation means? Recap the civilisations of Greece and Egypt. Introduce chn to the Mayan civilisation. How do we know about these ancient civilisations? Discuss archaeology. When and where did they live? What were their lives like? https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zqv6msg#zdrqg7h Chn to complete a timeline of the Mayan civilisation, and locate important Mayan cities.	
2.	-		
3.	-		
4.	-		
5.	-		
6.	-		
Links to other curriculum areas:			
<ul style="list-style-type: none"> Geography – atlas use to locate cities. 		<ul style="list-style-type: none"> 	
Notes:			

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Outline Scheme of Learning			
Year 5	Topic:	KS1 Theme –	
Knowledge Progression:			
Pre-requisite/prior knowledge	Learning Intentions		Next stage
Children may arrive at school with knowledge of; <ul style="list-style-type: none"> - their immediate family, including grandparents, aunts and uncles and possibly great grandparents - when their birthday is and significant events in their family - understanding of significant celebrations e.g Christmas and Easter 	Understanding the world Children at the expected level of development will: <ul style="list-style-type: none"> -- Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. 	Year 1	Year 2 Pupils should be taught to: <ul style="list-style-type: none"> •
Lesson sequence:			
Lesson/Week	Learning Objective	Possible Activities	
1.	-		
2.	-		
3.	-		
4.	-		
5.	-		
6.	-		
Links to other curriculum areas:			
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Notes:			

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Outline Scheme of Learning

Year 6	Topic: World War 1	
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions		Next stage
<p>KS1/LKS2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> continue to develop a chronologically secure knowledge and understanding of British, local and world history; note connections, contrasts and trends over time and develop the use of historical terms. 	<p>Year 5</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has been influenced by the wider world; know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires 	<p>Year 6</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance understand how our knowledge of the past is constructed from a range of sources. 	<p>KS3</p> <p>Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>

Lesson sequence:

Lesson/Week	Learning Objective	Possible Activities
1. When was the First World War?	- I can discuss when World War 1 began and ended.	Show a timeline of significant events of WW1. When did it begin, which countries were involved? Discuss the Triple Alliance and the Triple Entente. Recap what is an empire, and how this was significant for the start of WW1. When did it end, discuss significant battles during the war, and significant technological advances e.g. invention of the tank and use of aircraft
2. What caused World War 1?	- I can explain the causes of World War 1.	Discuss the different causes of WW1. Militarism, Alliances, Imperialism and Nationalism. Why was the shooting of Archduke Franz Ferdinand so significant? https://www.bbc.co.uk/teach/class-clips-video/britain-and-the-start-of-world-war-one/z4ykmfr Debate: Was it right to go to War?
3. What was lifelike in the trenches of WW1?	- I can describe life in the trenches.	Discuss what a trench is, show images of what a WW1 trench looked like. Why were they important? How did trench warfare affect the war and progression? What was the impact on health living in a trench? Discuss trench-foot and its impact on soldiers. https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z8sssbk draw and label a trench, describe how they offered protection and how men lived in them.

4. What was the role of women during WW1?	- I can explain the role of women during WW1.	Discuss the role of women on the home front and the frontline during WW1. What jobs did women do? What was the lasting impact of WW1 on women's lives? How did the lives of women change after WW1? Discuss and explain women's suffrage and the war. https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zj8my9q https://www.youtube.com/watch?v=Ck0rMb6a--4
5. How did World War 1 end?	- I can explain how World War 1 ended and its lasting impact.	Discuss when the war ended, what did the victorious nations want? Who was involved with establishing the terms of the Treaty of Versailles? When was it signed? What was the lasting impact of the treaty on Europe and America moving forward – use in context of WW2 as a cause https://www.youtube.com/watch?v=g95BPf2A508 (watch from 5:18) What changed after World War 1 ended – League of Nations, Germany stripped of army and navy, promise of never going to war again. Remembrance Day.
6. Assessment.	- I can explain how life changed after WW1.	Describe what the consequences of war were and how life changed in the aftermath. What was different, who did the war have the biggest impact on? How do we remember what happened? Write a diary entry, newspaper report.
Links to other curriculum areas:		
• Geography – location of European nations involved, where they are found on a map or atlas.		•
Notes:		

Outline Scheme of Learning

Year 6	Topic:	KS1 Theme –
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Knowledge Progression:

Pre-requisite/prior knowledge	Learning Intentions	Next stage
<p>Children may arrive at school with knowledge of;</p> <ul style="list-style-type: none"> - their immediate family, including grandparents, aunts and uncles and possibly great grandparents - when their birthday is and significant events in their family - understanding of significant celebrations e.g Christmas and Easter 	<p>Understanding the world</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> -- Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p style="text-align: center;">Year 1</p>	<p>Year 2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> •

Lesson sequence:

Lesson/Week	Learning Objective	Possible Activities
1.	-	
2.	-	
3.	-	
4.	-	
5.	-	
6.	-	

Links to other curriculum areas:

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Notes:

