

West Bridgford Junior School - History Curriculum Map



At West Bridgford Junior School, we aim to give our children a history curriculum which enables them to become confident, inquisitive and independent learners. Our vision is that the children will acquire a range of historical knowledge and skills, which they can then apply to other subjects in a variety of situations. We will investigate sources such as pictures, stories, writing and artefacts to ask and answer questions about the past and how these impact the world we live in today. We use an enquiry-based approach to promote the mastery of subject skills and knowledge through investigating key content at greater depth. The children will develop their sense of chronology throughout the study of topics, which will be consolidated by the use of knowledge organisers. We seek to broaden children's real-life experiences both inside and outside of school through educational visits, visitors, experimentation, exploration and discovery.

Year 3

	Chronology	Range & Depth of Historical Knowledge	Interpretation of History	Historical Enquiry	Organisation & Communication
Enquiry Question	How did life in Britain change from the Stone Age to the Iron Age?				
Stone Age to Iron Age	Understand what chronology means and the chronology of their own lives. Understand that a timeline can be divided into BC and AD Place current study on a time line in relation to other studies Describe and order dates of significance from the period studied	Find out about everyday lives of people in the time being studied, including food, jewellery, clothing, housing, weapons and jobs. Compare the day to day life during the Stone, Bronze and Iron Age Compare to everyday lives now (local study)	Identify and give reasons for different ways the past is represented Look at different ways that period is represented	Use a range of sources to find out about a period Observe small details of artefacts, pictures etc Ask and answer key questions about the period studied	Communicate knowledge and understanding in a variety of ways – through discussion, pictures, writing, annotations, drama and ICT
Key Vocabulary & Terminology	Stone Age, Late Neolithic hunter-gatherers, early farmers, Skara Brae, cave paintings, jewellery, woolly mammoth, nomadic Bronze Age, Stonehenge, foundry, roundhouses, weapons Iron Age, hill forts, tribal kingdoms, farming, art and culture, smithing, weapons, Celts				



Year 3

	Chronology	Range & Depth of Historical Knowledge	Interpretation of History	Historical Enquiry	Organisation & Communication
Enquiry Question	What impact did the Romans have on Britain?				
Romans	<p>Understand that a timeline can be divided into BC and AD</p> <p>Place current study on a time line in relation to other studies</p> <p>Describe and order dates of significance from the period studied</p>	<p>Identify reasons for and results of people's actions in history.</p> <p>Explore how the Romans used to live, explore homes, Roman Towns and compare to life now (local study)</p> <p>To learn about significant figures during this period.</p>	<p>Identify and give reasons for different ways the past is represented</p> <p>Distinguish between different sources and evaluate their usefulness</p> <p>Look at different ways that period is represented</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details of artefacts, pictures etc</p> <p>Ask and answer key questions about the period studied</p>	<p>Communicate knowledge and understanding in a variety of ways – through discussion, pictures, writing, annotations, drama and ICT</p>
Key Vocabulary & Terminology	<p>Julius Caesar, invasion, The Roman Empire, power, army, Claudius and conquest, Hadrian's Wall, British Resistance, Boudica, "Romanisation" of Britain, Caerwent, aqueduct, Basilica, baths, Colchester, Colosseum, Empire, gladiator, roads, toga</p>				



Year 4

	Chronology	Range & Depth of Historical Knowledge	Interpretation of History	Historical Enquiry	Organisation & Communication
Enquiry Question	How and why did people invade Britain?				
Anglo Saxons & Vikings	<p>Understand that a timeline can be divided into BC and AD and what these terms mean</p> <p>Place current study on a time line in relation to other studies</p> <p>Order significant events and dates on a time line</p> <p>Describe the main changes in a particular period of history</p>	<p>Use a range of evidence to reconstruct life in the time being studied</p> <p>Understand why people may have had to do something</p> <p>Identify key features and events of time studied</p> <p>A depth study linked to one of the British areas of study</p>	<p>Look at a range of available evidence about the period being studied</p> <p>Begin to evaluate the usefulness of different sources</p> <p>To learn about significant figures in history during this time and explore why they were important</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life during the period studied</p>	<p>Know the period in which the study is set</p> <p>Display findings in a variety of ways</p>
Key Vocabulary & Terminology	<p>Vikings, Danelaw, drinking horn, helmet, jewellery, long boat, longhouse, loom, runes, shield, Valhalla, raids, invasion, Anglo-Saxon laws and justice</p> <p>Anglo Saxons, settlements, kingdoms, village life, art and culture</p>				



Year 4

	Chronology	Range & Depth of Historical Knowledge	Interpretation of History	Historical Enquiry	Organisation & Communication
Enquiry Question	Who was Tutankhamun and what did the contents of his tomb reveal about the life of a pharaoh and the beliefs of the Ancient Egyptians?				
Ancient Egypt	<p>Understand that a timeline can be divided into BC and AD and what these terms mean</p> <p>Place current study on a time line in relation to other studies</p> <p>Order significant events and dates on a time line</p> <p>Describe the main changes in a particular period of history</p>	<p>Begin to develop a broader understanding of ancient civilisations</p> <p>Use a range of evidence to reconstruct life in the time being studied</p> <p>Compare the life of an Egyptian to another period of time, e.g. The Romans using prior historical knowledge</p>	<p>Look at a range of available evidence about the period being studied</p> <p>Begin to evaluate the usefulness of different sources</p> <p>To learn about significant figures in history during this time and explore why they were important, do they impact on today?</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life during the period studied</p> <p>Use the library and e-learning for research</p> <p>Research the achievements of the earliest civilizations</p>	<p>Know the period in which the study is set</p> <p>Display findings in a variety of ways</p> <p>Select information and organise it in order to answer historical questions</p>
Key Vocabulary & Terminology	Egypt, Ancient Egyptians, Pharaoh, Gods, Tutankhamun, Howard Carter, Nile, Egypt, Canopic jar, cartouche, hieroglyphics, irrigation, mummy, sarcophagus, scarab, tomb, papyrus, pyramids, afterlife, farming				



Year 5

	Chronology	Range & Depth of Historical Knowledge	Interpretation of History	Historical Enquiry	Organisation & Communication
Enquiry Question	The Victorian Era: Dark Age or Golden Age?				
A local study (Victorians)	<p>Place current study on a time line in relation to other studies</p> <p>Know and sequence key events of time studied</p> <p>Relate current studies to previous studies, making connections between different times in history</p>	<p>Study different aspects of the lives of different people – look at the differences between men and women/rich and poor etc</p> <p>Compare an aspect of life with the same aspect in a different time period (children in that era).</p> <p>To explore famous inventions and what impact they have on today</p>	<p>Compare and contrast accounts of events from different sources</p> <p>Make own conclusions with knowledgeable justifications about the life of a Victorian, including evaluation school life.</p> <p>To learn about significant figures in history during this time and explore why they were important and what impact they have had on life today.</p>	<p>Use evidence to build up a picture of life in time studied</p> <p>Select relevant sections of information</p> <p>Confident use of library and e-learning for research</p>	<p>Record and communicate knowledge in a wide range of different forms</p> <p>Work independently and in groups, showing increased levels of initiative</p>
Key Vocabulary & Terminology	<p>Cholera, Great Exhibition, hanging, Houses of Parliament, library, Mines Act, railways, stamps, steam engine, workhouse, monarchs, Empire, Prime Minister, evolution, the Crimean</p> <p>Queen Victoria (1819-1901), Prince Albert, Charles Darwin: 'The Origin of the Species' and Florence Nightingale (1820-1910)</p>				



Year 5

	Chronology	Range & Depth of Historical Knowledge	Interpretation of History	Historical Enquiry	Organisation & Communication
Enquiry Question	The great Greek and their lasting legacy: how did the Ancient Greeks change the world?				
Ancient Greece	<p>Place current study on a time line in relation to other studies</p> <p>Understand that a timeline can be divided into BC and AD and what these terms mean</p> <p>Relate current studies to previous studies, making connections between different times in history</p> <p>Know and sequence key events of time studied</p>	<p>Examine causes and results of key events and the impact on people of the time</p> <p>Compare an aspect of life with the same aspect in a different time period</p>	<p>Compare and contrast accounts of events from different sources</p> <p>Explore an event from different perspectives, explaining why they differ</p>	<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of life in time studied</p>	<p>Use appropriate terms, matching dates to people and events</p> <p>Record and communicate knowledge in a wide range of different forms</p>
Key Vocabulary & Terminology	<p>Acropolis, amphitheatre, democracy, oligarchy, monarchy, empire, city states, civilisation, Olympics, Parthenon, philosophy, Trojan Horse, vase and government. Archimedes (287-212 B.C.), Alexander the Great (356-332 B.C.), Hippocrates (460-370 B.C.), Pericles (494-429 B.C.)</p>				



Year 6

	Chronology	Range & Depth of Historical Knowledge	Interpretation of History	Historical Enquiry	Organisation & Communication
Enquiry Question	What impact did WW2 have on the people of Britain?				
WW2	<p>Understand how some historical events occurred concurrently in different locations</p> <p>Place current study on a time line in relation to other studies</p> <p>Place events during WW2 on a timeline</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings (Evacuees)</p> <p>Know key dates, characters and events of time periods studied</p> <p>Write an explanation of a past event in terms of cause and effect, using evidence to support the explanation – (The Holocaust)</p>	<p>Be aware that different evidence could lead to different conclusions (Evacuees)</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction or opinion – (Evacuee; local study)</p>	<p>Recognise primary and secondary sources and what these might suggest to our own research.</p> <p>Use a range of sources to find out about an aspect of life during the period studied. Suggest omissions and means of finding out – (The Blitz and Evacuees)</p> <p>Bring knowledge gathering from several sources into one fluent account – (The Blitz)</p>	<p>Use a variety of ways to communicate knowledge and understanding, including extended writing (The Blitz)</p> <p>Select aspect of study to make a presentation or display</p>
Key Vocabulary & Terminology	<p>Battle of Britain, The Blitz, Spitfire, Anderson Shelter, blackout, evacuee, gas mask, Nazis, rations, Star of David, swastika, Kristallnacht, Germany, The Holocaust, Jews, Judaism, concentration camp, Home guard, soldiers, dictator, political party, Soviet Union. Neville Chamberlain (1869-1940), Winston Churchill (1874-1965), Adolf Hitler (1889-1945), Benito Mussolini (1883-1945), Franklin D Roosevelt (1882-1945), Joseph Stalin (1878-1953), Hideki Tojo (1884-1948)</p>				



Year 6

	Chronology	Range & Depth of Historical Knowledge	Interpretation of History	Historical Enquiry	Organisation & Communication
Enquiry Question	Why should we study the early Islamic Civilisations in school today?				
Early Islamic Civilization	<p>Understand that a timeline can be divided into BC and AD and what these terms mean</p> <p>Place current study on a time line in relation to other studies</p> <p>Identify and compare changes within and across different periods</p>	<p>Research a non-European society that provides contrasts with British history; compare and contrast these.</p> <p>Know key dates, characters and events of time periods studied</p> <p>To learn about key scholars during the time person and what they invented – how does this impact on society today?</p>	<p>Be aware that different evidence could lead to different conclusions</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction or opinion</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of life during the period studied. Suggest omissions and means of finding out</p> <p>Explore why studying Early Islamic civilisations impacts on us today.</p> <p>Bring knowledge gathering from several sources into one fluent account</p>	<p>Use a variety of ways to communicate knowledge and understanding, including extended writing</p> <p>Select aspect of study to make a presentation or display; a study of Baghdad</p>
Key Vocabulary & Terminology	<p>Baghdad “The round city”, Islam, trade, travel, silk, spices, silk route, Mecca, Medina, Jerusalem, Damascus, Karbala, Istanbul, legacy, Muslim, tradition, Islamic art, mosaic.</p> <p>Muhammed, Scheherazade: “1001 Arabian nights”</p>				

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