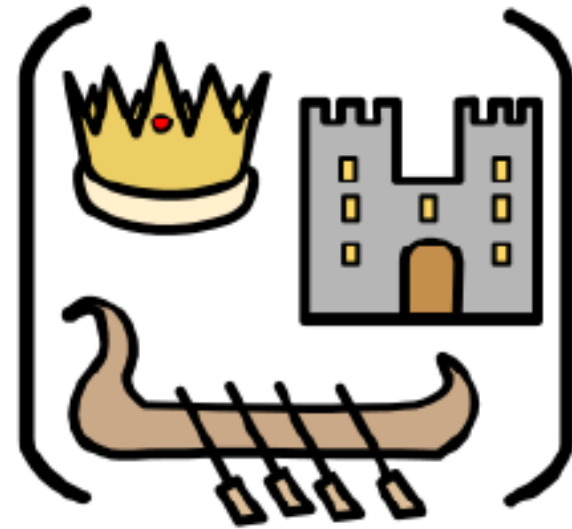




Curriculum Subject - Whole School





Curriculum Subject Rationale

To inspire a curiosity of the past. Our children at Wilbraham Primary School will become critical explorers by being exposed to a rich, complex and diverse set of historical

<p>Intent:</p>	<p>At Wilbraham Primary, our staff have worked creatively to ensure ^{people and places.} History lessons are engaging and challenging, sparking the curiosity of our children which in turn encourages each child to become inquisitive about the past. We aim to build upon prior historical knowledge, using metacognitive skills alongside a progressive curriculum to create a sound basis for understanding of both Britain and the wider world equipping the children for future learning. We want all our children to develop a keen interest in History through our knowledge and skills-based curriculum, ensuring they understand how the past has a bearing on both the present and future, identifying key areas of impact upon the present. When examining evidence, as historians, we aim to ensure that our children think critically using a variety of sources to develop their own opinions, which they can support with their developing and past historical knowledge with confidence and a greater understanding. Our curriculum ensures there are opportunities for pupils to learn about the ways in which diverse individuals and events have changed life in Britain and beyond. We aim to encourage our pupils to understand other people, their beliefs, thoughts, values, and experiences, and to develop an understanding of society and their place within it.</p>
<p>Implementation:</p>	<p>Children are encouraged to work as historians, through exposure to a variety of sources - including visits and fieldwork - developing their ability to ask perceptive questions, critically interpret and question the past. Understand the chronology of events in Britain and the wider world. As children move through school, they begin to recognise that different things were happening in different places in the world at the same time. Throughout the curriculum there is a focus on chronology, to help children understand where the period of history they are studying fits within their knowledge to date of the past. Use an enquiry-based approach through which they are taught key historical knowledge in a variety of ways. First-hand sources, or where not possible replicas or pictures are used in all units of work to support the children in being historians, developing the skills to find out about the past. Learn and explicitly use key historical vocabulary which is planned and developed explicitly with regular opportunities to be revised and reactivated. Cross-curricular learning, where appropriate, is implemented in order to support and deepen historical knowledge. Are challenged to undertake high quality research using a range of mediums and present their findings confidently, both orally developing oracy skills and in exercise books. Gain an ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry.</p>
<p>Impact:</p>	<p>Pupils' work, in written, oral and photographic forms, is used to secure and demonstrate children's learning. It informs teacher assessment, both formative and summative, and is used by subject leaders as part of the monitoring process. Children will have opportunities to 'work like a historian' by using historical vocabulary in their speech and writing; looking at and evaluating sources of evidence; constructing arguments. The subject leader talks to pupils about their learning as part of the monitoring process. Children's books are used to guide discussion and provide the subject leader with the information required to measure how much of the powerful knowledge, core vocabulary and key history skills have been remembered and understood.</p>



Curriculum Map Subject - EYFS

EYFS

	Understanding of the World- Past and Present	Vocabulary
Nursery	<ul style="list-style-type: none"> Beginning to make sense of their own life-story and family's history. 	Same / Different Change People- including family members Lives Past Now Modern Old New
Reception	<ul style="list-style-type: none"> talk about the lives of 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. 	Yesterday Discuss Questioning Finding Out



Curriculum Map

Subject - Whole School

	Autumn 1		Spring 1	Spring 2	Summer 1	Summer 2
Y1	<p>What can photographs tell us about Britain's recent past?</p> <p>Black History - Rosa Parks (Global - female)</p>			<p>What were the key life events of Queen Elizabeth II?</p>		<p>How did Florence Nightingale and Edith Cavell change nursing?</p>
Y2	<p>Why is it important to fight for change?</p> <p>Black History - Paul Stephenson (National - male) Rosa Parks</p>			<p>Why was the Great Fire of London so significant?</p>		<p>How has life changed for children since the Victorian era?</p>
Y3	<p>Black History: What impact have black sportspeople had?</p> <p>Jessie Owen (Global - male) + Tessa Sanderson (National - female)</p>	<p>What do archaeologists think they know about the Stone Age?</p>		<p>How did life change in Britain during the Bronze and Iron Ages?</p>		<p>How much did the ancient Egyptians achieve?</p>



Curriculum Map

Subject - Whole School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	<p>Black History: What impact have black people had within Medicine and Science?</p> <p>Dr. John Alcinder (National/Global male) + Patricia Bath (Global female)</p>	<p>What were the Ancient Greeks most important legacies?</p>		<p>What impact did the Roman Empire have on Britain and locally?</p>		<p>Why would a city want to hold the 'Commonwealth Games'?</p>
Y5	<p>Black History: What impact have black people had within Performing Arts?</p> <p>Bob Marley (global male) / Heather Small (National female)</p>	<p>What do we know about life in Anglo-Saxon England?</p>		<p>Why did the Vikings come to the British Isles?</p>		<p>How did the Industrial Revolution change Manchester?</p>
Y6	<p>How did the Great War affect local people and their communities?</p> <p>Black history: How have black people affected political decisions over time</p> <p>Nana Bonsu (National - male), Harriet Tubman (Global - female)</p>		<p>Early Islamic civilisation: what connected Baghdad 'The City of Peace' to the wider world?</p>		<p>What were the significant turning points and in what ways did Britain change after WWII?</p>	



Curriculum Map

Subject - Overview Y1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>What can photographs tell us about Britain's recent past? Black History - Rosa Parks (Global - female)</p>			<p>What were the key life events of Queen Elizabeth II?</p>		<p>How did Florence Nightingale and Edith Cavell change nursing?</p>
<p>1- What is a photograph? 2-What were the challenges of photos in the past? 3-How have family photos changed over time? 4-What can we find out from photos? (introduce Rosa Parks- Black History) 5-What were the events of the Bus Boycott? 6-What was the impact of the Bus Boycott? 7-Why is it important to stand up for your rights?</p>			<p>1-What was Queen Elizabeth like as a baby and child? 2-Why was 1936 so important? 3-What was her life like before she was Queen? 4-What changed in 1952? 5-What did she do over her time as Queen? 6-What happened when her reign came to an end?</p>		<p>1-Who was Florence Nightingale? 2-Why was Florence Nightingale important? 3-Who was Edith Cavell? 4-Why was Edith Cavell important? 5- What are the similarities and differences between the two? 6-How have hospitals changed over time?</p>
<p>1-photography, photograph, camera, historian 2-Developed, camera film 3-portrait, wealthy, fashionable, pastimes 4-source, photograph, evidence 5-separated, segregate, unfair, boycott 6-law, impact, change 7-rights, voice, opinion</p>			<p>1. Royal family, duke, duchess, king, queen, princess, nickname, archbishop of Canterbury 2. heir, abdicate 3-wealthy, educate, law, religion, marriage 4-rule, coronation, broadcast, accession 5-crowned, coronation, rule, Commonwealth, 6-reign, monarch, state funeral, respect Rule, coronation, broadcast, accession</p>		<p>1-hygiene, nursing, legacy, Florence Nightingale 2-pioneer, cleanliness, Crimean War, wounded, 3- nurse, courage, heroin, sacrifice 4-WWI, executed, allies 5-nursing, pioneer, hero 6- sanitation, technology, medicine Nursing, Florence Nightingale, Edith Cavell, hospital, healthcare, medical,</p>



Curriculum Map

Subject - Endpoints Year 1

By the end of each year 1 unit

	Year 1		
Unit	What can photographs tell us about Britain's recent past?	What were the key life events of Queen Elizabeth II?	How did Florence Nightingale and Edith Cavell change nursing?
Chronology	Place historical figures, events and artefacts in order on timelines. Begin to use dates and labels on timelines.	Place historical figures, events and artefacts in order on timelines. Begin to use dates and labels on timelines.	Place historical figures, events and artefacts in order on timelines. Begin to use dates and labels on timelines.
Enquiry & Interpreting	Find out about the past- using artefacts, pictures, stories, online sources and databases. Begin to ask and answer relevant historical questions. Eg: What was it like for a...? What happened? How long ago?	Find out about the past- using artefacts, pictures, stories, online sources and databases. Begin to ask and answer relevant historical questions. Eg: What was it like for a...? What happened? How long ago?	Find out about the past- using artefacts, pictures, stories, online sources and databases. Begin to ask and answer relevant historical questions. Eg: What was it like for a...? What happened? How long ago?
Knowledge & Understanding	Give reasons why people from the past acted in the ways they did. Describe similarities and differences between then and now using information gained from sources.	Give reasons why people from the past acted in the ways they did. Describe similarities and differences between then and now using information gained from sources.	Give reasons why people from the past acted in the ways they did. Describe similarities and differences between then and now using information gained from sources.



Curriculum Map

Subject - Overview Y2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Why is it important to fight for change?</p> <p>Black History - Paul Stephenson (National - male)</p> <p>Rosa Parks</p>			<p>Why was the <i>Great Fire of London</i> so significant?</p>		<p>How has life changed for children since the Victorian era?</p>
<p>1-What is History? - past, impacted on present and informs future</p> <p>2-What triggered Emily Davidson to join the suffragettes?</p> <p>3-What is a suffragette?</p> <p>4-Why is it important to have your say?</p> <p>5-What did Emily Davidson do to change history?</p> <p>6-Who was Paul Stephenson?</p> <p>7-What was the same and different between Emily Davidson and Paul Stephenson?</p>			<p>1-What was London like in 1666? (houses, plagues, hospitals)</p> <p>2-How did the fire start?</p> <p>3-Why did it spread so fast?</p> <p>4-How was it put out?</p> <p>5-How do we know about the <i>Great Fire of London</i>?</p> <p>6-What changed in London after the fire? (rebuilding homes etc.)</p>		<p>1-What is the 'Victorian Era' and why is it remembered today?</p> <p>2-What was it like for children in the 'Victorian Era'?</p> <p>3-What jobs did children have to do? 4-Why were there so many factories in Manchester during the 'Victorian Era'?</p> <p>5-What is it like for children living in Manchester today?</p> <p>6-How has life changed for children since the 'Victorian Era'?</p>
<p>1-Past, present, future,</p> <p>2- Vote, Suffragettes, inequality</p> <p>3- Vote, suffragettes, women, inequality</p> <p>4- Opinion, equality, point of view</p> <p>5- Tragedy, vote</p> <p>6- Protest, boycott, politician, bus conductor, laws, government</p> <p>7- Suffragettes, arrested, equality</p>			<p>1-plague, narrow streets, wooden houses</p> <p>2- bakery, spread, strong winds,</p> <p>3- destroyed, flee, River Thames</p> <p>4- extinguished, navy, buckets</p> <p>5- eyewitness, diary, entry.</p> <p>6- church, homeless, landmark, laws, alleys, Christopher Wren</p>		<p>1-Coronation, Prime minister, government, law</p> <p>2-Society, classes, wealthy</p> <p>3-Mines, chimney sweep, sources</p> <p>4-Factories, chimney, spire</p> <p>5- Culture, Diversity, Amenities, Community</p> <p>6- Empire, South Africa, Diamond, Miners, legislation</p>



Curriculum Map

Subject - Endpoints Year 2

By the end of each year 2 unit

Year 2			
Unit	Why is it important to fight for change?	Why was the <i>Great Fire of London</i> so significant?	How has life changed for children since the 'Victorian Era'?
Chronology	Place historical figures, events and artefacts in order on timelines. Begin to use dates and labels on timelines.	Place historical figures, events and artefacts in order on timelines. Begin to use dates and labels on timelines.	Place historical figures, events and artefacts in order on timelines. Begin to use dates and labels on timelines.
Enquiry & Interpreting	Find out about the past- using artefacts, pictures, stories, online sources and databases. Begin to ask and answer relevant historical questions. Eg: What was it like for a...? What happened? How long ago?	Find out about the past- using artefacts, pictures, stories, online sources and databases. Begin to ask and answer relevant historical questions. Eg: What was it like for a...? What happened? How long ago?	Find out about the past- using artefacts, pictures, stories, online sources and databases. Begin to ask and answer relevant historical questions. Eg: What was it like for a...? What happened? How long ago?
Knowledge & Understanding	Give reasons why people from the past acted in the ways they did. Describe similarities and differences between then and now using information gained from sources.	Give reasons why people from the past acted in the ways they did. Describe similarities and differences between then and now using information gained from sources.	Give reasons why people from the past acted in the ways they did. Describe similarities and differences between then and now using information gained from sources.



Curriculum Map

Subject - Overview Y3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Black History: What impact have black sportspeople had?</p> <p>Jessie Owen (Global - male) + Tessa Sanderson (National - female)</p>	<p>What do archaeologists think they know about the Stone Age?</p>		<p>How did life change in Britain during the Bronze and Iron Ages?</p>		<p>How much did the ancient Egyptians achieve?</p>
<p>1 - Who was Jessie Owen, issues he faced and the impact he made? (USA-Global significant male)</p> <p>2 - Who was Tessa Sanderson, issues she faced and impact she made? (National significant female)</p>	<p>1 - What are the main features of the earliest humans in Britain? (chronology)</p> <p>2 - How and what do we know about the Palaeolithic Era?</p> <p>3 - How do archaeologists know about Homo Sapiens' early settlement of Britain?</p> <p>4 - How did humans live in the Mesolithic Era?</p> <p>5 - Why do archaeologists think humans began to farm in Britain during the Neolithic Era?</p> <p>6 - Where do key types of archaeologist's evidence found from the different periods of the stone age in Britain appear in the past on a timeline?</p>		<p>1 - When was the Bronze Age and how is bronze made?</p> <p>2 - How did life change in Britain due to the making and use of bronze?</p> <p>3 - How and when did the Iron Age begin in Britain and who are the Celts?</p> <p>4 - How did the use of iron impact farming during the Iron Age?</p> <p>5 - What were some of the changes that took place in settlements and trade in Britain during the Iron Age?</p> <p>6 - What were the similarities and differences between Bronze Age and Iron Age Britain?</p>		<p>1 - What was Howard Carter's great discovery and what did we learn from this? (Tutankhamun)</p> <p>2-Where and when did the Ancient Egyptians live and why was the River Nile important for them?</p> <p>3-How did the kingdoms of Egypt change over time?</p> <p>4- What did writing look like and how did it change over time?</p> <p>5-How were dead bodies treated and what is the same/different now?</p> <p>6-What were the ancient 'cradles of civilisation' and the similarities between them?</p>
<p>Jessie Owen, Olympics, Segregation, Discrimination, Athlete, Legacy</p> <p>Tessa Sanderson, Javelin, Olympics, discrimination, perseverance</p> <p>pioneer</p>	<p>1 - Prehistoric, ice age, homo sapiens, archaeologist</p> <p>2 - Palaeolithic Era, Nomadic, Hand axe, flint</p> <p>3 - Hunter-gatherer, Homo sapiens, ice age</p> <p>4 - Mesolithic era, campsite, settlement</p> <p>5 - Neolithic Era, Domesticated, pottery</p> <p>6 - Stone Age, artefact, archaeologists, dates</p>		<p>1. Bronze Age, Ore, Smelting, Melding</p> <p>2. Hoard, Agriculture, Wildwood, Surplus</p> <p>3. Iron Age, Smelting, Celts, Tribe</p> <p>4. Crops, Ard plough, Sickle, Wildwood, Enclosed</p> <p>5. Hillfort, Earthworks, Ramparts, Pottery</p> <p>6. Settlement, Beaker people, Metalwork</p>		<p>1 - excavation, Valley of the kings, hieroglyphics, tomb</p> <p>2 -civilisation, BC, BCE, Fertile</p> <p>3 - laws, taxes, subjects, pyramid, chariot</p> <p>4 - Rosetta, translate, scribe, religion, religious</p> <p>5 - afterlife, soul, Ba, mummification, canopic jars</p> <p>6 - Nomadic, Cradle, Similarity.</p>



Curriculum Map

Subject - Endpoints Year 3

By the end of each year 3 unit

Year 3			
Unit	What do archaeologists think they know about the Stone age?	How did life change during Bronze and Iron Age Britain?	How much did the ancient Egyptians achieve?
Chronology	Use dates to place historical events and artefacts in order on timelines.	Use dates to place historical figures, events and artefacts in order on timelines.	Use dates to place historical events and artefacts in order on timelines.
Enquiry & Interpretin g	Use various sources of historical evidence to find out about the past. Ask and answer relevant historical questions. Begin to give reasons for opinions (using historical evidence). Begin to make comparisons between historical sources of evidence.	Use various sources of historical evidence to find out about the past. Ask and answer relevant historical questions. Begin to give reasons for opinions (using historical evidence). Begin to make comparisons between historical sources of evidence.	Use various sources of historical evidence to find out about the past. Ask and answer relevant historical questions. Begin to give reasons for opinions (using historical evidence). Begin to make comparisons between historical sources of evidence.
Knowledge & Understand ing	Describe features of periods studied. E.g. clothes, beliefs, homes, attitudes. Describe similarities and differences between people, events and actions over time.	Describe features of periods studied. E.g. clothes, beliefs, homes, attitudes. Describe similarities and differences between people, events and actions over time.	Describe features of periods studied. E.g. clothes, beliefs, homes, attitudes. Describe similarities and differences between people, events and actions over time.



Curriculum Map

Subject - Overview Y4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Black History: What impact have black people had within Medicine and Science?</p> <p>Dr. John Alcinder (National/Global male) + Patricia Bath (Global female)</p>	<p>What were the Ancient Greeks most important legacies?</p>		<p>What impact did the Roman Empire have on Britain and locally?</p>		<p>Why would a city want to hold the 'Commonwealth Games'?</p>
<p>1 - Who was Patricia Bath, what were the issues she faced and the impact she made?</p> <p>(USA - Global significant woman)</p> <p>2 - Who was Dr. John Alcinder, what were his struggles and what impact did he make?</p> <p>(National/Global significant male)</p>	<p>1 - What was lifelike in the Ancient Greek city-state of Athens?</p> <p>2 - What were the key events of The Trojan War myth, and describe the 'Iliad's' influence?</p> <p>3 - Who was the most important philosopher and what are their legacies in the modern world?</p> <p>4 - What are the similarities and differences within the Olympic Games then and now?</p> <p>5 - What similarities and differences are there between ancient Athenian and modern British democracy?</p> <p>6 - What was the influence and legacy of the Ancient Greeks upon architecture?</p> <p>7- What similarities and differences are there between the ancient Athenian and the English alphabet?</p>		<p>1 - How did ideas about what it meant to be a Roman change over time?</p> <p>2 - How did the Romans invade Britain during the reign of Emperor Claudius?</p> <p>3 - What were the causes and events of Boudica's rebellion?</p> <p>4 - How far did religion change in Britain after the Celts were conquered?</p> <p>5 - What sorts of buildings and roads did the Romans introduce to Britain? -local history</p> <p>6-How were Roman towns designed?</p> <p>7 - How did life change in Britain due to Roman settlement?</p>		<p>1 - What are the Commonwealth Games?</p> <p>2 - What are the similarities and differences between the 'Olympics' and the 'Commonwealth Games'?</p> <p>3 - Why have some countries been excluded or backed out of the Commonwealth games?</p> <p>4 - What were the changes over time to the Commonwealth games?</p> <p>5 - What long-term impact did the Commonwealth Games have on Manchester and local communities?</p> <p>6 - What lessons were learned from hosting the 'Commonwealth Games'?</p>
<p>Patricia Bath, Ophthalmologist, invention, Laserphaco Probe, barrier, contribution</p> <p>Dr. John Alcinder, equality, discrimination, legacy, impact, pioneer</p>	<p>1- Athens, Democracy, Assembly, Enslaved person, Generalisation, Account</p> <p>2 - Troy, Trojans, Achilles, Homer, 'The Iliad'</p> <p>3 - Philosophy, Philosopher, morality, reasoning, legacy</p> <p>4 - Olympia, Olympic games, festival, legacy</p> <p>5 - direct democracy, institutions, courts, elect, legacy</p> <p>6 - Influence, legacy, architecture</p> <p>7- Alphabet, prefixes, suffixes, language</p>		<p>1 - Ideology, Disciplined</p> <p>2- Triumph, invade, legionaries, tactics</p> <p>3- Celtic, Rebellion, Client ruler, Boudica Iceni tribe</p> <p>4 - Polytheism, Barbarian, Druid, Ancestor</p> <p>5- Thatched, Wattle and daub, Hadrian's Wall, Hypocaust system, Fort, defence, Viae Hillfort, Amphitheatre, Forum, Aqueduct</p> <p>6-Hillfort, amphitheatre, forum, aqueduct</p> <p>7 - Roman British Town, Roman bath</p>		<p>1 - British territories, British Empire games, Athletes, Commonwealth, Elizabeth II, host</p> <p>2 - Paralympics, British colonization, participants, athletes, international, multiple</p> <p>3 - Withdrawal, apartheid, republic</p> <p>4 - Evolved, Paraplegic Games, disability commonwealth youth games, integrated</p> <p>5 - Regeneration, East Manchester, well-being, residents, active lifestyles, economy, unite, potential, empower, facilities, venues, venues</p> <p>6 - Financial regeneration opportunities budget</p>



Curriculum Map

Subject - Endpoints Year 4

By the end of each year 4 unit

Year 4			
Units	What were the Ancient Greeks most important legacies?	What impact did the Roman Empire have on Britain and locally?	Why would a city want to hold the 'Commonwealth Games'?
Chronology	<p>Begin to add evidence and dates to timelines (to show an understanding that changes occur over time).</p> <p>Use dates relating to significant events.</p>	<p>Begin to add evidence and dates to timelines (to show an understanding that changes occur over time).</p> <p>Use dates relating to significant events.</p>	<p>Begin to add evidence and dates to timelines (to show an understanding that changes occur over time).</p> <p>Use dates relating to significant events.</p>
Enquiry & Interpreting	<p>Use various sources of historical evidence to find out about the past.</p> <p>Ask and answer relevant historical questions.</p> <p>Give reasons for opinions (using historical evidence).</p> <p>Make comparisons between historical sources of evidence.</p> <p>Explore causes and consequences of the main events, situations and changes.</p>	<p>Use various sources of historical evidence to find out about the past.</p> <p>Ask and answer relevant historical questions.</p> <p>Give reasons for opinions (using historical evidence).</p> <p>Make comparisons between historical sources of evidence.</p> <p>Explore causes and consequences of the main events, situations and changes.</p>	<p>Use various sources of historical evidence to find out about the past.</p> <p>Ask and answer relevant historical questions.</p> <p>Give reasons for opinions (using historical evidence).</p> <p>Make comparisons between historical sources of evidence.</p> <p>Explore causes and consequences of the main events, situations and changes.</p>
Knowledge & Understanding	<p>Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes and attitudes.</p> <p>Describe how past events and actions of people affect life today.</p>	<p>Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes and attitudes.</p> <p>Describe how past events and actions of people affect life today.</p>	<p>Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes and attitudes.</p> <p>Describe how past events and actions of people affect life today.</p>



Curriculum Map

Subject - Overview Y5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Black History: What impact have black people had within Performing Arts?</p> <p>Bob Marley (global male) / Heather Small (National female)</p>	<p>What do we know about life in Anglo-Saxon England?</p>		<p>Why did the Vikings come to the British Isles?</p>		<p>How did the Industrial Revolution change Manchester?</p>
<p>1 - Who was Bob Marley, what were the issues he faced and what was the impact he made? Male/Global</p> <p>2 - Who is Heather Small, what were the issues she faced and what was the impact she made? - female/National</p>	<p>1 - How did Britain change after the Romans left?</p> <p>2 - What have archaeologists and historians discovered from grave gods?</p> <p>3 - What are some of the different roles women had in Anglo-Saxon society?</p> <p>4 - What have archaeologists and historians discovered from Anglo-Saxon coins?</p> <p>5 - Can you explain the law codes during the Anglo-Saxon period?</p> <p>6 - What have archaeologists and historians discovered about Christianity from buildings and artefacts?</p>		<p>1 - Can you describe the early Viking raids on the island of Lindisfarne?</p> <p>2 - How were the Viking raids on the British Isles part of a bigger story of seafaring and expansion?</p> <p>3 - How did the Vikings take over more and more of Britain in the 800s CE?</p> <p>4 - How did the kingdom of Wessex try to resist the Viking invaders?</p> <p>5 - How did the kingdom of Wessex fight back against the Vikings?</p> <p>6 - What is the story of how the Vikings came to settle in large parts of Britain?</p>		<p>1 - What was life like before the industrial revolution?</p> <p>2 - What was the Industrial Revolution?</p> <p>3 - Why were there so many cotton mills in Manchester and what was the impact locally and wider?</p> <p>4 - What were the working conditions in the cotton mills during the Industrial Revolution?</p> <p>5 - What was the impact of the innovations within the cotton mills?</p> <p>6 - How and why did conditions for workers in cotton mills improve?</p> <p>7 - How was the slave trade involved in cotton production during the Industrial Revolution?</p>
<p>Bob Marley, reggae, Jamaica, equality, social justice, cultural impact</p> <p>Heather Small, anthem</p> <p>Empowerment, inspiration, advocacy influence</p>	<p>1 - Rivalled, Withered, Gaelic</p> <p>2 - Grave, artisan, garnet, Byzantium</p> <p>3 - grave gods, brooch, girdle, symbolise, domestic</p> <p>4 - Franks, mint, pottery</p> <p>5 - law, compensation, hierarchy, widows</p> <p>6 - Pagan, monastery, manuscript, imagery</p> <p>7 - . Modern, Infer, Insight</p>		<p>1 - Raid, Longboat, Priory, Manuscript, Monk</p> <p>2 - Fortified, Expansion, Seafaring, Saga</p> <p>Heathen, East Anglia, Northumbria, Mercia, Wessex</p> <p>3 - Heathen, East Anglia, Northumbria, Mercia, Wessex</p> <p>4 - Wessex, Defend, Stall, Bribe</p> <p>5 - Chippenham, Edington, Danelaw, Converted</p> <p>6 - Raid, Monastery, Settled, Danelaw</p>		<p>1 - rural, artisan, communication, transport, self-sufficient</p> <p>2 - industrial revolution, urbanisation, steam engine spinning jenny, factory</p> <p>3 - cotton mill, Industrial Revolution, urbanisation, global trade, steam engine</p> <p>4 - industrial revolution, cotton mill, child labour, health hazards, Manchester</p> <p>5 - spinning jenny, power loom, industrial revolution</p>



Curriculum Map

Subject - Endpoints Year 5

By the end of each year 5 unit

Year 5			
Units	How do we know about life in Anglo-Saxon England?	Why did the Vikings come to the British Isles?	How did the Industrial Revolution change Manchester?
Chronology	<p>Add evidence and dates to timelines (to show an understanding that change and continuity occurs over time).</p> <p>Identify significant changes within and across historical periods.</p>	<p>Add evidence and dates to timelines (to show an understanding that change and continuity occurs over time).</p> <p>Identify significant changes within and across historical periods.</p>	<p>Add evidence and dates to timelines (to show an understanding that change and continuity occurs over time).</p> <p>Identify significant changes within and across historical periods.</p>
Enquiry & Interpreting	<p>Begin to independently select and use reliable sources of historical evidence to find out about the past.</p> <p>Ask and answer relevant historical questions and give reasons for opinions.</p> <p>Use given sources to support a viewpoint.</p> <p>Compare historical sources and begin to form opinions about historical events.</p> <p>Describe causes and consequences of the main events, situations and changes.</p>	<p>Begin to independently select and use reliable sources of historical evidence to find out about the past.</p> <p>Ask and answer relevant historical questions and give reasons for opinions.</p> <p>Use given sources to support a viewpoint.</p> <p>Compare historical sources and begin to form opinions about historical events.</p> <p>Describe causes and consequences of the main events, situations and changes.</p>	<p>Begin to independently select and use reliable sources of historical evidence to find out about the past.</p> <p>Ask and answer relevant historical questions and give reasons for opinions.</p> <p>Use given sources to support a viewpoint.</p> <p>Compare historical sources and begin to form opinions about historical events.</p> <p>Describe causes and consequences of the main events, situations and changes.</p>
Knowledge & Understanding	<p>Begin to use evidence to show an awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</p> <p>Identify links and changes within and across the time periods and localities studied.</p>	<p>Begin to use evidence to show an awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</p> <p>Identify links and changes within and across the time periods and localities studied.</p>	<p>Begin to use evidence to show an awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</p> <p>Identify links and changes within and across the time periods and localities studied.</p>



Curriculum Map

Subject - Overview Y6

Autumn 1	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
<p>Black history: How have black people affected political decisions over time?</p> <p>Nana Bonsu (National - male), Harriet Tubman (Global - female)</p>	<p>How did the Great War affect local people and their communities?</p>	<p>Early Islamic civilisation: what connected Baghdad 'The City of Peace' to the wider world?</p>		<p>What were the significant turning points and in what ways did Britain change after WWII?</p>	
<p>1 - Who was Nana Bonsu, what were his struggles, his significant work and critical connections?</p> <p>2 - Who was Harriet Tubman, what were the issues she faced and what impact did she make?</p>	<p>1 - What was WWI?</p> <p>2 - What was conflict like in WWI?</p> <p>3 - How do we remember people involved in the conflict, including those from our community?</p> <p>4 - How did conscription affect local people and their communities? (men)</p> <p>5 - How did life change for women during WWI? (women)</p> <p>6 - How did local communities contribute towards the effort made on the home front during WWI?</p>	<p>1 - How did Islam grow from its early origins to the founding of Baghdad, 'the City of Peace'?</p> <p>2 - What were important connections, places and empires in the early 9th century?</p> <p>3 - What were Baghdad's connections to Asia and the East?</p> <p>4 - How was Baghdad connected to the West?</p> <p>5 - How were scientific and artistic ideas spread across Islamic civilisation from Baghdad?</p> <p>6 - Can you compare Baghdad with another major Islamic city: Cordoba?</p> <p>7 - What were the different ways in which Baghdad was connected to the wider medieval world?</p>		<p>1 - What was lifelike for British people during the 2nd world war?</p> <p>2 - What was the situation in Britain following the Second World War?</p> <p>3 - How did the Second World War lead to the creation of the NHS and what impact did this have on the people of Britain?</p> <p>4 - What were some of the experiences of the Windrush Generation?</p> <p>5 - How did changes to technology during the Second World War impact British people's lives after the war?</p> <p>6 - What were some of the social and cultural changes that took place in Britain in the 1960s?</p> <p>7 - Why were the two decades following the Second World War a turning point in British history?</p>	
<p>Nana Bonsu, leader, struggles, achievements</p> <p>Connections, community</p> <p>Harriet Tubman, abolitionist</p> <p>Conductor, fugitive, Underground Railroad, emancipation, legacy</p>	<p>1 - Allies, Imperial, Globe, Treaty</p> <p>2 - Front, Trench, 'No Man's Land', Morale</p> <p>3 - Memorial, Conflict, Remembrance Day, Poppy</p> <p>4 - Prestigious, Courage, Award, Victoria Cross</p> <p>5 - Home front, Shortages, Factories, Vote</p> <p>6 - Produce, Materiel, Contribution</p>	<p>1 - Golden Age of Islam, Tolerance</p> <p>2 - Tang, Carolingian, Charlemagne, Harun Al-Rashid</p> <p>3 - Astronomer, Siddhanta, Decimal, Observatory, Incense</p> <p>4 - House of Wisdom, Euclid, Geometry, Dinar</p> <p>5 - Scholar, Galen, Compass, Abstract</p> <p>6 - Al Andalus, Abd al-Rahman, Emir, Emirate, Visigoth</p> <p>7 - Medieval, Sponsorship, Classical, Engineering</p>		<p>1 - Conscripted, Civilian, Turning point, Permanent, propaganda</p> <p>2 - Bankrupt, Election</p> <p>3 - Healthcare, Welfare state</p> <p>4 - Caribbean, Windrush Generation, Discrimination, Riot</p> <p>5 - Housewife, Domestic, Appliance</p> <p>6 - Baby Boomers, Disposable income, Rock and roll</p> <p>7 - Turning point, Ethnic diversity, Discrimination, Baby Boomers</p>	



Curriculum Map

Subject - Endpoints Year 6

By the end of each year 6 unit

Year 6			
Units	How did the Great War affect local people and their communities?	Early Islamic civilisation: what connected Baghdad 'The City of Peace' to the wider world?	What were the significant turning points and in what ways did Britain change after WWII?
Chronology	<p>Use a timeline to identify and relate significant changes within and across historical periods and make comparisons.</p> <p>Describe and explain key changes in historical periods e.g. (Begin to refer to: political, cultural, social, religious, technological changes).</p>	<p>Use a timeline to identify and relate significant changes within and across historical periods and make comparisons.</p> <p>Describe and explain key changes in historical periods e.g. (Begin to refer to: political, cultural, social, religious, technological changes).</p>	<p>Use a timeline to identify and relate significant changes within and across historical periods and make comparisons.</p> <p>Describe and explain key changes in historical periods e.g. (Begin to refer to: political, cultural, social, religious, technological changes).</p>
Enquiry & Interpreting	<p>Independently select and use reliable sources of historical evidence to find out about the past.</p> <p>Ask and answer relevant historical questions and give reasons for opinions.</p> <p>Independently choose relevant sources to support a viewpoint (and give reasons for choices).</p> <p>Independently compare historical sources and form opinions about historical events.</p> <p>Begin to evaluate the usefulness and accuracy of different sources of evidence.</p> <p>Show an understanding that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>	<p>Independently select and use reliable sources of historical evidence to find out about the past.</p> <p>Ask and answer relevant historical questions and give reasons for opinions.</p> <p>Independently choose relevant sources to support a viewpoint (and give reasons for choices).</p> <p>Independently compare historical sources and form opinions about historical events.</p> <p>Begin to evaluate the usefulness and accuracy of different sources of evidence.</p> <p>Show an understanding that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>	<p>Independently select and use reliable sources of historical evidence to find out about the past.</p> <p>Ask and answer relevant historical questions and give reasons for opinions.</p> <p>Independently choose relevant sources to support a viewpoint (and give reasons for choices).</p> <p>Independently compare historical sources and form opinions about historical events.</p> <p>Begin to evaluate the usefulness and accuracy of different sources of evidence.</p> <p>Show an understanding that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>
Knowledge & Understanding	<p>Use research evidence to show an awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</p> <p>Begin to explain and evaluate causes and consequences of the main events, situations and changes across time periods studied.</p>	<p>Use research evidence to show an awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</p> <p>Begin to explain and evaluate causes and consequences of the main events, situations and changes across time periods studied.</p>	<p>Use research evidence to show an awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</p> <p>Begin to explain and evaluate causes and consequences of the main events, situations and changes across time periods studied.</p>