



CHURCH LANGTON CE PRIMARY SCHOOL: HISTORY CURRICULUM MAP

Year 1	Autumn 1		Autumn 2 / Spring 1		Summer 1	
Topic	Changes within living memory (6 lessons)		Lives of significant people (5 lessons)		More lives of significant people (5 lessons)	
Substantive Concepts	Community Knowledge		Knowledge Community		Knowledge Community	
Previous Learning	EYFS: Past and Present EYFS: People, Culture and Communities		EYFS: Past and Present EYFS: People, Culture and Communities EYFS: The Natural World Y1 Science: Animals including humans Y1 Science: Plants Y1 Geography: Continents and oceans / Countries and capitals of UK		EYFS: Past and Present EYFS: People, Culture and Communities EYFS: The Natural World Y1 Science: Animals including humans Y1 Science: Plants Y1 Geography: Continents and oceans Y1 History: Significant individuals	
National Curriculum Objectives/ Other Content	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life This Autumn term study focuses on chronology within living memory of the community to develop a sense of change over time 		<ul style="list-style-type: none"> Significant historical events, people and places in their own locality. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Mary Anning and David Attenborough) 		<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Neil Armstrong, Mae Jemison, Bernard Harris Jr and Tim Peake) 	
Learning Questions	<ol style="list-style-type: none"> How have I grown and changed in my life? What is it like around here? What are the shops in my community? What were shops like in the past? How have shops changed? How are the shops different today then a long time ago? 		<ol style="list-style-type: none"> Who was Mary Anning? What did she do? What did Mary Anning discover? Who is David Attenborough? What does he do? What has David Attenborough achieved? Compare the lives of Mary Anning and David Attenborough. What was similar and what was different? 		<ol style="list-style-type: none"> Who was Neil Armstrong? What did he achieve? Who is Mae Jemison? What did she achieve? Who is Bernard Harris Jr? What did he achieve? Who is Tim Peake? What did he achieve? Compare the achievements of two significant individuals. What was similar and what was different? <u>OR</u> Study a third significant individual from the above. 	
Key Vocabulary Tier 2 / Tier 3	toddler timeline present compare memory	community tills supermarket customer bakery	legacy inspire revealed explore similar	fossil documentary significant naturalist expedition	legacy inspire pioneer explore similar	orbit racism significant astronaut expedition



CHURCH LANGTON CE PRIMARY SCHOOL: HISTORY CURRICULUM MAP

Year 2	Autumn 1	Autumn 2 / Spring 1	Summer 1
Topic	Events beyond living memory: The Great Fire of London? (6)	Study historical events, people and places in your locality - Leicester (6 lessons)	Revisit: Events beyond living memory: Great Fire of London (3 lessons)
Substantive Concepts	Community Knowledge Power Democracy	Community Knowledge Power	Community Knowledge Power Democracy
Previous Learning	EYFS: Past and Present Y1 History: Changes within living memory. Y1 History: The lives of significant people. Y1 History: More lives of significant people.		EYFS: Past and Present Y1 History: Changes within living memory. Y1 History: The lives of significant people. Y1 History: More lives of significant people. Y2: Events beyond living memory: The Great Fire of London
National Curriculum Objectives/ Other Content	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 	<ul style="list-style-type: none"> Significant historical events, people and places in their own locality 	See Autumn 1
Learning Questions	<ol style="list-style-type: none"> Where is London? When was the Great Fire of London? How did the fire start? Why did the fire spread so quickly? Study Sunday 2nd September 1666. Where did the fire spread to? Study Monday 3rd and Tuesday 4th September 1666 Where did the fire spread to? Study Wednesday 5th and Thursday 6th September 1666 How do we know about the Great Fire of London? Study sources of evidence, including artefacts, newspapers and diary entries from Samuel Pepys and John Evelyn. What effect did the fire have on London? As a result of the fire, what changes were made to London? 	<ol style="list-style-type: none"> Remember – What is Leicester like today? What was Leicester like in Victorian times? What was the rest of Britain like in Victorian times? Who was Alice Hawkins? <p>Compare Victorian Leicester to another time period? WW1? Fox's Mints /</p>	<ol style="list-style-type: none"> What do you remember about the Great Fire of London? What happened during the Great Fire of London? What was the effect of the Great Fire of London and how do we know?



CHURCH LANGTON CE PRIMARY SCHOOL: HISTORY CURRICULUM MAP

Key Vocabulary Tier 2 / Tier 3	bustling raged extinguished merchant engulfed	flammable devoured possessions ineffective doused	landmark building trade union Parliament ballot democracy	industrial revolution suffragette suffrage monarch	See Autumn 1
-----------------------------------	---	---	--	--	--------------



CHURCH LANGTON CE PRIMARY SCHOOL: HISTORY CURRICULUM MAP

Year 3	Autumn 1 / Autumn 2	Spring 1 / Spring 2 / Summer 1	Summer 2
Topic	Changes in Britain from Stone Age to Iron Age (9 lessons)	The Roman Empire and its impact on Britain (9 lessons)	Retrieval study: Changes in Britain from the Stone Age to Iron Age (3 lessons)
Substantive Concepts	Knowledge Community Power	Invasion Power Civilisation	See Autumn 1 / Autumn 2
Previous Learning	Y1 History: Within living memory Y1 History: Significant individuals Y2 History: Events beyond living memory Y2 History: Significant events, local and national	Y1 History: Events within living memory Y1 History: Significant individuals Y2 History: Events beyond living memory Y2 History: Significant events, local and national Y3 History: Changes in Britain from the Stone Age to the Iron Age	Y2 History: Events beyond living memory Y2 History: Significant events, local and national Y3 History: Changes in Britain from the Stone Age to the Iron Age
National Curriculum Objectives/ Other Content	<ul style="list-style-type: none"> A focus on evidence – artefacts, burials, monuments and places Palaeolithic, Mesolithic and Neolithic periods Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture 	<ul style="list-style-type: none"> The Roman Empire and its impact on Britain Comparing the difference between the Iron Age with the difference that the Romanisation of Britain made Julius Caesar’s attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian’s Wall British resistance, for example, Boudica ‘Romanisation’ of Britain: sites and the impact of technology, culture and beliefs, including early Christianity 	See Autumn 1 / Autumn 2
Learning Questions	<ol style="list-style-type: none"> 1. Introduce the three periods of time in the Stone Age. 2. What were Palaeolithic times like? How do we know? 	<ol style="list-style-type: none"> 1. Who were the Romans? 2. What was it like to live in Rome? 3. Remember the Celtic people: what was it like to live during the Iron Age? 4. When did the Romans invade Britain? 	<ol style="list-style-type: none"> 1. Remember: what changes happened in the three ages of the Stone Age? 2. Remember: what changes happened in the Bronze and Iron Age?



CHURCH LANGTON CE PRIMARY SCHOOL: HISTORY CURRICULUM MAP

	<p>3. What were Mesolithic times like? How do we know?</p> <p>4. What were Neolithic times like? How do we know?</p> <p>5. When was the Bronze Age? What was the Bronze Age like? How do we know?</p> <p>6. How was the Bronze Age different to the Stone Age?</p> <p>7. When was the Iron Age? What was the Iron Age like? How do we know?</p> <p>8/9. What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?</p>		<p>5. Who resisted the Roman invasion?</p> <p>6/7. Technology: how did Britain change under Roman rule?</p> <p>8. Belief: how did Britain change under Roman rule?</p> <p>9. SUMMARISE IT: so, what was the impact of the Roman Empire on Britain?</p>		<p>3. What changes happened between the Stone Age, Bronze Age and Iron Age?</p>
<p>Key Vocabulary Tier 2 / Tier 3</p>	<p>ancient community dense extinct roaming prehistory</p>	<p>domesticated arid gatherer nomad reared submerged</p>	<p>previously conquered rebellion luxurious culture settlement</p>	<p>amphitheatre emperor aqueducts invasion barbarian forum</p>	<p>See Autumn 1 / Autumn 2</p>



CHURCH LANGTON CE PRIMARY SCHOOL: HISTORY CURRICULUM MAP

Year 4	Autumn 1	Spring 1 / Spring 2	Summer 1 / Summer 2
Topic	Britain's settlement by Anglo-Saxons and Scots (6 lessons)	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (6 lessons)	Ancient civilisation - Egypt (9 lessons)
Substantive Concepts	Invasion Power Community	Invasion Power Community	Civilisation Power Knowledge Invasion
Previous Learning	Y3 History: Changes between Stone Age, Bronze Age and Iron Age Y3 History: Rome and its impact on Britain	Y3 History: Changes between Stone Age, Bronze Age and Iron Age Y3 History: Rome and its impact on Britain Y4 History: The struggle for the Kingdom of England Britain's settlement by Anglo-Saxons and Scots	Y3 History: Changes between Stone Age, Bronze Age and Iron Age Y3 History: Rome and its impact on Britain Y4 History: The struggle for the Kingdom of England Britain's settlement by Anglo-Saxons and Scots Y4 History: Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Y4 Geography: Latitude and Longitude Y4 Geography: Rivers
National Curriculum Objectives/ Other Content	<ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne Chronology, causation and relationships. 	<ul style="list-style-type: none"> Causation of why the Vikings invaded and settled in England, Northern Britain and Ireland, as well as Normandy Power struggle between Viking and Anglo-Saxon armies Struggle between Alfred the Great and King Guthrum Establishment of Danelaw/Danegeld and the further invasions from the Vikings Other significant actions and consequences between English and Viking kings: Ethelred The Unready – King Sweyn – King Canute 	<ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.



CHURCH LANGTON CE PRIMARY SCHOOL: HISTORY CURRICULUM MAP

			<ul style="list-style-type: none"> • Establishment of monarchy through a single ruler – Viking or Anglo-Saxon • Anglo-Saxon laws and justice • Consequences of Edward the Confessor’s lack of an heir and legacy of his father’s connections with Normandy and his death in 1066. 			
Learning Questions	<ol style="list-style-type: none"> 1. Why did the Anglo Saxons come to Britain? 2. Where did the Anglo-Saxons come from? 3. What was life like for Anglo-Saxons in Britain? 4. What kingdoms were formed by the Anglo-Saxons? 5. How do we know about the Anglo Saxons? 6. How did religion influence the Anglo Saxons? <p>How do we know this?</p>		<ol style="list-style-type: none"> 1. What was life like for Vikings? 2. When did the Vikings attack Britain? 3. Where did the Vikings invade and settle? 4. Why were the Vikings so feared and successful? 5. When were the Vikings most powerful? 6. What peace was agreed between the Anglo-Saxons and Vikings? 7. What happened to the Vikings in England? 8. Why did the Normans and Vikings both think they had the right to the throne of England? 	<ol style="list-style-type: none"> 1. Who were a few of the earliest civilisations and what did they achieve? 2. Who were the ancient Egyptians and where did they live? 3. The Old Kingdom: who was significant and what did they achieve? 4. The Middle Kingdom: who was significant and what did they achieve? 5. The New Kingdom: who was significant and what did they achieve? 6. Achievements: how and what did the ancient Egyptians write? 7. Achievements: How did the ancient Egyptians use the River Nile? 8. Gods: what did the ancient Egyptians believe in? 9. Evidence: what do we know about Tutankhamun? 		
Key Vocabulary Tier 2 / Tier 3	<p>abandoned defenceless dominant missionary pagan reliant</p>	<p>heptarchy laden sporadic vanquish viewpoint migration</p>	<p>contested exile descendant heir plunder truce</p>	<p>decimated incursion ransack severed martyr marauding</p>	<p>colossal stability society civilisation irrigation mysteriously</p>	<p>funerary hieroglyphs artefact pillaged obelisk pharaoh</p>



CHURCH LANGTON CE PRIMARY SCHOOL: HISTORY CURRICULUM MAP

Year 5	Autumn 1/Autumn 2	Spring 1 / Spring 2
Topic	Ancient Greece (9 lessons)	Comparison study – Maya and Anglo-Saxons
Substantive Concepts	Power Democracy Knowledge Civilisation	Civilisation Knowledge Power
Previous Learning	Y3 History: Changes between Stone Age, Bronze Age and Iron Age Y3 History: Rome and its impact on Britain Y4 History: The struggle for the Kingdom of England Britain's settlement by Anglo-Saxons and Scots Y4 History: Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Y4 History: Ancient civilisation - Egypt Y4 Geography: Latitude and Longitude	Y3 History: Roman Empire its impact on Britain Y4 History: Anglo-Saxon settlement and Viking struggle for Britain Y4 / Y5 Geography study of the world, including location of N and S America Y5 Science: Light Y5 Science: Earth and Space
National Curriculum Objectives / Other Content	<ul style="list-style-type: none"> • A study of Greek life and achievements and their influence on the western world • Chronology through the significant periods of time for Ancient Greeks • Beliefs of the Ancient Greeks • Comparison between the city-states of Athens and Sparta • Birth of democracy in Athens • Importance of theatre, myths and fables • Significance of the Battle of Marathon, Thermopylae and Salamis • Importance and purpose of Olympic Games • Impact Alexander the Great had on Ancient Greece 	<ul style="list-style-type: none"> • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
Learning Questions	<ol style="list-style-type: none"> 1. Who were the Ancient Greeks and when did they rule? 2. What beliefs did the Ancient Greeks hold? 	<ol style="list-style-type: none"> 1. Where did the Maya live? 2. What were the significant events in the Maya's history? 3. What were Maya city-states like?



CHURCH LANGTON CE PRIMARY SCHOOL: HISTORY CURRICULUM MAP

	<p>3. City-states: what was the difference between Athens and Sparta?</p> <p>4. What was democracy like in Athens?</p> <p>5. Why was the theatre important to the Ancient Greeks?</p> <p>6. What myths and fables did the Ancient Greeks create?</p> <p>7. What happened at the Battles of Marathon and Salamis? Why were they important?</p> <p>8. Why were the Olympic games invented by the Ancient Greeks?</p> <p>9. Who was Alexander the Great and why was he so renowned?</p>	<p>4. City-state study – Tikal, Palenque or Chichen Itza.</p> <p>5. What did the Maya invent? (Writing and number)</p> <p>6. What did the Maya invent? (Time)</p> <p>7. What happened to the Maya city-states?</p> <p>8. Remember Britain and the Anglo -Saxons</p> <p>9. Compare and contrast the lives of the Maya and Anglo-Saxons in c. AD 900</p>	
<p>Key Vocabulary Tier 2 / Tier 3</p>	<p>democracy honour phenomenal deteriorated armoured oppressive</p>	<p>city-state tyrant sanctuary tactical valiantly unified</p>	<p>population famine descendant declining citizen native</p> <p>deforestation codex sacrifice astronomy warrior polytheistic</p>



CHURCH LANGTON CE PRIMARY SCHOOL: HISTORY CURRICULUM MAP

Year 6	Autumn 1/Autumn 2	Spring 1 / Spring 2	Summer 1 / Summer 2
Topic	Local History Study - how did conflict change our locality in World War 2? (6 lessons)	Windrush generation (6 lessons)	5 significant monarchs (6 lessons)
Substantive Concepts	Power Democracy Knowledge Civilisation	Civilisation Knowledge Power	Power Invasion Democracy
Previous Learning	<p>Y3 History: Changes between Stone Age, Bronze Age and Iron Age</p> <p>Y3 History: Rome and its impact on Britain</p> <p>Y4 History: The struggle for the Kingdom of England</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Y4 History: Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Y4 History: Ancient civilisation - Egypt</p> <p>Y4 Geography: Latitude and Longitude</p>	<p>Y3 History: Changes between Stone Age, Bronze Age and Iron Age</p> <p>Y3 History: Rome and its impact on Britain</p> <p>Y4 History: The struggle for the Kingdom of England</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Y4 History: Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Y4 History: Ancient civilisation - Egypt</p> <p>Y4 Geography: Latitude and Longitude</p> <p>Y4 Geography: Biomes and environmental regions</p> <p>Y5 History: Ancient Greece</p> <p>Y5 History: Maya civilisation comparison to Anglo-Saxon</p>	<p>Y4 History: Britain's settlement by Anglo-Saxons and Scots</p> <p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Y5 History: A non-European society that provides contrasts with British history – Mayan civilization c. AD 900</p>
National Curriculum Objectives / Other Content	<ul style="list-style-type: none"> A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality 	<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A study about The Caribbean, the part Caribbean men and women played in World War 2 and the Windrush pioneers; their struggles and successes. 	<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Learning Questions	<ol style="list-style-type: none"> Remember: The Battle of Britain and World War Two. Why was East Anglia described as mini America? Where were the airbases in our locality? 	<ol style="list-style-type: none"> Where are the Caribbean islands? What's their history? 	<ol style="list-style-type: none"> How is William I remembered? What legacy did he leave? How is Henry VIII remembered? What legacy did he leave?



CHURCH LANGTON CE PRIMARY SCHOOL: HISTORY CURRICULUM MAP

	<p>4. Why were these airbases important to the war effort? 5. What effect did these airbases have on our local area? 6. How do we remember the brave men and women who defended our country?</p>	<p>2. How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler? 3. Why did people migrate from the Caribbean to England in 1948? 4. What was life in London like for the Windrush pioneers? 5. Who was Sam King and what did he do? Who was Norma Best and what did she do? 6. How did the Windrush migration change Britain for the better?</p>	<p>3. How is Elizabeth I remembered? What legacy did she leave? 4. How is Charles II remembered? What legacy did he leave? 5. How is Queen Victoria remembered? What legacy did she leave? 6. In your opinion, who was the greatest past monarch? Why is that?</p>			
<p>Key Vocabulary Tier 2 / Tier 3</p>	<p>altitude boisterous cemetery penetrate strategic supremacy</p>	<p>airbase Axis Bombardment Incendiary Memorial segregation</p>	<p>intolerance immigrate prejudice colony emigrate discrimination</p>	<p>racism segregation diversity disembarked demobilised iniquitous</p>	<p>lucrative prosperity republic plundered arrogant duplicitous</p>	<p>aristocracy monastery dissolution privateers industrialisation annulment</p>