

LARKHILL PRIMARY SCHOOL HISTORY CURRICULUM MAP AND PROGRESSION



History in the EYFS

Understanding the World	
People and Communities	The World
Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

History in KS1 and KS2

National Curriculum Objectives	
KS1	KS2
<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory – where appropriate, these should be used to reveal aspects of change in national life 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] 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 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 of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world 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; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Nat Curriculum Historical Skills		
KS1	LKS2	UKS2
<p>Historical Knowledge:</p> <ul style="list-style-type: none"> To fit people and events within a chronological framework. To study different historical periods. To develop an awareness of the past, using common words and phrases related to the passing of time. <p>Historical Concepts:</p> <ul style="list-style-type: none"> To identify similarities and differences between ways of life in different periods. 	<p>Historical Knowledge:</p> <ul style="list-style-type: none"> To develop chronologically secure knowledge and understanding of British, local and world history. To establish clear narratives within and across the periods they study. Understand overview and depth. <p>Historical Concepts:</p>	<p>Historical Knowledge:</p> <ul style="list-style-type: none"> To continue to develop chronologically secure knowledge and understanding of British and world history. To establish clear narratives within and across the periods they study. To note connections, contrasts and trends over time. To combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific

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<ul style="list-style-type: none"> To study changes within living memory. To choose and use parts of stories and other sources to show they I know and understand key features of events. To study the lives of significant individuals who contributed to national and international achievements. To understand some of the ways that I find out about the past and identify different ways in which the past is represented. <p>Historical Enquiry:</p> <ul style="list-style-type: none"> To ask and answer questions. To choose and use parts of stories and other sources to show that I know and understand key features of events. To use a wide vocabulary of everyday historical terms. To understand some of the ways that I find out about the past and identify different ways in which the past is represented. 	<ul style="list-style-type: none"> To address and devise historically valid questions about change, similarity and difference. To note connections, contrasts and trends over time. To address and devise historically valid questions about cause and significance <p>Historical Enquiry:</p> <ul style="list-style-type: none"> To construct informed responses that involve thoughtful selection and organisation. To develop appropriate use of historical terms. To understand how our knowledge of the past is constructed from a range of sources. 	<p>aspects of the content.</p> <ul style="list-style-type: none"> To develop chronologically secure knowledge and understanding of British and world history. <p>Historical Concepts:</p> <ul style="list-style-type: none"> To address and devise historically valid questions about change, similarity and difference. To note connections, contrasts and trends over time. To address and devise historically valid questions about cause and significance <p>Historical Enquiry:</p> <ul style="list-style-type: none"> To construct informed responses that involve thoughtful selection and organisation. To make appropriate use of historical terms. To understand how our knowledge of the past is constructed from a range of sources.
Key Skills Progression Terminology		
KS1	LKS2	UKS2
Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall, reason/speculate	Summarise, synthesise, explain, demonstrate understanding.	Empathise, reach informed conclusions, make reasoned judgements, justify, apply, evaluate, critique, hypothesise.

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Skills Breakdown

	KS1	LKS2	UKS2
	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. Children should be able to:</p> <ul style="list-style-type: none"> sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines, including in the context of periods already studied; sequence pictures from different periods; describe memories and changes that have happened in their own lives; use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children should be able to:</p> <ul style="list-style-type: none"> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, within and across periods already studied, and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children should be able to:</p> <ul style="list-style-type: none"> order up to ten significant events, within or across periods already studied, on a timeline using dates accurately; accurately use dates and terms to describe historical events; understand how some historical events/periods occurred concurrently in different locations, e.g. Ancient Maya and Anglo-Saxon Britain
	<p>Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events. Children should be able to:</p> <ul style="list-style-type: none"> recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods; know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past. 	<p>Children should note connections, contrasts and trends over time. Children should be able to:</p> <ul style="list-style-type: none"> note key changes over a period of time and be able to give reasons for those changes; find out about the everyday lives of people in time studied compared with our life today; explain how people and events in the past have influenced life today; identify key features and artefacts, aspects and events of the time studied; 	<p>Children should note connections, contrasts and trends over time. Children should be able to:</p> <ul style="list-style-type: none"> describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. compare the lives of ordinary people, including beliefs and behaviour within and across periods studied. examine causes and results of great events and the impact these had on people;
	<p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children should be able to:</p> <ul style="list-style-type: none"> start to compare two versions of a past event; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources, including eye-witness accounts, that can be used to help represent the past. 	<p>Children should understand how our knowledge of the past is constructed from a range of sources. Children should be able to:</p> <ul style="list-style-type: none"> look at more than two versions of the same event or story in history and identify differences; investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. Begin to understand that sources of evidence can be primary or secondary. 	<p>Children should understand how our knowledge of the past is constructed from a range of sources. Children should be able to:</p> <ul style="list-style-type: none"> start to understand the difference between primary and secondary evidence and the impact of this on reliability Be aware that different evidence will lead to different conclusions consider different ways of checking the accuracy of interpretations of the past show an awareness of the concept of propaganda and know that people in the past represent events or ideas in a way that may be to persuade others;

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	<p>Children should ask and answer questions, using other sources to show that they know and understand key features of events. Children should be able to:</p> <ul style="list-style-type: none"> • observe or handle evidence to ask simple questions about the past and answer questions on the basis of observations; • choose and select evidence and say how it can be used to find out about the past. 	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children should be able to:</p> <ul style="list-style-type: none"> • use a range of sources to find out about the past; • construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; • regularly address and sometimes devise own questions to find answers about the past; • begin to undertake their own research. 	<p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Children should be able to:</p> <ul style="list-style-type: none"> • recognise when they are using primary and secondary sources of information to investigate the past; • use a wide range of different evidence to collect evidence about the past, such as maps, ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; • Confidently use the library and internet for research. • select relevant sections of information to address questions and construct detailed, informed responses; • investigate their own lines of enquiry by posing questions to answer.
	<p>Pupils should use a wide vocabulary of everyday historical terms. Children should be able to:</p> <ul style="list-style-type: none"> • show an understanding of historical terms, such as monarch, parliament, government, war, remembrance • talk, write and draw about things from the past; • Use historical vocabulary to retell simple stories about the past; • use drama/role play to communicate their knowledge about the past. 	<p>Pupils should develop the appropriate use of historical terms. Children should be able to:</p> <ul style="list-style-type: none"> • use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; • present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; • start to present ideas based on their own research about a studied period. 	<p>Pupils should develop the appropriate use of historical terms. Children should be able to:</p> <ul style="list-style-type: none"> • use appropriate historical terms such as democracy, civilisation, culture, religious, social, economic and political when describing the past • organise and communicate ideas about the past using different genres of writing such as reports, myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports, discussion texts.

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History in KS1

History in KS1			
CYCLE A		CYCLE B	
<u>The Amesbury Archer</u>	<p>NC knowledge Objectives:</p> <ul style="list-style-type: none"> <i>Significant historical events, people and places in own locality</i> <p>I know who the Amesbury archer was. I know where he came from. I know why he was important. I know what life was like when he was alive.</p>	<p>Skills</p> <ul style="list-style-type: none"> order dates from earliest to latest on simple timelines recognise some similarities and differences between the past and the present; know and recount episodes from stories and significant events in history; describe significant individuals from the past observe and use pictures, photographs and artefacts to find out about the past observe or handle evidence to ask simple questions about the past and answer questions on the basis of observations use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past. use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<u>To infinity and beyond</u>
	<p>NC Knowledge Objectives:</p> <ul style="list-style-type: none"> <i>The lives of significant individuals in the past who have contributed to national and international achievements</i> <p>I know who Neil Armstrong was and why he is important I know who Tim Peake was and why he was important. I know who Helen Sharman was and why she was important.</p>	<p>Skills</p> <ul style="list-style-type: none"> sequence events that are close together in time- Neil Armstrong life Order dates from earliest to latest on simple timelines know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past observe and use pictures, photographs and artefacts to find out about the past; use an eye-witness accounts to help represent the past. Ask simple questions about the past and answer questions on the basis of observations Use drama/role play to communicate their knowledge about the past. Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	
<p>Key Knowledge Questions:</p> <ul style="list-style-type: none"> Who was the Amesbury Archer? Where did he come from? Why did the Amesbury Archer come here? What do we know about the Amesbury archer from things people have found. What skills did the Amesbury Archer have and how do we know? Who were the Beaker people? What sort of houses did people have when the Archer was alive and how do we know? What sort of clothes did people wear when the Amesbury archer was alive. What did people eat when the Amesbury Archer was alive 		<p>Key Knowledge Questions:</p> <ul style="list-style-type: none"> Has man ever been to the moon and how can we know for sure? Who went to the moon? How did Neil Armstrong get to the moon? What was the space race Why did Neil Armstrong go to the moon What did the astronauts do on the moon? Has anyone else gone into space? Who is Tim Peake? What did Time Peake do on the ISS Who was Helen Sharman 	

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<p><u>Step back in time</u></p>	<p>NC Knowledge Objectives:</p> <ul style="list-style-type: none"> Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life <p>I can explain some different ways our lives have changed over time. I can identify objects from different time periods.</p>	<p>Skills</p> <ul style="list-style-type: none"> sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines, including in the context of periods already studied; sequence pictures from different periods; describe memories and changes that have happened in their own lives; use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. Use eye witness accounts recognise some similarities and differences between the past and the present; identify similarities and differences between ways of life in different periods; observe and use pictures, photographs and artefacts to find out about the past; observe or handle evidence to ask simple questions about the past and answer questions on the basis of observations; 	<p><u>UP UP and Away- History of flight</u></p>	<p>NC Knowledge Objectives:</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements <p>I know about some key events in the history of flight I know who the wright brothers were and why they are important. I know who Amelia Aerhart was. I know about the important flights happened at Larkhill.</p>	<p>Skills</p> <ul style="list-style-type: none"> sequence artefacts and events that are close together in time – wright brothers timeline order dates from earliest to latest on simple timelines, including in the context of periods already studied know and recount episodes from stories and significant events in history; understand that there are reasons why people in the past acted as they did; describe significant individuals from the past observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; Choose, observe or handle evidence to ask simple questions about the past and answer questions on the basis of observations; use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past. use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.
	<p>Key Knowledge Questions:</p> <ol style="list-style-type: none"> What did Larkhill look like in the past. How have houses changed over time. How have toys changed over time. How has technology changed over time? How have household kitchens changed over time? How have schools changed over time? How have cars changed over time. How has communication changed over time. How have clothes changed over time How has leisure time changed over time 	<p>Key Knowledge Questions:</p> <ol style="list-style-type: none"> How can I spot old and new aircraft? Who invented the first human carrying flying machine (hot air balloon) What happened during the first balloon flight? Who were the wright brothers and why were they famous. What events led up to the “wright Flyer’s” first flight Who was Amelia Aerhart What event happened in Amelia Aerhart’s life Who was Amy Johnson What important flights happened in Larkhill? Which events happened first in the history of flight? 			

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History in LKS2			
CYCLE A		CYCLE B	
Stones and Bones (Stone Age to Iron Age)	<p>NC knowledge Objectives:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age late Neolithic hunter-gatherers and early farmers – Durrington walls a local history study (Stonehenge) <p>I can explain what daily life was like in the stone age. I can explain what life was like in the bronze age I can explain what life was like in the Bronze age. I know what happened in my local area at this time.</p>	<p>Skills:</p> <p>To develop chronologically secure knowledge and understanding of British and local history. To establish clear narratives within and across the periods they study. To develop chronologically secure knowledge and understanding of British history. To establish clear narratives within and across the periods they study. To address and devise historically valid questions about change, similarity and difference. To note connections, contrasts and trends over time. To address and devise historically valid questions about cause and significance To construct informed responses that involve thoughtful selection and organisation. To develop appropriate use of historical terms. To understand how our knowledge of the past is constructed from a range of sources.</p>	Here come the Romans
	<p>NC Knowledge Objectives:</p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain 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 such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p>To know where the Romans and Roman invasion fitted into other periods in history To know where the Romans came from and why they invaded To understand why the Romans invaded Britain To know what life was like in Roman Britain To know what the Romans left for us.</p>	<p>Skills:</p> <p>To develop chronologically secure knowledge and understanding of world history. To establish clear narratives within and across the periods they study. To develop chronologically secure knowledge and understanding of British history. To establish clear narratives within and across the periods they study. To address and devise historically valid questions about change, similarity and difference. To note connections, contrasts and trends over time. To address and devise historically valid questions about cause and significance To construct informed responses that involve thoughtful selection and organisation. To develop appropriate use of historical terms. To understand how our knowledge of the past is constructed from a range of sources.</p>	
	<p>Key knowledge Questions:</p> <ul style="list-style-type: none"> Which came first- the Stone Age or Iron Age? How did Neolithic people find food? What were homes and daily life like in the Stone Age What were homes and daily life was like in the bronze age What were homes and daily life was like in the Iron Age. Why was Stonehenge built and what it is like? What happened at Durrington walls What happened at Danebury Hill fort? What was technology like in the bronze age and iron age- what did people learn to do. What did people believe in the Bronze age – kings barrows/Woodhenge 		<p>Key knowledge Questions:</p> <ul style="list-style-type: none"> To know where the Romans and Roman invasion fitted into other periods in history To know where the Romans came from and why they invaded To understand why the Romans invaded Britain To understand how the Roman Empire grew over time To know who Boudicca was To know what happened when Boudicca revolted To know what the Roman army was like and compare with our army today. To know what Hadrian's wall is and why it was built To know what life was like in Roman Britain To know what the Romans left for us.

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<p><u>Its All Greek to me</u></p>	<p>NC knowledge Objectives:</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day Ancient Greece – a study of Greek life and achievements and their influence on the western world <p>I know when the ancient Greek era was.</p> <p>I can explain some key features of daily life in ancient Greece.</p> <p>I know how the ancient Greeks affected our lives today</p>	<p>Skills</p> <p>To develop chronologically secure knowledge and understanding of British and local history.</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To address and devise historically valid questions about change, similarity and difference.</p> <p>To note connections, contrasts and trends over time.</p> <p>To address and devise historically valid questions about cause and significance</p> <p>To construct informed responses that involve thoughtful selection and organisation.</p> <p>To develop appropriate use of historical terms.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p>	<p><u>Walk like an Egyptian!</u></p>	<p>NC knowledge Objectives:</p> <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 Ancient Egypt <p>I know when the ancient Egyptians were alive.</p> <p>I can explain key features of life in ancient Egypt</p>	<p>Skills:</p> <p>To establish clear narratives within and across the periods they study.</p> <p>To address and devise historically valid questions about change, similarity and difference.</p> <p>To note connections, contrasts and trends over time.</p> <p>To address and devise historically valid questions about cause and significance</p> <p>To construct informed responses that involve thoughtful selection and organisation.</p> <p>To develop appropriate use of historical terms.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p>
	<p>Key knowledge Questions:</p> <ol style="list-style-type: none"> Where was Ancient Greece and how does this relate to other periods of history? How was ancient Greece ruled and organised What were Athens and Sparta like What happened at the Battle of Marathon? Who did Ancient Greeks worship? What happened at the ancient Greek Olympics? What do we know about theatres in ancient Greece? What happened at the Agora? What is the legacy of the ancient Greeks on our lives today? 		<p>Key Knowledge Questions:</p> <ul style="list-style-type: none"> What is the significance of the location of Ancient Egypt? Why was the River Nile so important in Ancient Egypt? How do we know what Ancient Egypt was like over 5000 years ago and what was important to people during Ancient Egyptian times? What does the evidence tell us about everyday life for men, women and children in Ancient Egypt? What sources of evidence have survived and how were they discovered? How would we find out who really did build the pyramids? What did the Ancient Egyptians believe about life after death and how do we know? (mummification) What did the Ancient Egyptians believe about life after death and how do we know? (Book of the Dead) What did Ancient Egypt have in common with other civilizations at the time? 		

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History in UKS2			
CYCLE A		CYCLE B	
<u>Settling Saxons</u>	<p>NC knowledge Objectives:</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots <p>Who the Anglo Saxons were and where did they come from When was the Anglo Saxon period began Why did the Anglo Saxons came to England Where did the Anglo Saxons settled and what were the kingdoms called What was life was like in an Anglo Saxon village Who were significant Saxon people</p>	<p>Skills:</p> <p>To continue to develop chronologically secure knowledge and understanding of British and world history. To establish clear narratives within and across the periods they study. To note connections, contrasts and trends over time. To develop chronologically secure knowledge and understanding of British and world history. To address and devise historically valid questions about change, similarity and difference. To note connections, contrasts and trends over time. To address and devise historically valid questions about cause and significance To construct informed responses that involve thoughtful selection and organisation. To make appropriate use of historical terms. To understand how our knowledge of the past is constructed from a range of sources.</p>	<u>Marvellous Mayans</u>
	<p>Key knowledge questions</p> <ul style="list-style-type: none"> Who the Anglo Saxons were and where did they came from When was the Anglo Saxon period began (after the fall of the Roman Empire) Why did the Anglo Saxons came to England Where did the Anglo Saxons settled and what were the kingdoms called What was life was like in an Anglo Saxon village What kind of clothes did Anglo Saxons wear How did the Anglo Saxons write How was Anglo Saxon Britain was ruled Who was Alfred The Great What did the Anglo Saxons believe What happened at Sutton Hoo What happened in our local area during the Saxons times 		<p>NC knowledge Objectives:</p> <ul style="list-style-type: none"> a non-European society that provides contrasts with British history <p>Where did the ancient Mayans live When were the Mayans alive What was everyday life like for the Mayans</p>
		<p>Skills:</p> <p>To continue to develop chronologically secure knowledge and understanding of British and world history. To establish clear narratives within and across the periods they study. To note connections, contrasts and trends over time. To develop chronologically secure knowledge and understanding of British and world history. To address and devise historically valid questions about change, similarity and difference. To note connections, contrasts and trends over time. To address and devise historically valid questions about cause and significance To construct informed responses that involve thoughtful selection and organisation. To make appropriate use of historical terms. To understand how our knowledge of the past is constructed from a range of sources.</p>	
		<p>Key knowledge Questions:</p> <ol style="list-style-type: none"> To understand how archaeologists and historians find out about the past. To compare and contrast Ancient Maya with modern society and other historical societies. To explore where and when the remains of the Maya civilisation were discovered. To find out about the city states of the Maya and how society was organised. To find out about Maya religion and beliefs To know an Ancient Maya myth To find out about everyday life for the Mayan People To find out what Maya people grew and ate To explore Mayan writing and calendars. To find out about the Maya number system To find out about the decline of the Maya civilisation 	

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<p>Here come the Vikings!</p>	<p>NC knowledge Objectives:</p> <ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <p>Where did the Vikings come from and settle? Why did they invade? Describe what life was like for vikings</p>	<p>Skills:</p> <p>To continue to develop chronologically secure knowledge and understanding of British and world history. To establish clear narratives within and across the periods they study. To note connections, contrasts and trends over time. To develop chronologically secure knowledge and understanding of British and world history. To address and devise historically valid questions about change, similarity and difference. To note connections, contrasts and trends over time. To address and devise historically valid questions about cause and significance To construct informed responses that involve thoughtful selection and organisation. To make appropriate use of historical terms. To understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Britain in the Blitz (Battle of Britain)</p>	<ul style="list-style-type: none"> NC Knowledge Objectives: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (World War II) A significant turning point in British history, for example, the first railways or the Battle of Britain <p>Know When the 2nd World War was and why did it start? Know why the Battle of Britain happened Know the key phases Know the key aircraft in the Battle of Britain and why was the local area significant in their production? Know who took part in the battle of Britain?</p>	<p>Skills:</p> <p>To continue to develop chronologically secure knowledge and understanding of British and world history. To establish clear narratives within and across the periods they study. To note connections, contrasts and trends over time. To develop chronologically secure knowledge and understanding of British and world history. To address and devise historically valid questions about change, similarity and difference. To note connections, contrasts and trends over time. To address and devise historically valid questions about cause and significance To construct informed responses that involve thoughtful selection and organisation. To make appropriate use of historical terms. To understand how our knowledge of the past is constructed from a range of sources.</p>
	<p>Key knowledge Questions</p> <ul style="list-style-type: none"> Where did the Vikings come from and settle? Why did they invade? Why did they attack Lindisfarne? What did the Vikings believe? Why were Longboats important? What were Viking settlements like? What did the Vikings make and trade? How did the Vikings communicate? What was the biggest battle? 	<p>Key knowledge Questions:</p> <ul style="list-style-type: none"> When was the 2nd World War and why did it start.? Why did the Battle of Britain happen and What were the key phases What were key aircraft in the Battle of Britain and why was the local area significant in their production? Who took part in the battle of Britain? What was the Blitz? Why were children evacuated What happened when children were evacuated? What happened in households during the Blitz? What was Propaganda and how was it used during the Blitz? Why did Germany lose the Battle of Britain? 			