



TELFORD JUNIOR SCHOOL -HISTORY CURRICULUM



| KEY CONCEPTS | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
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| <p>Investigating and interpreting the past</p> <p><i>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</i></p> | <p><u>TOPIC: Stone Age</u></p> <ul style="list-style-type: none"> • Use photos to help understand the role of an archaeologist. • Educational visit to explore what life was like in the Stone Age through the use of artefacts. • Understand how we know about early history. • Investigate how they made and developed tools over time for everyday life. • Devising and researching their own questions about the Stone Age. • Investigate how and why Stonehenge was built and its links with beliefs. <p><u>TOPIC: Invaders and Settlers: The Romans</u></p> <ul style="list-style-type: none"> • Use different sources to investigate key aspects of Roman life. • Explore and explain different viewpoints about Boudica and their reasons. | <ul style="list-style-type: none"> • Identify Primary and Secondary sources • Use Primary sources to conduct an Artefact Enquiry <p><u>TOPIC: Invaders and Settlers: The Anglo-Saxons to the Vikings</u></p> <ul style="list-style-type: none"> • Study archaeological evidence at Sutton Hoo to ask and answer questions. • Use different sources to find out about aspects of Anglo-Saxon and Viking life. <p><u>TOPIC: The Maya Civilization</u></p> <ul style="list-style-type: none"> • Use pictures of Maya inventions to make links with the present day. • Investigate the work of Frederick Catherwood and what we can learn about the Maya from his drawings. • Learn about the importance of Chichen Itza. <p>Use different sources to investigate key aspects of Maya life.</p> | <p><u>Topic: Significant Kings and Queens</u></p> <p>Explore different sources to find out about the past and discuss reliability of information.</p> <p>Use portraits and other sources to compare different portrayals of Henry 8th History experience day with opportunities to explore different artefacts.</p> <p><u>Topic: Changes through history</u></p> <p>Use knowledge gained to form an opinion about the role of the Monarchy in today's British society.</p> <p><u>Topic: Ancient Egypt</u></p> <ul style="list-style-type: none"> • Use evidence to look at the impact of location on the Ancient Egyptians. | <p><u>TOPIC: Crime and Punishment</u></p> <ul style="list-style-type: none"> • Explore different sources to find out about different crimes and punishments through the ages. <p><u>TOPIC: The Windrush</u></p> <ul style="list-style-type: none"> • Use a variety of media to gain an understanding of the topic and its importance. • Understand that no single source of evidence gives the full answer to questions about the past. <p><u>TOPIC: Ancient Greece</u></p> <ul style="list-style-type: none"> • Use pictures on Greek pots inform about life and leisure in Ancient Greece. |



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| | | <p>Discuss and explore possible reasons for the end of the Maya civilisation.</p> | | |
| <p>Building an overview of world history</p> <p><i>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</i></p> | <p><u>TOPIC: Stone Age</u></p> <p><u>TOPIC: Invaders and Settlers: The Romans</u></p> <ul style="list-style-type: none"> • Understand the terms invaders and settlers and consider why people moved from other parts of the world to Britain. • Understand the importance of a strong and organised army for the successful invasion of Britain and role play strategies. • Explore the life of a Roman soldier. | <p><u>TOPIC: Invaders and Settlers: The Anglo-Saxons to the Vikings</u></p> <ul style="list-style-type: none"> • Recap knowledge of the concept of invaders and settlers and consider why the Romans left Britain. • Investigate who the Anglo-Saxons were and why they came to Britain. • Investigate who the Vikings were and why they came to Britain. • Explore the impact that Alfred the Great had on Britain and people's lives. • Consider the possibilities, similarities and differences of living in a different time period and justifying their views (Would you rather?) <p>Research the lead-up to the Battle of Hastings and debate the case for different contenders to the throne</p> <p>Explain how William won the Battle of Hastings and the</p> | <p><u>Topic: Significant Kings and Queens</u></p> <ul style="list-style-type: none"> • Investigate the separation of Henry 8th from the Catholic Church. <p><u>Topic: Changes through history</u></p> <ul style="list-style-type: none"> • Look at how life has changed over time (transport, entertainment, education, clothing, housing) • Form and express own opinions based on learning. <p><u>Topic: Ancient Egypt</u></p> <ul style="list-style-type: none"> • Investigate the hierarchy of Egyptian society and the different roles people played within it. • Investigate the Egyptian gods and how they affected their lives and beliefs. | <p><u>TOPIC: Crime and Punishment</u></p> <p>Explore the impact that invaders and settlers had on the British justice system and types of punishment today.</p> <p><u>TOPIC: The Windrush</u></p> <ul style="list-style-type: none"> • Discuss the reaction of the British people to the arrival of the Windrush generation compared with today's multicultural Britain. <ul style="list-style-type: none"> • Look at how attitudes have changed over time, analysing 'Room to Let' posters from then to what they would look like now. <p><u>TOPIC: Ancient Greece</u></p> <ul style="list-style-type: none"> • Compare and contrast the City States of Athens and Sparta and justify their reason for choosing one over another. |



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| | | <p>consequent impact on life in England.</p> <p>Educational visit to Warwick Castle as local history focus.</p> <p>TOPIC: The Maya Civilization</p> <ul style="list-style-type: none"> Investigate and discuss the religious and cultural beliefs of the Maya. Explore, discuss, make and taste the food and drink of the Maya. | | <ul style="list-style-type: none"> Research a chosen aspect of Greek life to present to others. Explore the life of a Hoplite soldier. Explore the legacy of the Ancient Greeks had on Britain and its people. |
| <p>Understanding chronology</p> <p><i>This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</i></p> | <p>TOPIC: Stone Age</p> <ul style="list-style-type: none"> Use the playground timeline to help to understand the concept of prehistory and locate the Palaeolithic, Mesolithic and Neolithic eras. <p>TOPIC: Invaders and Settlers: The Romans</p> <ul style="list-style-type: none"> Use the playground timeline to locate the Roman invasions to Britain. | <ul style="list-style-type: none"> Discuss and use the language associated with timelines. Use pictorial evidence to order historical eras in Britain and compare to the playground timeline. <p>TOPIC: Invaders and Settlers: The Anglo-Saxons to the Vikings</p> <ul style="list-style-type: none"> Use the playground timeline to locate where the Anglo-Saxon and Viking era fit into British history Compile a time-line to show key events during the Anglo-Saxon and Viking era | <p>Topic: Significant Kings and Queens</p> <ul style="list-style-type: none"> Study and order a timeline of significant Kings and Queens Build own timeline from photographic evidence <p>Topic: Changes through history</p> <ul style="list-style-type: none"> Order different modes of transport through different periods of history. Use knowledge to identify key Victorian inventions. <p>Topic: Ancient Egypt</p> | <p>TOPIC: Crime and Punishment</p> <ul style="list-style-type: none"> Use the playground timeline to further their understanding of the order of key historical periods in British history. <p>TOPIC: The Windrush</p> <ul style="list-style-type: none"> Use playground timeline to help understand where the arrival of the Windrush fits into world history. Create own timeline to show key events during the time period of The Windrush. |



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| | | <p><u>TOPIC: The Maya Civilization</u></p> <ul style="list-style-type: none"> • Use the playground timeline to discover where the Maya sit within major historical eras and what Britain was like at the time. | <ul style="list-style-type: none"> • Create a visual timeline of key events in Ancient Egypt. | <p><u>TOPIC: Ancient Greece</u></p> <ul style="list-style-type: none"> • Use the playground timeline to establish where the Ancient Greek empire fits within previous history topics studies. • Create a timeline with pictures and captions of key events during the Ancient Greek empire. |
| <p>Communicating historically</p> <p><i>This concept involves using historical vocabulary and techniques to convey information about the past.</i></p> | <p><u>TOPIC: Stone Age</u></p> <ul style="list-style-type: none"> • Use secondary sources to create a poster about the Mesolithic people. • Present their learning in a creative way of their choice. <p><u>TOPIC: Invaders and Settlers: The Romans</u></p> <ul style="list-style-type: none"> • Use drama to relive the events in the lead up to Boudica's revolt. • Write and perform a speech as Boudica to rally her followers against the Romans. • Create a fact file about daily life in Britain when the Romans invaded. | <p><u>TOPIC: Invaders and Settlers: The Anglo-Saxons to the Vikings</u></p> <ul style="list-style-type: none"> • Research and present information on a key aspect of Anglo-Saxon life. • Investigate how the Vikings travelled to Britain construct a Viking longboat. • Investigate a specific aspect of Viking culture and present it in a creative way. • Explain how William won the Battle of Hastings by constructing an annotated diagram of the battle. | <p><u>Topic: Significant Kings and Queens</u></p> <p>Use ICT to create picture of Henry 8th</p> <p>Research one of Henry's wives to create and present their findings.</p> <p><u>Topic: Changes through history</u></p> <p><u>Topic: Ancient Egypt</u></p> <ul style="list-style-type: none"> • Create a new Egyptian god. • Film an instructional video on how to mummify a body. • Write using hieroglyphs. • Present information from research on the pyramids. | <p><u>TOPIC: Crime and Punishment</u></p> <p>Use a variety of ways to present information on different crimes and punishments through the ages.</p> <p><u>TOPIC: The Windrush</u></p> <ul style="list-style-type: none"> • Present information about why people were persuaded to move to Britain from the Caribbean. • Understand the social context surrounding the arrival of The Windrush. • Provide opportunities for pupils to extend their learning in a creative way of their choice. |



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| | | <p>TOPIC: The Maya Civilization</p> <ul style="list-style-type: none"> • Explore how the Maya communicated through glyphs, logograms and syllabograms. • Compare and contrast the Maya number system to the decimal system. | | <p>TOPIC: Ancient Greece</p> <ul style="list-style-type: none"> • Communicate information about Ancient Greek life by designing and decorating a pot. • Present information about their chosen aspect of Ancient Greek daily life. |
| <p>Vocabulary progression</p> | <p>timeline pre- history prehistoric age (e.g. Stone Age) period (e.g. Neolithic) archaeological archaeologist, archaeology excavate Palaeolithic Mesolithic Neolithic homo sapiens hunter- gatherer Neanderthals monument invade, invasion, invaders settle, settlement, settlers Roman Britain Briton soldier centurion Celts, Celtic Iceni</p> | <p>era chronological order AD/BC BCE/CE primary and secondary sources artefacts compare Anglo- Saxon kingdom impact Viking similarities and differences modern day research order of events biography legacy ancient civilisations world history conglomerate defence dynasty</p> | <p>monarch, monarchy role British Tudor reign inherit, inherited, inheritance evidence version validity characteristics interpret, interpretation religion to break with (e.g. Rome) balanced argument abolish change over time modes (e.g. of transport) improve, improvement retell recount predict, prediction developments (e.g. in cars) invent, invention current</p> | <p>trend crime, criminal punish, punishment prevent, prevention detect parliament police force police officer, Peeler, Bobby prison workhouse hard labour reform school jury trial punish, punishment death penalty witchcraft smuggler highwayman poacher execution commit a crime decision judge</p> |



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| | revolt, revolution rebellion defeat influence impact conquer history, historian, historical significant empire | elder culture Maya depict contribute, contribution rank in order of importance foreign perspective rise and fall (e.g. of Maya) Normans Norman conquest | judgment Egypt, Egyptian different levels of society social structure hierarchy mummification, mummify hieroglyphics parchment pyramid | lawyer magistrate transportation fine compensation, wergild legal system guilty innocent outlaw mediaeval pillory decade century millennium migrant, migration, migrate Caribbean, the West Indies Mother Country Commonwealth opportunities historical data personal account draw conclusions philosopher scholar democracy, democratic autocratic architecture myth, mythical fashionable comedy and tragedy labyrinth, maze classical (e.g. classical Greek architecture) |
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Ideas for presenting information in different ways:

1. Fact files.
2. Washing lines of clothes.
3. Poster.
4. Non-chronological report.
5. Drama
6. Video
7. Would you rather?
8. Debate
9. Mantle of expert
10. Art and DT
11. Display
12. Diaries
13. PowerPoints
14. Blogs
15. Living graph
16. Making a museum
17. Role play
18. Talking heads - different view points
19. Tourist brochure
20. Zigzag books