



# 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 people and places.*

<p><b>Intent:</b></p>	<p>At Wilbraham Primary, our staff have worked creatively to ensure 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><b>Implementation:</b></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><b>Impact:</b></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"> <li>Beginning to make sense of their own life-story and family's history.</li> </ul>	Same / Different Change People- including family members Lives Past Now Modern Old New
Reception	<ul style="list-style-type: none"> <li>talk about the lives of people around them and their roles in society.</li> <li>know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	Yesterday Discuss Questioning Finding Out



# Curriculum Map

## Subject - Whole School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Black history: How was life different for people with black skin ?	How has life changed in the United Kingdom?		Why are Florence Nightingale and Edith Cavell important?		What history can we find in our local area?
Y2	How have holidays changed from the past?  Black history: What have black people contributed to literature?	Have there been any events that have changed things for the better?  Why was the Great Fire of London so damaging and how did it change London?				Why is L.S.Lowry significant to Manchester?
Y3	Black History: What have black people achieved in the world of sports? - 1 week	How did the Stone and Iron age, and the Bronze age get their names?		What did we learn from the Egyptians?		Local history focus - How did the Industrial Revolution change Manchester? Cotton industry (Manchester)



# Curriculum Map

## Subject - Whole School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4	<p>Local history focus - How did Medicine within the local area develop over time? (buildings/people)</p> <p>Black History: What have black people achieved in the world of medicine?</p>	How did the Ancient Greeks change the World?	How did the Ancient Greeks change the World?		What did the Romans do for us?	
Y5	<p>How did the Anglo Saxons change Britain?</p> <p>:Black history: What impact have black musicians had?</p>	What did the Vikings gain from us and vice versa?		Should Manchester have the title of the UK's Second City?		
Y6	<p>How did WWII affect the world today?</p> <p>Black history: How have black people affected political decisions over time?</p>		How did the Golden Age of Islam get its name?		Kings and Queens: what difference do they make?	



# Curriculum Map

## Subject - Endpoints KS1

By the end of KS1

End points	Vocabulary (Detailed within each year group)
<b>Chronology</b>	<p>Year 1 : Recount past changes from their own lives. Sequence events in chronological order.</p> <p>Year 2: Place historical figures, events and artefacts in order on timelines. Begin to use dates and labels on timelines.</p>
<b>Enquiry &amp; Interpreting</b>	<p>Year 1: Find out about the past- using pictures, stories, online sources and artefacts. Begin to ask and answer simple questions using historical sources.</p> <p>Year 2: 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?</p>
<b>Knowledge &amp; Understanding</b>	<p>Year 1: Identify/name key events and people. Begin to describe similarities and differences between then and now (using pictures, artefacts and other historical sources).</p> <p>Year 2: 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.</p>



# Curriculum Map

## Subject - Overview Y1

Autumn 1 Changes within living memory. Black History - Rights	Autumn 2 Life changes in the UK	Spring 1	Spring 2 Significant people	Summer 1	Summer 2 Local area- Platt Fields
How was life different for people with black skin ?	How has life changed in the United Kingdom?		Why are Florence Nightingale and Edith Cavell important?		What history can we find in our local area?
What is history? Rights—ie Rosa Parks, Ruby Bridges *Impact/struggles/ changes.	Timeline from Grandparent-parents-now What has changed since Grandparents/parents were 5/6 years old; Transport, entertainment, communication Home and shops		Look at FN and discuss why she is famous. How did FN change the world-what were hospitals like before FN and how are they now? Look at EC and discuss why she is famous. What did EC do during the war and how she helped soldiers? Compare FN/EC		What is Nico ditch? Introduction to Platt fields (linked visit) Compare PF in the past to PF now- how has it changed? Why was PF significant during the war?
Key vocabulary	<b>Key Vocabulary:</b> <b>Knowledge:</b> changes, memory, living, timeline, transport, education, communication, UK, Change in national life- Parents, Grandparents, Great grandparents, Lifetimes way of life- Home- life, transport, materials, leisure Impact, struggles, changes <b>Skills</b> - Observation, Sequence, Contrast Researching sources, Timeline, Using sources, Questioning, Discussion, Compare/Contrast, Making connections Making conclusions		<b>Key Vocabulary:</b> <b>Knowledge:</b> Contribution, National, International Achievements, Aspects of life Monarch, Reign, Coronation, Explorer, Inventor hospital, war, nurse, soldier, bandage, life, hygiene, significant, famous, past, change <b>Skills</b> - Observation, Sequence, Contrast Researching sources, Timeline, Using sources, Questioning, Discussion, Compare/Contrast, Making connections Making conclusions		<b>Key Vocabulary:</b> <b>Knowledge:</b> Platt field, Nico ditch, Platt hall, significant, change, war, past, features, compare Knowledge: Local, Impact, Museum Buildings etc..... <b>Skills</b> - Observation, Sequence, Contrast Researching sources, Timeline, Using sources, Questioning, Discussion, Compare/Contrast, Making connections Making conclusions



# Curriculum Map

## Subject - Overview Y2

Autumn 1 Holidays in the past Black history: Writers	Autumn 2- Great Fire of London	Spring 1	Spring 2	Summer 1-	Summer 2 Local study - L.S.Lowry
<p>How have holidays changed from the past? Black history: Are all the important writers white?</p>	<p>Have there been any events that have changed things for the better?  Why was the Great Fire of London so damaging and how did it change London?</p>				<p>Why is L.S.Lowry significant to Manchester?</p>
<p>What is history? <b>Changes within living memory.</b> Reflect on own holiday experiences. Explore historical sources. Sort photographs into different periods of time. Compare holiday activities in the past to modern holiday activities.  <b>1st week of Black history month</b> Writers/literature—i.e. Maya Angelou, Benjamin Zephaniah *Impact/struggles/ changes.</p>	<p>Events beyond living memory that are significant nationally or globally  Great fire of London - Explore how London was different in the past to present day London. Investigate where the great fire started and explain how much of London was affected. Discuss why the fire lasted so long and what London did so this would not happen again. Look at primary and secondary sources like pictures, articles, and Samuel Pepys diary to support their enquiry. Explore the key events that took place in the Great Fire of London in a chronological order. Look at what is the same and what is different after the Great Fire of London. Focus on Samuel Pepys diary throughout and discussing different key points of information. How was he feeling at different points?  2—Gunpowder plot- retell the story.  3 -Remembrance Day</p>				<p>Significant historical events, people and places in their own locality.  Learn key facts about L.S.Lowry.  Look at how Manchester has changed since the time of L.S.Lowry- look at different sources.  Consider the impact of L.S.Lowry on Salford.</p>
<p><b>Key Vocabulary:</b> <b>Knowledge</b> - Victorian period, Modern era, beach, seaside, past, present, transport, boat, bus, car, plane, airport, money, developments, Leisure, entertainment, economy, travel agent, abroad, bank holiday, research, primary source, 20th century.  <b>Skills</b> - Observation, Sequence, Contrast Researching sources, Timeline, Using sources, Questioning, Discussion, Compare/Contrast, Making connections Making conclusions, Modern, Past, Present, Future, Memory, Information, Similarity, Difference, Lives, Knowledge: History, Significant, Order, Similar/ Different, Fact/, opinion, Artefact, Event, Evidence, Changes, Invention, Question, Cause, Consequences, Reason, Connections, Century/ decade, Living memory, Periods of time, past/present,</p>	<p><b>Key Vocabulary:</b> <b>Knowledge</b> - Great Fire of London, Samuel Pepys, Pudding Lane, King Charles II, Diary, River Thames, London, St Paul's Cathedral, Firebreak, Present day, Past, Thomas Farriner <b>Knowledge:</b> Key features of events  Global/national, events  <b>Skills</b> - Observation, Sequence, Contrast Researching sources, Timeline, Using sources, Questioning, Discussion, Compare/Contrast, Making connections, Making conclusions, Modern, Past, Present, Future, Memory, Information, Similarity, Difference, Lives, Knowledge: History, Significant, Order, Similar/ Different, Fact/, opinion, Artefact, Event, Evidence, Changes, Invention, Question, Cause, Consequences, Reason, Connections, Century/ decade, Living memory, Periods of time</p>				<p><b>Key Vocabulary:</b> <b>Knowledge</b> - L.S Lowry, Manchester, locality, Salford, artwork, capture, scenes.  <b>Skills</b> - Observation, Sequence, Contrast Researching sources, Timeline, Using sources, Questioning, Discussion, Compare/Contrast, Making connections Making conclusions, Modern, Past, Present, Future, Memory, Information, Similarity, Difference, Lives, Knowledge: History, Significant, Order, Similar/ Different, Fact/, opinion, Artefact, Event, Evidence, Changes, Invention, Question, Cause, Consequences, Reason, Connections, Century/ decade, Living memory, Periods of time</p>



# Curriculum Map

## Subject - Endpoints LKS2

By the end of LKS2

End points		Vocabulary
<b>Chronology</b>	<p>Year 3: Use dates to place historical figures, events and artefacts in order on timelines.</p> <p>Year 4: Begin to add evidence and dates to timelines (to show an understanding that changes occur over time). Use dates relating to significant events.</p>	(Detailed within each year group)
<b>Enquiry &amp; Interpreting</b>	<p>Year 3: 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.</p> <p>Year 4: Use various sources of historical evidence to find out about the past. Ask and answer relevant historical questions. Give reasons for opinions (using historical evidence). Make comparisons between historical sources of evidence. Explore causes and consequences of the main events, situations and changes.</p>	
<b>Knowledge &amp; Understanding</b>	<p>Year 3: Describe features of periods studied. E.g. clothes, beliefs, homes, attitudes. Describe similarities and differences between people, events and actions over time.</p> <p>Year 4: Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes and attitudes. Describe how past events and actions of people affect life today.</p>	



# Curriculum Map

## Subject - Overview Y3

Autumn 1 Black history: Sports people	Autumn 2 Stone Age	Spring 1	Spring 2 Ancient Egypt	Summer 1	Summer 2 Cotton industry
<b>Black History:</b> Are all the people who have impacted positively on sports white?	What are the similarities and differences of the stone age compared to present day.?		What did we learn from the Egyptians?		<b>Local history focus</b> - Cotton industry (Manchester)
<p>What is history?</p> <p><b>BH</b> - Study of a variety of sports people who have represented/been successful and positively impacted.</p> <p>Their story. Their impact today? Key dates Compare with successful white sports people. How they have helped other black athletes /youth? Sports—i.e. Jessica Enis-Hill/Mo Farah. Marcus R Identify local sports people.</p>	<p>Explore early stone age within the hunter and gather era (Palaeolithic period) and how this change affected how we live today. Explore innovative technologies that was brought forward within the stone age. Compare the Palaeolithic period, Neolithic period, and the modern-day era. Explore the changes in life throughout this time. Explore early farming and settling. Explore what remains of the stone age (Stonehenge) and how humans have developed after the period. Create a chronological timeline of the stone age highlighting key developments throughout the period. Discuss and interpret different information and conclude their own thoughts to how the stone age affected our lives today through several factors.</p>		<p>Discussion - similarities between four main ancient civilizations (Ancient Sumer, Ancient Egypt , Shang Dynasty, Indus valley)</p> <p>An in depth study of one of the civilizations studied (Ancient Egypt):</p> <p>Who were the Ancient Egyptians? How did the Egyptians use the river Nile? What are Egyptian cultures and beliefs? Explore hieroglyphics.</p> <p>How did Howard Carter's discovery impact what we know today? How did Ancient Egyptian beliefs contrast to different eras?</p>		<p><b>Local history focus</b> - How did the Industrial Revolution change Manchester? What was Manchester like in the past? Compare Manchester- then and now. What was the Industrial Revolution? Manchester and the Industrial Revolution- Trip. Development of Cotton industry in Manchester - impact locally and wider. Where impacted. How impacted. Gains for Manchester? Conditions for workers. Impact upon things today. Changes over time.</p>
<p><b>Key Vocabulary:</b></p> <p><b>Knowledge</b> BH - Impact, athletes, sports, represent, success, positive, challenges, youth, change, developments, opportunities, black history</p>	<p><b>Key Vocabulary:</b></p> <p><b>Knowledge:</b> Stone Age, AD / BC, Prehistory, Archaeological, Ancient,, Impact, Era, Palaeolithic, Hunter-gatherers, Mesolithic, Neolithic, Early farmers/ farming, Skara Brae, Bronze Age, Stonehenge, Iron Age hill forts, Tribal kingdoms, Civilizations, Present day, Stone Age, Settlement, Technology</p> <p><b>Skills:</b> Observation, Sequence, Contrast, Researching sources, Timeline , Using sources, Questioning, Discussion, Compare/Contrast, Making connections, Making conclusions, Interpretation, Facts, Reason, Opinion, Evidence, Historically valid questions , Chronology , Timeline , Artefacts, Research, Enquiry, Comparison, Reliability, Continuity, Significance, Discussion, Argument, Reasoning, Draw contrasts Analyse trends, era, evidence Time period, contrasts, inference, varied sources, interpretation, discussion, argument, reasoning, drawing contrasts, analyse,</p>		<p><b>Key Vocabulary:</b></p> <p><b>Knowledge:</b> Ancient Egypt, Hieroglyphics, Mummification, Pyramid, Artefact, Event, influence</p> <p><b>Skills:</b> Observation, Sequence, Contrast, Researching sources, Timeline , Using sources, Questioning, Discussion, Compare/Contrast, Making connections, Making conclusions, Interpretation, Facts, Reason, Opinion, Evidence, Historically valid questions , Chronology , Timeline , Artefacts, Research, Enquiry, Comparison, Reliability, Continuity, Significance, Discussion, Argument, Reasoning, Draw contrasts Analyse trends, era, evidence Time period, contrasts, inference, varied sources, interpretation, discussion, argument, reasoning, drawing contrasts, analyse,</p>		<p><b>Vocabulary</b></p> <p><b>Knowledge</b> LS: industrial revolution, mills, cotton, conditions, gain, workers, development, local, national, international, trade, industry, imported, factory, urbanisation, textile, rural, agriculture,</p> <p><b>Skills</b> - Similarities, Differences, Century/decade, Primary/Secondary Sources, Timeline, Facts, Reason, Opinion, Evidence, Conclusion, Limitations, Deduction, Significance, Continuity, Reliability, Sources of information, Varied sources, Research, Enquiry, Comparison, Achievement, Photographs, ast present, Preferred</p>



# Curriculum Map

## Subject - Overview Y4

<b>Autumn 1</b> <b>Black History:</b> medicine <b>Local history focus -</b> How did Medicine within the local area develop over time?	<b>Autumn 2</b> Ancient Greece	<b>Spring 1</b> Ancient Greece	<b>Spring 2</b>	<b>Summer 1</b> Romans	<b>Summer 2</b>
Are all the people who have impacted positively on medicine white?	How did the Ancient Greeks change the World?	How did the Ancient Greeks change the World? CTND		What did the Romans do for us?	
What is history?  <b>Black history</b> Why we celebrate Black history month Research black medical people who have impacted positively - create a fact file. Hidden figures book - share and discuss. Patricia Bath.  <b>Local history study -</b> Medicine within the local area (buildings/people) Development of medical services/buildings in Manchester - impact locally and wider. Where impacted. How impacted. Gains for Manchester? Conditions for workers. Impact upon things today. Changes over time. Trip?	<u><b>Ancient Greece</b></u> How has the Geography of Ancient Greece influenced its development? Why do we have the Olympic games? How do we now have excellent acoustics and sound knowledge?(theatres) How do we now have democracy? Which sources are accurate? Compare 2 sources: bias (Battle of Thermopylae)	<u><b>Ancient Greece</b></u> How have the Ancient Greeks influenced how we practice medicine today? What innovative Architecture methods and structures did they use? Why were Ancient Greek Philosophers so important?? Overview of Inventions/innovations/achievements  Answer big question		<u><b>Romans</b></u> Geography of Rome, past and present? How did the empire grow so far and wide? Why were the Roman army so successful? Why did they invade Britain? What was life like in Ancient Roman Britain? (Technology, culture and beliefs link to the Greeks) Who was Boudicca and what impact? What caused the downfall of the Roman Empire?	
<u><b>Key Vocabulary:</b></u> <b>Knowledge:</b> Medical, Research, celebrate, Black history, medical, doctors, hospitals. Medicine, hospital, workers, gains, developments, innovations, invention, hospital  <b>Skills:</b> Observation, Sequence, Contrast, Researching sources, Timeline , Using sources, Questioning, Discussion, Compare/Contrast, Making connections, Making conclusions, Interpretation, Facts, Reason, Opinion, Evidence, Historically valid questions , Chronology , Timeline , Artefacts, Research, Enquiry, Comparison, Reliability, Continuity, Significance, Discussion, Argument, Reasoning, Draw contrasts Analyse trends, era, evidence Time period, contrasts, inference, varied sources, interpretation, discussion, argument, reasoning, drawing contrasts, analyse,	<u><b>Key Vocabulary:</b></u> <b>Knowledge:</b> Archaeologists, Ancient, Modern, Influence, power, peace, war, kingdom, gods, goddesses, Olympic games, Ancient Greece, Western world, Democracy, Athens, Parthenon, Acropolis, culture, beliefs, monuments, myth, buildings, architecture, amphitheatre, Landscape, polis, travel, trade, inventions, laws, justice, vote, medicine, leisure, prosperity, wealth, theatre, legend.  <b>Skills:</b> Observation, Sequence, Contrast, Researching sources, Timeline , Using sources, Questioning, Discussion, Compare/Contrast, Making connections, Making conclusions, Interpretation, Facts, Reason, Opinion, Evidence, Historically valid questions , Chronology , Timeline , Artefacts, Research, Enquiry, Comparison, Reliability, Continuity, Significance, Discussion, Argument, Reasoning, Draw contrasts Analyse trends, era, evidence Time period, contrasts, inference, varied sources, interpretation, discussion, argument, reasoning, drawing contrasts, analyse,			<u><b>Key Vocabulary:</b></u> <b>Knowledge:</b> Empire, Roman Empire, Emperor, AD, BC, Technology, Culture, innovation, Infrastructure, Beliefs, Britain, Julius Caesar, Invasion, Claudius, Hadrian, Hadrian wall, Constantine III, Significant, Event  <b>Skills:</b> Observation, Sequence, Contrast, Researching sources, Timeline , Using sources, Questioning, Discussion, Compare/Contrast, Making connections, Making conclusions, Interpretation, Facts, Reason, Opinion, Evidence, Historically valid questions , Chronology , Timeline , Artefacts, Research, Enquiry, Comparison, Reliability, Continuity, Significance, Discussion, Argument, Reasoning, Draw contrasts Analyse trends, era, evidence Time period, contrasts, inference, varied sources, interpretation, discussion, argument, reasoning, drawing contrasts, analyse,	



# Curriculum Map

## Subject - Endpoints UKS2

By the end of UKS2

End points		Vocabulary
<b>Chronology</b>	<p>Year 5: Add evidence and dates to timelines (to show an understanding that change and continuity occurs over time). Identify significant changes within and across historical periods.</p> <p>Year 6: Use a timeline to identify and relate significant changes within and across historical periods and make comparisons. Describe and explain key changes in historical periods e.g. (Begin to refer to: political, cultural, social, religious, technological changes).</p>	(Detailed within each year group)
<b>Enquiry &amp; Interpreting</b>	<p>Year 5: Begin to independently select and use reliable sources of historical evidence to find out about the past. Ask and answer relevant historical questions and give reasons for opinions. Use given sources to support a viewpoint. Compare historical sources and begin to form opinions about historical events. Describe causes and consequences of the main events, situations and changes.</p> <p>Year 6: Independently select and use reliable sources of historical evidence to find out about the past. Ask and answer relevant historical questions and give reasons for opinions. Independently choose relevant sources to support a viewpoint (and give reasons for choices). Independently compare historical sources and form opinions about historical events. Begin to evaluate the usefulness and accuracy of different sources of evidence. Show an understanding that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p>	
<b>Knowledge &amp; Understanding</b>	<p>Year 5: Begin to use evidence to show an awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. Identify links and changes within and across the time periods and localities studied.</p> <p>Year 6: Use research evidence to show an awareness of social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. Begin to explain and evaluate causes and consequences of the main events, situations and changes across time periods studied.</p>	



# Curriculum Map

## Subject - Overview Y5

Autumn 1 Anglo Saxons Black history	Autumn 2 Vikings	Spring 1	Spring 2 Local study - Manchester = 2nd city in UK?	Summer 1	Summer 2
How did the Anglo Saxons change Britain? Black history: What impact have black musicians had?	What did the Vikings gain from us and vice versa?		Should Manchester have the title of the UK's Second City?		
<p>What is history?</p> <ul style="list-style-type: none"> <li>-Who were the Anglo-Saxons?</li> <li>-Anglo-Saxon invasion of Britain.</li> <li>-Anglo-Saxon settlements.</li> <li>-Anglo-Saxons kingdoms- place names.</li> <li>-Anglo-Saxon village life.</li> <li>-Anglo-Saxon art and culture.</li> </ul> <p><b>Black History:</b> Performing Arts— Local musical achievements Sister Rosetta Stone. *Impact/struggles/ changes.</p>	<ul style="list-style-type: none"> <li>-Who were the Vikings?</li> <li>-Compare the Anglo-Saxons and Vikings.</li> <li>-Achievements of the Anglo-Saxons and Vikings.</li> <li>-Viking life.</li> <li>-Viking raids and invasion resistance.</li> <li>-Edward the Confessor and his death in 1066.</li> </ul>		<ul style="list-style-type: none"> <li>-What was Manchester like in the 1960s?</li> <li>Decline of cotton, shipping and heavy industry.</li> <li>Beginning of Manchester's music scene.</li> <li>-How did Manchester change in the 1980's?</li> <li>Lots of people unemployed, Regeneration began, Metrolink, Olympic Games bids, Manchester Arena built, music scene one of the most important in the UK.</li> <li>-How did Manchester become the city we know today?</li> <li>1997 IRA bombing led to the rebuilding of the city centre, 2002 Commonwealth Games, New buildings (Beetham Tower, Arndale, Deansgate Square) Tourist destination.</li> <li>-Should Manchester have the title of UK's second city?</li> <li>Use research to provide an argument for or against this.</li> </ul>		
<p><b>Key Vocabulary:</b> <b>Knowledge:</b> Angles, Saxons, Jutes, invade, settle, longships, kingdoms, thane, churl, slave</p> <p><b>Skills</b> - Interpretation, Facts, Reason, Opinion, Evidence , Historically valid questions , Chronology , Timeline , Artefacts, Research, Enquiry, Comparison, Reliability, Continuity, Significance, Discussion, Argument, Reasoning, Draw contrasts Analyse trends , Deduction, Inference, Organising Information, Chronology, Comparison, Observation, Discussion, Research, Reflection, Interpretation Questioning Historically valid Perceptive questions, Investigate, Forming conclusions, Making links, Historical Perspective , Judgement, Contrasting arguments and interpretations</p>	<p><b>Key Vocabulary:</b> <b>Knowledge:</b> Dane, Danelaw, exile, invade, raid, pillage, King, kingdom, longhouse, monastery, outlaw, pagan, runes, sword, shield, axe, spear</p> <p><b>Skills</b> - Interpretation, Facts, Reason, Opinion, Evidence , Historically valid questions , Chronology , Timeline , Artefacts, Research, Enquiry, Comparison, Reliability, Continuity, Significance, Discussion, Argument, Reasoning, Draw contrasts Analyse trends , Deduction, Inference, Organising Information, Chronology, Comparison, Observation, Discussion, Research, Reflection, Interpretation Questioning Historically valid Perceptive questions, Investigate, Forming conclusions, Making links, Historical Perspective , Judgement, Contrasting arguments and interpretations</p>		<p><b>Key Vocabulary:</b> <b>Knowledge:</b> trade, industry, imported, factory, urbanisation, regeneration, tourism, culture</p> <p><b>Skills</b> - Interpretation, Facts, Reason, Opinion, Evidence , Historically valid questions , Chronology , Timeline , Artefacts, Research, Enquiry, Comparison, Reliability, Continuity, Significance, Discussion, Argument, Reasoning, Draw contrasts Analyse trends , Deduction, Inference, Organising Information, Chronology, Comparison, Observation, Discussion, Research, Reflection, Interpretation Questioning Historically valid Perceptive questions, Investigate, Forming conclusions, Making links, Historical Perspective , Judgement, Contrasting arguments and interpretations</p>		



# Curriculum Map

## Subject - Overview Y6

Autumn 1 WW11 Black History	Autumn 2	Spring 1 Islamic Golden Age	Spring 2	Summer 1 British Kings and Queens	Summer 2
How did WWII affect the world today?  Black history: How have black people affected political decisions over time?		How did the Golden Age of Islam get its name?		Kings and Queens: what difference do they make?	
What is history? WW11 - The causes of WWII The rise of the Nazis Britain's choices in 1940 The impact of Nazi rule in occupied Europe The impact of war at home The use of propaganda Evaluation of evidence Choices made during the war by all sides The impact on the world today  BH - Political figures in the struggle against racism- BLM and Windrush Scandal Racist symbols from the past and what to do with them. (3 week topic from HT1 and HT2).		The foundation of Baghdad The importance of trade to Baghdad The importance of ideas travelling along the Silk Road  The role of the House of Wisdom Comparing experiences of different groups of people within Baghdad Comparing Baghdad with Europe		The events of 1066 The feudal system and the Plantagenets How Magna Carta came about The Tudors and religious changes Charles I and the Civil War The Georgians, trade and rights Victoria and the Empire The Windsors and World Wars leading to revolution and change Queen Elizabeth and the modern monarchy Charles III	
<b>Key Vocabulary:</b> WW11 Cause and effect Propaganda, Bias, Society, Empire, Point of view, Objectivity, Subjectivity, Consequences, Legacy, Modern British Values, Laws, Research, Interpretation, Invasions, Expansion, Impact <b>BH</b> - Bias, Society, Point of View, Consequences, Legacy, Modern British Values, Laws and Justice, Social History. <b>Skills</b> - Interpretation, Facts, Reason, Opinion, Evidence, Historically valid questions, Chronology, Timeline, Artefacts, Research, Enquiry, Comparison, Reliability, Continuity, Significance, Discussion, Argument, Reasoning, Draw contrasts Analyse trends, Deduction, Inference, Organising Information, Chronology, Comparison, Observation, Discussion, Research, Reflection, Interpretation Questioning Historically valid Perceptive questions, Investigate, Forming conclusions, Making links, Historical Perspective, Judgement, Contrasting arguments and interpretations		<b>Key vocabulary:</b> Islam, Prophet Muhammad, Muslim, Mosque, Caliphs, Golden Age, Comparison, Economic, Civilisation, Achievements, Scholars, Dynasties, Wisdom, Merchants. <b>Skills</b> - Interpretation, Facts, Reason, Opinion, Evidence, Historically valid questions, Chronology, Timeline, Artefacts, Research, Enquiry, Comparison, Reliability, Continuity, Significance, Discussion, Argument, Reasoning, Draw contrasts Analyse trends, Deduction, Inference, Organising Information, Chronology, Comparison, Observation, Discussion, Research, Reflection, Interpretation Questioning Historically valid Perceptive questions, Investigate, Forming conclusions, Making links, Historical Perspective, Judgement, Contrasting arguments and interpretations		<b>Key vocabulary:</b> Chronology, Kingdoms, Peasantry, Laws and Justice, Conquer, Impact. <b>Skills</b> - Interpretation, Facts, Reason, Opinion, Evidence, Historically valid questions, Chronology, Timeline, Artefacts, Research, Enquiry, Comparison, Reliability, Continuity, Significance, Discussion, Argument, Reasoning, Draw contrasts Analyse trends, Deduction, Inference, Organising Information, Chronology, Comparison, Observation, Discussion, Research, Reflection, Interpretation Questioning Historically valid Perceptive questions, Investigate, Forming conclusions, Making links, Historical Perspective, Judgement, Contrasting arguments and interpretations	