

CURRICULUM MAP (Long term plan)

SUBJECT : History

YEAR GROUP: 6

	Cycle 1 Autumn The Victorians	Cycle 2 Spring Invaders Through Time - Anglo-Saxon and Vikings	Cycle 3 Summer The Ancient Greeks
Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum	<p>To develop a chronologically secure understanding of where the Victorians feature in British history.</p> <p>To extend chronological knowledge beyond 1066.</p> <p>To understand and define the following key vocabulary</p> <ul style="list-style-type: none"> - Empire - Chronological - Primary sources - Secondary sources - Industrial Revolution - Census - Invention - Population - Workhouse - Child Labour <p>To know that our knowledge of the Victorians is constructed from a range of sources.</p> <p>Understand and define primary and secondary sources.</p> <p>To identify different sources and recognise and explain the validity of these.</p>	<p>To develop a chronologically secure understanding of where the Anglo-Saxons and Vikings feature in British history.</p> <p>To understand Britain's settlement by the Anglo-Saxons and Scots.</p> <p>To understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>To understand and define the following key vocabulary</p> <ul style="list-style-type: none"> - Settlers - Kingdom - Chieftain - Invaders - Danegeld - Danelaw - Paganism - Longship - Freeman - Trader <p>To know that our knowledge of the Anglo-Saxons and Vikings is constructed from a range of sources.</p> <p>To identify different sources and recognise and explain the validity of these.</p>	<p>To develop a chronologically secure understanding of the expansion of the Ancient Greek empire.</p> <p>To gain an overview of significant people, places and events from Ancient Greece</p> <p>Pupils to be able to contrast daily life in Ancient Greece with modern day lifestyles</p> <p>To consider broader historical context, particularly with regards to the expansion of the Ancient Greek empire and lasting legacy and influence on the Western world.</p> <p>To understand and define the following key vocabulary</p> <ul style="list-style-type: none"> - Athens - Sparta - Marathon - Trojan Horse - Legacy - Empire - Mount Olympus - Democracy - Myths - Hoplites - Civilisations <p>To know that our knowledge of the Ancient Greeks is constructed from a range of sources.</p>

			To identify different sources and recognise and explain the validity of these.
Disciplinary knowledge - what skills are practised?	<p>Critical thinking. Weighing evidence. Sifting arguments. Developing perspective and judgement. Identifying historically significant events and actions. To address and devise historically valid questions about change, cause, similarity and difference and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. Create chronologically accurate timelines. Use sources of information to answer questions. Assemble relevant facts together into a piece of informative writing, e.g. paragraphs, fact files.</p>	<p>Critical thinking. Weighing evidence. Sifting arguments. Developing perspective and judgement. Identifying historically significant events and actions. To address and devise historically valid questions about change, cause, similarity and difference and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. Create chronologically accurate timelines. Use sources of information to answer questions. Assemble relevant facts together into a piece of informative writing, e.g. paragraphs, fact files.</p>	<p>Critical thinking. Weighing evidence. Sifting arguments. Developing perspective and judgement. Identifying historically significant events and actions. To address and devise historically valid questions about change, cause, similarity and difference and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. Create chronologically accurate timelines. Use sources of information to answer questions. Assemble relevant facts together into a piece of informative writing, e.g. paragraphs, fact files.</p>
Key questions (What is the learning about?)	<p>What is history? What are primary and secondary sources? Can I make appropriate use of dates? Can I describe the key features of a period? (<i>Focus on The Industrial Revolution</i>) Can I recall facts about Queen Victoria and her life? Can I demonstrate knowledge of Victorian inventions? Can I identify the main changes in</p>	<p>Can I describe why, where and when the Scots and Anglo-Saxons invaded Britain? Can I find out where the Anglo-Saxons came from and what it might have been like to invade Britain? Can I understand why the Anglo-Saxons wanted to settle in Britain? Can I explain what it was like in an Anglo-Saxon village? Can I understand and research Anglo-Saxon place names in my local area?</p>	<p>Can I find out where and when the Greeks lived? Can I explain what city states were? Can I explain why Athens and Sparta were so different? Can I understand the significance of Alexander the Great? Can I know what happened at the Battle of Marathon? Can I understand why a small Greek army won the Battle of Marathon? Can I say what the Ancient Greek gods</p>

	<p>living conditions both during and after the Victorian period?</p> <p>Can I understand and discuss why sanitation was poor during the Victorian era?</p> <p>Can I name and describe Victorian diseases?</p> <p>Can I describe child labour in Victorian times?</p>	<p>Can I illustrate what Anglo-Saxons would have worn?</p> <p>Can I explain Anglo-Saxons worship?</p> <p>Can I explain where the Vikings came from and why they invaded Britain?</p> <p>Can I describe the significance of some Anglo-Saxon kings during the Viking period?</p> <p>Can I explain what Danegeld is?</p> <p>Can I describe key aspects of Viking life?</p> <p>Can I explain how the legal system worked in Anglo-Saxon and Viking Britain?</p> <p>Can I explain how the last Anglo-Saxon kings shaped Britain?</p>	<p>were known for?</p> <p>Can I learn about the 12 Olympian gods?</p> <p>Can I explain the importance of the Olympic Games?</p> <p>Can I explain what the Ancient Greek philosophers were famous for?</p> <p>Can I draw my own conclusions about the story of the Trojan Horse?</p> <p>Can I explore different aspects of daily life for ancient Greek children?</p> <p>Can I explore the influence of Ancient Greece on various areas of modern life?</p> <p>Can I consider the significance of different legacies on life today?</p>
Assessment	<p>Half-term PPC. Fix it time relevant to the requirements of each individual cohort.</p> <p>Live marking. Ongoing Teacher Assessment through questioning and use of MWB's. End-of-topic double page spread to show understanding. Best Write.</p>	<p>Half-term PPC. Fix it time relevant to the requirements of each individual cohort.</p> <p>Live marking. Ongoing Teacher Assessment through questioning and use of MWB's. End-of-topic double page spread to show understanding. Best Write.</p>	<p>Half-term PPC. Fix it time relevant to the requirements of each individual cohort.</p> <p>Live marking. Ongoing Teacher Assessment through questioning and use of MWB's. End-of-topic double page spread to show understanding. Best Write.</p>
Literacy (L), Numeracy (N), Oracy (O) opportunities	<p>L - Formulating answers, writing definitions, extended piece of writing about Victorian child labour.</p> <p>N - ordering dates, chronological knowledge, looking at the distribution of different characteristics in a census.</p> <p>O - debating (effect of industrial revolution).</p>	<p>L - Writing explanations, extended piece of persuasive writing comparing Anglo-Saxons and Vikings.</p> <p>O - Role play, debating, verbal explanations.</p> <p>N - ordering dates, chronological knowledge.</p>	<p>L - Writing explanations, extended piece of writing on the legacy of the Ancient Greeks.</p> <p>O - Role play, debating, verbal explanations.</p> <p>N - ordering dates, chronological knowledge.</p>
Cross Curricular Opportunities	<p>English - Sherlock Holmes, Street Child and Cogheart texts. (All set in the Victorian era.)</p> <p>DT - making torches.</p> <p>Science - electricity</p>	<p>English - Beowulf text.</p> <p>Geography - kingdoms in the United Kingdom and knowledge of Scandinavian and other European countries.</p> <p>RE - paganism and Christianity.</p>	<p>Geography - Where cities are built, City states - Athens/Sparta.</p> <p>RE - Humanists date back to the Ancient Greeks.</p>

		DT - making long ships.	
<p>SMSC / Character/Careers/Cultural Capital (personal development)</p>	<p>SPIRITUAL -</p> <ul style="list-style-type: none"> Understanding the religious and spiritual beliefs of different societies and their customs. Children are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Children also reflect upon different interpretations of the past and how these interpretations have been arrived at. <p>MORAL-</p> <ul style="list-style-type: none"> Students are encouraged to consider and comment on the moral questions and dilemmas faced by historical figures. They learn about the different cultures, laws and the values of the people in those societies and empathise with decisions made. Students are encouraged to make moral judgements from a historical point of view and analyse sources of evidence to find out the truth. <p>SOCIAL-</p>	<p>DT - making long ships.</p> <p>SPIRITUAL -</p> <ul style="list-style-type: none"> Understanding the religious and spiritual beliefs of different societies and their customs. Children are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Children also reflect upon different interpretations of the past and how these interpretations have been arrived at. <p>MORAL-</p> <ul style="list-style-type: none"> Students are encouraged to consider and comment on the moral questions and dilemmas faced by historical figures. They learn about the different cultures, laws and the values of the people in those societies and learn to empathise with decisions made. Students are encouraged to make moral judgements from a historical point of view and analyse sources of evidence to find out the truth. 	<p>SPIRITUAL -</p> <ul style="list-style-type: none"> Understanding the religious and spiritual beliefs of different societies and their customs. Children are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Children also reflect upon different interpretations of the past and how these interpretations have been arrived at. <p>MORAL-</p> <ul style="list-style-type: none"> Students are encouraged to consider and comment on the moral questions and dilemmas faced by historical figures. They learn about the different cultures, laws and the values of the people in those societies and to empathise with decisions made. Students are encouraged to make moral judgements from a historical point of view and analyse sources of evidence to find out the truth. <p>SOCIAL-</p> <ul style="list-style-type: none"> Problem solving as part of a team collaborating on activities.

	<ul style="list-style-type: none"> ● Problem solving as part of a team collaborating on activities. ● Students consider what past societies and other cultures have contributed to the development of 'British' culture today. <p>CULTURAL-</p> <ul style="list-style-type: none"> ● Encouraged to study links between local, British, European and world history to develop an appreciation of our multi-cultural society. ● Ways in which events have shaped our culture and society are explored. ● Investigate historical figures who have shaped Britain and/or left a legacy within our culture 	<p>SOCIAL-</p> <ul style="list-style-type: none"> ● Problem solving as part of a team collaborating on activities. ● Students consider what past societies and other cultures have contributed to the development of 'British' culture today. <p>CULTURAL-</p> <ul style="list-style-type: none"> ● Encouraged to study links between local, British, European and world history to develop an appreciation of our multi-cultural society. ● Ways in which events have shaped our culture and society are explored. ● Investigate historical figures who have shaped Britain and/or left a legacy within our culture 	<ul style="list-style-type: none"> ● Students consider what past societies and other cultures have contributed to the development of 'British' culture today. <p>CULTURAL-</p> <ul style="list-style-type: none"> ● Encouraged to study links between local, British, European and world history to develop an appreciation of our multi-cultural society. ● Ways in which events have shaped our culture and society are explored. ● Investigate historical figures who have shaped Britain and/or left a legacy within our culture
Equality and Diversity	Diverse representation on the slides. Diverse populations Meanwhile Elsewhere lessons - what is life like on other continents during the Victorian Era.	Diverse representation on the slides. Discussing important female leaders in Anglo-Saxon times. Diverse populations Meanwhile Elsewhere lessons - Abbasid Caliphate	Diverse representation on the slides. Diverse populations.
Super Curriculum (personal development)	School trip to a Victorian Living museum. Museum school loans - artefacts.	Visitor - Anglo-Saxon school experience	Educational visit about Ancient Greek battles and soldiers.