

CURRICULUM MAP (Long term plan)

SUBJECT : History

YEAR GROUP 6

	Cycle 1 Autumn The Victorians	Cycle 2 Invaders Through Time - Anglo-Saxon and Vikings	Cycle 3 The Ancient Greeks
Substantive knowledge –	<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>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 	<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 Victorians is constructed from a range of sources. Understand and define primary and secondary sources. To identify different sources and recognise and explain the validity of these.</p>	<p>- Trader To know that our knowledge of the Anglo-Saxons and Vikings is constructed from a range of sources. To identify different sources and recognise and explain the validity of these.</p>	<p>To know that our knowledge of the Ancient Greeks is constructed from a range of sources. To identify different sources and recognise and explain the validity of these.</p>
<p>Disciplinary knowledge - what skills are practised?</p>	<p>A01; A02; A03 & A04. Historical Enquiry Cause & consequence; chronology; change & continuity.</p>	<p>A01; A02; A03 & A04. Historical Enquiry Cause & consequence; chronology; change & continuity.</p>	<p>A01; A02; A03 & A04. Historical Enquiry Cause & consequence; chronology; change & continuity.</p>
<p>Key questions (What is the learning about?)</p>	<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 living conditions both during and after the Victorian period? Can I understand and discuss why sanitation was poor during the</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? Can I illustrate what Anglo-Saxons would have worn? Can I explain Anglo-Saxons worship? Can I explain where the Vikings came from and why they invaded Britain?</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 were known for? Can I learn about the 12 Olympian gods? Can I explain the importance of the Olympic Games? Can I explain what the Ancient Greek philosophers were famous for? Can I draw my own conclusions about the story of the Trojan Horse? Can I explore different aspects of daily life for ancient Greek children? Can I explore the influence of Ancient Greece on various areas of modern life? Can I consider the significance of different legacies on life today?</p>

	<p>Victorian era? Can I name and describe Victorian diseases? Can I describe child labour in Victorian times?</p>	<p>Can I describe the significance of some Anglo-Saxon kings during the Viking period? Can I explain what Danegeld is? Can I describe key aspects of Viking life? Can I explain how the legal system worked in Anglo-Saxon and Viking Britain? Can I explain how the last Anglo-Saxon kings shaped Britain?</p>	
Assessment	EOT assessments	EOT assessments	EOT Assessment
Literacy (L), Numeracy (N), Oracy (O) opportunities	<p>L - Formulating answers, writing definitions, extended piece of writing about Victorian child labour. N - ordering dates, chronological knowledge, looking at the distribution of different characteristics in a census. O - debating (effect of industrial revolution).</p>	<p>L - Writing explanations, extended piece of persuasive writing comparing Anglo-Saxons and Vikings. O - Role play, debating, verbal explanations. N - ordering dates, chronological knowledge.</p>	<p>L - Writing explanations, extended piece of writing on the legacy of the Ancient Greeks. O - Role play, debating, verbal explanations. N - ordering dates, chronological knowledge.</p>
Cross Curricular Opportunities	<p>English - Sherlock Holmes, Street Child and Cogheart texts. (All set in the Victorian era.) DT - making torches. Science - electricity</p>	<p>English - Beowulf text. Geography - kingdoms in the United Kingdom and knowledge of Scandinavian and other European countries. RE - paganism and Christianity. DT - making longships.</p>	<p>Geography - Where cities are built, City states - Athens/Sparta. RE - Humanists date back to the Ancient Greeks.</p>



Super curriculum			
Careers	<p>HT1 https://drive.google.com/drive/u/0/folders/1Ctfh5B8Qdn-VT66GPI-wun6AuEcQkoWI</p> <p>HT2 https://drive.google.com/drive/u/0/folders/1gFTjXJOS0XLWKsfT4gP2KWHtvqe300xX</p>	<p>HT1 HT2 https://drive.google.com/drive/u/0/folders/15c1g_Bt6sCwHKe84Q_0UkxbHQhsOeO2v</p> <p>HT2 https://drive.google.com/drive/u/0/folders/1zZffKnZeTG9Rag8ayoUmlve6WZ2IFLCb</p>	<p>HT1: https://drive.google.com/drive/u/0/folders/1BM8AHzhnXy2g oaEFAjQ7WN0pOhDeyWcv</p> <p>HT2: https://drive.google.com/drive/u/0/folders/1mACuGWZg8W W1UYB3r28BHH1ALZcQ2Wk2</p>
Equality and Diversity Gender Disability Religion Race Sexuality	<p>HT1 https://drive.google.com/drive/u/0/folders/12YjSsxAGzipAVj1DB_mcwJ3iJPM4B7-S</p>	<p>https://drive.google.com/drive/u/0/folders/1LrfCLA0f5vilas4qs-1a2nqjymcpnMOK</p> <p>https://drive.google.com/drive/u/0/folders/1mcbjucC1TLyae1-D9inlL6bLu4xs0-VT</p>	<p>https://drive.google.com/drive/u/0/folders/10n-T2kApOUPiHlnHYP5nMOdl44ssAH8M</p>
Local Community Links	NHDC Education services	NHDC Education services	NHDC Education services
British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education	<p>https://drive.google.com/drive/u/0/folders/12YjSsxAGzipAVj1DB_mcwJ3iJPM4B7-S</p>	<p>https://drive.google.com/drive/u/0/folders/1mcbjucC1TLyae1-D9inlL6bLu4xs0-VT</p>	<p>https://drive.google.com/drive/u/0/folders/1BM8AHzhnXy2g oaEFAjQ7WN0pOhDeyWcv</p> <p>https://drive.google.com/drive/u/0/folders/1xwYvwvpX-Jpl4odzIVh3Efr0qO8zSRIm</p>