Whole School Mapping
History
LKS2

Year 3

Cycle 1	***Dazzling Smiles***	***Exploring Islam***	***Volcanoes***	***WW2 Evacuees***	***Watch Me Grow***	***Romans***

Cycle One

	National Curriculum Objectives	Key Facts	Vocabulary		Year Three History Progression Steps
Autumn 1 **The Stone Age**	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.	• The Stone Age is named after the stone tools that the earliest humans used to help them survive. They used them to kill animals, such as mammoths, for their meat, bone marrow and skins. The bones were also useful for making tools, such as needles to sew skins together. • People in the Stone Age moved around from place to place with the seasons, in order to keep safe and warm and to follow the animals they hunted. • Paleolithic period is the earliest stone age time. The Palaeolithic or old Stone Age lasted from 2.7 million years ago to around 20,000 to 10,000 years ago. Britain would have looked very different during the Paleolithic: there were several cold periods called ice ages and the shape of landscapes changed as it became warmer and colder. During the Lower Palaeolithic Britain was not an island but connected to mainland Europe • Mesolithic period is also known as the middle stone age. During this time, smaller and finer tools were made. Also, this was when the first evidence of homes in Britain was recorded • Neolithic period is the final stone age time and is sometimes known as the new age. The was the beginning of agriculture. Farmers from mainland Europe probably brought seeds and farming tools to Britain. Growing crops was a more reliable food supply than gathering wild plants and the landscape was transformed by a new type of life, linked to settled communities of people.	• Hunter gatherer • Nomads • Paleolithic • Mesolithic • Neolithic • BC/ AD • Prehistoric • Homo Sapiens	**Chronological understanding**	• Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline. • Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities between them. • Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying differences between them. **Vocabulary:** Chronological order, reign, invaded/ invasion/ invader, settled/ settler/ settlement, dictator, treason, traitor, rebel, rebellion, slaves, peasants, monastery, monarchy, missionary, conquer, migration, execution, divorce, married, birth and death
				Vocabulary	• Pupils can remember and use names and words from the areas they have studied. • Pupils can use words and phrases accurately to indicate periods of time (a long time ago, ancient) and may be beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils are being introduced to words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
Spring 2 ***WW2 -Evacuees***	Pupils should be taught about world war 2 and the impact this had and any changes to the local environment.	• World War II, which was also known as the Second World War • World War II started on 1st September 1939, When German troops invaded Europe • On the 3rd September, Neville Chamberlin declared war on Germany • This war caused over 85 million people to lose their lives and many more injured. These numbers made it one of the most tragic events that has ever happened • During the Second World War, many children living in big cities and towns were moved temporarily from their homes to places considered safer, usually out in the countryside. • The evacuation of civilians in Britain during the Second World War was designed to protect people, especially children, from the risks associated with aerial bombing of cities by moving them to areas thought to be less at risk.	• Adolf Hitler • Neville Chamberlain, • evacuation, • D-Day • Allies • Invade • Air Raid Shelter • Home Front • Rations • Home Guard • Blitz	**Questioning**	• Pupils can ask simple questions to develop understanding and may be beginning to ask more in-depth questions for their age to develop their understanding. • Pupils are generally able to answer questions accurately related to the area of study. • Pupils can generally use sources to justify their answers. Example Questions • Questions related to lifestyle, clothes, school, homes, leisure times, food and families. • Why did they choose to invade/ settle? • What are the push/ pull factors?
Summer 2 **Romans**	Pupils should be taught about the Roman Empire and its impact on Britain.	• When the Romans arrived in AD43, they introduced new ideas and ways of living to Britain. The Romans stayed in Britain for nearly 400 years from 43AD to 410 AD • Before the Romans invaded Britain, it was ruled by a tribe of people called the Celts. • The Romans introduced the idea of living in big towns and cities. Roman towns were laid out in a grid. Streets criss-crossed the town to form blocks called 'insulae'. In the middle was the 'forum', a big market square where people came to trade. Britain had no proper roads before the Romans - there were just muddy tracks. So, the Romans built new roads across the landscape. • In 55 BC and 54 BC, Julius Caesar tried to invade Britain, however he was unsuccessful. Then in 43 AD, Emperor Claudius was determined to make Britain part of the Roman Empire and fought the Celts. The Celts found the Roman army too powerful and agreed to follow their rules and laws.	• Roman Empire • Empire • Emperor/ Empress • Celts • Anglo-Saxons • Caledonia • Picts • Roman Legion • Iceni	**Knowledge**	• Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline. • Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities between them. • Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying differences between them.

Whole School Mapping
History
LKS2

Year 4

Cycle 1	***Dazzling Smiles***	***Exploring Islam***	***Volcanoes***	***WW2 Evacuees***	***Watch Me Grow***	***Romans***

Cycle One

	National Curriculum Objectives	Key Facts	Vocabulary		Year Four History Progression Steps
Autumn 1 The Stone Age	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.	• The Stone Age is named after the stone tools that the earliest humans used to help them survive. They used them to kill animals, such as mammoths, for their meat, bone marrow and skins. The bones were also useful for making tools, such as needles to sew skins together. • People in the Stone Age moved around from place to place with the seasons, in order to keep safe and warm and to follow the animals they hunted. • Paleolithic period is the earliest stone age time. The Palaeolithic or old Stone Age lasted from 2.7 million years ago to around 20,000 to 10,000 years ago. Britain would have looked very different during the Paleolithic: there were several cold periods called ice ages and the shape of landscapes changed as it became warmer and colder. During the Lower Palaeolithic Britain was not an island but connected to mainland Europe • Mesolithic period is also known as the middle stone age. During this time, smaller and finer tools were made. Also, this was when the first evidence of homes in Britain was recorded • Neolithic period is the final stone age time and is sometimes known as the new age. The was the beginning of agriculture. Farmers from mainland Europe probably brought seeds and farming tools to Britain. Growing crops was a more reliable food supply than gathering wild plants and the landscape was transformed by a new type of life, linked to settled communities of people.	• Hunter gatherer • Nomads • Paleolithic • Mesolithic • Neolithic • BC/ AD • Prehistoric • Homo Sapiens	**Chronological understanding**	• Pupils are developing their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline. • Pupils can make links between areas of history they have studied, identifying similarities between them. • Pupils can make links between areas of history they have studied, identifying differences between them **Vocabulary:** Chronological order, reign, invaded/ invasion/ invader, settled/ settler/ settlement, dictator, treason, traitor, rebel, rebellion, slaves, peasants, monastery, monarchy, missionary, conquer, migration, execution, divorce, married, birth and death
				Vocabulary	• Pupils can remember and use names and words from the areas they have studied in Year 4 as well as remembering a few names and words from previous study. • Pupils are increasingly using words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils remember a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
Spring 2 *WW2 -Evacuees*	Pupils should be taught about world war 2 and the impact this had and any changes to the local environment.	• World War II, which was also known as the Second World War • World War II started on 1st September 1939, When German troops invaded Europe • On the 3rd September, Neville Chamberlin declared war on Germany • This war caused over 85 million people to lose their lives and many more injured. These numbers made it one of the most tragic events that has ever happened • During the Second World War, many children living in big cities and towns were moved temporarily from their homes to places considered safer, usually out in the countryside. • The evacuation of civilians in Britain during the Second World War was designed to protect people, especially children, from the risks associated with aerial bombing of cities by moving them to areas thought to be less at risk.	• Adolf Hitler • Neville Chamberlain, • evacuation, • D-Day • Allies • Invade • Air Raid Shelter • Home Front • Rations • Home Guard • Blitz	**Questioning**	• Pupils can ask questions to develop their understanding. • Pupils are able to answer questions accurately most of the time related to the area of study. • Pupils can use sources to justify their answers and are beginning to organise their responses. Example Questions • How does this compare/ contrast? • What evidence do we have to support this? • What are the similarities/ differences? • General – Who, what, where, when, why and how? • How do we know this? • What were the strengths/ weaknesses of this person/ era?
Summer 2 Romans	Pupils should be taught about the Roman Empire and its impact on Britain.	• When the Romans arrived in AD43, they introduced new ideas and ways of living to Britain. The Romans stayed in Britain for nearly 400 years from 43AD to 410 AD • Before the Romans invaded Britain, it was ruled by a tribe of people called the Celts. • The Romans introduced the idea of living in big towns and cities. Roman towns were laid out in a grid. Streets criss-crossed the town to form blocks called 'insulae'. In the middle was the 'forum', a big market square where people came to trade. Britain had no proper roads before the Romans - there were just muddy tracks. So, the Romans built new roads across the landscape. • In 55 BC and 54 BC, Julius Caesar tried to invade Britain, however he was unsuccessful. Then in 43 AD, Emperor Claudius was determined to make Britain part of the Roman Empire and fought the Celts. The Celts found the Roman army too powerful and agreed to follow their rules and laws.	• Roman Empire • Empire • Emperor/ Empress • Celts • Anglo-Saxons • Caledonia • Picts • Roman Legion • Iceni	**Knowledge**	• Pupils are developing their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline. • Pupils can make links between areas of history they have studied, identifying similarities between them. • Pupils can make links between areas of history they have studied, identifying differences between them.

Whole School Mapping
History
LKS2

Year 3

Cycle 2	***Anglo Saxons***	***The First Railways***	**Travel The World- Africa**	***Egyptians***	***The Human Life Cycle***	***Bridges***

Cycle Two

	National Curriculum Objectives	Key Facts	Vocabulary		Year Three History Progression Steps
Autumn 1 Anglo Saxons	Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.	• The Anglo-Saxons first tried invading in the 4th century, but the Roman army defeated them. Years later – around 450AD – the Ancient Romans left Britain, the Anglo-Saxons seized their chance • Anglo- Saxons lived in settlements made up of Thanes, Slaves and Churls. • They looked for land which had lots of natural resources like food, water and wood to build and heat their homes. • The Anglo-Saxons settled in many different parts of the country – the Jutes ended up in Kent, the Angles in East Anglia, and the Saxons in parts of Essex, Wessex, Sussex and Middlesex (according to whether they lived East, West, South or middle!) • The first Anglo- Saxon King was King Egbert to rule England and the last Anglo-Saxon king was Harold II in 1066. The most famous Anglo-Saxon king was Alfred the Great. • Angles & Saxons were paid to defend Britain and then refused to go back home. They left their homes in Germany, the Netherlands and Denmark and sailed over to Britain on wooden boats.	• Angles • Jutes • Saxons • Invade • Kingdom • Settlement • Slaves • Churls • Thane	**Chronological understanding**	• Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline. • Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities between them. • Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying differences between them. **Vocabulary:** Chronological order, reign, invaded/ invasion/ invader, settled/ settler/ settlement, dictator, treason, traitor, rebel, rebellion, slaves, peasants, monastery, monarchy, missionary, conquer, migration, execution, divorce, married, birth and death
				Vocabulary	• Pupils can remember and use names and words from the areas they have studied. • Pupils can use words and phrases accurately to indicate periods of time (a long time ago, ancient) and may be beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils are being introduced to words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
Autumn 2 The First Railways	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • a significant turning point in British history, for example, the first railways	• The first railroads in Britain were mine carts pulled along wooden tracks by horses • Thomas Savery invented and made one of the first steam engines in 1698. • The first passenger-carrying railway line was the Stockton to Darlington line built by George Stephenson in 1825. Locomotion No.1 was the first locomotive to run on this line. • In 1807, the first passenger railway opened in South Wales. Horses pulled carriages along tracks.	• Locomotive • Passenger • Railroad • Privatized • Nationalized • Rainhill Trials • George Stephenson	**Questioning**	• Pupils can ask simple questions to develop understanding and may be beginning to ask more in-depth questions for their age to develop their understanding. • Pupils are generally able to answer questions accurately related to the area of study. • Pupils can generally use sources to justify their answers. Example Questions • Questions related to lifestyle, clothes, school, homes, leisure times, food and families. • Why did they choose to invade/ settle? • What are the push/ pull factors?
Summer 2 Egyptians	Pupils should be taught about the achievements of the earliest civilizations; including Ancient Egypt.	• Ancient Egypt was one of the oldest and longest lasting world civilizations. It was located along the Nile River in the northeast part of Africa and lasted for over three thousand years. • Ancient Egyptians used hieroglyphs when writing. These were symbols instead of letters like we use today. • The Egyptians had a structured society which had slaves regarded as the lowest class in society and pharaohs at the top. • The average family lived in a village of sun- baked mud houses. The houses were fairly small with few windows or furniture. They had flat roofs that the people would sleep on in the summer when it was too hot inside. • The pyramids were built as burial places and monuments to the Pharaohs. As part of their religion, the Egyptians believed that the Pharaoh needed certain things to succeed in the afterlife. • The largest pyramid is the Pyramid of Khufu, also called the Great Pyramid of Giza. When it was first built it was over 480 feet tall! It was the tallest man-made structure for over 3800 years and is one of the Seven Wonders of the World.	• Mummies, mummification • pyramids • Cleopatra • Tutankhamun • sarcophagus • sphinx • hieroglyphs • Pharaohs • Nile • Giza • Afterlife	**Knowledge**	• Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline. • Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities between them. • Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying differences between them.

Whole School Mapping
History
LKS2

Year 4

Cycle 2	***Anglo Saxons***	***The First Railways***	**Travel The World- Africa**	***Egyptians***	***The Human Life Cycle***	***Bridges***

Cycle Two

	National Curriculum Objectives	Key Facts	Vocabulary		Year Four History Progression Steps
Autumn 1 Anglo Saxons	Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.	• The Anglo-Saxons first tried invading in the 4th century, but the Roman army defeated them. Years later – around 450AD – the Ancient Romans left Britain, the Anglo-Saxons seized their chance • Anglo- Saxons lived in settlements made up of Thanes, Slaves and Churls. • They looked for land which had lots of natural resources like food, water and wood to build and heat their homes. • The Anglo-Saxons settled in many different parts of the country – the Jutes ended up in Kent, the Angles in East Anglia, and the Saxons in parts of Essex, Wessex, Sussex and Middlesex (according to whether they lived East, West, South or middle!) • The first Anglo- Saxon King was King Egbert to rule England and the last Anglo-Saxon king was Harold II in 1066. The most famous Anglo-Saxon king was Alfred the Great. Angles & Saxons were paid to defend Britain and then refused to go back home. They left their homes in Germany, the Netherlands and Denmark and sailed over to Britain on wooden boats.	• Angles • Jutes • Saxons • Invade • Kingdom • Settlement • Slaves • Churls • Thane	**Chronological understanding**	• Pupils are developing their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline. • Pupils can make links between areas of history they have studied, identifying similarities between them. • Pupils can make links between areas of history they have studied, identifying differences between them. **Vocabulary:** Chronological order, reign, invaded/ invasion/ invader, settled/ settler/ settlement, dictator, treason, traitor, rebel, rebellion, slaves, peasants, monastery, monarchy, missionary, conquer, migration, execution, divorce, married, birth and death
				Vocabulary	• Pupils can remember and use names and words from the areas they have studied in Year 4 as well as remembering a few names and words from previous study. • Pupils are increasingly using words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils remember a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
Autumn 2 The First Railways	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • a significant turning point in British history, for example, the first railways	• The first railroads in Britain were mine carts pulled along wooden tracks by horses • Thomas Savery invented and made one of the first steam engines in 1698. • The first passenger-carrying railway line was the Stockton to Darlington line built by George Stephenson in 1825. Locomotion No.1 was the first locomotive to run on this line. • In 1807, the first passenger railway opened in South Wales. Horses pulled carriages along tracks.	• Locomotive • Passenger • Railroad • Privatized • Nationalized • Rainhill Trials • George Stephenson	**Questioning**	• Pupils can ask questions to develop their understanding. • Pupils are able to answer questions accurately most of the time related to the area of study. • Pupils can use sources to justify their answers and are beginning to organise their responses. Example Questions • How does this compare/ contrast? • What evidence do we have to support this? • What are the similarities/ differences? • General – Who, what, where, when, why and how? • How do we know this? • What were the strengths/ weaknesses of this person/ era?
Summer 2 Egyptians	Pupils should be taught about the achievements of the earliest civilizations; including Ancient Egypt.	• Ancient Egypt was one of the oldest and longest lasting world civilizations. It was located along the Nile River in the northeast part of Africa and lasted for over three thousand years. • Ancient Egyptians used hieroglyphs when writing. These were symbols instead of letters like we use today. • The Egyptians had a structured society which had slaves regarded as the lowest class in society and pharaohs at the top. • The average family lived in a village of sun- baked mud houses. The houses were fairly small with few windows or furniture. They had flat roofs that the people would sleep on in the summer when it was too hot inside. • The pyramids were built as burial places and monuments to the Pharaohs. As part of their religion, the Egyptians believed that the Pharaoh needed certain things to succeed in the afterlife. • The largest pyramid is the Pyramid of Khufu, also called the Great Pyramid of Giza. When it was first built it was over 480 feet tall! It was the tallest man-made structure for over 3800 years and is one of the Seven Wonders of the World.	• Mummies, mummification • pyramids • Cleopatra • Tutankhamun • sarcophagus • sphinx • hieroglyphs • Pharaohs • Nile • Giza • Afterlife	**Knowledge**	• Pupils are developing their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline. • Pupils can make links between areas of history they have studied, identifying similarities between them. • Pupils can make links between areas of history they have studied, identifying differences between them.