Whole School Mapping
History
UKS2

Year 5

Cycle 1	***Fabulous Food***	***Exploring Hinduism***	***Journey to Space***	***What was it like to be a soldier in WW1?***	***Europe***	***Greeks***

Cycle One

	National Curriculum Objectives	Key Facts	Vocabulary		Year Five History Progression Steps
Spring 1 **Journey to space** **Local Heroes**	*Journey to Space and its importance* Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	• The Space Race was a competition of space exploration between the Soviet Union (now Russia) and the United States, which lasted from 1955 to 1969. • Apollo 11 was the spaceflight which landed the first humans, Neil Armstrong and Edwin 'Buzz' Aldrin Jr on Earth's Moon on July 20, 1969. • Three days after launching from Earth, Neil Armstrong and Buzz Aldrin flew the Lunar Module down to the moon's surface. • Armstrong and Aldrin spend almost 22 hours on the Moon. About 2.5 hours of this was spent outside the Eagle, collecting rock and soil samples, setting up experiments, and taking pictures. • Instead of the moon rising, the astronauts saw Earth rising over the Moon's horizon – it looked four times bigger than Moon looks from Earth. • The Moon buggies stand where they were left. An American flag was left on the moon's surface as a reminder of the accomplishment. • There is no air, rain or wind on the Moon, so nothing disturbs the footprints left by the astronauts.	• astronaut • lunar • mission • exploration • scientist • crater • satellite	**Chronological understanding**	• Pupils generally have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline. • Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history. • Pupils can make some comparisons between historical periods, identifying similarities between them. • Pupils can make some comparisons between historical periods, identifying differences between them. Historical Language • Chronological order • BC- AD • Timeline • Comparisons • Differences/ Similarities
Spring 2 **What was it like to be a soldier in WW1?**	*World War 1 and its impact on Britain* Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	• In the early 1900s, many European countries such as Britain, France, Spain and Italy colonised countries in Africa and Asia and were considered very powerful. • Germany did not colonise other countries and they were not as powerful. Germany wanted greater power so they began building large warships and creating a strong army • Countries also formed alliances. The Triple Alliance was formed in 1882. The Triple Entente was formed in 1907. • Because of the different power struggles and alliances, there was tension and distrust amongst some countries across Europe. • The main event thought to have triggered the start of the First World War is the assassination of Archduke Franz Ferdinand • Trenches were dug out of the land to protect the soldiers. Soldiers would sleep and rest in the trenches as well as eat their meals. The trenches were very dirty and wet. • Food soon began to run out as people were panic buying. Gardens and other areas of land were turned into allotments so food could be grown and animals could be kept. Ration books were issued, and everyone had to register with a butchers and grocers. • An armistice was signed by Britain, France and Germany on 11th November 1918 putting an end to all fighting.	• Alliance • Armistice • Assassinated • Colonised • Declare • Invade • Rationed	**Vocabulary**	• Pupils can generally remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study. • Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils generally understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
Summer 2 **Greeks**	*Greeks'- lifestyle and culture* Pupils should be taught about a study of Greek life and achievements and their influence on the western world.	• The Ancient Greeks lived about 3, OOO years ago. • Ancient Greece was not a single country but was made up of many city states. The most famous are: Athens, Sparta and Corinth. • The city states used to fight each other. The Olympics began in Ancient Greece and were a time of peace when warring states could try to come to a peaceful agreement. The original games were held in Olympia in 776 BC and were part of a religious ceremony • The Ancient Greeks worshipped many gods and goddesses. Zeus was the king of the gods. Others included: Poseidon, Aphrodite, Artemis, Athena, Demeter and Apollo • Famous Greek heroes included: Heracles (The Romans called him Hercules) Perseus and Theseus • Famous mythical beasts included: Cerberus (a three-headed dog which guarded the underworld) and The Minotaur (half bull and half man)	• Acropolis • Assembly • Democracy • Oligarchy • Olympics • Titans • Tyrant •	**Questioning**	• Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said. • Pupils are increasingly challenging sources of information. • Pupils show some purposeful selection about information they wish to include in responses. • Pupils show some organisation of information that is purposeful for responding to or asking questions. Example questions • Can you think of another group of people who…raided/traded etc? • Why did they raid? • Were the Vikings right to raid? • How can we find out about? • How reliable are…? • What do you know about their society, lifestyle, food, clothes or religion?
				Knowledge	• Pupils remember most key facts and information from areas of study in Year 5 and can remember information from previous areas of study. • Pupils are slowly increasing their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding. • Pupils are confident in using two different sources to gather information e.g. books, internet, film clips. •

Whole School Mapping
History
UKS2

Year 6

Cycle 1	***Fabulous Food***	***Exploring Hinduism***	***Journey to Space***	***What was it like to be a soldier in WW1?***	***Europe***	***Greeks***

Cycle One

	National Curriculum Objectives	Key Facts	Vocabulary		Year Six History Progression Steps
Spring 1 Journey to space	*Journey to Space and its importance* Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	• The Space Race was a competition of space exploration between the Soviet Union (now Russia) and the United States, which lasted from 1955 to 1969. • Apollo 11 was the spaceflight which landed the first humans, Neil Armstrong and Edwin 'Buzz' Aldrin Jr on Earth's Moon on July 20, 1969. • Three days after launching from Earth, Neil Armstrong and Buzz Aldrin flew the Lunar Module down to the moon's surface. • Armstrong and Aldrin spend almost 22 hours on the Moon. About 2.5 hours of this was spent outside the Eagle, collecting rock and soil samples, setting up experiments, and taking pictures. • Instead of the moon rising, the astronauts saw Earth rising over the Moon's horizon – it looked four times bigger than Moon looks from Earth. • The Moon buggies stand where they were left. An American flag was left on the moon's surface as a reminder of the accomplishment • There is no air, rain or wind on the Moon, so nothing disturbs the footprints left by the astronauts.	• astronaut • lunar • mission • exploration • scientist • crater • satellite	**Chronological understanding**	• Pupils have an increasingly secure knowledge of chronology and becoming increasingly accurately in placing a range of historical events from around the world on a timeline. • Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history. • Pupils can compare a range of historical periods, identifying a number of similarities between them and think of why this is. • Pupils can compare a range of historical periods, identifying differences between them. • Pupils can identify some trends over time, identifying how ideas have been continued/ developed. Historical Language • Chronological order • BC- AD • Timeline • Era • Century • Decade • Legacy
Spring 2 What was it like to be a soldier in WW1?	*World War 1 and its impact on Britain* Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	• In the early 1900s, many European countries such as Britain, France, Spain and Italy colonised countries in Africa and Asia and were considered very powerful. • Germany did not colonise other countries and they were not as powerful. Germany wanted greater power so they began building large warships and creating a strong army • Countries also formed alliances. The Triple Alliance was formed in 1882. The Triple Entente was formed in 1907. • Because of the different power struggles and alliances, there was tension and distrust amongst some countries across Europe. • The main event thought to have triggered the start of the First World War is the assassination of Archduke Franz Ferdinand • Trenches were dug out of the land to protect the soldiers. Soldiers would sleep and rest in the trenches as well as eat their meals. The trenches were very dirty and wet. • Food soon began to run out as people were panic buying. Gardens and other areas of land were turned into allotments so food could be grown and animals could be kept. Ration books were issued, and everyone had to register with a butchers and grocers. • An armistice was signed by Britain, France and Germany on 11th November 1918 putting an end to all fighting.	• Alliance • Armistice • Assassinated • Colonised • Declare • Invade • Rationed	**Vocabulary**	• Pupils can remember and use names and words from the areas they have studied over the years. • Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils generally understand words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
Summer 2 Greeks	*Greeks'- lifestyle and culture* Pupils should be taught about a study of Greek life and achievements and their influence on the western world.	• The Ancient Greeks lived about 3, OOO years ago. • Ancient Greece was not a single country but was made up of many city states. The most famous are: Athens, Sparta and Corinth. • The city states used to fight each other. The Olympics began in Ancient Greece and were a time of peace when warring states could try to come to a peaceful agreement. The original games were held in Olympia in 776 BC and were part of a religious ceremony • The Ancient Greeks worshipped many gods and goddesses. Zeus was the king of the gods. Others included: Poseidon, Aphrodite, Artemis, Athena, Demeter and Apollo • Famous Greek heroes included: Heracles (The Romans called him Hercules) Perseus and Theseus • Famous mythical beasts included: Cerberus (a three-headed dog which guarded the underworld) and The Minotaur (half bull and half man)	• Acropolis • Assembly • Democracy • Oligarchy • Olympics • Titans • Tyrant	**Questioning**	• Pupils can ask questions, creating questions that develop understanding about change, cause and significance. • Pupils can challenge sources, questioning the validity of these. • Pupils can make purposeful decisions about information to include when forming responses to questions. • Pupils can organise information purposefully when responding to or asking questions. Example questions • Can you use an atlas to find Greece? • Which countries did the ancient Greek Empire cover? • Which capabilities made this domination possible? • How did the Greek political system work? • Can we compare this system to other systems? • Who did the Greeks worship?
				Knowledge	• Pupils have a strong knowledge about historical events, from local history to world history. • Pupils have a strong understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding. • Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.

Whole School Mapping
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Year 5

Cycle 2	***Victorians***	***Mayans***	***All Around the World***	***Vikings***	***Plants***	***Sporting Champions***

Cycle Two

	National Curriculum Objectives	Key Facts	Vocabulary		Year Five History Progression Steps
Autumn 1 Victorians	***Victorians*** *– The changing power of Monarchs including case studies such as John, Anne and Victoria.* Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	• The period of time between 1837 to 1901 when Queen Victoria reigned over Britain. During her 63 year reign, there was a huge contrast between how the rich and poor Victorians lived. • Queen Victoria led the expansion of the British empire and saw major changes to all aspects of Britain due to exciting discoveries and inventions • A period of huge change in Britain between 1750 and 1900. • Before the Industrial Revolution, Britain was a rural country, most people lived off the land with livestock. • People began to realise that coal and steam could be used to power factories, large machines, flour and cotton mills. This reduced the time it took to make something and increased the amount that could be made and so the Industrial Revolution began. • Huge factories were built and towns expanded. • People would migrate to the towns attracted by reliable work and pay from the factories. • Houses for workers were built closer to the factories. • Better transport links helped boost trade by transporting people and goods quickly and cheaply all across the country	• Arithmetic • Industry • Industrial Revolution • Invention • Livestock • Migrate • Reign • Rural • Revolution • typhoid	**Chronological understanding**	• Pupils generally have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline. • Pupils can draw their own timeline, beginning to produce accurate intervals and adding to it as they learn about new periods of history. • Pupils can make some comparisons between historical periods, identifying similarities between them. • Pupils can make some comparisons between historical periods, identifying differences between them. Historical Language • Chronological order • BC- AD • Timeline • Comparisons • Differences/ Similarities
Autumn 2 Mayans	***Mayans*** Pupils should be taught about a non-European society that provides contrasts with British history; Mayan civilization c. AD 900	• The Maya developed an advanced number system for their time. They were one of only two cultures in the world to develop the concept of zero as a placeholder. The number system used three symbols in different combinations • The Maya people mainly ate maize (corn). Maize was very important to them as they believed that the first humans were made from maize dough by the gods. • The Maya made a bitter chocolatey drink from cacao beans that was enjoyed by the rich. It was used for medicines and in ceremonies. The cacao beans were highly valued and even used as a form of money. • The Maya writing system was used to write several different Maya languages. It was made up of many symbols called glyphs. Logograms are glyphs representing whole words. • Maya scribes also wrote books called codices • The Maya believed in many gods and goddesses. They thought that the gods/goddesses had a good side and a bad side and that they could help or hurt them. • The Maya people would dance, sing and make offerings to the gods/goddesses. Maya priests were believed to be able to communicate directly with the gods/goddesses. As a result, they were very important in society.	• civilisation • drought • Jaguar • Scribes • Codices • Maize • cacao beans	**Vocabulary**	• Pupils can generally remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study. • Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils generally understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
Spring 2 Vikings	***Vikings*** Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	• The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. • They travelled in boats called longships and first arrived in Britain around AD 787. The Vikings raided places such as monasteries and pillaged expensive items to trade. They were looking for valuable goods like gold and jewels, imported foods and other useful materials • The Vikings also wanted to claim land and tried to take over much of Britain. They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain	• Danegeld • Exile • Invade • Kingdom • Longship • Outlawed • Pagans • Pillaged • Raid • wergil	**Questioning**	• Pupils can ask questions to develop their understanding and are beginning to ask questions of what people have said. • Pupils are increasingly challenging sources of information. • Pupils show some purposeful selection about information they wish to include in responses. • Pupils show some organisation of information that is purposeful for responding to or asking questions. Example questions • Can you think of another group of people who…raided/traded etc? • Why did they raid? • Were the Vikings right to raid? • How can we find out about? • How reliable are…? • What do you know about their society, lifestyle, food, clothes or religion?

Summer 2 Sporting g Champions	***Sporting Champions*** *Local history study – mining industry and the impact on the local area.* Pupils should be taught about a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). Pupils should be taught about a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.u			**Knowledge**	• Pupils remember most key facts and information from areas of study in Year 5 and can remember information from previous areas of study. • Pupils are slowly increasing their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding. • Pupils are confident in using two different sources to gather information e.g. books, internet, film clips.

Whole School Mapping
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Year 6

Cycle 2	***Victorians***	***Mayans***	***All Around the World***	***Vikings***	***Plants***	***Sporting Champions***

Cycle Two

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Summer 2 **Sporting g Champions**	***Sporting Champions*** *Local history study – mining industry and the impact on the local area.* Pupils should be taught about a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). Pupils should be taught about a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Local heroes • Our area was a major coal producer supplying the world. • Our locality has changed from agricultural land use to housing and mining related structures since the sinking of the Felling Colliery mine shaft. Comparing maps activity. • Felling Pit disaster occurred on xxxx, xxxx and xxxx men and boys were killed. Examine primary and secondary sources to find out what happened. NEED Newspaper reports. • Boys were allowed into the pit from a very young age. • Conditions in the pit were dangerous. Use primary sources (interviews) and secondary IT sources to understand the dangers of life in the pit. • Examine changing life in Ashington by comparing maps….and how prevalent mining jobs were by exploring census materials. Children used football as a diversion. The Charlton brothers using their skills to break their mining family cycle.	• Coal • Felling Colliery • agricultural • industrial • primary/secondary sources • census reports	**Knowledge**	• Pupils have a strong knowledge about historical events, from local history to world history. • Pupils have a strong understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding. • Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.