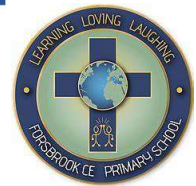


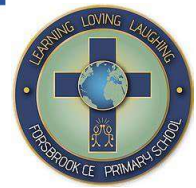
## FORSBROOK CE PRIMARY HISTORY CURRICULUM MAP

	AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>YEAR 1</b>	<p><b>How am I making history?</b></p> <p><b>KQ1:</b> What is my history? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To develop an understanding of personal chronology.</li> </ul> <p><b>KQ2:</b> How can I find out more about myself? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To learn more about my history.</li> </ul> <p><b>KQ3:</b> How are special events remembered? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To explore how we remember events.</li> </ul> <p><b>KQ4:</b> What was it like for children in the past? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To find out what childhood was like for our parents and grandparents.</li> </ul> <p><b>KQ5:</b> What have I learnt about childhood in the past? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To compare childhood now with childhood in the past.</li> </ul> <p><b>KQ6:</b> How am I making history? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To identify that some things change and some things stay the same.</li> </ul>	<p><b>How have toys changed?</b></p> <p><b>KQ1:</b> What is your favourite toy? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To discuss a favourite toy.</li> </ul> <p><b>KQ2:</b> Did your parents and grandparents play with the same toys as you? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To find out what toys our parents and grandparents played with.</li> </ul> <p><b>KQ3:</b> What were toys like in the past? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To investigate what toys were like up to 100 years ago.</li> </ul> <p><b>KQ4:</b> What is similar and different about toys now and in the past? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To compare toys from the past with modern toys.</li> </ul> <p><b>KQ5:</b> How have teddy bears changed over time? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To investigate how teddy bears have changed over time.</li> </ul>	<p><b>How have holidays changed?</b></p> <p><b>KQ1:</b> What is a holiday? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To identify that people spend their holidays in different ways.</li> </ul> <p><b>KQ2:</b> What were holidays like in the past? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To compare photographs from the past.</li> </ul> <p><b>KQ3:</b> How can we find out more about holidays in the past? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To find out about the past from people who were there.</li> </ul> <p><b>KQ4:</b> How have holidays changed? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To compare holidays from the past and present.</li> </ul> <p><b>KQ5:</b> What are my favourite holiday memories? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To recall life events.</li> </ul>



## FORSBROOK CE PRIMARY HISTORY CURRICULUM MAP

	How am I making history?	How have toys changed?	How have holidays changed?
<b>YEAR 1</b>	<p><b>Unit outcomes</b></p> <p>By the end of this unit, children with <b>secure</b> understanding should be able to:</p> <ul style="list-style-type: none"> <li>• Order three photographs correctly on a simple timeline.</li> <li>• Use the terms 'before' and 'after' when discussing their timelines.</li> <li>• Talk about three memories and place one of them on a timeline.</li> <li>• Explain why memories are special and name four events that they celebrate throughout the year.</li> <li>• Think of three ways they celebrate their birthday.</li> <li>• Ask a visitor one question about childhood in the past.</li> <li>• Know a similarity and a difference between childhood now and in the past.</li> <li>• Add three ideas to a time capsule about themselves.</li> <li>• Use key vocabulary to compare the present, the past and possible changes in the future.</li> </ul>	<p><b>Unit outcomes</b></p> <p>By the end of this unit, children with <b>secure</b> understanding should be able to:</p> <ul style="list-style-type: none"> <li>• Discuss their favourite toy using language related to the past.</li> <li>• Ask questions about toys in the past.</li> <li>• Make comparisons between toys in the past and present.</li> <li>• Sequence artefacts from different periods of time.</li> <li>• Identify changes between teddy bears today and those from 100 years ago.</li> <li>• Describe how toys have changed over time.</li> </ul>	<p><b>Unit outcomes</b></p> <p>By the end of this unit, children with <b>secure</b> understanding should be able to:</p> <ul style="list-style-type: none"> <li>• Talk about three holiday memories.</li> <li>• Place one holiday memory on a timeline.</li> <li>• Identify how people spend their holidays differently.</li> <li>• Describe what photographs tell us about holidays in the past.</li> <li>• Identify similarities and differences between holidays in the past and now.</li> <li>• Order photographs on a timeline.</li> <li>• Ask one question about holidays in the past.</li> <li>• Find answers to simple questions about the past.</li> <li>• Identify features of holidays in the past.</li> <li>• Describe what holidays in the past were like and compare them to now.</li> <li>• Find similarities and differences.</li> <li>• Use time vocabulary to talk about their memories.</li> <li>• Recognise similarities and differences between their lives now and in the past.</li> </ul>



## FORSBROOK CE PRIMARY HISTORY CURRICULUM MAP

	AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>Year 2</b>	<p><b>How was school different in the past?</b></p> <p><b>KQ1:</b> Were schools different in the past? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To find out how schools have changed over time.</li> </ul> <p><b>KQ2:</b> How have schools changed within living memory? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To investigate what school was like in the past.</li> </ul> <p><b>KQ3:</b> How were schools different in the 1900s? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To investigate what schools were like in the 1900s.</li> </ul> <p><b>KQ4:</b> How have schools changed? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To compare a modern classroom with a classroom 100 years ago.</li> </ul> <p><b>KQ5:</b> What is similar and different about schools now and in the past? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To compare three periods of time.</li> </ul> <p><b>KQ6:</b> Would you have preferred to go to school in the past? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To express a personal response to history.</li> </ul>	<p><b>How have explorers changed the world?</b></p> <p><b>KQ1:</b> What is an explorer? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To know what an explorer is.</li> </ul> <p><b>KQ2:</b> Where have explorers travelled and when? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To recognise the achievements of different explorers.</li> </ul> <p><b>KQ3:</b> Who was Christopher Columbus and what did he do? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To record events on a timeline.</li> </ul> <p><b>KQ4:</b> Who was Matthew Henson and what did he do? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To use photographs to find out about the past.</li> </ul> <p><b>KQ5:</b> How has exploration changed? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To recognise changes and similarities (continuities) over time.</li> </ul> <p><b>KQ6:</b> How can we remember them? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To describe the significance of some people and events within history.</li> </ul>	<p><b>What is a monarch?</b></p> <p><b>KQ1:</b> What is a monarch? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To describe what a monarch is.</li> </ul> <p><b>KQ2:</b> Who is our monarch today? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To explain why coronations take place.</li> </ul> <p><b>KQ3:</b> How did William the Conqueror become King of England? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To explain how William the Conqueror became King of England.</li> </ul> <p><b>KQ4:</b> How did William the Conqueror rule? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To identify how William the Conqueror built castles while ruling England.</li> </ul> <p><b>KQ5:</b> How did castles change? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To identify features of a castle that would be effective when defending against attacks.</li> </ul> <p><b>KQ6:</b> What was a monarch in the past? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To suggest what a monarch was like in the past.</li> </ul>



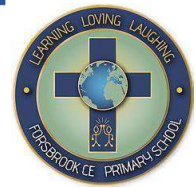
## FORSBROOK CE PRIMARY HISTORY CURRICULUM MAP

	How was school different in the past?	How have explorers changed the world?	What is a monarch?
	<p><b>Unit outcomes</b></p> <p>By the end of this unit, children with <b>secure</b> understanding should be able to:</p> <ul style="list-style-type: none"> <li>• Correctly order and date four photographs on a timeline and add some dates.</li> <li>• Ask one question about schools in the past.</li> <li>• Make one comparison between schools in the past and present.</li> <li>• Use sources to research and develop an understanding of what schools were like 100 years ago.</li> <li>• Identify three features of a classroom now and a classroom 100 years ago, identifying some similarities and differences.</li> <li>• Recognise two similarities and two differences between schools now and schools in the past.</li> <li>• State whether they would have preferred to go to school in the past or not and explain why.</li> </ul>	<p><b>Unit outcomes</b></p> <p>By the end of this unit, children with <b>secure</b> understanding should be able to:</p> <ul style="list-style-type: none"> <li>• Explain what explorers do.</li> <li>• Name equipment or transport an explorer would need.</li> <li>• Sequence four photographs from different periods of time.</li> <li>• Name important explorers (e.g., Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley).</li> <li>• Identify where they travelled and write a sentence about the achievements of one explorer.</li> <li>• Select the most important events in a historical story.</li> <li>• Sequence events on a timeline and use this to retell the story.</li> <li>• Describe what they can see in a photograph.</li> <li>• Make inferences about what a person in an image could be saying and ask questions to further their understanding.</li> <li>• Recall information about past and presentation exploration.</li> <li>• Understand events in relation to the present day and compare how exploration has changed over time.</li> <li>• Describe how an explorer is significant and how they impacted events or people's ideas.</li> <li>• Present significant people using a coat of arms.</li> </ul>	<p><b>Unit outcomes</b></p> <p>By the end of this unit, children with <b>secure</b> understanding should be able to:</p> <ul style="list-style-type: none"> <li>• Recall that a monarch is a king or queen.</li> <li>• Explain that recent monarchs in the UK do not have the power to make decisions alone.</li> <li>• Identify some of the monarch's roles.</li> <li>• Explain that a king or queen is crowned in a special ceremony called a coronation.</li> <li>• Name some of the main steps in the coronation ceremony.</li> <li>• Explain the use of special objects in the coronation.</li> <li>• Use sources to explain how William the Conqueror became King of England.</li> <li>• Know that monarchs in the past had all the power to make decisions.</li> <li>• Explain how William the Conqueror kept order and conquered England.</li> <li>• Identify the two different types of castle built by the Normans.</li> <li>• Compare the similarities and differences between Norman castles.</li> <li>• Identify features of Norman castles.</li> <li>• Explain how castles have changed over time.</li> <li>• Recognise that we still have castles today.</li> <li>• Sequence castles on a timeline.</li> <li>• Describe characteristics of the monarchy in the past.</li> <li>• Identify that the monarchy has changed over time.</li> <li>• Make comparisons between past and present monarchy.</li> </ul>



## FORSBROOK CE PRIMARY HISTORY CURRICULUM MAP

	AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>Year 3</b>	<p><b>What did the ancient Egyptians believe?</b></p> <p><b>KQ1:</b> Who were the Egyptians and when did they live? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To know when and where the ancient Egyptians lived.</li> </ul> <p><b>KQ2:</b> What did the ancient Egyptians believe? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To explore the importance of Egyptian gods and goddesses.</li> </ul> <p><b>KQ3:</b> Why and how did the Egyptians build the pyramids? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To evaluate the challenges of building an Egyptian pyramid.</li> </ul> <p><b>KQ4:</b> How and why did the Egyptians mummify people? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To explain how and why the Egyptians mummified people.</li> </ul> <p><b>KQ5:</b> What does the Book of the Dead tell us about ancient Egyptian beliefs? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To make inferences about Egyptian beliefs, using primary sources.</li> </ul> <p><b>KQ6:</b> What did the ancient Egyptians believe? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To evaluate significant ancient Egyptian beliefs.</li> </ul>	<p><b>British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</b></p> <p><b>KQ1:</b> How long ago did prehistoric man live? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To recognise that prehistory was a long time ago and was the beginning of the history of mankind.</li> </ul> <p><b>KQ2:</b> What does Skara Brae tell us about life in the Stone Age? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To use archaeological evidence to learn about prehistoric houses.</li> </ul> <p><b>KQ3:</b> Who was the Amesbury Archer? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence.</li> </ul> <p><b>KQ4:</b> How did bronze change life in the Stone Age? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To explain how bronze transformed prehistoric life.</li> </ul> <p><b>KQ5:</b> How did trade change the Iron Age? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To understand the importance of trade during the Iron Age.</li> </ul> <p><b>KQ6:</b> What changed between the Stone Age and the Iron Age? <u>Learning Objective</u></p>	<p><b>British history 2: Why did the Romans settle in Britain?</b></p> <p><b>KQ1:</b> Why did the Romans invade and settle in Britain? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To understand why the Romans invaded Britain.</li> </ul> <p><b>KQ2:</b> How did Britons respond to the Roman invasion? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To create a visual interpretation of Boudicca.</li> </ul> <p><b>KQ3:</b> Why was the Roman army so successful? (Part 1) <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To understand how Roman soldiers were equipped for war.</li> </ul> <p><b>KQ4:</b> Why was the Roman army so successful? (Part 2) <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To understand Roman army battle formations.</li> </ul> <p><b>KQ5:</b> What do artefacts tell us about life in Roman times? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To make inferences about life in Roman times.</li> </ul> <p><b>KQ6:</b> How did the Romans change modern Britain? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To identify the Roman legacy in Britain.</li> </ul>



## FORSBROOK CE PRIMARY HISTORY CURRICULUM MAP

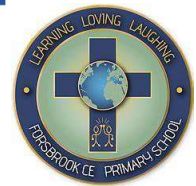
		- To compare settlements in the Neolithic and Iron Age.
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	<b>What did the ancient Egyptians believe?</b>	<b>British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</b>	<b>British history 2: Why did the Romans settle in Britain?</b>
	<p><b>Unit outcomes</b></p> <p>By the end of this unit, children with <b>secure</b> understanding should be able to:</p> <ul style="list-style-type: none"> <li>Identify the ancient civilisations and key periods in ancient Egypt.</li> <li>Describe the physical features of Egypt.</li> <li>Explain the Egyptian creation story.</li> <li>Identify the characteristics of important gods or goddesses.</li> <li>Explain why the pyramids were built.</li> <li>Identify the stages and challenges of building a pyramid.</li> <li>Explain the links between ancient Egyptian beliefs and mummification.</li> <li>Name sources that can be used to find out about ancient Egyptian beliefs.</li> <li>Explain some Egyptian beliefs about the afterlife.</li> </ul>	<p><b>Unit outcomes</b></p> <p>By the end of this unit, children with <b>secure</b> understanding should be able to:</p> <ul style="list-style-type: none"> <li>Understand that prehistory was a long time ago.</li> <li>Accurately place AD and BC on a timeline.</li> <li>Identify conclusions that are certainties and possibilities based on archaeological evidence.</li> <li>Explain the limitations of archaeological evidence.</li> <li>Use artefacts to make deductions about the Amesbury Archer's life.</li> <li>Identify gaps in their knowledge of the Bronze Age.</li> <li>Explain how bronze was better than stone and how it transformed farming.</li> <li>Explain how trade increased during the Iron Age and why coins were needed.</li> <li>Identify changes and continuities between the Neolithic and Iron Age periods.</li> <li>Explain which period they would prefer to have lived in, providing evidence for their choice.</li> </ul>	<p><b>Unit outcomes</b></p> <p>By the end of this unit, children with <b>secure</b> understanding should be able to:</p> <ul style="list-style-type: none"> <li>Explain the meaning of empire and invasion.</li> <li>Understand the chronology of the Roman invasion of Britain.</li> <li>Identify the consequences of the Roman invasion.</li> <li>Create an interpretation of Boudicca using sources.</li> <li>Explain why the Romans needed a powerful army.</li> <li>Identify a soldier's equipment.</li> <li>Explain how the Roman army was organised and perform simple manoeuvres and drills.</li> <li>Make observations about an artefact.</li> <li>Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.</li> </ul>



## FORSBROOK CE PRIMARY HISTORY CURRICULUM MAP

	AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>Year 4</b>	<p><b>British History 3: How hard was it to invade and settle in Britain?</b></p> <p><b>KQ1:</b> Who were the Anglo-Saxons and Scots? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To understand why the Anglo-Saxons invaded Britain.</li> </ul> <p><b>KQ2:</b> How did the Anglo-Saxons settle in Britain? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To identify the features of Anglo-Saxon settlements and how they changed from prehistoric times.</li> </ul> <p><b>KQ3:</b> What does Sutton Hoo tell us about Anglo-Saxon life? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.</li> </ul> <p><b>KQ4:</b> How did Christianity arrive in Britain? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To understand how Anglo-Saxons converted to Christianity.</li> </ul> <p><b>KQ5:</b> Was King Alfred really great? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To create an interpretation of King Alfred.</li> </ul> <p><b>KQ6:</b> How did Anglo-Saxon rule end? <u>Learning Objectives</u></p> <ul style="list-style-type: none"> <li>- To understand how Anglo-Saxon rule ended.</li> </ul>	<p><b>British history 4 – Were the Vikings raiders, traders or settlers?</b></p> <p><b>KQ1:</b> Who were the Vikings and why did they come to Britain? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To explain when and why the Vikings came to Britain.</li> </ul> <p><b>KQ2:</b> What do we know about the Vikings? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To evaluate the validity of a source.</li> </ul> <p><b>KQ3:</b> How did the Vikings travel? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To explore the features of Viking longboats.</li> </ul> <p><b>KQ4:</b> Were the Vikings raiders or traders? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To examine why trading was important to the Vikings.</li> </ul> <p><b>KQ5:</b> What were the consequences of the Anglo-Saxon and Viking struggle for Britain? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To extract and interpret information from many sources.</li> </ul> <p><b>KQ6:</b> What was Viking life in Britain like? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To extract and interpret information from many sources.</li> </ul>	<p><b>How did children’s lives change?</b></p> <p><b>KQ1:</b> What do sources tell us about how children’s lives have changed? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To identify how children’s lives have changed using a range of sources.</li> </ul> <p><b>KQ2:</b> Why did Tudor children work and what was it like? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To understand why children worked in Tudor times and what working conditions were like.</li> </ul> <p><b>KQ3:</b> What jobs did children have in Victorian England and what were they like? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To understand the types of jobs Victorian children had and their working conditions.</li> </ul> <p><b>KQ4:</b> How did Lord Shaftesbury help to change the lives of children? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To understand how Lord Shaftesbury changed children’s lives.</li> </ul> <p><b>KQ5:</b> How and why has children’s leisure time changed? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To understand how and why children’s leisure time has changed.</li> </ul> <p><b>KQ6:</b> What were the diseases children caught and how were they treated?</p>

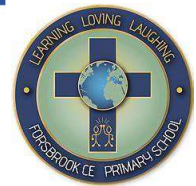


## FORSBROOK CE PRIMARY HISTORY CURRICULUM MAP

		<p><u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To understand which diseases children caught and how they were treated.</li> </ul>
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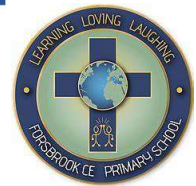
	British History 3: How hard was it to invade and settle in Britain?	British history 4 – Were the Vikings raiders, traders or settlers?	How have children’s lives changed?
	<p><b>Unit outcomes</b></p> <p>By the end of this unit, children with <b>secure</b> understanding should be able to:</p> <ul style="list-style-type: none"> <li>• Explain how the Britons felt when the Romans left Britain.</li> <li>• Suggest reasons for the Anglo-Saxon invasion of Britain.</li> <li>• Name the key features of Anglo-Saxon settlements.</li> <li>• Identify changes and continuities in settlements from prehistoric Britain.</li> <li>• Make inferences about artefacts.</li> <li>• Describe how Anglo-Saxon beliefs changed.</li> <li>• Explain how missionaries spread Christianity.</li> <li>• Explain the threat the Vikings posed to the Anglo-Saxons.</li> <li>• Identify the qualities needed to be a monarch in 1066.</li> </ul>	<p><b>Unit outcomes</b></p> <p>By the end of this unit, children with <b>secure</b> understanding should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the different reasons for migration to Britain.</li> <li>• Sequence events according to their significance for groups of people.</li> <li>• Explain where the Vikings came from and why they came to Britain.</li> <li>• Make inferences from sources.</li> <li>• Explain how sources can be biased.</li> <li>• Find evidence within a source to support their reasoning.</li> <li>• Describe the parts of a longboat.</li> <li>• Design and create a longboat.</li> <li>• Describe what the Vikings traded.</li> <li>• Identify Viking trading routes.</li> <li>• Explain whether the Vikings were traders or raiders and provide supporting evidence.</li> <li>• Identify important events in the Anglo-Saxon and Viking struggle for Britain.</li> <li>• Explain the meaning of cause and consequence.</li> <li>• Suggest the cause and consequences of events.</li> <li>• Make observations and deductions about artefacts.</li> </ul>	<p><b>Unit outcomes</b></p> <p>By the end of this unit, children with <b>secure</b> understanding should be able to:</p> <ul style="list-style-type: none"> <li>• Make observations and deductions from sources.</li> <li>• Suggest how children’s lives have changed.</li> <li>• Explain why children needed to work.</li> <li>• Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.</li> <li>• Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.</li> <li>• Use sources to identify leisure activities and compare them over time.</li> <li>• Identify diseases from the past and discuss how effective the treatments were.</li> </ul>





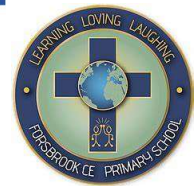
## FORSBROOK CE PRIMARY HISTORY CURRICULUM MAP

	AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>Year 5</b>	<p><b>What was life like in Tudor England?</b></p> <p><b>KQ1:</b> Fair ruler or tyrant? What was Henry VIII really like? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To use different types of evidence to interpret the character of Henry VIII.</li> </ul> <p><b>KQ2:</b> Why was Anne Boleyn killed? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To make deductions about Anne Boleyn from a range of primary and secondary sources.</li> </ul> <p><b>KQ3:</b> Why did Henry VIII have so many wives? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To understand why Henry VIII had so many wives.</li> </ul> <p><b>KQ4:</b> What was a Royal Progress? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To extract evidence from primary sources about the Royal Progresses of Elizabeth I.</li> </ul> <p><b>KQ5:</b> What was a Royal Progress like? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To reconstruct a Royal Progress using a range of primary sources.</li> </ul> <p><b>KQ6:</b> What can inventories tell us about life in Tudor times? (Part 1) <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To make deductions about the people in Tudor England using inventories.</li> </ul> <p><b>KQ7:</b> What can inventories tell us about life in Tudor times? (Part 2) <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To create a realistic inventory for a person living in Tudor times.</li> </ul>	<p><b>How did the Maya civilisation compare to the Anglo-Saxons?</b></p> <p><b>KQ1:</b> Who were the Maya and when did they live? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To recognise when and where the ancient Maya lived.</li> </ul> <p><b>KQ2:</b> How did the Maya settle in the rainforest? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To evaluate the challenges of settling in the rainforest.</li> </ul> <p><b>KQ3:</b> What similarities and differences existed between Maya and Anglo-Saxon homes? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To compare and contrast Anglo-Saxon and Maya houses.</li> </ul> <p><b>KQ4:</b> What did the Maya believe? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To explain the importance of Maya gods and goddesses.</li> </ul> <p><b>KQ5:</b> What do archaeological remains tell us about Maya cities? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To design a map of a Maya city.</li> </ul> <p><b>KQ6:</b> The decline of the Maya cities: man-made or natural disaster? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To evaluate the reasons for decline of the Maya cities.</li> </ul>	<p><b>Unheard histories – Who should feature on the £10.00?</b></p> <p><b>KQ1:</b> Who features on the banknotes and why? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To explain the significance of people on banknotes.</li> </ul> <p><b>KQ2:</b> Was Alfred the Great or Elizabeth I the more significant monarch? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To decide whether a person is historically significant.</li> </ul> <p><b>KQ3:</b> How were Ellen Wilkinson and Betty Boothroyd historically significant? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To evaluate the significance of historical figures.</li> </ul> <p><b>KQ4:</b> Why was William Tuke significant? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To explain the significance of William Tuke.</li> </ul> <p><b>KQ5:</b> Who was more significant? Lily Parr or Betty Snowball? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To evaluate the significance of sporting people.</li> </ul> <p><b>KQ6:</b> Who will be the face of the new £10 note? <u>Learning Objective</u></p> <ul style="list-style-type: none"> <li>- To evaluate the significance of historical figures.</li> </ul>



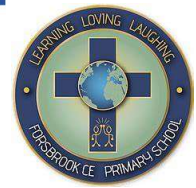
## FORSBROOK CE PRIMARY HISTORY CURRICULUM MAP

	What was life like in Tudor times?	How did the Maya civilisation compare to the Anglo-Saxons?	Unheard histories: Who should feature on the £10.00 banknote?
	<p><b>Unit outcomes</b></p> <p>By the end of this unit, children with <b>secure</b> understanding should be able to:</p> <ul style="list-style-type: none"> <li>• Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources.</li> <li>• Make deductions from sources about Anne Boleyn and interpret historical sources and support interpretations with evidence.</li> <li>• Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.</li> <li>• Identify primary sources, highlighting evidence in a source and make historical deductions from evidence.</li> <li>• Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester.</li> <li>• Make deductions using inventories and make judgements as to whether a person was rich or poor.</li> <li>• Explain how inventories are useful to historians and create a realistic inventory.</li> </ul>	<p><b>Unit outcomes</b></p> <p>By the end of this unit, children with <b>secure</b> understanding should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the key physical features of the Maya civilisation.</li> <li>• Sequence the key periods in the Maya civilisation.</li> <li>• Identify periods that were happening in Britain at the same time.</li> <li>• Name the features of the rainforest.</li> <li>• Explain the challenges facing the Maya in the rainforest.</li> <li>• Explain how the Maya settled in the rainforest.</li> <li>• Name the features of Maya houses.</li> <li>• Identify the similarities and differences between Maya and Anglo-Saxon houses.</li> <li>• Explain the Maya creation story.</li> <li>• Identify the characteristics of important gods or goddesses.</li> <li>• Make deductions about cities.</li> <li>• Name the features of Maya cities.</li> <li>• Create a plan of a Maya city, including the main features.</li> <li>• Explain the reasons for the decline of the Maya civilisation.</li> <li>• Evaluate the reasons for the decline of the Maya civilisation.</li> <li>• Identify similarities and differences between the Maya civilisation and the Anglo-Saxons.</li> </ul>	<p><b>Unit outcomes</b></p> <p>By the end of this unit, children with <b>secure</b> understanding should be able to:</p> <ul style="list-style-type: none"> <li>• Name the features of a banknote.</li> <li>• Make inferences about a person using a banknote.</li> <li>• Explain the significance of historical figures.</li> <li>• Make inferences from sources.</li> <li>• Apply criteria to decide if a person is historically significant and explain why.</li> <li>• Explain the significance of William Tuke.</li> <li>• Research important aspects of a person's life.</li> <li>• Explain what makes a person significant.</li> </ul>



## FORSBROOK CE PRIMARY HISTORY CURRICULUM MAP

	AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>Year 6</b>	<p><b>What does the census tell us about our local area?</b></p> <p><b>KQ1:</b> What does the census tell us about the people living in our local area?  <a href="#">Learning Objective</a></p> <ul style="list-style-type: none"> <li>- To use the census to make inferences about people from the past.</li> </ul> <p><b>KQ2:</b> What happened to Mary Bucktrout (Part 1)?  <a href="#">Learning Objective</a></p> <ul style="list-style-type: none"> <li>- To use the census to investigate how the lives of people in the past changed.</li> </ul> <p><b>KQ3:</b> What happened to Mary Bucktrout (Part 2)?  <a href="#">Learning Objective</a></p> <ul style="list-style-type: none"> <li>- To use primary sources to find out about the working conditions of children in factories.</li> </ul> <p><b>KQ4:</b> How did Mary Bucktrout feel about the key events in her life?  <a href="#">Learning Objective</a></p> <ul style="list-style-type: none"> <li>- To recreate the thoughts and feelings of Mary Bucktrout.</li> </ul> <p><b>KQ5:</b> Who lived in our local area (Part 1)?  <a href="#">Learning Objective</a></p> <ul style="list-style-type: none"> <li>- To reconstruct the lives of people in a household using the census.</li> </ul> <p><b>KQ6:</b> Who lived in our local area (Part 2)?  <a href="#">Learning Objective</a></p> <ul style="list-style-type: none"> <li>- To compare census returns and identify continuities and changes in a household.</li> </ul>	<p><b>What did the Greeks ever do for us?</b></p> <p><b>KQ1:</b> Who were the Greeks and when did they live?  <a href="#">Learning Objective</a></p> <ul style="list-style-type: none"> <li>- To understand where and when the ancient Greeks lived.</li> </ul> <p><b>KQ2:</b> What did the Greeks believe?  <a href="#">Learning Objective</a></p> <ul style="list-style-type: none"> <li>- To understand the importance of Greek gods.</li> </ul> <p><b>KQ3:</b> How was ancient Greece governed?  <a href="#">Learning Objective</a></p> <ul style="list-style-type: none"> <li>- To understand similarities and differences between Athens and Sparta.</li> </ul> <p><b>KQ4:</b> Did the ancient Greeks give us democracy?  <a href="#">Learning Objective</a></p> <ul style="list-style-type: none"> <li>- To understand how Athenian democracy worked.</li> </ul> <p><b>KQ5:</b> How do Greek philosophers influence us today?  <a href="#">Learning Objective</a></p> <ul style="list-style-type: none"> <li>- To understand the importance of the ancient Greek philosophers.</li> </ul> <p><b>KQ6:</b> What did the Greeks do for us?  <a href="#">Learning Objective</a></p> <ul style="list-style-type: none"> <li>- To identify and explain the achievements of the ancient Greeks.</li> </ul>	<p><b>What was the impact of WWII on British people?</b></p> <p><b>KQ1:</b> Why did Britain go to war in 1939?  <a href="#">Learning Objective</a></p> <ul style="list-style-type: none"> <li>- To understand the causes of WWII.</li> </ul> <p><b>KQ2:</b> Who won the Battle of Britain?  <a href="#">Learning Objective</a></p> <ul style="list-style-type: none"> <li>- To understand how the Battle of Britain was won.</li> </ul> <p><b>KQ3:</b> What do sources tell us about the Blitz?  <a href="#">Learning Objective</a></p> <ul style="list-style-type: none"> <li>- To make inferences about the Blitz using images.</li> </ul> <p><b>KQ4:</b> What was evacuation like for children? (Part 1)  <a href="#">Learning Objective</a></p> <ul style="list-style-type: none"> <li>- To understand the emotions and experiences of children during the evacuation.</li> </ul> <p><b>KQ5:</b> What was evacuation like for children (Part 2)?  <a href="#">Learning Objective</a></p> <ul style="list-style-type: none"> <li>- To evaluate the accuracy and reliability of sources.</li> </ul> <p><b>KQ6:</b> What impact did WWII have on women's lives?  <a href="#">Learning Objective</a></p> <ul style="list-style-type: none"> <li>- To identify the impact of WWII on women's lives.</li> </ul> <p><b>KQ7:</b> Why did people migrate to Britain during and after WWII?  <a href="#">Learning Objective</a></p> <ul style="list-style-type: none"> <li>- To explain why migrants come to Britain.</li> </ul>



## FORSBROOK CE PRIMARY HISTORY CURRICULUM MAP

	What does the census tell us about our local area?	What did the Greeks ever do for us?	What was the impact of WWII on British people?
	<p><b>Unit outcomes</b></p> <p>By the end of this unit, children with <b>secure</b> understanding should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the type of information the census gives about people.</li> <li>• Use the census to make inferences about people from the past, providing supporting evidence for their statements.</li> <li>• Make observations from the census and identify changes between periods of time.</li> <li>• Identify the dangers of working in a textile mill.</li> <li>• Create questions to identify the thoughts and feelings of a Victorian working child.</li> <li>• Identify the key events of Mary's life and interpret her thoughts and feelings.</li> <li>• Extract information from the census to recreate the lives of people who lived in a household from the local area.</li> <li>• Extract information from the census and decide whether a family was rich or poor.</li> <li>• Describe change throughout time.</li> </ul>	<p><b>Unit outcomes</b></p> <p>By the end of this unit, children with <b>secure</b> understanding should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the features of ancient Greece.</li> <li>• Identify the key periods in the ancient Greek civilisation.</li> <li>• Make inferences about Greek gods.</li> <li>• Research a Greek god.</li> <li>• Compare Athens and Sparta.</li> <li>• Understand the different types of democracy.</li> <li>• Explain how Athenian democracy worked.</li> <li>• Explain what philosophy is.</li> <li>• Identify the achievements of the ancient Greek philosophers.</li> <li>• Identify the ancient Greeks' legacies and their impact.</li> </ul>	<p><b>Unit outcomes</b></p> <p>By the end of this unit, children with <b>secure</b> understanding should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the causes of World War II.</li> <li>• Identify the different phases in the Battle of Britain.</li> <li>• Make inferences and deductions about a photograph.</li> <li>• Describe how children may have felt when evacuated.</li> <li>• Evaluate the accuracy and reliability of sources.</li> <li>• Describe the impact WWII had on women's lives.</li> </ul>