Aberford History Curriculum Mapping

Class 1: History

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| * Festivals through the year eg. Christmas, Diwali, Eid, Easter * Stories with historical settings such as Fairy tales * Dates commemorated through the year such as bonfire night, remembrance, and harvest festivals * Observable changes in the children’s locality * How they have changed from birth to now |
| **Disciplinary Concepts:**  *Continuity and Change* - within living memory. Changes in the world around them  What is change? Where can we see change around us? What changes can we see?  *Similarity and Difference -* A comparison between a historical character and the modern equivalent  *Cause and Consequence -*  What happened because of their choice? Were the consequence positive or negative?  **Golden Threads:**  Society and Legacy |

Class 2: History – Cycle A

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| Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | | Summer 2 |
| Changes within living memory | | | Changes beyond living memory | | | Local History | | Significant Individuals |
| Childhood then and now  *How has life changed for children since my grandparents were younger?* | | | Castles, Kings, Knights and Queens  Queen Victoria, Elizabeth I, Elizabeth II and Charles III  *Why do we remember these significant monarchs?*  *How were their lives similar and different throughout the time periods?* | | | Amazing Aberford  *What is special about living in Aberford?* | | Powerful Voices  *Why are these figures significant individuals?*  *What impact did/do they have on the world today?* |
| Children will learn about:  Toys from the past  Childhood crazes  Homes  Schools  Clothes  Entertainment  Short study: Moina Michael – Remembrance/poppies | | | Children will learn about:  Monarchs and Palaces  Elizabeth I and Tudor life  Queen Victoria  The Victorian Period  Elizabeth II  Charles III  Comparing time periods  Comparing Queens | | | Children will learn about:  History of our school  History of our homes  History of our village  *Linking with local history –*  *Aberford*  *Parlington Estate*  *Hazelwood Castle*  *Lotherton Hall* | | Children will learn about:  Gandhi  Rosa Parks and Martin Luther King  Malala Yousafzai  Greta Thunberg  David Attenborough |
| **Disciplinary Concepts:**  *Continuity and Change:*  Identify ways in which lives have remained the same or changed between ‘then’ and ‘now’. Changes within living memory, Changes in the locality.  *Similarity and difference:*  Compare the lives of groups of people to understand their differing lives based on locality or wealth etc.  *Interpretations:*  Varied perspectives from which the past can be viewed | | | **Disciplinary Concepts:**  *Significance:*  Compare the achievements of the individuals and conclude which has had more impact on lives today  *Similarity and difference:*  Compare the lives of groups of people to understand their differing lives based on locality or wealth etc.  *Cause and Consequence:*  What has changed as a result of each monarch? | | | **Disciplinary Concepts:**  *Similarity and difference:*  Compare the lives of groups of people to understand their differing lives based on locality or wealth etc.  *Continuity and Change:*  Identify ways in which lives have remained the same or changed between ‘then’ and ‘now’. Changes within living memory, Changes in the locality.  *Interpretations:*  Varied perspectives from which the past can be viewed | | **Disciplinary Concepts:** *Significance:*  Compare the achievements of the individuals and conclude which has had more impact on lives today  *Continuity and Change:*  Identify ways in which lives have remained the same or changed between ‘then’ and ‘now’.  *Similarity and difference:*  Compare the lives of groups of people to understand their differing lives based on locality or wealth etc.  *Cause and Consequence:*  What has changed as a result of each monarch? |
| **Golden Threads:**  Society and Legacy | | | **Golden Threads:**  Monarchy and Power  Empire  Religion and Belief | | | **Golden Threads:**  Society and Legacy | | **Golden Threads:**  Society and Legacy |
| **Key Skills**  Chronology – sequencing, events within and beyond living memory Source work – extracting information (exploring sources) Enquiry – asking questions, investigating ideas Compare and contrast | | | **Key Skills**  Chronology – sequencing, events within and beyond living memory Source work – extracting information (exploring sources) Enquiry – asking questions, investigating ideas Compare and contrast | | | **Key Skills**  Source work – extracting information (exploring sources) Enquiry – asking questions, investigating ideas Compare and contrast | | **Key Skills**  Source work – extracting information (exploring sources) Enquiry – asking questions, investigating ideas Compare and contrast |
| **Vocabulary:**  Year 1: When I was little, A long time ago, Before I was born, then/now, event, explain, source, predict, evidence, famous, celebrate, sequence, recent, remember, same/different, chronological, historical event, When mummy and daddy were little, Before/after, change, King/Queen, museum, yesterday  Year 2: When I was younger, past/Present, chronological order, earlier, later, local area, When my grandparents were young, research, timeline, historical event, artefact, similarities, differences, eye witness account, locality, democracy, Historian, Succeed/succession, local, long ago, monarchy, society | | | | | | | | |
| **Topics Specific Vocabulary:**  Toddler, timeline, different, compare, memory, lifetime, stages, year, decade, past, now, old, young, changes, object, source, toys, technology, food, transport, homes, community, traditions | | **Topics Specific Vocabulary:**  Armour, castle, crown, catapult, crest, crown jewels, drawbridge, dungeon, earl, empire, fort, fortress, gatehouse, jester, jousting, knight, king, kingdom, lady, lord, maid, middle ages, moat, monarch, monarchy nobility, noble, palace, prince, princess, queen, realm, royal, reign, royalty, sovereign, sword, shield, titles, tower, turret, viscount, watchtower, Victorian, Elizabethan, Tudor | | | **Topics Specific Vocabulary:**  Local area, village, town, city, county, country, continent, school, home, house, fieldwork, north, south, east, west, location, locate, farmland, job, work, terraced, detached, semidetached, cottage, bungalow, bus stop, before, after, long ago | | **Topics Specific Vocabulary:**  Empire, British Empire, rule, colony, peace, independence, protest, peaceful protest, boycott, civil rights, segregation, equality, activist, education, campaign, right, Taliban, Nobel Peace Prize, environment, climate change, strike, humanity, | |

Class 2: History – Cycle B

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| Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | | Summer 1 | Summer 2 |
| Changes within living memory | | | Events beyond living memory | | | Significant Individuals | |
| Childhood then and now  -Toys Past and Present -  *How have toys changed since my grandparents were children?* | | | Travel and Transport  *Did the First Flight change the world for better or worse?*  *How have developments in transport helped the world in which we live?* | | | Explorers  *Who were the greatest explorers?* | Florence Nightingale, Mary Seacole  *How did Florence Nightingale change the nursing profession?*  *How should we remember Mary Seacole?*  *What role does medicine play in war?* |
| Children will learn about:  The characteristics of toys  What toys our parents and grandparents played with.  What toys were like at different times in the past.  Toys that are old and toys that are new.  How toys are different and how they are the same.  How to create a toy museum  **Short study – The Gunpowder Plot** | | | Children will learn about:  Transport today and in the past.  How bicycles have developed over time  When trains were invented?  When cars were invented?  When aeroplanes were invented  The first flight | | | Children will learn about:  Who Christopher Columbus is, what he was trying to achieve, his journey and what he discovered  The impact of Columbus’ voyages and what he brought back to Europe  Who Neil Armstrong is, why he is remembered today, his landing on the moon and the impact this had on the world  Comparisons between the lives and achievements of these explorers  Other explorers and their achievements | Children will learn about:  Why Florence Nightingale is remembered?  Why FN went to the Crimea?  How FN improved the lives of soldiers  What FN’s greatest achievement were how is she remembered  Who Mary Seacole is and why she is remembered  Comparisons between FN and MS. |
| **Disciplinary Concepts:**  *Continuity and Change:*  Identify ways in which lives have remained the same or changed between ‘then’ and ‘now’. Changes within living memory, Changes in the locality.  *Similarity and difference:*  Compare the lives of groups of people to understand their differing lives based on locality or wealth etc.  *Interpretations:*  Varied perspectives from which the past can be viewed | | | **Disciplinary Concepts:**  *Continuity and Change:*  Identify ways in which lives have remained the same or changed between ‘then’ and ‘now’.  *Cause and Consequence:*  What has changed as a result of each transport invention?  *Interpretations:*  Varied perspectives from which the past can be viewed | | | **Disciplinary Concepts:**  *Significance:*  Compare the achievements of the individuals and conclude which has had more impact on lives today  *Continuity and Change:*  Identify ways in which lives have remained the same or changed between ‘then’ and ‘now’.  *Similarity and difference:*  Compare the lives of groups of people to understand their differing lives based on locality or wealth etc. | **Disciplinary Concepts:** *Significance:*  Compare the achievements of the individuals and conclude which has had more impact on lives today  *Continuity and Change:*  Identify ways in which lives have remained the same or changed between ‘then’ and ‘now’.  *Similarity and difference:*  Compare the lives of groups of people to understand their differing lives based on locality or wealth etc. |
| **Golden Threads:**  Society and Legacy | | | **Golden Threads:**  Society and Legacy | | | **Golden Threads:**  Exploration  Society and Legacy | **Golden Threads:**  Society and Legacy |
| **Key Skills**  Chronology – sequencing, events within and beyond living memory Source work – extracting information (exploring sources) Enquiry – asking questions, investigating ideas Compare and contrast | | | **Key Skills**  Chronology – sequencing, events within and beyond living memory Source work – extracting information (exploring sources) Enquiry – asking questions, investigating ideas Compare and contrast | | | **Key Skills**  Chronology – sequencing, events within and beyond living memory Source work – extracting information (exploring sources) Enquiry – asking questions, investigating ideas Compare and contrast | **Key Skills**  Source work – extracting information (exploring sources) Enquiry – asking questions, investigating ideas Compare and contrast |
| **Vocabulary**  Year 1: When I was little, A long time ago, Before I was born, then/now, event, explain, source, predict, evidence, famous, celebrate, sequence, recent, remember, same/different, chronological, historical event, When mummy and daddy were little, Before/after, change, King/Queen, museum, yesterday  Year 2: When I was younger, past/Present, chronological order, earlier, later, local area, When my grandparents were young, research, timeline, historical event, artefact, similarities, differences, eye witness account, locality, democracy, Historian, Succeed/succession, local, long ago, monarchy | | | | | | | |
| **Topics Specific Vocabulary:**  Diablo, whip and top, croquet, skipping rope, skittles Jacob’s ladder, marble, hopscotch, blow football | | **Topics Specific Vocabulary:**  Transport, vehicles, moorings, railway, carriages, conductor, steam train, station, platform, locomotive, harbour, marina, space shuttle, helicopter, aeroplane, tram, bus, racing car, bicycles, chariots, canal, horse-drawn carriage, compare, contrast, George Stephenson, Ferdinand von Zeppelin, Wright brothers, Yuri Gargarin | | | **Topics Specific Vocabulary:**  Explorer, exploration, polar, recent, significant, voyage, | | **Topics Specific Vocabulary:**  Nurse, war, important, significant, Florence Nightingale, Mary Seacole, Crimea, hospital, nursed, cared, Crimean war, soldiers, injured, problem, solution, compare, remember, inspired, changed |

Class 3: History – Cycle A

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| Autumn 1 | Autumn 2 | | Spring 1 | Spring 2 | Summer 1 | | Summer 2 |
| British and World History | | | World History | | Local History | | |
| The Roman Empire and its impact on Britain  *What was the Roman Empire?*  The Rise and Fall of Rome  *Which of the Roman achievements had the most significant impact on Britain?* | | | An overview of the following Ancient Civilisations – Egypt, Sumer, Indus Valley and Shang  *What do all the Ancient Civilisations have in common?* | | Leeds –  *How did the rich and poor live in Leeds from the*  *17th Century to the 1900’s?*  *How should we preserve our locality?* | | |
| Children will learn about:  Where the Roman Empire come from  How the Roman army helped to expand the Roman Empire  What Britain was like before the Romans invaded  How Britain became part of the Roman Empire  Who Boudicca was and how she rebelled against the Romans  What the Romans built after they settled in Britain  What houses were like in Roman Britain  What archaeological sites tell us about Roman Britain  Christianity in the Roman Empire.  The fall of the Roman Empire  What lasting impact the Romans left on Britain. The Roman legacy. | | | Children will learn about:  Where and when the first civilisations began  The first writing systems  Trade in the earliest civilisations  The mathematical understanding in the early civilisations  Technology and inventions of the early civilisations  The building and architecture of the early civilisations | | Children will learn about:  The history of Leeds – Poverty and Riches - How did the rich and poor live in Leeds from the 17th century to 1900’s?  Prehistoric Leeds – What was life like 125,000 years ago and what was the Armley Hippo?  The Romans in Leeds – What evidence do we have of Romans living in the centre of West Yorkshire?  Victorian Leeds – What did the Victorians do for us in Leeds?  The West Yorkshire Hoard discovery – What do these findings tell us about early medieval settlements in Leeds  Tudor Leeds – What would life in Tudor Leeds have been like? | | |
| **Disciplinary Concepts:**  *Significance:*  Study which was the most significant achievement during these periods or which achievement had the greatest impact on Britain.  *Cause and Consequence:*  A comparison of what happened to Celtic tribes that cooperated with the Romans to those that fought against them. Causes of the Roman Empire’s expansion, of Boudicca’s revolt etc. | | | **Disciplinary Concepts:**  *Similarity and difference:*  Compare the lives of groups of people to understand their differing lives based on locality or wealth etc.  *Significance:*  Study which was the most significant achievement during these periods or which achievement had the greatest impact on Britain. | | **Disciplinary Concepts:**  *Significance:*  Key individuals and events which had a significant impact on that period of subsequent history.  *Interpretations:*  The importance of viewing the past from multiple perspectives  *Continuity and Change:*  Identify ways in which lives have remained the same or changed between ‘then’ and ‘now’. | | |
| **Golden Threads:**  Exploration and Empire  Invasion and Settlement  Power  Religion and Beliefs  Society and Legacy | | | **Golden Threads:**  Monarchy and Power  Religion and Beliefs  Society and Legacy | | **Golden Threads:**  Society and Legacy  Religion and Beliefs  Exploration and Empire | | |
| **Key Skills**  Chronology – sequenced and scaled timelines Source work – extracting and interpreting Enquiry – creating and answering questions, pursuing a line of enquiry | | | **Key Skills**  Chronology – sequencing, scaling Source work – extracting, interpreting, Enquiry – creating and answering questions | | **Key Skills**  Chronology – sequencing, scaling Source work – extracting, interpreting, Enquiry – creating and answering questions | | |
| **Vocabulary:**  Year 3: BC/AD, decade, ancient, century, period, Brits, settlers, settlement, invaders/invasion, conquer(ed), conquest, combat, discovery, archaeologists, excavate, evidence, information, finding skills, Historian, historical, bloodshed, distress, war, agriculture, Ancient civilisations, church, Christianity,  Year 4: recent history, time difference, shape our lives, religious differences, wealthy / poor, items, accurate picture of the past, version, historical argument, point of view, way of life, dictated, inventions, impact, aspect, secondary evidence | | | | | | | |
| **Subject specific vocabulary:**  Centurion, emperor, aqueduct, gladiator, Londinium, Britannia, Romanisation, senate, Roman baths, amphitheatre, Hadrian’s Wall, Colosseum, fortress, mosaic, toga, republic, arch, chariot, tunic, Aquila, Pantheon, Circus Maximus, legionary | | **Subject specific vocabulary:**  Civilisation, ancient, river, water source, longitude, latitude, specialisation, archaeology, concurrent, timelines, significant | | | | **Subject specific vocabulary:**  Locality, dwellings, features, founded, Ancient Kingdom of Elmet, Anglo Saxon Origin, settlement, Industrial Revolution | |

Class 3: History – Cycle B

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Autumn 1 | Autumn 2 | Spring 1 | | Spring 2 | Summer 1 | | Summer 2 |
| British History | | British History | | | World History | | |
| The Stuarts  *What were the social and religious changes that occurred in Britain during this time?* | | Stone Age  *What was new about the Stone Age?*  Bronze Age to Iron Age  *Which was more impressive, the Bronze Age or the Iron Age?* | | | Ancient Egypt  *What did the Ancient Egyptians achieve and what did it enable them to accomplish?* | | |
| Children will learn about:  James I and the union of the crown  The gunpowder plot  Charles I  The English Civil War  Oliver Cromwell and the commonwealth  The restoration of Charles II  The great plague of 1665  The great fire of London  Christopher Wren and the rebuilding of London  James II and the Monmouth rebellion  William of Orange and the bill of rights | | Children will learn about:  Mesolithic hunter gatherers.  Life in Neolithic Britain.  The Bronze Age.  Stonehenge.  The Iron Age. | | | Children will learn about:  Locating Egypt and the river Nile  Agricultural advances  Role of scribes  Life in Ancient Egypt.  Religion and the afterlife.  Tutankhamun and Howard Carter.  Hieroglyphics. | | |
| **Disciplinary Concepts:**  *Significance:*  Key individuals and events which had a significant impact on this period of subsequent history  *Similarity and difference:*  Compare the lives of groups of people to understand their differing lives based on locality or wealth etc.  *Cause and Consequence:*  What has changed as a result of these events? | | **Disciplinary Concepts:**  *Significance:*  Study which was the most significant achievement during these periods or which achievement had the greatest impact on Britain.  *Continuity and Change:*  Identify certain aspects of life and study each during every period covered and compare. Changes in Britain from the Stone Age to Iron Age | | | **Disciplinary Concepts:**  *Similarity and difference:*  Compare the lives of groups of people to understand their differing lives based on locality or wealth etc.  *Significance:*  Study which was the most significant achievement during these periods or which achievement had the greatest impact on Britain. Ancient Egypt’s impact on the western world. | | |
| **Golden Threads:**  Monarchy and Power  Religion and Beliefs  Society and Legacy | | **Golden Threads:**  Power  Religion and Beliefs  Settlement  Society and Legacy | | | **Golden Threads:**  Monarchy and Power  Religion and Beliefs  Settlement  Empire  Society and Legacy | | |
| **Key Skills**  Chronology – sequencing, events within and beyond living memory Source work – extracting information (exploring sources) Enquiry – asking questions, investigating ideas Compare and contrast | | **Key Skills**  Chronology – sequencing, duration, Source work – extracting, interpreting understanding limitations Enquiry – asking questions, drawing conclusions | | | **Key Skills**  Chronology – sequencing, scaling Source work – extracting, interpreting, Enquiry – creating and answering questions Significance | | |
| **Vocabulary:**  Year 3: BC/AD, decade, ancient, century, period, Brits, settlers, settlement, invaders/invasion, conquer(ed), conquest, combat, discovery, archaeologists, excavate, evidence, information, finding skills, Historian, historical, bloodshed, distress, war, agriculture, Ancient civilisations, church, Christianity, primary evidence, significance  Year 4: recent history, time difference, shape our lives, religious differences, wealthy / poor, items, accurate picture of the past, version, historical argument, point of view, way of life, dictated, inventions, impact, aspect, secondary evidence | | | | | | | |
| **Subject specific vocabulary:**  James I, Charles I, Charles II, James II, Mary II, William III, Anne, Oliver Cromwell, monarch, The Gunpowder Plot, The English Civil War, parliament, treason, execution, beheaded, The Commonwealth, The Restoration, The Great Plague, The Great Fire of London, The Glorious Revolution, The Act of Union, decrees, deposed, The Roundheads, The Cavaliers, noble, | | | **Subject specific vocabulary:**  Neolithic, Palaeolithic, Mesolithic, chronology, tribal, hunter-gatherers, Skara Brae, Stonehenge, Bronze Age, prehistory, Nomad, homosapiens, pelt, beaker, smelting, celt, Roundhouse, Hillfort, quern, druid, borer | | | **Subject specific vocabulary:**  Pharaoh, tomb, pyramid, hieroglyphs, vizier, scribe, sarcophagus, mummy, papyrus, scarab, amulet, canopic jar, after-life, irrigation, Shaduf, sphinx, oasis, Egyptologist, Ankh, barter, Rosetta Stone, dynasty, Priest, social structure, chronology, scale, interval, duration, concurrence, River Nile, source, delta, social, economic, trade, commerce, scribe, education, reed, hieratic, cartouche, palette, Afterlife, religion, mythology, preserve, mummification, Book of the Dead | |

Class 4: History – Cycle A

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| Autumn 1 | | Autumn 2 | Spring 1 | | | Spring 2 | Summer 1 | Summer 2 |
| World and British History | British and Local History | | | | | Britain, Local and Beyond 1066 | British History | |
| World War 1  *War – What is it good for?* | | The Industrial Revolution and The Victorians – Local History  *Should we remember Victorian times as a Golden Age of tremendous change for the better, or a Dark Age of human suffering?*  *“A perfect wilderness of foulness” Is this the best way to describe Victorian Leeds?* | | | | The Rise of Hitler and WW2  *How did Hitler rise to power?*  WW2 and the Holocaust | Anglo Saxon Settlement  *Did the settlement by the Anglo-Saxons make England a better or worse place to live?*  Anglo Saxon and Viking Conflict  *Vikings – raiders or traders?* | |
| Children will learn about:  The causes of WW1  On land, at sea and in the air  Life on the western front.  The home front  The consequences of the war  The Suffragettes and Emmeline Pankhurst  *Linking with local history –*  *Crossgates – The Vickers – The Barnbow lasses*  *Leonora Cohen – suffragette* | | Children will learn about:  The reign of Queen Victoria and the British Empire  Victorian inventions  Health, disease and medicine  Victorian cities  Victorian schooling: comparison to modern school  Leisure  How the Victorians impacted Leeds and our lives today  *Linking with local history –*  *Lotherton Hall*  *Titus Salt – Saltaire Mill Owner* | | | | Children will learn about:  The armistice and the treaty of Versailles  The rise of the Nazi party  Life in Nazi Germany  Kristallnacht and the refugee crisis  The second world war  World War 2  The Battle of Britain and the Blitz  The Codebreakers at Bletchley Park  The Holocaust  The home front  *Linking with local history –*  *Aberford and the local area during the war*  *Henry Moore – Sculptor*  *Sir Tom Moore* | Children will learn about:  How Saxon England began  What happened during the period of Saxon England  What life was like during Anglo-Saxon England  Why King Offa of Mercia was a significant individual during the period  How Saxon daily life compared with that of Roman Britain  The Viking raid  How the Saxons viewed the Vikings  How we should view the Vikings  How England changed during this course of history  King Alfred – was he worthy of being called ‘Great’? | |
| **Disciplinary Concepts:**  *Cause and Consequence:*  Why did it start and what were the consequences? Why was it a turning point in World and British history?  *Significance:*  The significance of key individuals from WWI and how they are remembered  *Continuity and Change:*  How did life change in the War time? | | **Disciplinary Concepts:**  *Significance:*  Why was it such a significant period in British History?  *Similarity and difference:*  A comparison of aspects of life such as cultural beliefs, social standing etc between groups  *Continuity and Change:*  How did life change in the Victorian times?  How did life change during the Industrial Revolution?  *Cause and Consequence:*  Local study – Industrialisation | | | **Disciplinary Concepts:**  *Cause and Consequence:*  Why did it start and what were the consequences? Why was it a turning point in World and British history?  *Similarity and difference:*  A comparison of aspects of war  *Significance:*  The significance of key individuals from WWI and how they are remembered  *Continuity and Change:*  How did life change in the War time? | | **Disciplinary Concepts:**  *Continuity and Change:*  Identify certain aspects of life and study each during every period covered and compare.    *Similarity and difference:*  A comparison of aspects of life such as cultural beliefs, social standing etc between the groups or after a significant event. Comparison of Anglo-Saxon Britain and Roman Britain  *Cause and Consequence:*  Anglo-Saxon and Viking Conflict  *Interpretations:*  Anglo-Saxon and Viking conflict – how they were perceived and why.  *Significance:*  The significance of individuals such as Alfred and how they are remembered. | |
| **Golden Threads:**  Monarchy and Power  Invasion  Society and Legacy | | **Golden Threads:**  Monarchy and Power  Religion and Beliefs  Society and Legacy | | | **Golden Threads:**  Monarchy and Power  Invasion  Society and Legacy | | **Golden Threads:**  Invasion and Settlement  Power  Exploration  Society and Legacy | |
| **Key Skills**  Chronology – sequencing, duration, Source work – extracting, interpreting understanding limitations Enquiry – asking questions, drawing conclusions  Significance | | **Key Skills**  Chronology – sequencing, duration, Source work – extracting, interpreting understanding limitations Enquiry – asking questions, drawing conclusions  Significance | | | **Key Skills**  Chronology – sequencing, duration, Source work – extracting, interpreting understanding limitations Enquiry – asking questions, drawing conclusions  Significance | | **Key Skills**  Chronology – sequencing, duration, Source work – extracting, interpreting understanding limitations Enquiry – asking questions, drawing conclusions  Significance | |
| **Vocabulary:**  Year 5: comparison, role of Britain, Christian values, crime, punishment, hypothesis, influence, specific features of a time period (e.g. weaponry/ medicine) plague, healthcare, causation, colony, crusades, democracy, diversity, emigrant, execution, heresy, immigrant, interpretation, missionary, nomad, treason, traitor, torture, sacrifice  Year 6: societies, summarise, major influence, world history, civilizations, changes/ continuity, persuade, viewpoint, propaganda, significant, interpretations, advancements, causes in history, British Empire, relationships, mono-cultural/ multicultural society, Aristocracy, | | | | | | | | |
| **Subject specific vocabulary:**  The Great War, no man’s land, Battle of the Somme, poison gas, bombing raids, conscription, armistice, Kaiser Wilhelm, U-boat, Zeppelins, gas mask, Remembrance, Wilfred Owen, Franz Ferdinand, Triple Alliance, Trench foot, Lord Kitchener, propaganda, rations, trenches, Triple Entente, truce | | **Subject specific vocabulary:**  Squire, monarch, slate, workhouses, navvies, sewers, empire, shilling, typhoid, reign, scullery, cholera, telegraph, mill, suburb, engineer, arithmetic, industry, census, governess, economy, ballot | **Subject specific vocabulary:**  Industrial Revolution, Victorians, machinery, Billowing, London, workers, chimney, smokestacks, steam, iron, mill, warehouse, factory act, the ragged school, the education act, population boom, reform, inventions, migration, pollution, diseases, overcrowded, society, industrialisation, engine, mechanise, mass produce, urbanisation, migrate, mill, textile, mass produce cotton, spinning | **Subject specific vocabulary:**  Axis, Allies, Nazi, evacuation, evacuee, Blitz, Holocaust, Luftwaffe, refugees, Kindertransport, Anne Frank, Winston Churchill, battlefield, siren, gas mask, air raid, Blitz, invade | | | **Subject specific vocabulary:**  Kingdom, King, Mercia, Wessex, Northumbria, Offa of Mercia, Christianity, St. Bede, Gildas, Lindisfarne, Abbey, monk, weirgild, Sutton Hoo, Staffordshire Hoard,  Sequence, scale, narrative, duration, interval, Archaeology, Primary source, Secondary Source, Significance, continuity and change, Evidence, invasion, settlement, migration, settlement, society, burial, culture, monk, Christian, Pagan, governance, Dane, Danegeld, Danelaw, exile, longhouse, longboat, monastery, Norse, raid, Valhala | |

Class 4: History – Cycle B

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| British and Word History | Post 1066 study | World History | | World History - Non-European Study | |
| The Transatlantic Slave Trade  *How important were Africans to the Atlantic Slave Trade?*  *Should 1807 really mark the end of the slave trade?* | Crime and Punishment  *How has crime and punishment changed over time?* | Ancient Greek Civilisation and Influence  What did the Greeks do for us? | | The Maya Civilisation  *Why should we remember the Maya?* | |
| Children will learn about:  The origins of the Transatlantic Slave Trade.  The Atlantic passage.  Enslaved Africans: treatment and resistance.  The abolition of slavery.  The abolitionists: Clarkson, Wilberforce and Equiano. | Children will learn about:  Trends of Crime and punishments from the Romans to the 21st century.  Crime and punishment in the Roman period.  Crime and punishment in the Anglo Saxon and Viking period.  Crime and punishment in the Tudor period.  Crime and punishment in the early modern period.  Crime and punishment in the Victorian period. | Children will learn about:  When Ancient Greece was  Where Greece is and how it affected the Greeks  What impacted on the lives of the Greeks  What the impact was from the Greeks on the modern world  Greek city states | | Children will learn about:  Where and when the Maya lived  What Maya writing was like?  How the Maya told the time?  What numbers the Maya used in maths?  Whether the Maya played football like us | |
| **Disciplinary Concepts:**  *Cause and Consequence:*  Why did it start and what were the consequences? Why was it a turning point in World and British history?  *Significance:*  The significance of key individuals from this time and how they are remembered | **Disciplinary Concepts:**  *Continuity and Change:*  Identify certain aspects of life and study each during every period covered and compare. A study that looks at a long arc of time.  *Similarity and difference*:  A comparison of aspects of life such as cultural beliefs, social standing etc between the groups or after a significant event. | **Disciplinary Concepts:**  *Significance:*  Study which was the most significant achievement during these periods or which achievement had the greatest impact on Britain. Ancient Greece’s impact on the western world.  *Similarity and difference*:  Comparing aspects of the Ancient Greek city-states. | | **Disciplinary Concepts:**  *Similarity and difference*:  Comparing Britain to this non-European study  *Significance:*  The significance of this early civilisation and the impact it has on the world. | |
| **Golden Threads:**  Monarchy and Power  Beliefs  Society and Legacy  Exploration and Empire | **Golden Threads:**  Monarchy and Power  Religion and Beliefs  Society and Legacy | **Golden Threads:**  Power  Society and Legacy  Religion and Beliefs  Exploration and Empire | | **Golden Threads:**  Power  Society and Legacy  Religion and Beliefs  Exploration and Empire | |
| **Key Skills**  Source work – extracting, interpreting understanding limitations Enquiry – asking questions, drawing conclusions  Significance | **Key Skills**  Chronology – sequencing, duration, Source work – extracting, interpreting understanding limitations Enquiry – asking questions, drawing conclusions  Significance | **Key Skills:**  Chronology – sequencing, duration, Source work – extracting, interpreting understanding limitations Enquiry – asking questions, drawing conclusions  Significance | | **Key Skills**  Chronology – sequencing, duration, Source work – extracting, interpreting understanding limitations Enquiry – asking questions, drawing conclusions  Significance | |
| **Vocabulary:**  Year 5: comparison, role of Britain, Christian values, crime, punishment, hypothesis, influence, specific features of a time period (e.g. weaponry/ medicine) plague, healthcare, causation, colony, crusades, democracy, diversity, emigrant, execution, heresy, immigrant, interpretation, missionary, nomad, treason, traitor, torture, sacrifice  Year 6: societies, summarise, major influence, world history, civilizations, changes/ continuity, persuade, viewpoint, propaganda, significant, interpretations, advancements, causes in history, British Empire, relationships, mono-cultural/ multicultural society, Aristocracy | | | | | |
| **Subject specific vocabulary:**  Slave, colony, auction, plantation, abolition, segregation, overseer, master, underground railroad, exploitation, middle passage, triangular trade, Sir John Hawkins, Harriet Tubman, Olaudah Equiano, William Wilberforce, Abraham Lincoln | **Subject specific vocabulary:**  Sin, crime, criminal war, civil war, Amnesty International, young offenders, bobbies, peelers, deterrent, execution, highwayman, humiliation, judge, jury, ordeal, treason, victim, trial, exile, justice, torture, prison, branding, the rack, scold’s bridle, the crank, treadwheel, shot drill, iron bar, dunking stool, | **Subject specific vocabulary:**  Philosophy, Athenians, Spartans, democracy, Olympics, plague, truce, Zeus, loincloth, Apollo, Sacred, truce, temple, Acropolis, Parthenon, marathon, citizen, alphabet, tragedy, Hellenistic, mythology, column, city state, citizen, Agora, Phalanx, Aristocrat, hoplite, Peninsula, Oracle | | **Subject specific vocabulary:**  Codice, Chichen Itza, cacao, ajaw, Kukulkán, pok-ta-pok huipil, kin, uinal, Popol Vuh, Ahau, dynasty, maize, codex  Hieroglyphics, Haab, Tzolk’in, Stela, scribe, Haab,Jade, sacrifice, City-states, terraced, pyramid, peasant, bloodletting, Ceote | |

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| **Key historical golden threads at Aberford:** |
| Monarchy and Power  Religion and Beliefs  Invasion and Settlement  Society and Legacy  Exploration and Empire |

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| **Disciplinary Concepts:** | **Definition:** |
| Continuity and Change | Over a duration of time, which aspects of the enquiry have changed and which have remained the same or similar. This concept is underpinned by a duration and isn’t merely comparison. |
| Cause and Consequence | Causation focuses on events and actions which lead up to a particular event Consequences are the outcomes of said event. When thinking about them, it is important to view them through different lenses such as short and long term; positive and negative; deliberate and accidental. |
| Similarity and Difference | A comparison of how aspect of the pasts can be viewed in relation to each other. These may be from different time periods, civilisations or societal classes within the same period and civilisations. |
| Significance | Something or someone being worthy of remembrance. Significance is why it has been judged this way by others. Significance is not an enduring characteristic. It changes based on beliefs over time. |
| Evidence | The available information which is taken from a number of sources to inform our understanding of the past. It comes in many forms and can be broken into historical sources and subsequent interpretations. |
| Interpretations | The interpretations of the past are constructed using the concepts listed above. The interpretation explores how and why the account or representations has been constructed. Primarily, it concerns how historian work and what they used to construct their own accounts of the past. |