



History Map

Substantive knowledge

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 3	<p>The Stone Age to Bronze Age Change and continuity, beliefs, attitudes and ways of life</p> <ul style="list-style-type: none"> • How we can know about life 9,000 years ago. Strong links with creativity and thinking skills. • Case studies of Star Carr, Skara Brae, Stonehenge, give young children a chance to use visual sources and artefacts and link to the built environment. Strong problem-solving dimension. 				<p>Ancient Civilisations : Egypt Civilisation, attitudes, beliefs, attitudes and ways of life, society</p> <ul style="list-style-type: none"> • The way we can build a clear picture of a past society 5,000 years ago through the study of evidence which has come to light scarcely 200 years ago. • The Gift of the Nile, the iconic images of pyramids, the centrally important religious beliefs and the way we can work out details of people's daily lives by interpreting the fragments of evidence that have survived. • Investigate what societies in Mesopotamia, the Indus valley and in China all had in common 	
Year 4	<p>Iron Age, The Celts Change and continuity, beliefs, attitudes and ways of life</p> <ul style="list-style-type: none"> • Case studies of Danebury and Maiden castle give young children a chance to use visual sources and artefacts and link to the built environment. 	<p>The Roman Empire and its impact on Britain. Invasion, Key people, Resistance, Change and Consequence, significance</p> <ul style="list-style-type: none"> • Focus on personalities such as Caesar, Claudius and Boudicca, concentrating on two the key concepts of causes and consequences. • The changes Romans brought to Britain, both at the time and over time with reference to local 	<p>Anglo-Saxon Britain Invasion beliefs, attitudes and ways of life, society, monarchy, crime and punishment, significance</p> <ul style="list-style-type: none"> • The reasons for the Saxon invasion) comparing with the Romans' motives, • To explore the 		<p>Vikings in Britain Invasion, resistance, beliefs, attitudes and ways of life, society, change through time, diversity and stereotyping, significance</p> <ul style="list-style-type: none"> • The stereotypical view of the Vikings needs to be challenged using sources to explain why the Vikings had such a bad 	

		evidence and places	evidence we have for the Saxon way of life at different levels of society <ul style="list-style-type: none"> • Key changes such as the coming of Christianity • The reign of King Alfred • Saxon Justice 		press and how recent archaeological finds can be used to restore the Vikings' reputation as settlers, skilled craftsmen and traders, and not just raiders. <ul style="list-style-type: none"> • The period in which England as a nation emerged for the first time. 	
Year 5	Ancient Civilisations : Mayan Civilisation, attitudes, beliefs, attitudes and ways of life, continuity and change <ul style="list-style-type: none"> • How the Mayan civilisation grew so strong when the odds against it were so huge. • Explore the characteristic features of the Mayan society and comparing it with the state of Britain at the same time i.e. about AD1100. 	Local History Study: Somerset Carnivals Change over time			Ancient Civilisations : Ancient Greece Ideas, beliefs, attitudes and ways of life, significance, continuity and change, democracy, achievements, legacy <ul style="list-style-type: none"> • Greek democracy: rights and freedoms through making ostracons • Explore why Ancient Greece has had such a long and dramatic legacy as well as working as history detectives to piece together the 	

	<ul style="list-style-type: none"> • Look at societies before encounters with Europeans. • Compare with earlier ancient civilizations such as Egypt 				<ul style="list-style-type: none"> • fragments from the past. • The role of women • Slavery • Theatre and Festivals like the Olympics • Legacy; how Greeks have influenced our lives today 	
Year 6		<p>Thematic Unit 1,000 years of Crime and Punishment <i>Ideas, beliefs and attitudes, continuity and change, significance</i></p> <ul style="list-style-type: none"> • stories about criminals and how fairly they were dealt with • Informed debate, relating issues to the present day wherever possible: How did crimes and punishments change? Linked to Saxon justice • Why did so much change happen in the 19th century? • Has the way we catch and punish criminals improved that much in the last 100 years? 	<p>London – Democracy <i>continuity and change, significance.</i> Parliament Visit to Parliament buildings, London. – Workshop</p> <ul style="list-style-type: none"> • How laws are made • How democracy developed and how it works today 			<p>Local History Study: Victorian Glastonbury <i>Ideas, beliefs and attitudes, continuity and change, legacy</i></p> <ul style="list-style-type: none"> • Victorian architecture • The origins and impacts of Clarks in Victorian society • Daily Life and Social Structure of the Victorian Era • What were the changes in Industry and Economy • What were the Victorian Education Reforms and their impact on Glastonbury? • What is the legacy from Victorian Britain on Glastonbury?