

Newbottle and Charlton History National Curriculum Objectives

Key- **Ks1**, **LKs2**, UKs2, Cycle A= A, Cycle B=B, Green Text- Global Driver

The National Curriculum for History aims to ensure that all pupils:

know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world

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know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

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understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses

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NEWBOTTLE AND CHARLTON CURRICULUM MAP: HISTORY

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

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gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

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gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’

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know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

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| A1 | A3 | A5 | B1 | B3 | B5 |
| A2 | A4 | A6 | B2 | B4 | B6 |

Substantive Knowledge- Subject Content

| KS1 | Lower KS2 | Upper KS2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <ul style="list-style-type: none"> To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: yellow;">A1</td> <td style="background-color: yellow;">A3</td> <td style="background-color: yellow;">A5</td> <td style="background-color: yellow;">B1</td> <td style="background-color: yellow;">B3</td> <td style="background-color: yellow;">B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table> <p>A1- All About Me</p> <ul style="list-style-type: none"> To know what living memory means (can be remembered by people who are alive today) To know what childhood was like for their parents and grandparents To compare childhood now with childhood in the past identifying there are some similarities and differences <p>B1- On the Move</p> <ul style="list-style-type: none"> To know why the Moon landing (1969) was special as they hadn't landed on the Moon before then <p>B3- Toys</p> <ul style="list-style-type: none"> To know that some toys have changed from the ones played by their parents and grandparents/up to 100 years ago while others are similar To know that old toys were made from wood and metal and made by hand while today toys are often made from plastic and can include batteries/ are made mainly by machines. | A1 | A3 | A5 | B1 | B3 | B5 | A2 | A4 | A6 | B2 | B4 | B6 | <ul style="list-style-type: none"> To know about changes in Britain from the Stone Age to the Iron Age. <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: green;">A1</td> <td style="background-color: green;">A3</td> <td style="background-color: green;">A5</td> <td style="background-color: green;">B1</td> <td style="background-color: green;">B3</td> <td style="background-color: green;">B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table> <p>A3- Stone Age to end of Roman Period</p> <ul style="list-style-type: none"> To recognise that prehistory was a long time ago and was the beginning of the history of mankind To understand what pre-history means and understand the chronology of the Ages. To know what life was like in prehistoric Britain and how bronze and iron changed the lives of people To know about Skara Brae and what prehistoric houses were like To know that trade was important in the Iron Age To know that changed between the Stone Age and Iron Age (including settlements) To know about Rainsborough camp (local iron age fort site) <ul style="list-style-type: none"> To know the Roman Empire and its impact on Britain <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: green;">A1</td> <td style="background-color: green;">A3</td> <td style="background-color: green;">A5</td> <td style="background-color: green;">B1</td> <td style="background-color: green;">B3</td> <td style="background-color: green;">B5</td> </tr> <tr> <td>A2</td> <td>A4</td> <td>A6</td> <td>B2</td> <td>B4</td> <td>B6</td> </tr> </table> <p>A5- Stone Age to end of Roman Period</p> <ul style="list-style-type: none"> To know that the Ancient Romans were a civilisation To know the Romans they invaded Britain (unsuccessful twice before) to show power and to take control of natural resources and enslave Britons To know the people of Britain (inc Queen Boudicca) led a uprising against the Romans | A1 | A3 | A5 | B1 | B3 | B5 | A2 | A4 | A6 | B2 | B4 | B6 | A1 | A3 | A5 | B1 | B3 | B5 | A2 | A4 | A6 | B2 | B4 | B6 | <p>To conduct a local history study</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: blue;">A1</td> <td style="background-color: blue;">A3</td> <td style="background-color: blue;">A5</td> <td style="background-color: blue;">B1</td> <td style="background-color: blue;">B3</td> <td style="background-color: blue;">B5</td> </tr> <tr> <td style="background-color: blue;">A2</td> <td style="background-color: blue;">A4</td> <td style="background-color: blue;">A6</td> <td style="background-color: blue;">B2</td> <td style="background-color: blue;">B4</td> <td style="background-color: blue;">B6</td> </tr> </table> <p>A3/4-WW2 and Migration</p> <ul style="list-style-type: none"> To know how WW2 impacted the local area including buildings, people and morale <p>A5- Census</p> <ul style="list-style-type: none"> To know what census is and what it tells us about the people living in our local area in the past To know how lives have changed over a period of time (including changes in local jobs- Industries- plush weaving Banbury, Shoe-making Northampton) To know about the life of Mary Bucktrout's To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="background-color: blue;">A1</td> <td style="background-color: blue;">A3</td> <td style="background-color: blue;">A5</td> <td style="background-color: blue;">B1</td> <td style="background-color: blue;">B3</td> <td style="background-color: blue;">B5</td> </tr> <tr> <td style="background-color: blue;">A2</td> <td style="background-color: blue;">A4</td> <td style="background-color: blue;">A6</td> <td style="background-color: blue;">B2</td> <td style="background-color: blue;">B4</td> <td style="background-color: blue;">B6</td> </tr> </table> <p>A3/4- WW2 and Migration</p> <ul style="list-style-type: none"> To identify the causes of WW2 To identify the different phases in the Battle of Britain To know about the evacuation of children from towns and cities To describe the impact WW2 had on Women's lives To know the reasons for migration to Britain and know their contributions to Britain <p>B1- The Tudors</p> <ul style="list-style-type: none"> To know who Henry VIII was what he was like To know what life in Tudor times was like using inventories To understand why Henry VIII has many wives To understand what Royal Progeess was <p>B5- Unheard histories</p> | A1 | A3 | A5 | B1 | B3 | B5 | A2 | A4 | A6 | B2 | B4 | B6 | A1 | A3 | A5 | B1 | B3 | B5 | A2 | A4 | A6 | B2 | B4 | B6 |
| A1 | A3 | A5 | B1 | B3 | B5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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- To know about events beyond living memory that are significant nationally or globally.

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A5-Explorers

- To know that explorers like Christopher Columbus discovered new places (Americas) for people who lived in Europe
- To know that some places in the world are hard to reach and explorers haven't long gone there- i.e. **Matthew Henson** and team first to reach the North Pole in 1909.

B1- On the Move

- To know when the first flight was in 1903 and its impact on the world in inspiring other people (inc Engineers and pilots) which resulted in aircraft design improving rapidly.

B5- Monarchs

- To know what a monarch is and how it has changed from a long time ago
- To know how William the Conqueror became King and how he used castles to rule
- To know what a coronation is and why they take place.

- To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

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A5- Explorers

- To know the following explorers and what they achieved- Christopher Columbus, **Matthew Henson**, **Mary Kingsley**, Ellen Macarthur
- To know how an explorer is significant and how they impacted events or people's ideas.

B1- On the Move

- To know that Romans had a successful army that had effective equipment and battle formations which is why they were so successful.
- To know about what life was like in Roman times
- To know that the Romans left Britain as the empire had been weakened and Rome was being attacked.
- To know the ways the Romans left a legacy in Britain under these sections- Roads, towns, running water, education, food, public baths, language, Christianity, government

- To know Britain's settlement by Anglo-Saxons and Scots

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B3- End of Roman Period to 1066

- To explain how the Britons felt when the Romans left Britain
- To suggest reasons for the Anglo-Saxon invasion of Britain
- To name the features of settlements
- To identify changes and continuities in settlements from prehistoric Britain
- Describe how beliefs changes
- Explain how missionaries spread Christianity
- Explain the threat the Vikings posed on the Anglo-Saxons
- Identify the qualities needed to be a monarch in 1066.

To know the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

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B5- End of Roman Period to 1066

- To explain where the Vikings came from and why they came to Britain
- To understand what the Danelaw was and its impact on the people of Britain.

- To know that members of society standing up for their rights can be the cause of change.
- To understand how the monarchy exercised absolute power.
- To understand the process of democracy and parliament in Britain.
- To be able to identify the impact of beliefs on society.
- To understand how society is organised in different cultures, times and groups.
- To understand that people in the past were as inventive and sophisticated in thinking as people today.
- To be able to identify the achievements of civilisations and explain why these achievements were so important.

To study Greek life and achievements and their influence on the western world.

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A1- The Greeks

- To know who the Greeks were and when they lived
- To identify key periods in the Greek Civilisation
- To know the importance of the Greek Gods
- To know the similarities and differences between city state of Athens and Sparta (**how governed**)
- To understand the importance of the Ancient Greek philosophers and how they influence us today
- To explain how Athenian democracy worked
- To identify the achievements of the ancient Greek philosophers
- To know the legacy of the Greeks on the modern world- democracy, Olympic games, mythology, philosophical ideas, architecture and mathematical knowledge)

- To study a non-European society that provides contrasts with British history

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NEWBOTTLE AND CHARLTON CURRICULUM MAP: HISTORY

- To know about the Wright Brothers, **Bessie Coleman** Amelia Earhart, Neil Armstrong, Tim Peake and why they are significant people in our history.

B5- Monarchs

- To know about Queen Elizabeth II and King Charles III and their impact in Britain

- To know significant historical events, people and places in their own locality.

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| A1 | A3 | A5 | B1 | B3 | B5 |
| A2 | A4 | A6 | B2 | B4 | B6 |

A1- All About Me

- To know about their own personal/family history
- To know about features of local houses including my own compare them to others
- To find key historical clues on a walk around the local area-older houses, lightpost with crown, old water supply shelters (Mr Myers in 1800s)

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A3- How were school different in the past?

- To know how their school has changed since it was first built over 150 years ago
- To compare modern classrooms with a classroom 100 years ago
- To know about some of the events in the past that affected the school (Farming practices, WW1/2)
- To know that their a some similarities of schools in the past to those of today.

B5- Monarchs

- To know about the battle of Edgehill and its link to King Charles 1
- To know about different types of castles and how these evolved- including local castles (Warwick, Broughton, Kenilworth, Oxford, Windsor)

- To understand daily life for the people at this time
- To understand agriculture in Anglo-Saxon/Viking Britain
- To understand that the Anglo-Saxons and Vikings worshiped many gods (polytheism) before they converted to Christianity.
- To understand the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- To describe the parts of a long boaat
- Explain whether the Vikings were traders or raiders
- To understand place names as a lasting legacy of the Anglo-Saxons and Vikings and to know the impact their settlement had on place names in our locality.

- To know the achievements of the earliest civilizations and carry out an in depth study of Ancient Egypt.

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| A2 | A4 | A6 | B2 | B4 | B6 |

A1- Ancient Egypt

- To know who the Ancient Egyptians were and when they lived
- To understand daily life in ancient Egypt.
- To understand that ancient Egyptian society was hierarchical and that slavery was commonplace.
- To understand that the ancient Egyptian religion was based on belief in many gods.
- To understand that the River Nile was vital to the ancient Egyptian system of agriculture.
- To explain why the pyramid were built
- To know about mummification and the belief in a journey to the afterlife.
- To know how historians have found out about them

B3- Maya- compare to anglo-saxons

- To understand the achievements of the Maya
- To describe the physical features of the Maya civilisation
- To understand that the ancient Maya religion was based on polytheism – belief in many gods.
- To understand how the Maya adapted farming to the environments they lived in.
- To explain the features of maya houses
- To understand the Maya maths system and be able to use it to make numbers up to 3, 4 or 5 digits.
- To name the features of maya cities
- To study a non-European society that provides contrasts with British history.
- To give reasons the decline of the Maya civilisation

- To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

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- Suggest how lives have changed (Tudor and Victorian times)
- Explain why children needed to work and identify the kinds of jobs Tudor and Victoria children had
- Identify how Lord Shaftesbury changed the lives of children
- Identify diseases from the past and discuss how effective treatment was

| Foundation Stage | Strand | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|-------------------|---|--------|---|--------|--|--------|---|--------|---|--------|--------------------------------|----|---|------------|--|----|---|-----------|--|---|----------------|--|------------|--|------------------------|---|--------|---|----|---|----|---|-----------|--|--|-----|--|-----|---|-----|--|------------|---|--------|
| <p>Understanding the World Past and Present (ELG)</p> <ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. | <p>Substantive Knowledge- Chronological Awareness</p> | <ul style="list-style-type: none"> - Understanding language related to chronology - Building a mental timeline of the chronological order of periods - Developing awareness of general features of periods - Knowing particular dates and events | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| To understand how to represent scale on a timeline | A1, A3, B3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| To understand how to create their own timeline selecting significant events | A3, B3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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NEWBOTTLE AND CHARLTON CURRICULUM MAP: HISTORY

| | | | <p>family were the ruling family in England</p> <p>To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled.</p> | <p></p> <p>B1</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|------------|---|--|---|---|---|---|---|--|--|---|--------|--|--|--------|---|------------|--|----|--------------------------------------|--------|--|----|---|------------|--|-----|---|--------|---|-----|---|--------|--|---|----|---|-----|--|-----|----------------------|-----|---|----|---|-----|---|-----|--|-----|--|--------|--|---|-----|---|-----|--|-----|---|-----|--|-----|--|--|
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| Recognise that some stories are set a long time ago. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Begin to recognise similarities and differences between the past and today. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Use photographs and stories to compare the past with the present day. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Use stories and non-fiction books to find out about life in the past. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Beginning to sequence events when describing them (e.g. daily routines, events in a story, lifecycles). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| To recount activities that happened in their past using photos as a prompt. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Make simple observations about the past from photographs and images. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1). | A1, A5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). | A1, A5, B3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sequencing three or four artefacts/photographs from different periods of time. | B3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Placing events on a simple timeline. | A1, A5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Recording on a timeline a sequence of historical stories heard orally. | A5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sequencing six artefacts on a timeline. Sequencing six photographs, focusing on the intervals between events. | A3, B1, B5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Placing events on a timeline, building on times studied in previous year | All | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Beginning to recognise how long each event lasted | B1, B5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Knowing where people/events studied fit | All | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. | All | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Using dates to work out the interval between periods of time and the duration of historical events or periods. | All | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Sequencing eight to ten artefacts, historical pictures or events. | B1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. | All | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Placing the time studied on a timeline. | All | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. | All | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Skills | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. | All | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Developing a chronologically secure understanding of British, local and world history across the periods studied. | All | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Placing the time, period of history and context on a timeline. | All | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Relating current study on timeline to other periods of history studied. | All | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Comparing and making connections between different contexts in the past. | All | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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NEWBOTTLE AND CHARLTON CURRICULUM MAP: HISTORY

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| | | into a chronological framework. | | Noticing connections over a period of time. | All | |
| | | | | Making a simple individual timeline | A1, B1, B3, B5 | |

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| | <p>Substantive (Abstract Concepts)</p> <p>POWER (monarchy, government and empire)</p> | To know that a monarch is a king, queen, emperor or sultan. | B5 | To understand the development of groups, kingdom and monarchy in Britain. | A3, B3, B5 | To understand how the monarchy exercised absolute power. | B1, B3, B5 |
| | | To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. | B5 | To know who became the first ruler of the whole of England. | B3, B5 | To understand the process of democracy and parliament in Britain. | A1, A3, B5 |
| | | To know that Britain was organised into kingdoms and these were governed by monarchs. | B5 | To understand the expansion of empires and how they were controlled across a large empire. | A5 | To understand that different empires have different reasons for their expansion. | A1, B3 |
| | | | | To understand that societal hierarchies and structures existed including aristocracy and peasantry. | A1, A5, ,B3 | To understand that there are changes in the nature of society. | A1, A3, B5 |
| | | | | To understand some reasons why empires fall/collapse. | A5 | To know that there are different reasons for the decline of different empires. | A1, A3, B3 |
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NEWBOTTLE AND CHARLTON CURRICULUM MAP: HISTORY

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| | <p>Invasion, settlement and migration</p> | | <p>To know that there were different reasons for invading Britain.</p> | <p>A5, B3, B5</p> | <p>To understand there are increasingly complex reasons for migrants coming to Britain.</p> | <p>A3, B1</p> |
| | | | <p>To understand that there are varied reasons for coming to Britain.</p> | <p>A3, A5, B3, B5</p> | <p>To understand that migrants come from different parts of the world.</p> | <p>A3</p> |
| | | | <p>To know that there are different reasons for migration.</p> | <p>B3, B5</p> | <p>To know about the diverse experiences of the different groups coming to Britain over time.</p> | <p>A3</p> |
| | | | <p>To know that settlement created tensions and problems.</p> | <p>B3, B5</p> | <p>To know about the negative and positive experiences that migrants to Britain face.</p> | <p>A3</p> |
| | | | <p>To understand the impact of settlers on the existing population.</p> | <p>A3, A5, B3, B5</p> | | |
| | | | <p>To understand the earliest settlements in Britain.</p> | <p>A3, A5, B3</p> | | |
| | | | <p>To know that settlements changed over time</p> | <p>A4, B3</p> | | |

NEWBOTTLE AND CHARLTON CURRICULUM MAP: HISTORY

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| | Civilisation (Social and cultural) | | To understand how invaders and settlers influence the culture of the existing population. | A3, A5, B3, B5 | To understand the changes and reasons for the organisation of society in Britain. | A3, A5, B1, B5 |
| | | | To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. | All units | To understand how society is organised in different cultures, times and groups. | A1, A3, B1, B3, B5 |
| | | | To know that education existed in some cultures, times and groups | B1 | To be able to compare development and role of education in societies. | A1, A5, B5 |
| | | | | | To be able to compare education in different cultures, times and groups. | A1 |
| | | | | | To understand the changing role of women and men in Britain. | A3, A5, B5 |
| | | | | | To understand that there are differences between early and later civilisations. | A1, A3, B3 |
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NEWBOTTLE AND CHARLTON CURRICULUM MAP: HISTORY

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| <p>Understanding the World People, Culture and Communities (ELG)</p> <ul style="list-style-type: none"> - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> | <p>Beliefs</p> | | <p>To understand that there are different beliefs in different cultures, times and groups</p> | <p>A1, A5, B3</p> | <p>To be aware of the different beliefs that different cultures, times and groups hold</p> | <p>A1, B1, B3, B5</p> |
| | | | <p>To know about paganism and the introduction of Christianity in Britain</p> | <p>A5, B3, B5</p> | <p>To understand the changing nature of religion in Britain and its impact</p> | <p>B1</p> |
| | | | <p>To know how Christianity spread</p> | <p>B3</p> | <p>To be aware of how different societies practise and demonstrate their beliefs</p> | <p>A1, B1, B3</p> |
| | | | <p>To compare the beliefs in different cultures, times and groups</p> | <p>A5, B3, B5</p> | <p>To be able to identify the impact of beliefs on society</p> | <p>A1, B1, B3, B5</p> |

NEWBOTTLE AND CHARLTON CURRICULUM MAP: HISTORY

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| | Disciplinary concepts Cause and Consequence | To know that everyday objects have changed as new materials have been invented | B3 | Identifying the consequences of events and the actions of people. | A1 A5, B1 B3, B5 | Giving reasons for historical events, the results of historical events, situations and changes. | A1, A3, B3, B5 |
| | | To know that everyday objects have changed as new materials have been invented. | A3, B1 | Identifying reasons for historical events, situations and changes. | All units | Starting to analyse and explain the reasons for, and results of historical events, situations and change | A1, A3, B1, B3, B5 |
| | | Asking questions about why people did things, why events happened and what happened as a result. | A5, B3, B5 | To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). | A5, B1 | To know that members of society standing up for their rights can be the cause of change. | A1, A3, A5, B5 |
| | | Recognising why people did things, why events happened and what happened as a result. | B1, B5 | To know that advancements in science and technology can be the cause of change | B1 | | |
| | | To know that changes may come about because of improvements in technology | A3, B1, b3 | | | | |
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| | Historical Interpretation (Including sources of evidences) | Begin to identify different ways to represent the past including stories and photographs, paintings, maps, eye-witness accounts. | A1, A3, A5, B1, B3 B5 | To know that archaeological evidence has limitations and does not give all the answers or tell us about the emotions of people in the past | A1, A3 | To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source | A1, A3, B1 |
| | | Develop own interpretations from artefacts, photographs and written sources | A3, B1, B3 | To know that assumptions made by historians can change in the light of new evidence | A1, A3, B1, B5 | To understand that there are different interpretations of historical figures and events | A1, A3, B1, B5 |
| | | Compare pictures or photographs of people or events in the past | A3, B1, B5 | Identify and give reasons for different ways in which the past is represented | A5, B3, B5 | Compare accounts of events from different sources | A1, A3, B3, B5 |
| | | | | Identify the different between different sources and give reasons for the ways in which the past is represented | A5, B1, B5 | Suggest explanations for different version of events | A3, B3, B5 |
| | | To Identify a primary source | B1 | Evaluate the usefulness of different sources | A3, A5, B1, B3, B5 | Identify how conclusions have been arrived at by linking sources | A3, A5, B3 |
| | | To know that we can find out about the past by asking people who were there | A1, B3 | To know that archaeological evidence can be used to find out about the past | A3, A5, B1, B3, B5 | Develop strategies for checking the accuracy of evidence | A3, B1, B3 |
| | | To know that artefacts can tell us about the past | B3 | To know that we can make inferences and deductions using images from the past | All | Understand that different evidence creates different conclusions | A1, A3, B3 |
| | | Sorting artefacts from then and now | B3 | Use a range of sources to find out about a period | All | Evaluate the interpretations made by historians | A1, B5 |
| | | TO know that we remember some (but not all) of the events that we have lived through | A1, B3 | Observe the small details when using artefacts and pictures | A1, A3, A5, B1, B3 | Recognise primary and secondary sources | All |
| | | Finding answers to simple questions about the past using sources | A5, B3 | | | Use a range of sources to find out about a particular aspect of the past | All |
| | | To know that historians use evidence from sources to find out more about the past | A3, B1, B5 | | | Identify bias in a source and identify the value of | A3, B1, B3, |

NEWBOTTLE AND CHARLTON CURRICULUM MAP: HISTORY

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| | | | Identify sources which are influenced by the personal belief of the author | B1, B5 | the source and its limitations | |
| | | | | | Describe how secondary sources are influenced by the beliefs, cultures and the time of the author | A1, A5 |
| | | | | | To know that inventories are useful sources of evidence to find out about people in the past | B1 |
| | | | | | To know that the most reliable sources are primary ones which are created for official purposes | A5 |