

# St. Mary's - History Subject Knowledge Map



la\*Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:

Work likely in ...	Early Years	KS1	KS2
<b>Chronological knowledge / understanding</b> <i>(including characteristic features of periods)</i>	Comment on images of situations in the past and compare to present day developing a simple concept of chronology.	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time
<b>Cause and consequence</b>	Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes
<b>Continuity and change in and between periods</b>	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Identify similarities / differences between ways of life at different times	Describe / make links between main events, situations and changes within and across different periods/societies
<b>Similarity / Difference within a period</b>	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Make simple observations about different types of people, events, beliefs within a society	Describe social, cultural, religious and ethnic diversity in Britain & the wider world
<b>Significance of events / people</b>	Talk about the lives of people around them and their roles in society.	Talk about who was important e.g. in a simple historical account	Identify historically significant people and events in situations
<b>Historical enquiry - Using evidence / Communicating ideas</b>	Be curious about people and show interest in objects and settings in stories. Begin to make sense of their own life story and family's history.	* Ask and answer questions Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding of the past	*Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information
<b>Essential vocabulary for ALL year groups</b>	Historian Primary source Secondary source Artefacts Past Present	Time line BC (Before Christ) AD (Anno Domini)	

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EYFS	<b>Autumn 1</b> <b>All about me and my family</b>	yesterday, today, first, last, before, the past, change, now, next, soon, then	Talk about their home life, past and present. Talking about our daily timeline. UF-Order the sequence of becoming an adult.	What has changed since they were a baby?	Talk about what they can do now compared to when they were babies.	Talking about similarities and differences between ourselves and families. Listen to what children say about their family. Give children the opportunity to ask questions. Share family photos.	Holiday news	Children share family and baby photos on Learning Book Can any children talk about their parents life story/family. Ask parents to send in their childhood family photos.	LF opportunities within provision will include: <ul style="list-style-type: none"> <li>• <b>Photos of the children as a baby</b></li> </ul> UF opportunities within provision will include: <ul style="list-style-type: none"> <li>• <b>Photos of the children as a baby</b></li> </ul>	UF-Coming to England-Floella Benjamin

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									<ul style="list-style-type: none"> <li>Timeline of baby to an adult.</li> </ul>	
	<b>Weekly hook books</b>	Beginning, middle, end, next, before, why, how, change, past, same, different	Describe and sequence stories/ events. What looked different in the past. Sequence images from stories	Answer 'how' and 'why' questions about stories. (because, so, similar, different, why)	Look at images and characters and objects in stories-compare and contrast to present day	Talk about similarities and differences between settings and characters in the stories.	PCSO Ash to visit		<p>LF opportunities within provision will include:</p> <ul style="list-style-type: none"> <li>Real coal</li> <li>Old clothes ailer</li> <li>Images from the past-police uniform/car</li> <li>Order story images</li> <li>Talk about our class timeline.</li> </ul> <p>UF opportunities within provision will include:</p> <ul style="list-style-type: none"> <li>Order story images</li> <li>Talk about our class timeline.</li> <li>Adults model and ask questions.</li> </ul>	LF-Peepo-Janet and Allan Ahlberg
	<b>Summer 2 Toys (UF)</b>	Same, different, clues, new, old, past	Talk about the toys we play with now. Look at images of toys played with as a baby, toddler and now. Put images on a timeline	Why do toys change	Explore a range of old toys and discuss which have stayed the same and which have changed. Compare them to their favourite toy. Talk about the clothes the characters in the story are wearing and the games the children are playing. Discuss games that we may still play today; hopscotch, farmers in his den (1826) Here we go round the mulberry bush	Talk about the toys we play with. Bring in favourite toy and talk about why it is special to them.	Grandparents visit to talk about toys from their past as well as photographs.	Toys from the past in the provision-create a museum <b>Wakefield Museum-Toys artefacts box</b>	<p>UF opportunities within provision will include:</p> <ul style="list-style-type: none"> <li>Toys in the past focus task.</li> <li>Old toys in the provision. Children will have the opportunity to bring and show from home.</li> </ul>	UF-Toymaker-Martin Waddell

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Y1	Autumn 1 Significant people	Significant, Explorer, before, after, then, now Travel Achievement Discovery	Use a classroom timeline to show when the individuals lived. Keep this up to be added to throughout the year  Use of hall timeline.	Know the reasons why Earhart, Columbus and Armstrong took part in their journeys/explorations.  Know the consequences of their journeys/explorations: <ul style="list-style-type: none"> <li>what do we know today as a result?</li> <li>What changed as a result of their achievements/ significance (e.g. woman pilots, where/ how people travelled)</li> </ul>	What has changed or stayed the same between periods when Earhart, Columbus and Armstrong travelled? (Use of secondary source photos showing Earhart, Columbus and Armstrong with their modes of transport and their clothing- What looks the same/changed through time?)  Compare the different achievements, experiences and discoveries of Earhart, Columbus and Armstrong.	Identify similarities and differences between Earhart and other pilots in the same period (e.g. use of photos of other pilots in the same period as Earhart – what is similar/different e.g. clothing, vehicles, gender)	Develop understanding of 'significant people' (e.g. who is important/significant in their life?)  Study of significant people (explorers/ travellers): <ul style="list-style-type: none"> <li>Christopher Columbus</li> <li>Neil Armstrong/ Edwin 'Buzz' Aldrin</li> <li>Amelia Earhart</li> </ul> Study the significant events associated with these people (e.g. first moon landing)	Drama Hub visit theme-explorers  Range of secondary sources - statues, portraits, photos, book illustrations (clarify around black/white being linked to technology/cameras and not what things actually looked like at the time)	Independent work opportunities: <ul style="list-style-type: none"> <li>To label with a caption what is significant about three significant people</li> </ul> Writing as a historian: compare: 2 significant people and the way they travelled/explored.	Little People, Big Dreams- Amelia Earhart
	Spring 2 The Royal family	before, after, between, past, present, then, now coronation, King, royal, royalty Buckingham palace, England, monarch, monarchy, reign ascension/ ascended heir line of succession	Elizabeth II Coronation 2 <sup>nd</sup> June 1953 (shown on hall timeline) Queen Elizabeth II died 8 <sup>th</sup> September 2022 (shown on hall timeline) 2022 King Charles III ascended to the throne (formal proclamation 10 <sup>th</sup> September 2022) (shown on hall timeline) 6 <sup>th</sup> May 2023 – King Charles III coronation  Put the monarchs in time order of their reign. Who reigned before/between/after?  Use of hall timeline. Dates to be shown on timeline on class working wall and knowledge organisers.	Know reasons why the King Charles ascended to the throne and was coronated following the death of Queen Elizabeth II  Know reasons why William and George are heirs to the throne.  Know the consequences of becoming the monarch (e.g. expectations, role)	Compare King Charles III's coronation and Queen Elizabeth II's – what stayed the same and what changed/was different? (In 2023 school year, plan this for after May 6)  Compare what has changed and what has stayed the same between the reigns of monarchs Queen Elizabeth II and King Charles II (e.g. in their roles, their daily lives, the monarchy)	Identify what is similar or different about what King Charles III does in a day compares to other people today who are not the monarch (e.g. our grandparents).  Identify what is similar or different about a child within the royal family today (e.g. George as heir) and our lives as children today.  Explore similarities and differences between daily life in the royal family and our families (e.g. daily life events and other life events e.g. weddings)	People: Elizabeth II King Charles III  Events: Coronations of Elizabeth II and King Charles III	Recreate the coronation ceremony  Use of a range of secondary sources – e.g. photographs, video, news reports (written and video)	Independent work opportunities: <ul style="list-style-type: none"> <li>Order pictures of the current monarch, previous monarch and the next two people who are in line for the throne</li> </ul> Writing as a historian: Describe - the similarities and differences between daily life in the royal family and our families.	The Queen's knickers (English)  The Queen's hat  The Queen's handbag

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Y2	Autumn 1 & 2  Wakefield Local history	change, past, present, today  Local Significant Victorian	Victorian Wakefield  Use of hall timeline. Timeline on class working wall 1803-present day and knowledge organisers.	Know what caused the changes to the local area around Kirkgate <ul style="list-style-type: none"> <li>• Station</li> <li>• Housing</li> </ul> Know the consequences that the changing local area had on the people/children/school: <ul style="list-style-type: none"> <li>• How they travelled</li> <li>• Where they lived</li> <li>• Jobs they had</li> </ul>	Identify ways in which the local Kirkgate area has stayed the same or changed between the Victorian period and today: <ul style="list-style-type: none"> <li>• train station/transport</li> <li>• buildings – houses</li> <li>• visit to stand in area outside Kirkgate station/end of Charles Street with photo of the same area in Victorian times to see the differences visible today</li> </ul> Identify ways homes have changed today compared with in Victorian times (link to Museum visit)	Similarities and differences between people/jobs done in the different buildings within the Victorian period	Significant people – Monarchs at the times studied - Queen Victoria/ King Charles	Walk around the school and Kirkgate area with photographs showing these places in Victorian times – children to identify what we are seeing now in those same places and identify what has changed or stayed the same.  Visit Wakefield Museum-workshop with person in role (Mrs Dixon who is from Eastmoor) (see a home set up from the past and explore and handle artefacts)  Secondary sources - photographs of the past of areas to be compared then and now (Why are they black and white? Technology not what they really looked like in the past!)	Writing as a Historian Summarise - What was life like in a Victorian Kirkgate home? (Link to Museum Visit)  Independent Work Opportunities Identifying features of Victorian Kirkgate and present day Kirkgate within 2 photographs – labelling what is learnt from the sources	Photo albums collected for the 100 year anniversary showing school and local area through the past  Memories of Wakefield (School Library)
	Spring 1&2  Great Fire of London	Monarch, consequence, London, diary, disaster, significant, eyewitness	Timeline of London in the 1600's Include 1660 Charles II becomes King.  Know what happened on the days 3 <sup>rd</sup> September through to the 6 <sup>th</sup> September 1666  Use of hall timeline. Timeline on class working wall and knowledge organisers.	Know the causes/reason why these events happened: <ul style="list-style-type: none"> <li>• Why did the fire start?</li> <li>• Why did the houses burn so quickly? (Weather and buildings)</li> <li>• Why could the fire brigade not extinguish the fire?</li> </ul>	Compare the fire service in 1666 to that of today (what has changed or stayed the same?). <ul style="list-style-type: none"> <li>• How did they travel?</li> <li>• What did they use to put water on the fire?</li> </ul> Compare health and safety during the time of the fire and today –	Identify what was similar or different in London before or after the fire (within the period - the 1600s)	Samuel Pepys (diary) <ul style="list-style-type: none"> <li>• Recordings of what happened during the great fire.</li> </ul> Thomas Farriner <ul style="list-style-type: none"> <li>• The fire started in his bakery, was this his fault?</li> <li>• Should he have been punished debate?</li> </ul>	Visit from Catherine Conyard- History to life  Use role play to explore accounts from different people and discuss the fire.  Sources - The past has been interpreted in different ways. Recognise that there may be different viewpoints about	Writing as a Historian Reason - Was Thomas Farriner to blame for the fire? (Written opinion following class debate)  Independent Work Opportunities Photographs taken during Catherine Conyard workshop of how the fire was stopped re-enactment – children to write captions alongside a set of the photographs to	Beginning History- The great fire of London- Liz Gogerly  The Great fire of London- Emma Adams  Toby and the Great fire of London- Margaret Nash  Samuel Pepys diary

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				<ul style="list-style-type: none"> <li>Why was the loss of life so few in such a huge fire?</li> </ul> <p>Know the consequences of the fire:</p> <ul style="list-style-type: none"> <li>What the king did to make London better. Why were the choices made?</li> </ul>	<p>what stayed same/changed?</p> <p>Identify what changed about London following the fire and why it is different today (e.g. Disasters can have some benefits-cleaner, safer London)</p>			<p>who/what caused the spread of the fire.</p>	<p>summarise how the fire was stopped.</p>	
Y3	Autumn 2-Spring 1 Stone Age to Iron Age	<p>Archaeologist</p> <p>Artefact</p> <p>Mesolithic</p> <p>Neolithic</p> <p>Stone Age</p> <p>Bronze Age</p> <p>Iron Age</p> <p>Tribe</p> <p>Hunter</p> <p>Gatherer</p> <p>Nomadic</p> <p>Settlement</p>	<p>Know the chronological periods:</p> <p>Middle Stone Age (Mesolithic) 6000BC between 11500 and 6500 years ago</p> <p>New Stone Age (Neolithic) 4000 BC between 6500 and 4500 years ago</p> <p>Bronze Age 2500BC started 4000 years ago and ended 2700 years ago</p> <p>Iron Age 800 BC started 2700 years ago and ended 2000 years ago</p> <p>Use of hall timeline. Timeline on class working wall and knowledge organisers.</p>	<p>Know that Stone Age Man settled in Modern day Britain. Identify and give reasons for the causes that led to stone age man settling in Britain during the Mesolithic period (after the glacial period, glaciers left lakes and with warmer weather Britain became a land of forest)</p> <p>Identify and give reasons for the consequences of hunter-gatherer way of life in the Mesolithic (some hut settlements/cave settling e.g. by lakes, movement of people travelling place to place following the animals, and gathering of different food in different seasons)</p>	<p>Describe what stayed the same and the changes in weapons and tools between periods and how it changed how people lived (Stone Age tools from stone/flint, Bronze age tools from metal, Iron Age tools from iron but didn't abandon everything from before)</p> <p>Describe and make links between the changes in people's lives moving from Stone Age (Mesolithic to Neolithic) to life in the Bronze Age and then the Iron Age (development of settled communities and farming, rich/poor, travel and trade, alliances with others/tribes, hill forts and fighting over the best land)</p>	<p>Describe the differences that developed within the Stone Age in Britain between the Mesolithic and Neolithic periods (Neolithic people started to deliberately grow food instead of gathering where it was, farming and domesticated animals, living in towns/places where they stayed in one place, types of homes/shelters/ houses, making things from pottery and woven material, developments in the stone tools used)</p> <p>Describe the differences in how lives of people developed within the Bronze Age (development of metal, rich and poor, rich were people who had metal and could trade → meant people no longer equal)</p>	<p>Identify and talk about significant discovery of Skara Brae and how it helped to understand changes in how people lived in Neolithic (type of houses, family groups)</p> <p>Identify and talk about the significance of the discovery of the skeleton of 'Cheddar Man' in Gough's Cave in Cheddar Gorge in allowing archaeologists to recreate the face of a stone age man.</p> <p>Identify and talk about the significance of the stone circles and Stonehenge.</p>	<p>History to Life (Catherine Conyard) Stone age to Iron age workshop – becoming Historians, artefact handling, exploring secondary sources</p> <p>Explore secondary sources to identify Mesolithic ways of life. Work in role as Stone Age nomadic hunter gatherers to reconstruct the shelters they lived in.</p> <p>Historical dig – in role as archaeologists – discovering artefacts in a 'dig', sketching, measuring, inferring what can be learnt about the Stone Age period from them.</p> <p>Explore primary and secondary sources during historical enquiry</p>	<p>Archaeology field journal – sketch and notes to record findings from archaeological dig</p> <p>Writing as a historian - Discussion text to reason – when do you think would have been the best time to live in Britain, the Stone Age, Bronze Age or Iron Age? Why? [apply knowledge of each period]</p>	<p>Class books: Stone Age Boy-Satoshi Kitamura Stig of the Dump-Clive King</p> <p>For research/enquiry: Explore – stone, bronze and iron ages (wayland) Who were the first people? (Usborne starting point history) Fact Cat – stone age to iron age (Wayland)</p>

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Y3	Spring 2-Summer 1 Romans in Britain (including local history study – Roman Castleford)	Archaeologist Artefact, Rome Roman Invasion Invade Empire Emperor Conquer Trade Government Settlement Fort Villa Citizen Revolt Rebellion	Julius Caesar's first invasion 55BC and second invasion 54BC  Claudius's invasion AD41-43  Boudicca's Revolt AD61  Roman's arrival in Castleford AD 71-75  AD 410 Roman army left Britain  Use of hall timeline. Timeline on class working wall and knowledge organisers.	Know the causes of Roman invasion ( <i>to expand an empire, to get trade to access slaves, metals and other goods, for rulers to show their strength/power and gain glory</i> )  Know the consequences of the Roman invasion for people living in Britain ( <i>places in Britain conquered, beginning with the SE, had changes to how they were ruled; building of roads to support Roman invasion/expansion into other parts of Britain</i> )  Know the cause ( <i>Iceni tribe's client king died in AD60, gave some of Kingdom to Roman emperor and some to his daughters, emperor not happy, soldiers tried to take over, Boudicca protested</i> ) and consequences ( <i>tribes set fire to Colchester and burnt down other Roman cities/towns, Romans better armed and more disciplined, Romans won, Boudicca poisoned herself</i> ) of Boudicca's revolt  Know the reasons that caused the Romans to leave Britain by 406AD ( <i>Roman empire grew bigger, needed more soldiers, became too</i> )	Describe changes from building Iron Age hill forts to after the invasion and Roman town settlements ( <i>oppida towns, organised streets, living in bigger settlements, stone/brick built, forums, running water, sewers, shops, baths</i> ) and Roman forts ( <i>bases, control of country, wall around them, watch towers, safety</i> )  Describe changes in how places in Britain were ruled/governed ( <i>when conquered, client kings could stay in charge if loyal to Rome, if not Rome would take over</i> )	Compare Rome ( <i>government, dictator, organised army, taxes</i> ) and Britain ( <i>no government/taxes, no organised army, tribes and chiefs</i> ) at the time of end of Iron Age when Rome was looking to expand their empire.  Describe similarities and differences between life as soldier in a Roman Fort and life as a rich Roman in a Roman Villa	Julius Caesar and invasions 55BC and 54BC  Emperor Claudius invasion AD 41-43  Boudicca's revolt against Roman rule AD 61  Roman army left Hadrian's wall AD400 and Britain AD410	Wakefield Museum 'Romans in Castleford' workshop (including handling artefacts)  Local History case study – AD 71-75 - Roman Castleford (Ackton settlement, River Aire, Castleford, fort and vicus (small town))  Reference recent (November 2022) discovery in Wakefield village (remains of Roman villa and kilns found) – current archaeology in action in our local area.  Explore primary and secondary sources during historical enquiry	Museum information for an exhibition – Romans in Castleford – write the information/captions to go alongside the artefacts on exhibition (photographs of the artefacts handled during the 'Romans in Castleford' workshop)  Writing as a historian – comparison text to compare	<b>Class book: Roman Invasion My Story – Jim Eldridge</b>  For research/enquiry: The story of Roman Castleford – Philip Abramson Invaders and Settlers – Alan Farmer, Ginn Photographs, images, maps, sources from: <a href="https://www.wakefield.gov.uk/Documents/culture-museums/museum/s/roman-castleford.pdf">https://www.wakefield.gov.uk/Documents/culture-museums/museum/s/roman-castleford.pdf</a>

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				<i>expensive, empire was attacked from many points including Picts, Scots and Saxons; AD 410 Roman army called back to Rome)</i>						
Y4	Autumn 2-Spring 1 Anglo Saxons & Vikings	Archaeologist Anglo-Saxon Viking Kingdom Invade Invasion Raid Settle Homeland Settlement Society Democracy	Roman withdrawal from Britain AD410  Anglo-Saxon Britain AD406 to 1066  Viking age AD700 to 1100  Use of hall timeline. Timeline on class working wall and knowledge organisers.	Give reasons for the Angles, Saxons and Jutes arriving and settling in Britain and identify the changes in Britain following their arrival: <ul style="list-style-type: none"><li>Different warring tribes settling in different parts of Britain</li></ul> Give reasons for Vikings leaving their homelands and settling in parts of Britain: <ul style="list-style-type: none"><li>Climate</li><li>Farmland</li><li>Wealth</li></ul> Identify the struggle between Anglo-Saxons and Vikings.	Describe changes after the Roman withdrawal and Anglo-Saxon invasions and the Scots invasions from Ireland.  Describe changes from Anglo-Saxon to Viking periods: <ul style="list-style-type: none"><li>Vikings developed democratic society where people could vote or express opinion to village leader</li><li>Viking class system – slaves, freemen and nobles</li><li>Danelaw – way of life/society</li></ul>	Describe differences between homes/houses: <ul style="list-style-type: none"><li>Anglo-Saxons – wooden huts</li><li>Vikings - longhouses</li></ul> Describe the differences between Vikings who came to raid/invade and those who came to settle  Describe differences between actions and reactions, points of view and thoughts and feelings of the Vikings and monks involved in the Lindisfarne raid.	Identify historical event - Viking raid at Lindisfarne: <ul style="list-style-type: none"><li>793AD</li><li>Lindisfarne – island off NE coast of England</li><li>Viking attack on monastery</li><li>Many monks killed or taken to be slaves</li></ul>	Visit to Wakefield Museum for Viking workshop: <ul style="list-style-type: none"><li>Handling artefacts – enquiry</li><li>Viking log boat – local history – Stanley Ferry</li><li>Viking settlements – map work/place names</li><li>Archaeological dig in class</li></ul> Conscience alley/drama – in role as Viking and monks following Lindisfarne raid  Ongoing research enquiry using a range of sources: <ul style="list-style-type: none"><li>Maps</li><li>Artefacts</li><li>Video</li><li>Information texts</li></ul>	Independent work – Annotation of Bishop Alquin’s diary (source of information) – annotations to show what is learnt from this source?  Writing as a historian-describe – reasons for the Vikings raid on Lindisfarne and the reactions of the monks to the event (follow on to the drama and conscience alley)	<b>Class Book:</b> <b>The Saga of Erik the Viking – Terry Jones</b>  For research/enquiry: BBC Bitesize guides Usborne history of Britain – Anglo-Saxons and Vikings History of Britain – the Saxons and Vikings Viking raiders and settlers (curriculum vision – 2 <sup>nd</sup> edition)
Y4	Spring 2 Battle of Wakefield (Local History study)	Medieval Battle Monarchy Heir Rule Parliament Power Struggle House of York House of Lancaster	Medieval Britain 1066 to 1485 Wars of the Roses 1450 to 1485  <b>Battle of Wakefield 30<sup>th</sup> December 1460</b>  Use of hall timeline. Timeline on class working wall and knowledge organisers.	Identify and give reasons for the Battle of Wakefield: <ul style="list-style-type: none"><li>Struggle for power (to be King) between the House of York and the House of Lancaster</li></ul> Identify the outcomes and consequences of the Battle of Wakefield:	Describe the main events of the Battle of Wakefield  Describe how the rule of England changed/developed following the battle and how the War of the Roses continued.	Describe the difference between building in Medieval times: <ul style="list-style-type: none"><li>Castles</li><li>Homes</li></ul> Describe the difference between medieval weapons used in battle: <ul style="list-style-type: none"><li>In close contact – sword, spear</li></ul>	Identify the significance of the Battle of Wakefield in our local history  Identify the significance of Richard the III: <ul style="list-style-type: none"><li>The last King of the House of York</li><li>1485 - Died in the last decisive battle</li></ul>	<b>Battle of Wakefield workshop led by Catherine Conyard; History to life workshop (focus on local history of the battle rather than general Medieval life)</b>  Visit to Sandal Castle – dependent on use of public transport/bus service	-Analyse historical artefacts with captions: Sketch and annotate items/artefacts used in Catherine Conyard’s workshop with a description of what they could have been used for in the battle/Medieval period.  Writing as a historian – comparison text to compare comparison of Medieval	<b>Class books/texts:</b> <b>Robin Hood (Medieval setting) Battle of Wakefield comic strip (PDF)</b>  For enquiry/research: The adventures of Robin Hood picture book

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		Yorkists Lancastrians		<ul style="list-style-type: none"> <li>Who became king</li> <li>Battles as War of the Roses continued</li> </ul>		<ul style="list-style-type: none"> <li>Over greater distance – catapult, gun</li> </ul>	of the Wars of the Roses <ul style="list-style-type: none"> <li>His defeat and death at the Battle of Bosworth Field marked the end of the Middle Ages in England.</li> </ul>	Whole class storytelling/drama to present the BoW story  Practical catapult project to design, make a test a medieval style catapult to hit a castle target - to link to the similarity/difference pillar in understanding use of weapons used over different distances.	castles and home and their features.	The middle ages (Usborne) History of Britain – medieval Britain DK Castle at war
Y5	<b>Spring 2 Ancient Greece</b>  Did Alexander deserve to be called Alexander the Great? What was the Greeks' influence on the Western world?	philosophy Athenians, democracy temple, Macedonia Hellenistic, conquest, empire, campaign, demokrati a (demos= people kratia = power), Persia, military, Alexandria , Egypt	<b>776B.C</b> Ancient Greek Olympics  <b>336 B.C</b> Alexander becomes ruler of Macedonia  <b>334BC- 323BC-</b> campaign  <b>323 BC</b> Alexander dies from a fever, leaving his empire to his three strongest commanders  <b>323BC – 31BC-</b> Hellenistic empire.  Use of hall timeline. Timeline on class working wall and knowledge organisers.	Identify and give causes for why Alexander the Great conquered the known world (geography link). <ul style="list-style-type: none"> <li>Rivalry between Greece and Persia.</li> <li>Egypt was loosely under the influence of Persian culture.</li> </ul> Identify outcomes and consequences of Alexander the Great's conquest. <ul style="list-style-type: none"> <li>Establishing a government within Egypt.</li> <li>Creation of Greek capital Alexandria</li> <li>Formation of the Greek influenced Hellenistic empire.</li> </ul>	Describe when the first democracy was formed. <ul style="list-style-type: none"> <li>6<sup>th</sup> century BC in Ancient Athens (Greece).</li> </ul> Describe things that have changed or stayed the same between democracy in Ancient Greece and England today. <ul style="list-style-type: none"> <li>Stayed same - Citizens had a say in important matters and were allowed a vote.</li> <li>Changed - Only free men were considered citizens. Women, children and slaves were no considered citizens; Each year 500 names were chosen to serve in</li> </ul>	Describe how the political system developed between the Classical Greek era to the Hellenistic Greek Kingdom and describe the similarities and differences <ul style="list-style-type: none"> <li>Changes of political approaches of democracy in Persia/Egypt/ England.</li> </ul>	Alexander the Great  King Philip II (ATG father)  Darius- King of Persia	<b>Ancient Greek Workshop Wakefield Museum</b>  Historical enquiry: <ul style="list-style-type: none"> <li>Use photographic and written evidence to ask and explore historical questions about Alexander the Great, creating an initial ideas.</li> <li>Use these to construct knowledge about the past and know how it impacts our lives today.</li> <li>Drama: Play of Alexander the Great's life</li> </ul>	<b>Independent task</b> - a list of similarities and differences between Ancient Greece and Egypt within the same period of time (focus on democracy/rule)  <b>Writing as a historian</b> Summarise the consequences (good and bad) of Alexander the Great's conquest of Egypt	Men and Gods – Rex Warner  Ancient Greece – Linda Honan  The Usborne Book of Greek Myths  Greek Myths by Emma Chichester Clark  Usborne Alexander the Great

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					government for one year.					
Y5	Summer Early Islamic civilisation - Baghdad	Civilisation Baghdad Islamic Empire Trade Invasion Scholar	Where is Baghdad? Place Baghdad on a map of the world Where is this period of time in relation to what was happening around the world and history learnt so far-look at the hall timeline. Important to see China/Islamic Empires as the driving force of 'civilisation' in this period, successor to the Greeks/Romans, forerunner of European expansion	Know the causes and consequences: <ul style="list-style-type: none"> <li>Why was it built? Discuss its proximity to water-in between 2 rivers and farmland. Why was it round?-its links to trade routes= wealthy city. Known as 'The round city'</li> <li>Discuss the demand for silk made in China. The route that the merchants took was named 'the silk road'</li> </ul> <p>At the time Baghdad was one of the biggest cities in the world, purpose built by Harun al-Mansur to run his empire</p> <p>Know the causes and causes:</p> <ul style="list-style-type: none"> <li>How did Baghdad's position in the</li> </ul>	Identify similarities and differences between life in Baghdad and in London at the time: <ul style="list-style-type: none"> <li>How did people travel?</li> <li>How has education developed because of Muslim scholars?</li> </ul> <p>Compare the contents of the House of Wisdom to a library – the school library</p> <p>Identify - what has Baghdad done for us? How ideas of medicines have spread across the world as a result of Muslim medicine and how have they changed? How much from the Islamic Civilisation times do we use today; algebra, science. Explore different trade items to their use today.</p> <p>Know the changes about the end of the House of Wisdom came to a sad end in the 13th Century, when Baghdad was</p>	At a time when Europe was in its "Dark Ages", Baghdad was central in developing new thinking Identify similarities and differences about the kind of people who were the citizens of Baghdad (clothing, cultural customs, food, men, women, labourers, scholars)  Similarities and differences between education/medicine then and in Britain at the same time.	Al-Mansur designed the city  Harun-al-Rashid-ruled 786-809 and created the HoW  1258 Mongols attack	Visual sources-Images of house of wisdom Images of artefacts  How do we know about the world of Islam around 900AD? Which sources do we have? Which sources should we trust?	Draw and label a sketch of the round city  Writing as a historian – Evaluation - sources of evidence about the world of Islam in 900AD. Are they reliable?	Internet searches

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				<p>world help with education and trade. (The House of Wisdom collected together all the writings of Greeks, Romans and Arabs, and scholars from all around the world flocked there).</p> <p>Understand what was the cause of the invasion of Baghdad? Why is the house of wisdom still important today? Baghdad became renowned as a centre of learning. Scholarship was encouraged and scientists, doctors, philosophers and engineers made significant advances in their fields. Art and architecture combined to produce beautiful mosques and palaces. This period is known as the <b>Golden Age of Islam</b>.</p>	invaded and ransacked by the Mongols - What happened to the House of Wisdom? The					
Y6	Autumn 1&2 The Blitz and evacuation	axis, allies, Nazi, evacuation, evacuee, Blitz, propaganda,	Sept.1939 Germany Invade Poland  September 1939 Evacuation begins	Give the causes of WW2 starting and the consequences for people living in Britain.  Describe the causes of the Blitz and the	Identify changes in life in Britain during WW2 before/during the Blitz (e.g. blackout, children's lives using Maya's account, women's roles)	Identify how the Blitz was similar or different to other events of WW2  Identify similarities and differences between fictional and first-hand	Know about the significant people who were figureheads during WW2: W. Churchill A. Hitler King George	Catherine Conyard History to life workshop - WW2 Themed day  Visit to Eden Camp	Independent work: Annotate copies of propaganda sources of evidence and their reliability about life during the Blitz	Goodnight Mr Tom Erika's Story Machine Gunners Letters from the Lighthouse Rose Blanche

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	<b>(significant event in British history)</b>  What were the significant events and how did they impact on lives in Britain?	Holocaust, refugees, <b>invasion</b>	7 <sup>th</sup> September 1940 – 11 <sup>th</sup> May 1941 – The Blitz  January 1940 – Rationing begins  May 1945 Germany Surrenders  Use of hall timeline. Timeline on class working wall and knowledge organisers.	consequences of it (what made the Blitz so significant).  Describe the causes of evacuation of children and the consequences/impact on their lives (case study of evacuated child)  Describe the causes and the consequences of changes to women's lives due to the impact of the war.	Identify and compare changes in women's lives between periods (e.g. Victorian Britain, Britain during WW2 and Britain today)	accounts of life as an evacuee child (evaluating sources of information)  Identify similarities and differences in what life was like for an evacuee child compared to a child living in a city during the Blitz.  Describe similarities and differences between evacuee children and life of a Jewish child in WW2 (link to the Holocaust, using Erika's Story)	Know about significant events of WW2: <ul style="list-style-type: none"> <li>Start of war</li> <li>Blitz</li> <li>Evacuation of children</li> <li>Battle of Britain</li> <li>End of war</li> </ul>	Pictorial representations, Photographs, primary/secondary sources, information texts, artefacts.  Watch Archive video and images from Imperial war museum	<b>Writing as a Historian: Compare</b> - the lives of children who were evacuated to the countryside and those who remained living in cities during the Blitz	
<b>Y6</b>	<b>Summer 1&amp;2 Ancient Egypt</b>	Ancient civilisation, dynasty, location, river valley, irrigation, archeologist	Show timeline to show where and when the first civilisations; Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China appeared. Which was the longest? How do they overlap? What might that lead to? Which lasted the longest? They existed at the same time, although the duration of each of them differed. Was there any evidence that they traded with each other? Look at the map to show where in the world the ancient civilisations are. <a href="https://www.history.org.uk/primary/resource/93">https://www.history.org.uk/primary/resource/93</a>	Know where and when the first Egyptian civilization happened (causes) and what affect has this had on life since (consequences)?  Know the causes and reasons for Egyptians building temples, tombs and pyramids.	What do all the Ancient Civilisations have in common? All of these civilisations emerged by rivers in warmer parts of the world so helping trade and agriculture. Recall work on Baghdad. the pyramids in Egypt can be compared with the large underground burials, such as that of Fu Hao in Shang China and the terracotta warriors from the Qin Dynasty. Children might point out that both indicate a belief in the afterlife, as well as the wealth of powerful individuals at that time.	Know how the developments during ancient Egyptian changed the lives of people within that period (differences)  Know what life was like in Britain at the time of the Ancient Egyptian civilisation – identify the similarities and differences.  Describe what was similar or difference in society at the start of Ancient Egyptian Civilisation and at the end?	Significant people: The main Pharaohs during the time Significant people and events: Tutankhamun and Howard Carter's discovery of his tomb  Significant people: Alexander the Great or Cleopatra, the last Ancient Egyptian Pharaoh.	<b>Wakefield Museum Ancient Egypt workshop</b>  Understand how evidence can give us different answers about times in ancient history.  Use archaeological electronic reconstructions to make virtual tours.	<b>Independent work:</b> Create individual timelines (not preprinted worksheets) to represent the 4 ancient civilisations.  <b>Writing as a Historian Describe</b> – the significance of Howard Carter's discovery and what learnt from it.	Secrets of a Sun King The Kane Chronicles – The Red King

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		<a href="#">59/pull-out-posters-primary-history-73</a>  3150BC – 30BC Where does this fit on the timeline compared to the other civilisations  Use of hall timeline. Timeline on class working wall and knowledge organisers.		Know what has changed or stayed the same between Ancient Egypt and Egypt today.  Know about differences in belief between times (comparing Christian creation story to that of Ancient Egypt)  Compare and contrast ancient beliefs and modern beliefs in God/Gods.					

Substantive concepts

monarch/monarchy

empire

invasion