



# Newnham Junior School – History Curriculum Map

Knowledge and understanding Knowledge	Historical enquiry Knowledge and skills	Historical interpretation Knowledge and skills	Presenting, organising & communicating Skills
Theme 1 – Knowledge	Theme 1 – Questioning and responding	Theme 1 – Comparing	Theme 1 – Vocabulary
Theme 2 – Chronology	Theme 2 – Using historical sources	Theme 2 – Describing the impact of change	Theme 2 – Researching
		Theme 3 – Interpreting historical sources	Theme 3 – Communicating
<b>YEAR 3 - Prehistoric Britain, Stone, Bronze and Iron Age, Ancient Civilisations (Egyptians) Ancient Greece</b>			
<p>Know the main differences between the Stone Age &amp; Iron Age and relate to changes in Britain during these times.</p> <p>Know what is meant by ‘hunter gatherer’</p> <p>Know what is meant by civilization with some key features and name some advanced Ancient Civilizations</p> <p>Know some of the key features of Ancient Egypt and that Ancient Egypt was concurrent to Stone Age in Europe</p> <p>Know some of the characteristics of Athens &amp; Sparta and the influence religion had on Ancient Greece</p>	<p>Begin to address &amp; sometimes devise historically valid questions – cause, change, similarity &amp; difference &amp; significance.</p> <p>Begin to construct informed responses that involve thoughtful selection &amp; organization of relevant historical information.</p>	<p>Find out about everyday lives of study period &amp; compare with our lives today</p>	<p>Start to use appropriate historical term/vocabulary – Empire, civilisation</p>
<p>Place time periods/eras studied on a timeline (4)</p> <p>Sequence events/artefacts</p> <p>Use dates &amp; relate to the passing of time</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details on artefacts/pictures</p> <p>Begin to select and record information relevant to the study</p> <p>Begin to research (book &amp; internet)</p>	<p>Begin to identify reasons for and results of people actions and why people may have had to react to change</p>	<p>Start to present ideas based on own research</p>
		<p>Look at different representations of a period identify &amp; begin to give reasons for different ways the past is represented</p> <p>Begin to distinguish between different sources &amp; begin to evaluate their usefulness</p>	<p>Start to present, communicate &amp; organize ideas about the past using models, role play, writing genres (letters, recounts, poems, adverts, diaries, posters, guides)</p>



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<b>YEAR4 - Romans in Britain, Anglo-Saxons, Anglo-Saxons and Vikings</b>			
<p>Know how Britain Changed from the Iron Age to the end of the Roman occupation and understand the term Empire</p> <p>Know how Roman occupation of Britain helped to advance British Society (some of the ways) but there was resistance to it.</p> <p>Know about at least one Roman Emperor and Boudicca</p> <p>Know how Britain changed between end of Roman occupation &amp; 1066 and that Britain was divided into many kingdoms which led to the creation of some of our county boundaries today.</p> <p>Know how the Anglo-Saxons attempted to bring about law &amp; order and the lives of the rich were different from the lives of the poorer people</p> <p>Know where the Vikings originated from and that the Vikings &amp; Anglo-Saxons were often in conflict and why the Vikings frequently won battles with the Anglo-Saxons</p>	<p>Regularly address &amp; devise own questions to find answers</p> <p>Construct responses about an aspect of life/key event in the past through careful selection &amp; organization of relevant historical information.</p>	<p>Look for links and effects in time periods studied</p>	<p>To use appropriate historical term/vocabulary with more confidence-Empire, civilisation, invasion, conquer</p>
<p>Place time periods/eras and events studied on a time line (6)</p> <p>Use terms related to periods studied &amp; begin to date events</p> <p>Begin to understand more complex terms BCE/CE BC/AD</p>	<p>Use evidence to build a picture of past events</p> <p>Ask a variety of questions</p> <p>Use a range of sources to find out about the past</p> <p>Gather more detail from sources e.g. maps to build clearer picture</p>	<p>Look at different representations of a period identify &amp; give more developed reasons for different ways the past is represented</p> <p>Begin to use evidence to reconstruct life in time studied</p> <p>Offer some reasonable explanations for some events?</p>	<p>Start to present ideas based on own research</p> <p>Choose relevant material to present a picture of one aspect of life in the past</p>
		<p>To distinguish between different sources (more than 2),</p> <p>To begin to evaluate their usefulness and give some reasons for their differences</p>	<p>Start to present, communicate &amp; organize ideas about the past using models, role play, writing genres (letters, recounts, poems, adverts, diaries, posters, guides)</p>



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<b>YEAR 5 - Changes in Society &amp; Monarchy in Britain &amp; Ruislip 1066-1450s, Development of society and monarchy 1450s – 1680s, Civilisation of Ancient Benin</b>			
<p>Know with increasing detail/depth difference in society and structure (1066-1600's)</p> <p>Know that Ruislip/Eastcote remained relatively unchanged between 1066 and the mid to late 1600s</p> <p>Know the causes &amp; effects of the Great Plague</p> <p>Have an understanding of how Britain began to have a major influence on the world</p> <p>Know some reasons why monarchy made decisions (religion, heir to throne)</p> <p>Know some of (Ancient Civilisation) Benin's</p> <ul style="list-style-type: none"> <li>• Indigenous traditions</li> <li>• Oral tradition</li> <li>• Objects &amp; artefacts</li> </ul> <p>Know about the impact that Benin had on the world</p>	<p>Use evidence to build up a picture of life in a time studied</p> <p>To pose with increasing confidence and independence relevant historical questions which they then seek to answer</p>	<p>With increasing confidence &amp; sophistication make comparisons between different times in history.</p> <p>To study and compare different aspects of the lives of different people in the study period</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>To use an increasingly wider range of historical terms &amp; vocabulary with confidence &amp; correctly... culture, society, empire, invasion, religious, feudal, heir.</p> <p>Know &amp; show understanding with increasing confidence and accuracy of historical vocabulary including abstract terms e.g. democracy, civilisation, social, political, economic, cultural, religious.</p>
<p>Place current study on a timeline in relation to other periods studied</p> <p>Know &amp; sequence key events of the time studied (8)</p> <p>Use the relevant terms &amp; periods</p> <p>Relate current studies to previous periods studied</p>	<p>Analyse &amp; compare accounts from different sources</p> <p>Begin to identify primary &amp; secondary sources</p> <p>Know that primary evidence can tell us something about life in Ruislip/Eastcote (1200-1400's)</p> <p>Understand evidence can come from:</p> <ul style="list-style-type: none"> <li>• Indigenous traditions</li> <li>• Oral tradition</li> <li>• Written records</li> <li>• Objects &amp; artefacts</li> </ul>	<p>Begin to suggest reasons for different versions/interpretations of events.</p> <p>Examine the causes of &amp; results of great events and have a growing understanding of their impact on people</p> <p>Relate to sources of evidence have been used for other civilizations studied so far.</p> <p>Begin to write with support /scaffolding explanations of past events in terms of cause &amp; effect</p>	<p>Be able to select relevant sections of information confidently using books &amp; the internet for research.</p> <p>Carry out research with increasing independence</p>
		<p>Begin to discern between fact/fiction</p> <p>Begin to suggest ways of checking accuracy of interpretations of the past.</p>	<p>Be able to fit events into a display sorted by theme</p> <p>To use appropriate terms, matching dates to people &amp; events</p> <p>To record &amp; communicate knowledge in different forms – work independently &amp; in groups showing initiative.</p>



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<b>Year 6 - Development of society 1600s – 1900s from agricultural to industrial &amp; Britain’s impact in the world (with reference to Ruislip), The Home Front in London and Ruislip</b>			
<p>Know how and why society structure changed 1600s onwards with reference to Ruislip &amp; Eastcote.</p> <p>Know why towns grew from 1600s onwards-</p> <p>Know that there were societal changes (structure &amp; living conditions) as a result of changes in agriculture &amp; growth of towns.</p> <p>Know that there were changes &amp; developments in transport &amp; link with local area (canal/ Ruislip Lido &amp; railway)</p> <p>Know that trade was an important aspect of the development of Britain and how an empire was created which is one of the reasons for our multicultural society today. (referenced to their own family trees)</p> <p>Know the causes &amp; effects of WW2 (briefly)</p> <p>Know some key events of WW2- Dunkirk, D-Day, Blitz, VE day &amp; Britain didn’t fight alone.</p> <p>Know how it affected people at home – <b>Home Front</b> with focus on local – Eastcote, Ruislip, Watford, London-</p> <p>Know some of the resulting changes in society (evacuees, women) &amp; relate them to previous periods studied</p> <p>Know that the government produced posters &amp; films to encourage the war effort.</p>	<p>To pose historically valid questions to answer</p> <p>Suggest omissions in their study &amp; suggest means of finding out</p>	<p>Compare beliefs and behaviour with another period studied</p>	<p>To know and use with confidence &amp; accurately the range of historical vocabulary from the Key Stage, including self-sufficiency and propaganda.</p> <p>Know &amp; show understanding with confidence and accuracy of historical vocabulary including abstract terms e.g. democracy, civilisation, social, political, economic, cultural, religious.</p>



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Place current study on a timeline in relation to other periods studied Use relative dates & terms sequence up to 10 events on a timeline Relate current studies to previous periods studied Confidently make comparisons between different times in history.	Be able to knowledge gather from several sources to create a fluent account To be able to recognize primary & secondary sources Use a range of sources to find out about an aspect of a time in the past	Find out about the beliefs, behaviour & characteristics of people, recognising not all shared the same views or feelings. Write an explanation of a past event in terms of cause & effect using evidence to support or illustrate their explanation	Select aspect of study to make a display Plan & carryout individual investigations and research independently
		Make links between sources & work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations Know and identify fact. fiction & opinion Have an awareness that different evidence can lead to different interpretations	Use a variety of ways to communicate their knowledge & understanding including extended writing



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<b>SCHOOL-SPECIFIC - EVENTUAL OUTCOMES FOR THE END OF KS2</b>			
To 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	To understand the methods of historical enquiry, including how evidence is used rigorously.	To 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.	To gain and deploy a historically grounded understanding of abstract terms. To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
To 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	To be able to gather knowledge from several sources to create a fluent historical account.	To make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	To be able to plan and carry out individual investigations and research independently
		To use enquiry and sources to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	Use a variety of ways to communicate their knowledge & understanding including extended writing



# Newnham Junior School – History Curriculum Map

## Newnham’s Curriculum through an Empire Lens

Year 3	<ul style="list-style-type: none"> <li>*Why did Ancient Egypt last for 3,000 years</li> <li>*What was life like in Ancient Egypt?</li> <li>*How and why do Empires differ (link with Egypt &amp; Greeks) ?</li> <li>*Why did Greek culture spread so far? (Legacy)</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>*How diverse was Roman Britannia? – (Ivory Bangle Lady York, Roman soldiers – Hadrian’s Wall. Emperor Septimius Severus (himself in fact an African, from Libya) was inspecting his troops on the Wall when one of the garrison’s well-known jokers, an ‘Ethiopian’, offered him a garland <u>The remarkable monument</u>, discovered in Arbeia (South Shields) at the eastern end of Hadrian’s Wall, documents the life of a British wife of a Syrian immigrant from Palmyra, including text in Palmyrene, one of several pieces of evidence for a near eastern people in northern Britain.</li> <li>*What can the Sutton Hoo treasures tell is about the Anglo-Saxons?</li> <li>*When was the Roman Empire most and least powerful.</li> <li>*How do we know what Boudicca was really like?</li> <li>*What did the Lewis chessman see?</li> <li>*Why are Vikings remembered in different ways</li> <li>*How did Vikings settle in England, Vinland (N.America), Russia, Constantinople.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>*What can the Bayeux Tapestry tell us (and not tell us) about the Battle of Hastings?</li> <li>*How did the British Museum acquire the Benin Bronzes?</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>* What was the legacy of the British Empire?</li> <li>*Was the British Empire a good thing or not?</li> <li>*Did Britain really fight alone in 1940</li> </ul>

## Newnham’s Curriculum through an Archaeological Lens

Year 3	<ul style="list-style-type: none"> <li>*Who can tell us about the secrets of Skara Brae, Stone Age and Maiden Castle.</li> <li>*Why did King Tutankhamen die so young?</li> <li>* What does Archaeology reveal about other ancient civilisations?</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>*How do we know how similar and different the Greeks &amp; Romans were?</li> <li>*What does the mystery of a burial grave tell us about Saxon Britain?</li> <li>*What do the excavations at York tell us about the Vikings in Britain?</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>*How do we know about the chronology of settlement of Ruislip?</li> <li>*What can archaeology tell us about why/how London has changes since 1066?</li> <li>*What can the Mary Rose tell us about life in 16<sup>th</sup> &amp; 17<sup>th</sup> Century</li> </ul>



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Year 6	*How does the archaeology at Chiltern Open Air Museum help us to understand the way people lived in the past *What can Industrial Archaeology tell us about the development of society post 1700s
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