

Moor House School & College Curriculum Map

Boldened text = National Curriculum objectives

YEAR GROUP/PATHWAY: KS1 - KS2			SUBJECT AREA: History
	Rotation Year 1 – Autumn Term	Rotation Year 1 – Spring Term	Rotation Year 1 – Summer Term
	Significant historical events, people and places in their own locality (KS1)	Britain's settlement by Anglo-Saxons and Scots	The Roman Empire and its impact on Britain (KS2)
	Mary Anning at Lyme Regis, Jurassic Coast	The Anglo-Saxons	The invasion of Britain
Knowledge	<ul style="list-style-type: none"> Mary Anning Her achievements The significance of Mary Anning 	<ul style="list-style-type: none"> Anglo-Saxon invasion Alfred the Great Anglo-Saxon art: Sutton Hoo Anglo Saxon Literature: Beowulf Anglo Saxon gods: Woden, King of the Gods 	<ul style="list-style-type: none"> Britain before the Romans Emperor Claudius: Successful invasion and conquest of Britain British resistance to Roman settlement: Boudica
Skills	<p>Significance (A02)</p> <p>Core:</p> <ul style="list-style-type: none"> Identify the difference between famous and significant Identify for whom Anning is significant, e.g. natural historians, scientists <p>Extended:</p> <ul style="list-style-type: none"> Describe Mary Anning's significance to historians and scientists, using cause and effect connectives. 	<p>Source use (A03)</p> <p>core</p> <ul style="list-style-type: none"> Identify what an artefact is Label different artefacts Discuss what makes something an artefact 'Make' something look historic <p>Extended:</p> <ul style="list-style-type: none"> identify which object is an artefact describe an artefact Make one inference about an artefact Guess the artefact's function 	<p>Chronology (A01)</p> <p>cause and consequence</p> <p>Core:</p> <ul style="list-style-type: none"> Placing events in order of occurrence: Celts then Romans Identify reasons Britain was invaded by the Romans <p>Extended:</p> <ul style="list-style-type: none"> Placing eras into correct order: Romans, Victorian and Modern Description of why Britain was invaded

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Vocabulary	<p>Core: Lyme Regis, Dorset, poor, fossils, lightning, beach, skull, crocodile, discovery, reptile, dog, important, significant, famous</p> <p>Extended: curiosities, ichthyosaur</p>	<p>Core: Anglo-Saxons, gods, Germany, Denmark, Netherlands, Angle-land, crops, wood, Pevensey castle, Woden, Sutton Hoo</p> <p>Extended: inference, infer</p>	<p>Core: tribes, Celts, Roman army, beach, Kent, hillforts, metals, forts, settlements, roads, culture, language, fight, obey, trained, armour, Colchester, London</p> <p>Extended: laws, rampage, Icenii Tribe</p>
	Rotation Year 2 – Autumn Term	Rotation Year 2 – Spring Term	Rotation Year 2 – Summer Term
	A non-European Society that provides contrasts with British History (KS2)	The achievements of the earliest civilisations- overview of when and where the first civilisations appeared and a depth study of ... (KS2)	A local History study (KS2)
	Benin (West Africa) c.900 – 1300	Ancient Egypt	E.H. Shephard
Knowledge	<ul style="list-style-type: none"> • The Kingdom of Benin • What was life like in Benin • What can we learn from the art of Benin 	<ul style="list-style-type: none"> • What remains of Ancient Egypt • What was life like for Ancient Egyptians • Ancient Egyptian beliefs. e.g. mythological creatures • Who was Tutankhamun? 	<ul style="list-style-type: none"> • Early life in Guildford • Famous works • The War years
Skills	<p>Continuity and change chronology</p> <p>Core:</p> <p>Identify changes over time in The Kingdom of Benin from 900 to 1300</p> <p>Placing Benin after the Roman era and before the Tudors</p> <p>Extended:</p> <p>Describe the changes over time from 900 to 1300</p>	<p>Chronology</p> <p>Similarities and differences</p> <p>Core:</p> <p>students can identify an object, lifestyle, etc, which has changed or is similar today</p> <p>Identifying and understanding BC and AD and placing in the correct order. Placing Ancient Egypt in BC</p> <p>Extended:</p>	<p>Source use</p> <p>Core:</p> <p>Locating Guildford on a map of the United Kingdom</p> <p>Listening to stories which E.H. Shephard illustrated</p> <p>Copying some sources / drawings</p> <p>Extended:</p>

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	Placing Benin after Roman era and before the Victorian and Modern Era	<p>students can describe at least one object, lifestyle, etc, which has changed or is similar today</p> <p>Identifying and understanding BC and AD and placing in the correct order. Correctly placing several eras in either BC or AD</p>	<p>Annotating illustrations</p> <p>Interpreting some of the thoughts / feelings of the illustrations</p>
Vocabulary	Core: Extended:	Core: Extended:	Core: Extended:
Summer Term	Rotation Year 3	Rotation Year 3	Rotation Year 3
	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Comparing aspects of life in different time periods (KS1)
	How the Great Fire changed London	In what way was Ancient Greece the greatest nation ever?	Great explorers of the world and beyond
Knowledge	<ul style="list-style-type: none"> • The causes of the Great Fire • The new London: <ul style="list-style-type: none"> ○ New buildings, ○ fire brigade, ○ stone buildings, ○ a new St. Pauls 	<ul style="list-style-type: none"> • Ancient Greek Art and culture • Ancient Greek sport • Ancient Greek Government • Ancient Greek Scientists 	<ul style="list-style-type: none"> • Tudor Age explorers: Christopher Columbus • 20th century explorers: Neil Armstrong
Skills	<p>Core:</p> <p>Significance</p> <p>Identify which buildings have 'meaning' in a society</p> <p>Outline which buildings will have meaning in the Great Fire of London.</p>	<p>Source use</p> <p>Core:</p> <p>Identify sports played from a range of sources</p> <p>Produce a 'Greek' work of art</p> <p>Act out a working democracy</p>	<p>Chronology</p> <p>Similarities and differences</p> <p>Core:</p> <p>Student can make basic predictions of which era (from a variety) an object belongs to</p>

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	<p>Cause and consequence</p> <p>Identify at least one cause of the Great Fire</p> <p>Label key buildings in London</p> <p>Identify a consequence/effect of the Great Fire</p> <p>Extended:</p> <p>Significance</p> <p>Match significant buildings to reasons for importance</p> <p>Be able to give a reason why some buildings have 'meaning' and others do not.</p> <p>Cause and consequence</p> <p>Identify several reasons for the Great Fire</p> <p>Describe key buildings in London</p> <p>Describe at least 2 consequences of the Great Fire on the people and site of London</p>	<p>Identify Hippocrates as an ancient Greek physician/doctor</p> <p>Plan an ancient Greek Olympics</p> <p>Extended:</p> <p>Identify people who were 'left out' of Greek Society and why.</p> <p>Construct, organise and act out a working democracy</p> <p>Explain a reason why Hippocrates is the father of medicine</p>	<p>Student can identify differences in the two explorers' lives, e.g. objects used, places explored</p> <p>Select the time period belonging to each explorer from two choices and order them chronologically</p> <p>Identify words which 'belong' to each time period studied</p> <p>Extended:</p> <p>Student can make predictions of which equipment existed at different time periods</p> <p>Select the time period from a range and order them chronologically</p> <p>Student can exclude words which do not fit either period.</p> <p>Student can describe some of the differences in the two explorers' lives, e.g. objects used, places explored, time periods, lifestyles</p>
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Vocabulary	<p>Core:</p> <p>Samuel Pepys, diary, Pudding Lane, Christopher Wren, King Charles II, plans</p> <p>Extended:</p> <p>Designs, rebuild</p>	<p>Core:</p> <p>Pottery, gods, statues, body, Greek, Greece, Empire</p> <p>Extended:</p> <p>Accomplishments, humans,</p>	<p>Core:</p> <p>Tudor, 20th century, timeline, famous explorer, sailor, pirates, Americas, China, India, crew, pineapples, turkeys, Europe, Spain, Jamaica, pilot, Moon, astronaut, experiments</p> <p>Extended:</p> <p>mission, lunar module, samples, professor</p>