



Falcon Junior School—History Curriculum Map

KNOWLEDGE	<p>Changes in Britain from the Stone Age to the Iron Age 3</p> <p>Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p>	<p>The Roman Empire and its impact on Britain 4</p> <p>Julius Caesar’s attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian’s Wall British resistance, for example, Boudica ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Britain’s settlement by Anglo-Saxons and Scots 5</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld</p> <p>Anglo-Saxon laws and justice Edward the Confessor and his death in 1066</p> <p>Mayan civilization c. AD 900 Non-European society that provides contrasts with British history.</p>	<p>A local history study 6</p> <p>WWII</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Technology through the C20th</p>
SKILLS/ OBJECTIVES	<ul style="list-style-type: none"> I can use a timeline within a specific period of history and place events in sequenced order. I understand a timeline can be divided into BC and AD. I can use my mathematical knowledge to work out how long ago events happened. I can use evidence to describe culture, way of life and actions of people in the past. I can begin to compare life in the past to life today. I can look at a range of sources and use these to begin to ask and answer questions about the past (documents, photographs, pictures, artefacts, visits to historical sites). I can use research skills to find answers to specific historical questions. I can use relevant language and key historical vocabulary. I can begin to look at different representations of people or events from the past. I can research in order to find similarities and differences between two or more periods of history. I can research what it was like for children in a given period of history and present my findings to an audience. I can communicate my knowledge in a range of ways: drama/pictures/writing/timeline with dates/discussions. 	<ul style="list-style-type: none"> I can plot events on a timeline using centuries and use the terms BC and AD confidently. I can use my mathematical skills to round up time differences into centuries and decades. I can use evidence to describe what was important to the people of the past and how the lives of people in society were different (wealthy/poor). I can begin to give reasons for and results of specific events. I can recognise similarities and differences between different periods of time. I can explain how historic items and artefacts can be used to help build up a picture of life in the past. I can distinguish between different sources and use them to ask questions and evaluate sources (documents, photographs, pictures, artefacts, visits to historical sites). I can use relevant language and key historical vocabulary. I can research two versions of an event and explain how they differ. I can use a range of sources to research what it was like for children in a given period of history and present my findings to an audience. I can communicate my knowledge in a range of ways: drama/pictures/writing/timeline with dates/discussions. 	<ul style="list-style-type: none"> I can draw a timeline with different historical periods showing key historical events or lives of significant people. I can sequence key events within a time period. I can use evidence to describe in greater detail main events, people and changes. I can give reasons for and results of main events and changes and can explain how this affected life both then and now. I can make comparisons and links between features of past societies (such as religion, houses and society). I can examine the causes and results of great events and impact on lives. I can compare two or more historical periods; explaining things which changed and things which stayed the same. I can select and combine materials from different sources to build up a picture of life. I can begin to discover and understand primary and secondary sources. I can test out a hypothesis in order to answer questions. I can use relevant language and key historical vocabulary. I understand that different aspects of the past have been shown in different ways and can offer reasons for the different accounts and evaluate reliability. I can use different sources to research and compare what it was like for children in a given period of history and present my findings to an audience. 	<ul style="list-style-type: none"> I can place features of historical events and people from the past societies and periods in a chronological framework. I understand some historical events occurred concurrently in different locations. I can summarise the main events from a period of history, explaining the order of events and what happened. I can summarise how Britain has had a major influence on the world. I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently). I can identify and explain differences, similarities and changes between different periods of history. I can explain how our locality has changed over time. I can describe the features of historical events and way of life from periods I have studied; presenting to an audience. I can recognise primary and secondary sources and can explain the difference. I can describe a key event from Britain’s past using a range of evidence from different sources. I know that events people and changes have been interpreted in different ways and I can suggest reasons for this. I can consider different opinions, consider accuracy of sources and join sources and evidence together to reach conclusions. I can use different sources to research what it was like for children in a given period of history and compare this with the lives of children since the Stone Age. I can present my work in a structured way making use of terms, dates and times. I can produce extended writing to show an understanding of a time, using sources as evidence.
VOCABULARY	<p>chronological order; era/period; B.C.E (Before the Common Era) ; C.E (The Common Era); B.C (Before Christ) A.D (Anno Domini); decade; century; millennium; archaeologist; archaeology; artefact; source; primary source; culture; importance; significance; legacy; impact; effects; reason; change; continuity; oral history; museum</p> <p>Stone Age; Iron Age; Celts; Neolithic; Bronze Age; Skara Brae; hunter-gatherer; religion; spirits; Stonehenge; hill; forts; sacrifice; Britons; nomad/nomadic; Ancient Egypt; Ancient Egyptians; The Nile; first civilisations; North Africa; flood; fertile; agriculture; tomb; Pharaoh; pyramid; Tutankhamun</p>	<p>chronological order; era/period; B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini); millennium; century; historian; archaeologist; archaeology; artefact; source; primary source; culture; importance; significance; legacy; impact; effects; reason; change; continuity; oral history; museum; consequences; change; cause/s; infer</p> <p>Ancient Greece; The Ancient Greeks; empire; invasion; civilisation; Roman withdrawal; Boudicca; Romans; invasion; civilisation; Emperor; Caesar; republic; empire; army/soldiers; resistance; conquest; revolt; outpost; colony; gods/goddesses; Sparta; Athens; democracy; myths and legends</p>	<p>chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) decade; century millennium; variety of sources; this source suggests that...; I can infer that...; impression; the source omits to mention...; the purpose; reliability; one sided; biased; motive; eye witness; reliable; impact; consequence; legacy; significance; cause/s; change; continuity; extent of continuity; extent of change; historian; archaeologist; anachronism</p> <p>The Saxons; The Vikings; The Dark Ages; invasion; invader; settlement; settler; migration; monastery; monks, runes; The Ancient Maya; Native Americans; culture; diversity; Central America; Mexico; empire city-state; cenote; pok-ol-pok</p>	<p>Anachronism; chronological order; era/period; B.C.E (Before the Common Era); C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium; variety of sources; this source suggests that...; I can infer that...; impression; the source omits to mention...; the purpose; reliability; propaganda; one sided; biased; motive; primary evidence; eye witness; secondary evidence; could have been; might have been; this source suggests that...; this source doesn’t show that...; reliable; impact; effects; consequences; legacy; significance; cause/s; change; continuity; extent of continuity; extent of change; My conclusion is that...; historian; archaeologist; archaeology</p> <p>Stone Age; Iron Age; Celts; Ancient civilisations; Ancient Egypt; Ancient Greece; The Saxons; The Vikings; The Industrial Revolution; 20th century; World War I; World War II; trench; recruit; alliance; Blitz; Home Front; morale</p>