



History Curriculum Map

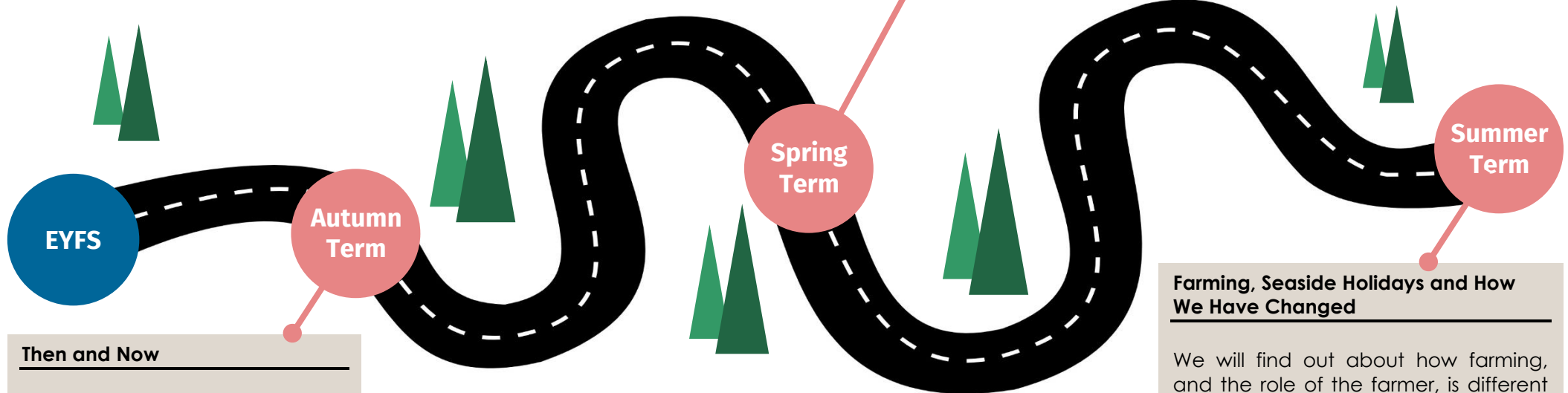
Key Vocabulary

Today, day, long ago, parent, clue, date, yesterday, the past, Once upon a time, week, month, year, old, grandparent, memory, new, remember, Queen Victoria, Victorian, change, different, same, emergency services, police, paramedic, lifeboat person, dinosaurs, traditional, modern.

People Around Us and Dinosaurs

We will find out about the lives of people around us, including the emergency services, to learn about their role and how this has changed, through visits with the police service and the lifeboat, and through non-fiction texts and the Internet.

We will find out more about how dinosaurs lived and begin to learn about similarities and differences between modern day animals – showing a developing understanding of some differences between prehistoric times and modern life.



Then and Now

We will reflect on our time at nursery and think about how we have changed during the recent past.

We will find out how Christmas was celebrated in Queen Victoria's time, and compare it with today, through visits, books and the Internet.

Farming, Seaside Holidays and How We Have Changed

We will find out about how farming, and the role of the farmer, is different today to traditional methods 100 years ago.

We will compare our seaside holidays with those in the Victorian era and identify key differences.

We will reflect how we have changed this year, and what we can do now that we couldn't last year. We will compare this with then our parents and grandparents were five. We will consider what school was like then. We will invite contributions from families to support understanding.



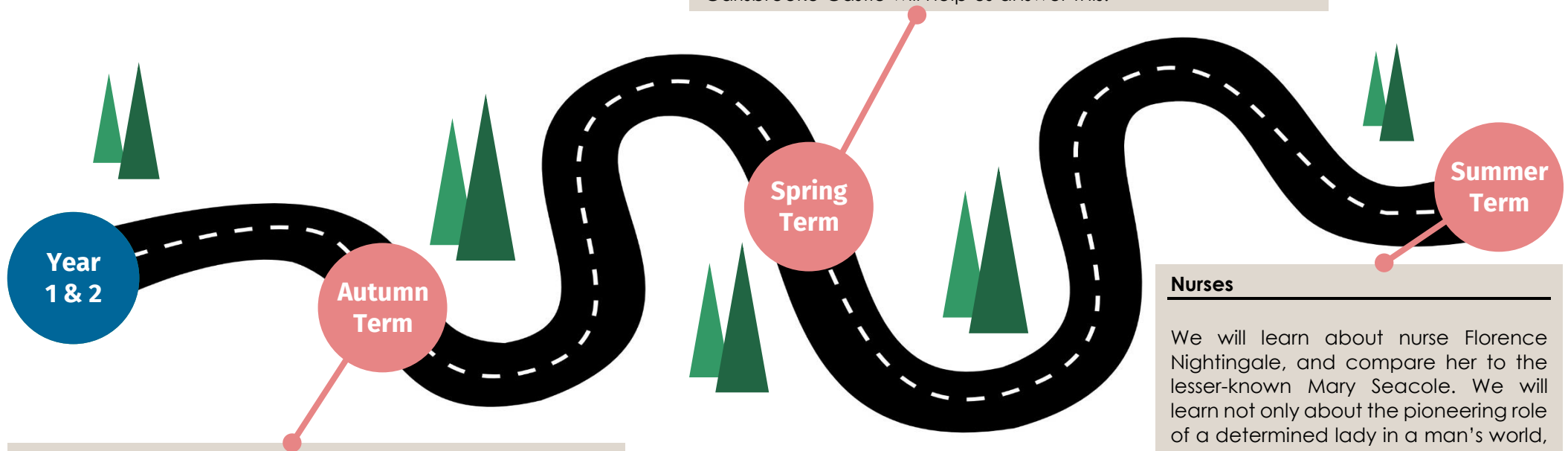
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Key Vocabulary

Past, present, old, new, modern, wooden, metal, plastic, battery, electricity, handmade, machine, Victorian, parents, grandparents, sort, group, castle, moat, tower, wall, attack, drawbridge, defend, ruins, knight, cook, sleep, Carisbrooke, nurse, hospital, Florence Nightingale, Mary Seacole, statue, bandage, hygiene, wounded, soldier, Crimean War, uniform.

Castles – Including Local Study

We will learn about castles because they are one of the most fascinating buildings that have been there for hundreds of years. We will learn how castles were attacked and defended, using this knowledge to design our own strong castle. As castles weren't just about keeping people safe, we will learn what everyday life was like including cooking, sleeping and, yes, going to the toilet! We will look at lots of castles that are now ruins but also ones that are still lived in. We will be asking the question, 'How do I know what castles were really like when some were built nearly a thousand years ago?' - a visit to Carisbrooke Castle will help us answer this.



Toys

We will learn about old toys and how they are different from the toys we play with today. We will find out that toys used to be made from wood and metal, while today many toys are made from plastic and use batteries or electricity. By looking at and handling old toys, we will learn to spot which are old and which are modern. We will also find out that many old toys were made by hand, but most toys today are made by machines. We will even try to sort toys into groups, thinking about what our parents or grandparents might have played with, and which toys are even older, like from Victorian times. 120 years ago.

Nurses

We will learn about nurse Florence Nightingale, and compare her to the lesser-known Mary Seacole. We will learn not only about the pioneering role of a determined lady in a man's world, but also about key breakthroughs in the health of the nation. We will make 'then and now' comparisons of hospital conditions and look at changes within Florence's long lifetime. We will discover that Florence's work with training nurses after the Crimean war was even more important than her direct role in helping soldiers recover from their wounds. We will debate about who better deserves a statue outside St Thomas' hospital, Florence or Mary Seacole, providing a real-life focus for the tricky concept of interpretations of the past.



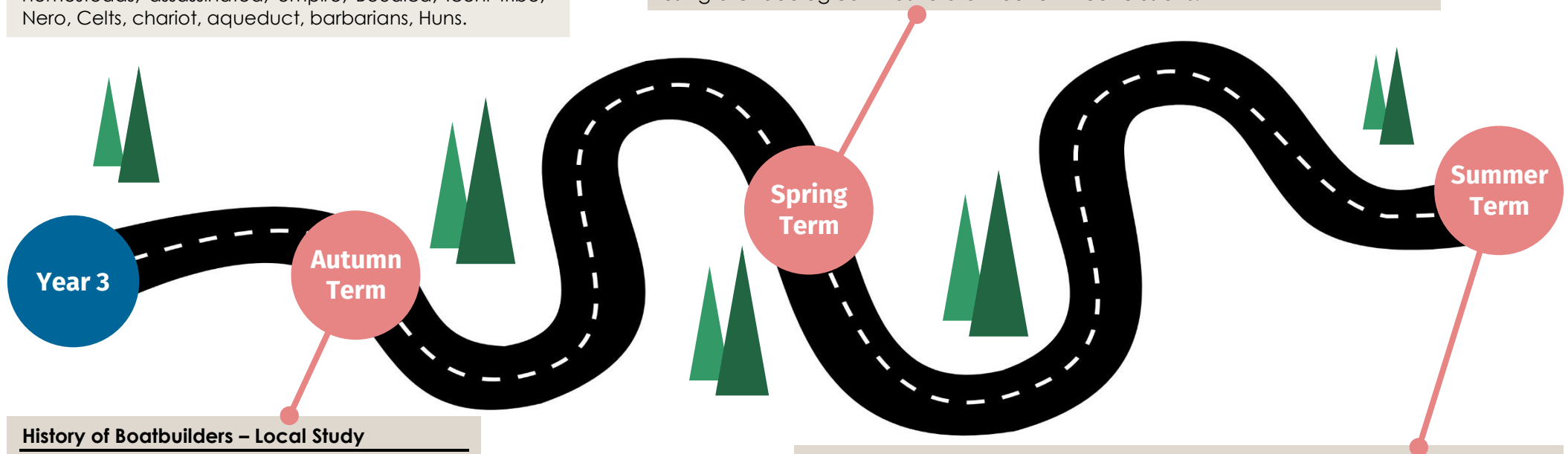
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Key Vocabulary

J.S. Whites, Uffa Fox, Joe Carstairs, industry, war effort, marine, hydroplane, archaeologists, artefact, Neolithic, Palaeolithic, Mesolithic, BCE, tribal, hunter/gatherer, shelter, civilisation, settlement, stone age, bronze age, iron age, Stonehenge, Skara Brae, Julius Caesar, legions, cavalry, Britons, AD, fort, Claudius, population, homesteads, assassinated, empire, Boudica, Iceni tribe, Nero, Celts, chariot, aqueduct, barbarians, Huns.

Stone Age to Iron Age

We will explore whether Stone Age people were only hunters and gatherers or had more complex lives. We will learn that Britain was once covered in ice and that early settlers lived in caves. By looking at images, we will make deductions about how they lived. We will learn how life changed when people began to farm and place this change on a simple timeline, understanding that hunter-gatherers and early farmers lived side by side about 5,000 years ago. We will study Skara Brae to find out more about Stone Age communities and learn how its recent discovery changed our understanding. We will investigate why it is so hard to know why Stonehenge was built and make a reasoned judgement about its purpose. Finally, we will think about how life changed in the Iron Age, using archaeological finds to draw our own conclusions.



History of Boatbuilders – Local Study

We will undertake a local study of boatbuilding on the Isle of Wight, particularly East Cowes. We will look at a timeline of boat development from 8,000BCE to modern day. We will visit the Classic Boat Museum and the Boatshed to discover the variety of boats built here, and the designers and boatbuilders that created them. We will discover more about the iconic Hammerhead crane which towers over Cowes. We will learn how important J.S. Whites was to East Cowes and the local economy and war effort.

The Roman Empire in Britain – Including a Local Study Aspect

We will build on our learning about the Stone Age to Iron Age by exploring Roman Britain. We will think about why the Romans left sunny Italy to invade Britain and whether Claudius invaded for the same reasons. We will learn about Boudica, why she fought against the Romans, and how people have seen her in different ways over time. We will explore how the Romans kept control of their huge empire and how their way of life was different from the Celtic lifestyle they found here. Using examples from places like Brading and Newport, we will find out about the changes the Romans brought, including towns and countryside villas, and see how rich Romans lived compared to the poor. We will also learn about Roman entertainment and understand that Roman society was diverse.



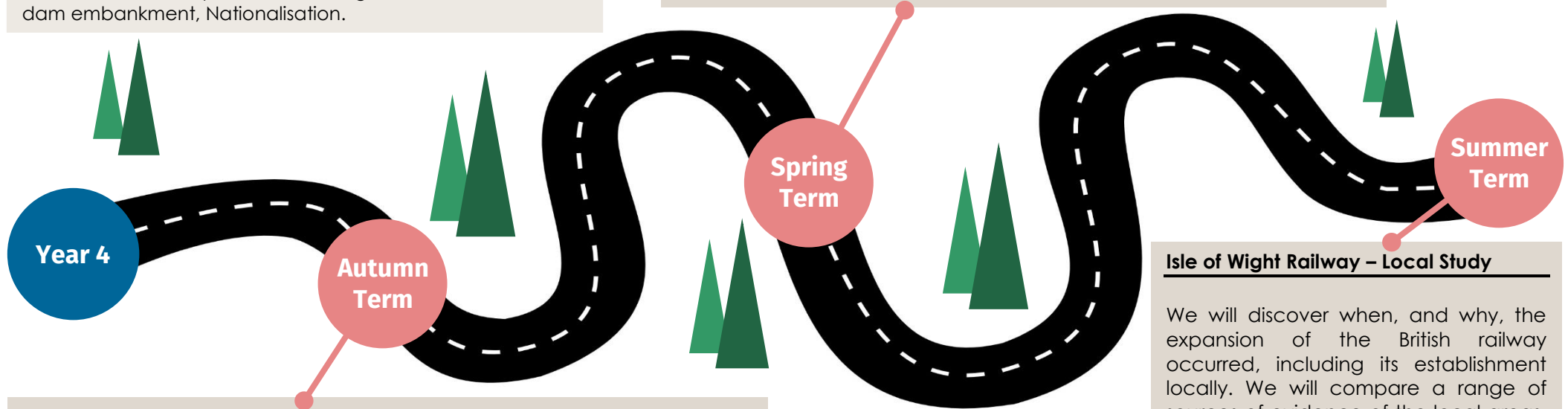
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Key Vocabulary

Angles, Anglo-Saxon, archaeologist, Viking, Danelaw, Christianity, invasion, Jutes, migration, monk, pagan, Picts, Danegeld, King Ethelred, Scots, settler/ settlement, monastery, afterlife, ancient, architecture, artefact, canopic jars cartouche, chronology, civilisation, culture, deities, hierarchy, hieroglyphics, mummification, mummy, papyrus, pharaoh, preserve, pyramids, sarcophagus, scarab, tomb, John Nash, tramway, Standard Gauge, internal combustion, dam embankment, Nationalisation.

Ancient Saxons & Vikings

We will explore why the Anglo-Saxons invaded Britain and how we know where they settled. We will learn that discoveries like the Staffordshire Hoard still tell us more about them today. We will place key periods on a timeline, understanding how they overlap, and learn that by the end of the 7th century most of Britain was ruled by Anglo-Saxons and was beginning to convert to Christianity. We will think about how life changed with Christianity and how we can be sure. We will find out how the Saxons defended against the Vikings, and learn about Alfred the Great to decide how great he really was. We will explore where the Vikings came from, why they attacked, and why they have a bad reputation. Finally, we will look at how close the Vikings came to taking over the country and place them in time compared to the Romans and Saxons.



Ancient Egyptians

We will consider what we can quickly find out to add to what we already know about Ancient Egypt, building on any prior knowledge. We will then locate it in time and place and recall some of its famous features. We will explore what Ancient Egypt was like over 5,000 years ago, using maps to locate the Nile Valley and making deductions from evidence. We will learn about the sources of evidence that have survived, how they were discovered, and understand that much of what we know has only been found in the last 200 years. We will investigate what this evidence tells us about daily life for men, women, and children, and learn about Ancient Egyptian beliefs about life after death, including the stages of mummification. Finally, we will compare Ancient Egypt with other civilisations from the same time.

Isle of Wight Railway – Local Study

We will discover when, and why, the expansion of the British railway occurred, including its establishment locally. We will compare a range of sources of evidence of the local areas, to contribute to our understanding of what life was like for people at this time. We will consider the development of Britain's national rail infrastructure, what life and travel were like before, and now, and understand the development of the railway on the Isle of Wight was part of this narrative. We will contrast daily life on the Isle of Wight before and after the railway, and describe the trends in transport over time. We will ask and answer historical questions about the impact of the railway coming to the Isle of Wight.



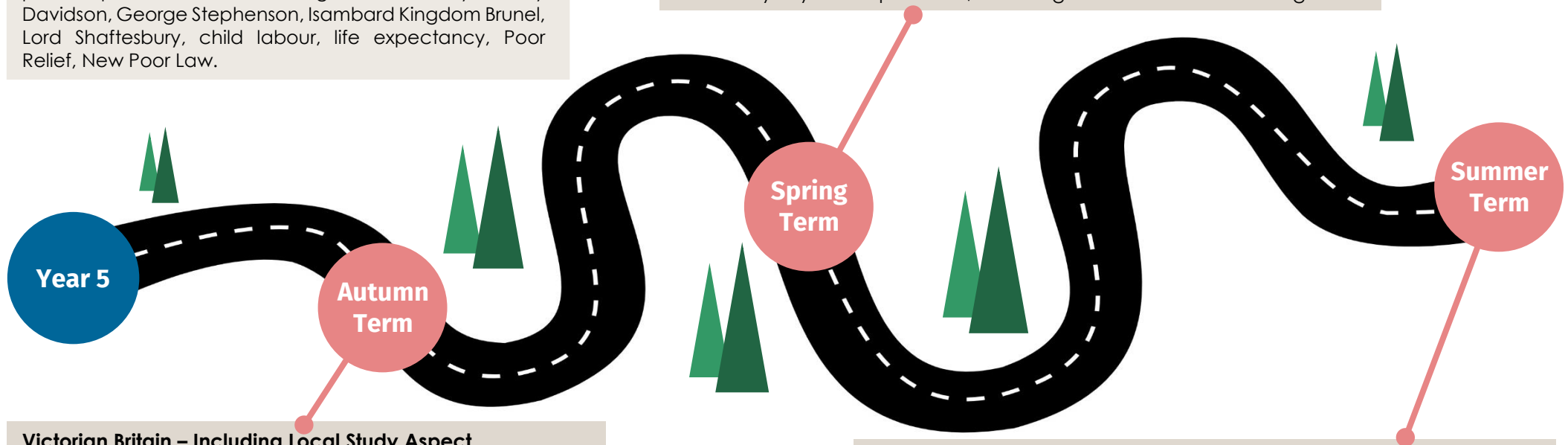
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Key Vocabulary

Dynasty, emperor, revolt, ancestors, Cheng Tang, Xia Dynasty Fu Hao, Oracle Bones, Shang Di, bronze hu, role, equality, inequality, coverture, consent, Renaissance, regime, profession, constraints, patriarchal, vindication, feminist, Industrial Revolution, domestic service, social etiquette, suffrage movement, Emmeline Pankhurst, protest, petition, marches, hunger strike, martyrs, Emily Davidson, George Stephenson, Isambard Kingdom Brunel, Lord Shaftesbury, child labour, life expectancy, Poor Relief, New Poor Law.

The Shang Dynasty

We will be introduced to the Shang Dynasty of ancient China and place it on a timeline, comparing it with British history from the same period. We will compare written accounts from 200 BCE with modern archaeological evidence and judge which is more accurate. We will learn about the first ten Shang kings and check facts using other sources. We will find out what oracle bones were and how they helped historians understand the Shang Dynasty, exploring why writing developed and learning to read some oracle bone characters. We will investigate evidence from royal tombs, including burial rituals and sacrifices, and see what jade, bronze, and ceramic objects can tell us. Finally, we will learn about Shang society and everyday life for peasants, including their homes and farming.



Victorian Britain – Including Local Study Aspect

We will compare images of the same place from the start and end of Queen Victoria's reign, identifying changes and their impact. We will explore whether children working in Victorian factories had it as bad as people say, using real evidence shared with parliament and thinking about how reliable it is. We will discuss why families moved from the countryside to towns despite the hardships. We will consider how the railways affected different groups and debate whether people would have supported or opposed them. We will also learn what Victorian schools were like, and explore the difficult lives of climbing boys and the harsh conditions in the workhouse.

The Changing Role of Women

We will explore the roles and rights of women in ancient civilisations, then look at women's positions in medieval and Renaissance Britain and the restrictions they faced. We will learn about women's lives from the 17th to 19th centuries, including early signs of feminism. We will examine how the Industrial Revolution and strict Victorian rules affected women, and learn about the suffrage movement and suffragettes who campaigned for the vote. We will study key women and events that changed society, and see how World War I affected women's roles, leading to the right to vote and changing their place in society. Using a timeline, we will track these changes up to 1928. Finally, we will find out about women's lives in the 1950s, and consider how inequality in pay and opportunities continued into the 1960s and 1970s.



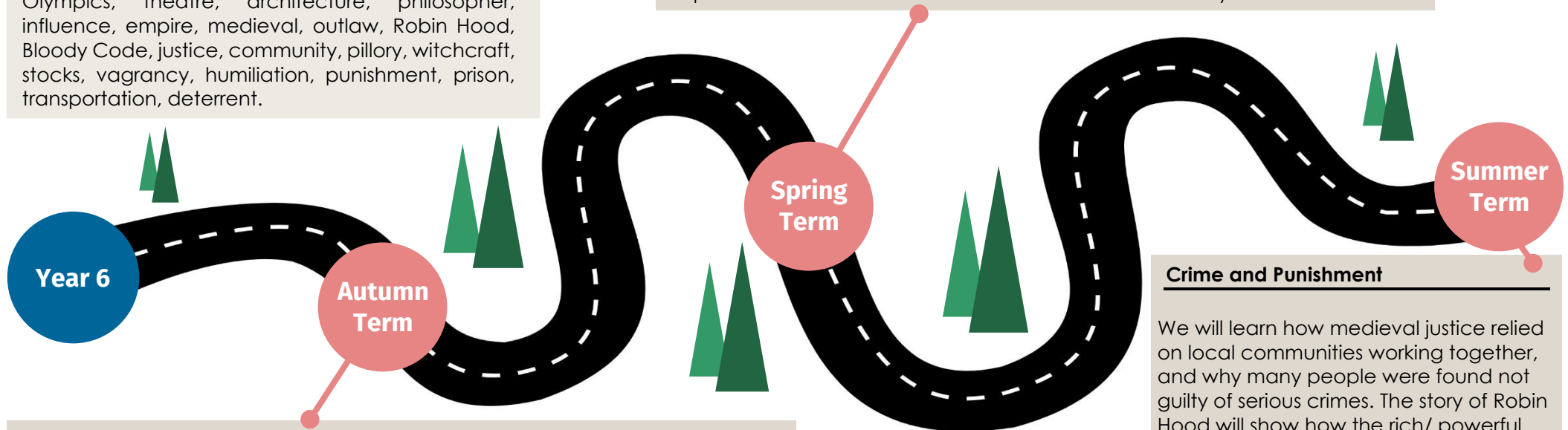
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Key Vocabulary

Hitler, appeasement, evacuation, evacuees, Blitz, air raid, Home Front, rationing, blackout, Anderson shelter, air raid shelter, propaganda, resistance, VE Day, allies, civilians, invasion, archaeological evidence, pottery, city state, Athens, Sparta, democracy, slavery, Battle of Marathon, Persia, Olympics, theatre, architecture, philosopher, influence, empire, medieval, outlaw, Robin Hood, Bloody Code, justice, community, pillory, witchcraft, stocks, vagrancy, humiliation, punishment, prison, transportation, deterrent.

Ancient Greece

We will explore how we know so much about the Ancient Greeks from over 2,500 years ago, using archaeological, written, spoken, and building evidence. We will look closely at pottery to find out about everyday life in Ancient Athens and learn how lifestyles varied depending on people's place in society, including the role of slavery. We will place Ancient Greece on a timeline and understand that it was made up of rival city states like Athens and Sparta. We will explore why Athens was powerful, including its natural resources, and learn about the importance of the Battle of Marathon in defending against Persia. We will discuss how new ideas like democracy developed, supported by the slave culture. We will also learn about the Olympics and the theatre, and explore how Ancient Greece still influences our lives today.



World War 2

We will learn why Britain had to go to war in 1939, including how Hitler's actions threatened European peace, and understand what is meant by the term appeasement. We will learn why children were evacuated and what evacuation was really like. We will grasp that this was a war in the air, with much more civilian damage than in the First World War. We will discover how Britain prepared for and survived the Blitz, identifying key features of resistance to German invasion. We will learn how people managed to carry on normal life during the war, describing the different roles adults played on the Home Front and explaining how these helped develop the 'Blitz Spirit' and 'kept the home fires burning'. We will discuss why it can be difficult to know exactly what life on the Home Front was really like, as some evidence may not be reliable. Finally, we will learn what VE Day was and describe how it was typically celebrated.

Crime and Punishment

We will learn how medieval justice relied on local communities working together, and why many people were found not guilty of serious crimes. The story of Robin Hood will show how the rich/ powerful had an advantage, and what it meant to be an outlaw. We will explore why punishments were harsh and public, using methods like stocks and pillories. We will understand the *Bloody Code* and how even small crimes were punished severely. We will look at how crime and punishment changed over time, with new crimes like witchcraft, and the growth of prisons and the police in Victorian times. Finally, we will debate which period was the easiest time to be a criminal, to compare different eras.