



BJS History Curriculum

Year 3 History						
Term & Topic	Learning questions	Vocabulary	Knowledge	Skills	Enrichment	Global Citizen Links
Spr 2 Island Life	<p>What are the differences between primary and secondary sources?</p> <p>What did Charles Darwin do on December 27, 1831?</p> <p>What do Darwin's original logs say about the flora he found on Galapagos Islands?</p> <p>What do Darwin's original logs say about the fauna he found on Galapagos Islands?</p>	<ul style="list-style-type: none"> • Explorer • Scientist • Galapagos Islands • Fauna • Flora • Hemisphere • Equator • Human features • Natural features 	<p>Broader History Study</p> <p>To know a brief life story of Charles Darwin.</p>	<p>Chronological Understanding</p> <p>To be able to put life story events in chronological order</p> <p>Historical enquiry</p> <p>To be able to select and record relevant information including multiple sources</p>	Maritime Museum	
Sum 2 Scavengers and settlers	<p>What are the differences between fossils and artefacts?</p> <p>How have humans changed over time?</p> <p>What can I find out about the Stone Age using secondary sources?</p>	<ul style="list-style-type: none"> • Source • Primary source • Secondary source • Past • Present • Stone age tools • Cave paintings • artefact • Neolithic • Hunter-gathers 	<p>British History</p> <p>To know about the Stone Age to Iron Age Britain, including:</p> <ul style="list-style-type: none"> - Hunter-gatherers and early farmers (Skara Brae) - Stone age tools - Cave paintings 	<p>Chronological Understanding</p> <p>To understand events and periods using the words: BC, AD and decade</p> <p>To understand events from the past using dates when things happened</p>	Museum of London/ Chislehurst Caves	<p>Community –</p> <p>Cultural capital when visiting Museum of London or Chislehurst Caves</p> <p>Global – how has our world changed from early civilisations, what aspects of the early civilisations still</p>



	<p>Where is Skara Brae and what was it like?</p> <p>What artefacts were found at Skara Brae and how do they inform us about life there?</p> <p>In the Iron age, where in Britain have people chosen to settle and why?</p> <p>Why and how did hill forts in Britain become self-sufficient?</p> <p>How did the Stone age, Bronze age and Iron age differ?</p> <p>What are the most significant achievements of early civilisations and why?</p>	<ul style="list-style-type: none"> • Skara Brae • Bronze • Iron age • Hill forts • Tribal kingdoms • Ancient • Civilisation • Celts • Ancestor • Artefact • Fossil • Migration • Palaeontologist • Prehistoric • Species 	<ul style="list-style-type: none"> - Bronze age - religion, technology and travel (Stonehenge) - Iron age/ hill forts <p>To know about the Stone Age to Iron Age European region:</p> <ul style="list-style-type: none"> - Vedic period <p>To know the achievements of the earliest civilizations- an overview of where and when the first civilizations appeared</p> <p>Knowledge and interpretation</p> <p>To be able to discuss significant events, dates and features of past societies</p> <p>To understand what life would have been like for the early settlers</p>	<p>To be able to describe events and periods using the words: ancient and century</p> <p>To understand a timeline within a specific time in history to set out the order things may have happened</p> <p>Knowledge and interpretation</p> <p>To be able to discuss significant events, dates and features of past societies</p> <p>To be able to understand what life would have been like for the early settlers</p> <p>To be able to suggest reasons for particular events and changes</p> <p>Historical enquiry</p> <p>To be able to study an artefact within its historical context</p> <p>To be able to understand the difference between primary and secondary sources</p> <p>To be able to, through research, identify similarities and differences between given periods in history</p>	<p>exist in our lives today?</p>
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Year 4 History						
Term & Topic	Learning questions	Vocabulary	Knowledge	Skills	Enrichment	Global Citizen Links
Aut 1+2 Temples, Tombs and Treasures	Who were the Ancient Egyptians and why were they important?	<ul style="list-style-type: none"> • River Nile • excavate • Mummies • Embalmed • Valley • Pyramid • Pharaoh • Artefact • Amulet • Ancient • Archaeologist • Canopic jar • Cartouche • Civilisation • Cuneiform • Hieroglyphics • Mummify • Papyrus • Servant • Symbolism • Temple • tomb 	Broader History Study To know the achievements of the earliest civilizations- an overview of where and when the first civilizations appeared (Ancient Egypt) <ul style="list-style-type: none"> - How they lived - Communication - Gods - Leaders - Death - Howard Carter 	Chronological Understanding To be able to plot recent history on a timeline using centuries Knowledge and interpretation To be able to select and record relevant information including multiple sources To be able to explain similarities and differences between past and present lifestyles Historical enquiry To be able to use items belonging to the past to help us to build up an accurate picture of how people lived in the past To be able to use both primary and secondary sources and critique reliably. To be able to formulate questions about events from the past	The British Museum Hall place loans box	Global – understanding culture from across the world Community – cultural capital when visiting the British Museum or Hall Place Society What values from ancient civilisations still exist in our world today?
	Why was the Nile important to Ancient Egyptians?					
	How are artefacts used to make assumptions about how Ancient civilisations lived?					
	How did Egyptians communicate using writing?					
	What is a Pharaoh?					
	What are the main chronological events of your Pharaoh?					
	Why were pyramids a significant feature of Egypt?					
	What happened to Ancient Egyptians when they died?		To understand the use of rivers and the impact they had on ancient civilisations. To understand that people who lived in the past cooked and travelled differently and used different weapons from ours To understand what tombs and burial traditions were and how they have changed. To understand ancient buildings, specifically			



	<p>Why was the afterlife important to Ancient Egyptians?</p> <p>Who was Howard Carter and why was he important?</p>		<p>pyramids and how they were built.</p>			
<p>Spr 2</p> <p>Different Places, Similar Lives</p>	<p>Who was Frank Beadle? (Frank's Park)</p> <p>Who has had a positive impact on our country?</p>	<ul style="list-style-type: none"> Local Inventions Achievement Category Debate Origin Personality 	<p>British History</p> <p>To understand the lives of significant historical figures, including comparison of those from different periods e.g. Frank Beadle</p> <p>A Local Study</p> <p>To know significant historical events, people and places in their own locality Belvedere Floods 1953</p>	<p>Knowledge and interpretation</p> <p>To be able to explain how events from the past have helped shape our lives</p> <p>To be able to select and record relevant information including multiple sources</p> <p>To be able to give an opinion on the most significant contributor to change</p>	<p>Local walk</p> <p>Crossness Engines</p> <p>Thames Barrier</p>	<p>Personal – what does this teach me about aspirations and resilience?</p> <p>What STEM pioneers changed history?</p> <p>Community – Who has had a positive impact from my community?</p> <p>Global</p> <p>How has the world changed over time?</p> <p>Who has had a positive impact on the world?</p>
<p>Sum 1</p> <p>All Aboard</p>	<p>Who should be known as the 'Father of the Railways'?</p> <p>Who were navvies?</p>	<ul style="list-style-type: none"> Railways Town City Travellers Carriage Engine/locomotive Entrepreneur Eyewitness 	<p>British History</p> <p>To understand the lives of significant historical figures, including comparison of those from different periods e.g.</p> <p>- George Stephenson</p>	<p>Chronological Understanding</p> <p>To be able to place periods of history on a timeline showing periods of time</p> <p>Knowledge and interpretation</p>	<p>Transport Museum</p>	<p>Personal</p> <p>What STEM pioneers have existed and how have they changed the world we live in today?</p>



	<p>What impact does a railway have on a town or a city?</p> <p>Was the railway always safe?</p> <p>What were the railways like for Victorian travellers?</p> <p>Where would Victorians go on holiday and why?</p> <p>How were holidays then and now similar and yet different?</p> <p>How has railway technology developed over time?</p> <p>What inventions have changed the world?</p>	<ul style="list-style-type: none"> • Suburb • Victorian Era 	<p>(father of the railways)</p> <ul style="list-style-type: none"> - impact of Brunel on the development of the railways <p>To understand Victorian life and travel</p> <p>To understand the similarities and differences between holidays past and present</p> <p>To know the early innovations that led to the creation of the railways</p> <p>To understand different perspectives on the development of the railways</p> <p>To know how the railways were built</p> <p>To understand how the railways changed people's lives</p> <p>To know the technological developments in train design.</p>	<p>To understand that multiple causes contribute to change</p> <p>To be able to select and record relevant information including multiple sources</p> <p>To be able to give an opinion on the most significant contributor to change</p> <p>Historical enquiry</p> <p>To be able to explain how events from the past have helped shape our lives</p>	<p>Character education – what type of character did these inventors have?</p> <p>Personal goals – what type of character did it take to build the railways and change the way the UK could travel and progress?</p> <p>Aspirations – is the goal to build a railway or to change the way people live their lives for the better?</p> <p>Community</p> <p>How has the railway system changed how people can live their lives in our local community?</p> <p>Cultural capital – when visiting the transport museum</p>
<p>Year 5 History</p>					



Term & Topic	Learning questions	Vocabulary	Knowledge	Skills	Enrichment	Global Citizen Links
Aut 1+2 Space Scientists	<p>Why was the first Moon landing significant?</p> <p>What do you think were the most significant events that have inspired or led to developments in space science?</p> <p>How did different astronomers contribute to our understanding of the Solar System?</p>	<ul style="list-style-type: none"> • Constellation • Astronaut • Galileo • Astronomer • Armstrong • Telescope • NASA • Apollo project • Satellite • Lunar 	<p>Broader History Study</p> <p>To know about the first moon landing and past discoveries about space</p>	<p>Chronological Understanding</p> <p>To be able to use mathematical skills to work out exact time scales of key events</p> <p>Knowledge and interpretation</p> <p>To understand that significant events in history have helped shape the world we have today</p> <p>To be able to explain results/ consequences of historical events, situations</p> <p>Know how ideas, beliefs and attitudes in the past influence the present</p> <p>Historical enquiry</p> <p>To be able to formulate questions related to different perspectives of the past</p>	<p>Royal Observatory /Planetarium</p> <p>Science Museum</p>	<p>Personal</p> <p>What STEM pioneers have existed and how have they changed the world we live in today?</p> <p>Personal goals – what type of personal goals did astronomers or astronauts need to have to succeed?</p> <p>Character education – what type of character did these scientists have to make their discoveries?</p> <p>Aspirations – how to get the opportunity to go to space</p> <p>Community</p> <p>Cultural capital – when visiting the Royal Observatory and planetarium</p> <p>Global</p>



						<p>Why do we need to look after our atmosphere? How does it look after us?</p> <p>Is there life on other planets?</p>
<p>Spr 1</p> <p>The Great, The Bold and The Brave</p>	<p>What was life like in Ancient Greece?</p> <p>What was life like as an Athenian compared to a Spartan?</p> <p>Who was Alexander the Great and why is he an important historical character?</p> <p>How did the lives of the rich and the poor in Rome differ?</p> <p>What made the Roman army so successful?</p> <p>What was the path of the Roman invasions and why did they choose it?</p> <p>What were the key factors that led to the fall of the Roman Empire?</p>	<ul style="list-style-type: none"> • Amphitheatre • Barbarian • Conquer • Emperor • Empire • Gladiator • Legend • Legion • Myth • Republic • Slave • Temple • Roman Britain • Julius Caesar • Invasion • Hadrian's Wall • Romanisation of Britain • Anglo Saxons • Alfred the Great • Invasion • Viking raids • Long boats • Architecture • Columns • Philosophy 	<p>British History</p> <p>Roman's impact on the Celts</p> <p>To know about Anglo-Saxons and Vikings, including:</p> <ul style="list-style-type: none"> - Roman withdrawal from Britain; - Invasions, settlements and kingdoms of Anglo Saxons - Alfred the Great - Viking invasions; - Battle of Hastings <p>Broader History Study</p> <p>To know about Ancient Greece and it's lasting influence on the Western World (democracy; architecture; theatre; medicine; philosophy)</p> <p>To know about the Roman Empire and successful invasions</p>	<p>Chronological Understanding</p> <p>To understand a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>To be able to classify and organise events and societies both chronologically and regionally</p> <p>Knowledge and interpretation</p> <p>To be able to make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>Historical enquiry</p> <p>To understand how historical artefacts have helped us understand more about</p>	<p>Hall place</p> <p>Ancient Greeks Loan box.</p> <p>Model figurines and Roman coins (Y5 area)</p>	<p>Global</p> <p>Culture from across the world</p> <p>Society</p> <p>How did society function in Ancient Greece and Rome – what is the same and what is different to our lives today?</p> <p>Personal</p> <p>What character traits did the Roman soldiers need to have to succeed?</p> <p>Character education</p> <p>-</p> <p>What character traits did the Vikings need to have to succeed?</p>



	<p>What impact did the Roman Empire have on Britain?</p> <p>Why did the Anglo-Saxons invade Britain?</p> <p>Why did the Vikings invade Britain?</p> <p>How were Vikings and Anglo Saxons similar and different?</p>		<p>To know about the fall of Roman Empire</p> <p>To know how ideas, beliefs and attitudes in the past influence the present</p>	<p>British lives in the present and past</p> <p>To be able to infer reasons for historical events, situations and changes</p>		
<p>Sum 1</p> <p>The Holiday Show</p>	<p>What historical locations are people keen to visit and why?</p> <p>What are the key historical features of London/Greenwich?</p> <p>What historical features would attract people to London/Greenwich?</p>	<ul style="list-style-type: none"> • Historical features • Attractions • Human features • Industry • Natural phenomenon • Physical features • Tourist • Tourism • Palace • Museum • Tourist site 	<p>A Local Study</p> <p>Understand an aspect of history or a site locally dating from a period beyond 1066 that is significant in the locality.</p>	<p>Chronological Understanding</p> <p>To be able to use dates and historical language in their work</p> <p>Knowledge and interpretation</p> <p>To be able to communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out</p>		<p>Community</p> <p>Looking at my local area and demographic – what are some key historical features?</p> <p>Local area comparisons with the wider world</p> <p>Cultural capital – what is on my doorstep and what makes it special?</p> <p>Society</p> <p>How have ideas, beliefs and attitudes influenced life today</p>



Year 6 History						
Term & Topic	Learning questions	Vocabulary	Knowledge	Skills	Enrichment	Global Citizen Links
Aut 2 Full Power	Can you create a timeline to illustrate the most significant discoveries in the history of electricity?	<ul style="list-style-type: none"> Chronology Benjamin Franklin 	Broader History Study Know the first people to make discoveries about electricity.	Chronological Understanding To know where a period of history fits on a timeline To know a specific event on a timeline by decade Knowledge and interpretation Understand ancient and modern technological developments and their impacts		
Spr 1 900 CE	What archaeological evidence can you find that survived from the ancient Mayan civilisation? What do we know about the Mayan lifestyle from the artefacts we see? How did the Mayan write and record? What factors may have contributed to the	<ul style="list-style-type: none"> Archaeologist Oba Benin Bronzes British Empire colonialism artefacts brass plaque guild Edo coral jewellery Ancient Artefact BCE - Before the Common Era CE - Common Era 	Broader History Study To know about a Non-European Society Ancient Mayans <ul style="list-style-type: none"> Understand the achievements of the Ancient Mayans Understand how it was ruled Understand their religion Understand how the empire declined 	Chronological Understanding To know where a period of history fits on a timeline To understand features of historical events and people from past societies and periods in a chronological framework Knowledge and interpretation To understand the main events from a specific period in history, explaining the		



	<p>decline of the Mayan empire?</p> <p><u>OR</u></p> <p>What evidence has survived to tell us/historians about Benin and the Edo people?</p> <p>What do we know about the Benin lifestyle from the artefacts we see?</p> <p>What might it have been like to live in Benin? What jobs did people have?</p> <p>Why is the Igwe Festival important to the beliefs of the Edo People?</p> <p>What events led to the decline and fall of Benin?</p> <p><u>OR</u></p> <p>Why did the Islamic Empire expand?</p> <p>What do we know about the Islamic</p>	<ul style="list-style-type: none"> • Civilisation • Decline • Empire • Glyph • Invader • Kingdom • Leader • Noble • Ruins • Slave • Society 	<p>To know about a Non-European Society Ancient Benin (West Africa)</p> <ul style="list-style-type: none"> • Understand the achievements of the Kingdom of Benin • Understand the achievements of the Ancient Mayans • Understand how it was ruled • Understand their religion • Understand how the empire declined <p>To know about a Non-European Society Islamic Empire</p> <ul style="list-style-type: none"> • Understand the achievements of the Ancient Mayans • Understand how it was ruled • Understand their religion • Understand how the empire declined <p>Know how historians build inferences about the past based on evidence</p>	<p>order in which key events happened</p> <p>To understand what Britain may have learnt from other countries and civilizations through time gone by and more recently</p> <p>To understand features of historical events and people from past societies and periods they have studied</p> <p>To understand differences and similarities/ changes and continuity between different periods of history</p> <p>To understand ancient and modern technological developments and their impacts</p> <p>Historical enquiry</p> <p>To be able to look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint</p> <p>To be able to ask relevant questions to extend their understanding and knowledge of a period in history</p>		
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	<p>Empire lifestyle from the artefacts we see?</p> <p>What might it have been like to live in the 'Golden Age' of the Islamic Empire?</p> <p>Which invasions may have led to the fall of the Islamic Empire?</p> <p>Which events do you think were the most important in bringing about the decline of the 'Golden Age'?</p>			<p>To be able to formulate questions related to different perspectives of the past</p>		
Spr 2 WWII	<p>What started WW2?</p> <p>What were key events in WW2 and which countries were involved?</p> <p>Who were the significant leaders of WW2?</p> <p>What was life like for children in Britain?</p> <p>Why were children evacuated?</p>	<ul style="list-style-type: none"> • Holocaust • Genocide • Jewish • Battle of Britain • Hitler • Britain • Poland • France • Germany • Occupy • Bombing • Air Raid • Air Raid Shelter • Propaganda • Rationing • Evacuation 	<p>British History</p> <p>To understand a significant turning point in British history</p> <p>To understand life in Britain in WW2 by understanding: evacuation; Blitz; rationing; air raids</p> <p>To know the events of the battle of Britain</p> <p>To know how WW2 shaped our world today</p>	<p>Chronological Understanding</p> <p>To understand features of historical events in a chronological framework</p> <p>To understand chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p>		



	<p>What was the Blitz?</p> <p>What was rationing and why was it needed?</p> <p>What impact did women have in WWII?</p> <p>Why was the Battle of Britain significant?</p> <p>How did the end of the war shape our world today?</p>	<ul style="list-style-type: none"> • Winston Churchill • Blitz • Allies • VE Day 	<p>To understand what Britain may have learnt from other countries and civilizations through time gone by and more recently</p> <p>Broader History Study To know the key events of WW2</p> <p>To know which countries were allies in WW2</p>	<p>Knowledge and interpretation To understand features of historical events and people from past societies and periods they have studied.</p> <p>To be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Historical enquiry To be able to address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To understand how our knowledge of the past is constructed from a range of sources both primary and secondary.</p>		
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