



William Penn Curriculum Map – History

	Autumn	Spring	Summer
Cycle A			
Year R	Fantastic Fairytales	Amazing Animals	Helpful Heroes
Year 1/2	Community Heroes	Shiver and Sizzle	Oh I do like to be beside....
Year 3/4	Raging Rivers and Marvellous Mountains	The Roman Empire	Heads Will Roll
Year 5/6	We'll Meet Again (WWII links with Coolham airfield and Battle of Britain)	Rulers of the Rainforest (Ancient Mayan Civilization and rainforests)	Vikings (Life and Legend)
Cycle B			
Year R	Fantastic Fairytales	Amazing Animals	Helpful Heroes
Year 1/2	Who Lives Here?	Spring Has Sprung	Back in Time for...
Year 3/4	When Nature Strikes Back	We're Sailing down the Nile (Ancient Egypt)	Magnificent Monarch?
Year 5/6	Wonders of the Universe	Into The Dragon's Den	Friends And Heroes (Quakerism and Democracy) A local History Study

Subject Coverage Overview

Skills/Themes	Chronology	Conflict	Monarchy
	Democracy	Everyday Life	Significant Individuals

07/07/2024

	Autumn	Spring	Summer
Cycle A			
Year R	Fantastic Fairytales	Amazing Animals	Helpful Heroes
Year 1/2	Community Heroes Great Fire of London Samuel Pepys Florence Nightingale	Shiver and Sizzle Captain Scott Nelson Mandela	Oh I do like to be beside.... Grace Darling Seaside Holidays Victorians
Year 3/4	Raging Rivers and Marvellous Mountains Edmund Hilary Erik Weihenmayer	The Roman Empire Roman Invasion Celts v Romans Boudicca Roman Soldiers	Heads Will Roll Henry VIII and Tudors Elizabeth I Francis Drake
Year 5/6	We'll Meet Again World War 2 Conscientious Objectors Battle of Britain Evacuees Dig For Victory	Rulers of the Rainforest Ancient Mayan Civilization Rainforests	Vikings Invasion Neolithic Framers Skara Brae
Cycle B			
Year R	Fantastic Fairytales	Amazing Animals	Helpful Heroes
Year 1/2	Who Lives Here? Medieval Castles	Spring Has Sprung Charles Darwin Beatrix Potter David Attenborough	Back in Time for... Decades
Year 3/4	When Nature Strikes Back Earthquakes Volcanoes	We're Sailing down the Nile Life in Ancient Egypt Mummification	Magnificent Monarch? Queen Anne George V Louis XVI Elizabeth II
Year 5/6	Wonders of the Universe Space Race Cold War	Into The Dragon's Den Ancient China Shang Dynasty Terracotta Army	Friends And Heroes Quakerism and Democracy A local History Study Suffragettes

EYFS Coverage:

EYFS Cycle A	Fantastic Fairytales	Awesome Animals	Helpful Heroes
These skills are developed across the year, rather than in these terms.			
	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling <p>Children will be able to:</p> <ul style="list-style-type: none"> - Use talk to organise, sequence and clarify thinking and events - Compare & contrast characters from stories, including figures from the past - Comment on images of familiar situations in the past <p>Key Vocabulary: yesterday, last week, at the weekend, this morning, last night, how, why, because, find out, I wonder what, if, when, why?</p>	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling <p>Children will be able to:</p> <ul style="list-style-type: none"> - Ask questions to find out more & to check understanding of what has been said - Understands questions such as who, why, when, where & how - Understands a range of complex sentence structures including tense markers - Engage in non-fiction books <p>Key Vocabulary: yesterday, last week, at the weekend, this morning, last night, how, why, because, find out, I wonder what, if, when, why?</p>	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - Understand the past through settings, characters and events encountered in books read in class and storytelling <p>Children will be able to:</p> <ul style="list-style-type: none"> - Use talk to organise, sequence & clarify thinking, ideas, feelings & events - Articulate ideas & thoughts in well-formed sentences - Ask questions to find out more & to check understanding of what has been said <p>Key Vocabulary: yesterday, last week, at the weekend, this morning, last night, how, why, because, find out, I wonder what, if, when, why?</p>

Key Stage 1 and 2 Coverage:

Year 1/2 Cycle A	<p align="center">Community Heroes</p> <p align="center">Could the Great Fire of London have been prevented?</p>	<p align="center">Shiver and Sizzle</p> <p align="center">Why did Scott not get to the South Pole first? Did Mandela's actions change the world?</p>	<p align="center">Oh I do like to be beside....</p> <p align="center">How have seaside holidays changed over the last 100 years?</p>
	<p align="center">Great Fire of London Samuel Pepys Florence Nightingale</p>	<p align="center">Captain Scott Nelson Mandela</p>	<p align="center">Grace Darling Seaside Holidays Victorians</p>
	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - How did the Great Fire of London start? - What lasting impact did it have? - Who was Samuel Pepys? - Why is Pepys' diary important? - How has the fire service changed and developed? - Who was Florence Nightingale? - How did Nightingale change nursing? - What impact did Nightingale have on nursing today? <p>Children will be able to:</p> <ul style="list-style-type: none"> - <i>Sequence events in chronological order</i> - Find out about people and events in other times - Use a source – why, what, who, how, where to ask questions and find answers? <p>Key vocabulary: London, River Thames, Samuel Pepys, The Monument, Pudding Lane. Crimean War, Red Cross, hospital</p>	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - Who is Captain Scott? - What did Scott attempt? - What problems did Scott face on his expedition? - Who is Nelson Mandela? - What did he fight for? Why? - What impact did he and his actions have on South Africa? <p>Children will be able to:</p> <ul style="list-style-type: none"> - <i>Think about why people did things in the past</i> - Compare pictures or photographs of people or events in the past - <i>To ask and answer questions related to different sources and objects</i> <p>Key vocabulary: Antarctica, expedition, Terra Nova, South Pole, explorer. Segregation, apartheid, president, human rights, treason, Nobel Peace Prize</p>	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - Who is Queen Victoria? - How did she rule the British Empire? - When and where did people go on holiday? - Who is Grace Darling? - Why is Grace Darling a significant individual? <p>Children will be able to:</p> <ul style="list-style-type: none"> - <i>Sequence events in chronological order</i> - Confidently describe similarities and differences between artefacts - Compare pictures or photographs of people or events in the past - Use time lines <p>Key vocabulary: Queen Victoria, chimney sweep, British Empire, Punch and Judy, bathing machine, pier, promenade.</p>

Year 1/2 Cycle B	Who Lives Here? Would you like to have lived in a castle?	Spring Has Sprung Darwin, Potter or Attenborough: Who's the greatest? <u>Geography Based</u>	Back in Time for... Now or Then?
	Medieval Castles	Charles Darwin Beatrix Potter David Attenborough	Decades
	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - Where and why were castles built? - What are the parts of a castle? - How lived and worked in a castle? <p>Children will be able to:</p> <ul style="list-style-type: none"> - <i>Sequence events or objects in chronological order</i> - Find out about people and events in other times - <i>Ask and answer questions related to different sources and objects</i> - Draw and label parts of castle <p>Key vocabulary: Turrets, drawbridge, keep, portcullis, motte and bailey, arrow loop, battlements, barbican, moat, concentric castles, fortified manor house.</p>	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - Who was Charles Darwin? - Who was Beatrix Potter? - Who is David Attenborough? <p>Children will be able to:</p> <ul style="list-style-type: none"> - Find out about people in other times - Begin to identify different ways to represent the past (photos, stories, adults talking about the past) - <p>Key vocabulary: Adaptation, ancestor, species, evolution, Beagle, Galapagos Islands, natural selection. Climate change, documentary, environment, plastic pollution, scientist, habitat.</p>	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - Who was Queen Elizabeth II? - What significant events took place in the 50s – 2000s? - What food did people eat in different decades? <p>Children will be able to:</p> <ul style="list-style-type: none"> - Sequence artefacts closer together in time - Find out about people and events in other times - Begin to identify different ways to represent the past - Use of time lines <p>Key vocabulary: Chronology, monarch, Prime Minister, influence, century, decade, millennium.</p>

Year 3/4 Cycle A	<p>Raging Rivers and Marvellous Mountains How do mountains and rivers change our world? <u>Geography Based</u></p>	<p>The Roman Empire How was Britain influenced by the Roman Empire?</p>	<p>Heads Will Roll Was Henry VIII a 'good' ruler?</p>
	<p>Edmund Hilary Erik Weihenmayer</p>	<p>Roman Invasion Celts v Romans Boudicca Roman Soldiers</p>	<p>Henry VIII and Tudors Elizabeth I Francis Drake</p>
	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - What is a biography? - Who was Edmund Hilary and Tenzing Norgay? - Who is Erik Weihenmayer? <p>Children will be able to:</p> <ul style="list-style-type: none"> - <i>Identify reasons for and results of people's actions</i> - <i>Begin to use the library, e-learning for research</i> - <i>Communicate knowledge and understanding in a variety of ways – discussions, pictures, drama</i> - Choose relevant material to present a picture of one aspect of life in the past <p>Key vocabulary: Biography, autobiography, mountaineer, Sherpa, summit, Himalayas, Everest.</p>	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - Who were the Romans? - Why did the Romans build an empire? - What was life like in the Roman army? - What was life like in Roman Britain? - What legacy did the Roman's leave behind? - <p>Children will be able to:</p> <ul style="list-style-type: none"> - Place events from period studied on a time line - Understand more complex terms e.g. BCE/AD - Use evidence to reconstruct life in the time studied - Develop a broad understanding of ancient civilisations - <i>Communicate knowledge and understanding in a variety of ways – drama, role play</i> <p>Key vocabulary: Celts, Romans, Saxons, Boudicca, empire,</p>	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - Who was Henry VIII? - What happened at the Battle of the Roses? - Who were Henry VIII's wives? - What roles and responsibilities did a Tudor monarch have? - Why did Henry VIII marry 6 times? <p>Children will be able to:</p> <ul style="list-style-type: none"> - <i>Place the time studied on a time line</i> - <i>Identify reasons for and results of people's actions</i> - Offer a reasonable explanation for some events - <i>Distinguish between different sources and evaluate their usefulness</i> - <i>Observe small details – artefacts and pictures</i> - <i>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama</i> <p>Key vocabulary:</p>

		invade, settle, settlement, Julius Caesar, Emperor, Claudius, soldier	Battle of Bosworth, Battle of the Roses, Tudor Rose, portrait, responsibilities, marriage, divorce, execution, heir, Catholic, Protestant.
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Year 3/4 Cycle B	<p>When Nature Strikes Back What can we learn about Stone Age life from Skara Brae? <u>Geography Based</u></p>	<p>We're Sailing down the Nile (Ancient Egypt) What did the Ancient Egyptians do and how do we know?</p>	<p>Magnificent Monarch? What advantages did the British Empire have on the people who lived in it?</p>
	<p>Earthquakes Volcanoes</p>	<p>Life in Ancient Egypt Mummification</p>	<p>British Empire</p>
	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - What do archeologists do? - What does prehistory mean? - What is Skara Brae? - When was the Stone Age? - When was the Bronze Age? - When was the Iron Age? <p>Children will be able to:</p> <ul style="list-style-type: none"> - <i>Place the times studied on a time line</i> - <i>Compare with our life today</i> - Develop a broad understanding of ancient civilisations - <i>Use a range of sources to find out about a period</i> - Choose relevant materials to present a picture of one aspect of life in a past time <p>Key vocabulary: Archaeology, legacy, Mesolithic, Paleolithic, Neolithic, Skara Brae, hill fort, Celts (Iron Age), brooch</p>	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - When did the Ancient Egyptians live? - How did the landscape impact on people's lives in Ancient Egypt? - Who was Tutankhamun? - What was the process of mummification? <p>Children will be able to:</p> <ul style="list-style-type: none"> - <i>Sequence events of artefacts</i> - Use evidence to reconstruct life in time studied - <i>Compare with our life today</i> - <i>Look at representations of the period using artefacts</i> - <i>Use a range of sources to find out about a period</i> <p>Key vocabulary: Ancient, Egypt, pyramids, tomb, mummification, River Nile, artefacts, embalmer, death mask, Canopic jar, pharaoh, kingdom, government, archaeologist, afterlife.</p>	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - When, how and why was Britain's first empire established? - What was the influence of the British Empire in Asia? - How did trade in India grow? - How was the British Raj in India established? - What was life like under British rule? - How has Britain influenced by other Commonwealth countries? <p>-</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> - Place events from a period studied on a time line - <i>Identify reasons for and results of people's actions</i> - <i>Identify and give reasons for different ways in which the past is represented</i> - Ask a variety of questions - Display findings in a variety of ways, working independently and in groups <p>Key vocabulary: Empire, superpower, expedition, Age of Exploration, slave trade, East India Company, Madre de Deus, spice trade, commodities, Raj, supreme rule, Commonwealth, Overseas Territories, independence.</p>

Year 5/6 Cycle A	<p>We'll Meet Again (WWII links with Coolham airfield and Battle of Britain) War: What is it good for?</p>	<p>Rulers of the Rainforest (Ancient Mayan Civilization and rainforests) What was life like for the Mayan people 1,000 years ago? <u>Geography Based</u></p>	<p>Vikings Why are the Vikings known as traders and travellers?</p>
	<p>World War 2 Conscientious Objectors Battle of Britain Evacuees Dig For Victory</p>	<p>Ancient Mayan Civilization Rainforests</p>	<p>Invasion Neolithic Farmers Skara Brae</p>
	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - What were the causes of WWII? - What was Kindertransport? - What is an evacuee? What food did people in during WWII? - What was the 'Dig for Britain' campaign? - What were the effects of WWII on the UK? - How was the Coolham airfield used in WWII? - What was the Battle of Britain? - What was a conscientious objector? - Why did WWII end? <p>Children will be able to:</p> <ul style="list-style-type: none"> - Place current study on time line in relation to other studies - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings - <i>Examine causes and results of great events and the impact on people</i> - Be aware that different evidence 	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - Who were the Mayans? - What beliefs and religions did the Mayans follow? - How was Mayan society organised? - What was everyday life like for the Mayans? - How did the Mayan civilisation end? <p>Children will be able to:</p> <ul style="list-style-type: none"> - <i>Make comparisons between different times in history</i> - Compare beliefs and behaviour with another period studied - Consider ways of checking the accuracy of interpretations – fact, fiction or opinion <p>Key vocabulary: Mayans, Mesoamerica, Spanish conquistadors, pyramid, archaeologists, civilisation, society.</p>	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - How did the Anglo-Saxons come to Britain? - Where did the Vikings settle in Britain? - Who was Alfred the Great? - What was life like for Vikings in Britain? - When did England become a unified country? - How did the Anglo-Saxon and Viking era end in Britain? Why did the Battle of Hastings take place? <p>Children will be able to:</p> <ul style="list-style-type: none"> - <i>Know and sequence key events of a time studied</i> - Write an explanation of a past event in terms of cause and effect - Be aware that different evidence will lead to different conclusions - <i>Fit events into a display sorted by theme time use appropriate terms, matching dates to people and events</i> <p>Key vocabulary:</p>

	<p>will lead to different conclusions</p> <ul style="list-style-type: none"> - <i>Begin to identify primary and secondary sources</i> <p>Key vocabulary: Axis, allies, Adolf Hitler, Winston Churchill, Neville Chamberlain, Nazis, Jews, Kindertransport, blitz, blackout, evacuation, rationing, airfield, conscientious objectors.</p>		<p>Anglo-Saxon, Viking, Frisians, Jutes, kingdom, Lindisfarne, Danelaw, Wessex, Alfred the Great, King Edgar, Battle of Stamford Bridge, Battle of Hastings, Edward the Confessor, William the Conqueror, Normans.</p>
<p>Year 5/6 Cycle B</p>	<p>Wonders of the Universe Why was the Space Race so important?</p>	<p>Into The Dragon's Den History v Archaeology – which is more reliable?</p>	<p>Friends And Heroes What makes a Quaker? <u>Geography Based</u></p>
	<p>Space Race Cold War</p>	<p>Ancient China Shang Dynasty Terracotta Army</p>	<p>Quakerism and Democracy A local History Study Suffragettes</p>
	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - What was the Space Race? - Who was John F Kennedy? - Who was Nikita Khrushchev? - Who was Yuri Gagarin? <p>Children will be able to:</p> <ul style="list-style-type: none"> - Use relevant dates and terms - <i>Examine causes and results of great events and the impact on people</i> - <i>Identify that fact or fiction offer some reasons for different versions of events</i> - <i>Confidently use the library to research</i> - Recognise primary and secondary sources - 	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - What was the Shang Dynasty? - Who were the Shang kings? - How were the Shang kings buried? - What was life like for people during the Shang Dynasty? - What was the Shang calendar? - How did the Shang Dynasty end? <p>Children will be able to:</p> <ul style="list-style-type: none"> - <i>Know and sequence key events of a time studied</i> - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings 	<p>By the end of this unit: Children will know:</p> <ul style="list-style-type: none"> - Who was William Penn? - What is a Quaker? - What is the Blue Idol? - What is it like in Warminghurst? - Why did William Penn come to Sussex? - Why did William Penn leave to go to America? <p>Children will be able to:</p> <ul style="list-style-type: none"> - Use relevant dates and terms - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings

	<p>Key vocabulary: Space Race, Cold War, USSR, USA, Soviet Union, Iron Curtain, suborbital, primary source, secondary source,</p>	<ul style="list-style-type: none"> - <i>Compare life in early and late times and an aspect of life with another period</i> - Confidently use the library as a source of research - <i>Fit events into a display sorted by theme, using appropriate terms, matching dates to people and events</i> <p>Key vocabulary: China, Shang, Shang Palace, Dynasty, oracle bones, burial, excavation, bronzesmiths, Zhou Dynasty.</p>	<ul style="list-style-type: none"> - Consider ways of checking the accuracy of interpretations – fact, fiction and opinion - Plan and carry out individual investigations - Study different aspects of life of different people – differences between men and women <p>Key vocabulary: William Penn, locality, Blue Idol, Warminghurst, Quakerism, Pennsylvania.</p>
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