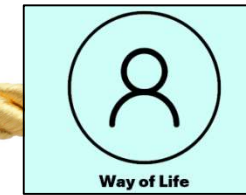
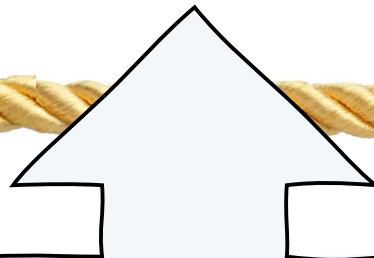
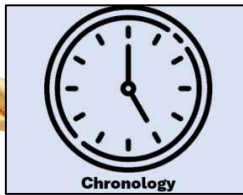
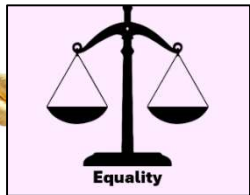


History Curriculum Map

	<u>Autumn 1</u>	<u>Spring 1</u>	<u>Summer 1</u>
EYFS	It's Good to be Me	Toys through Time	People Who Help Us
Y1	Changing Childhoods	The Great Fire of London	Florence and Mary
Y2	Emmeline and Equality	The Sinking of the Titanic	Great Explorers
Y3	The Stone Age	The Bronze and Iron Ages	The Romans
Y4	The Ancient Egyptians	The Dark Ages (Saxons and Vikings)	The Normans
Y5	Local History	Ancient Greeks	The Tudors
Y6	The Victorians	World War 2	The Mayans

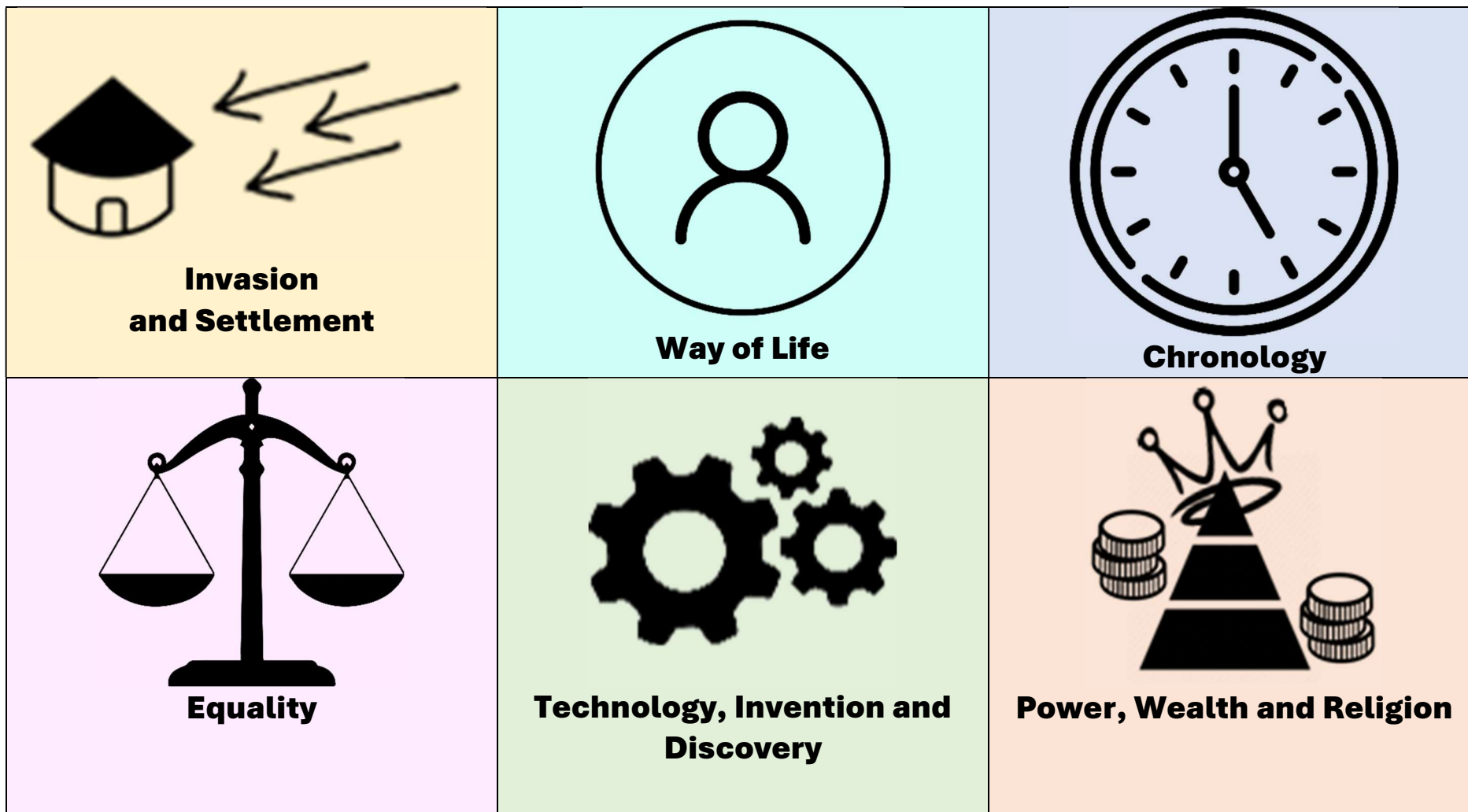


Disciplinary Outcomes

1. Understand that we can learn about the recent past from first-hand accounts/stories.
2. Know that historians build a picture of the past using historical sources.
3. Understand the significance of who/where sources come from.
4. Know that knowledge is cumulative and impacts our present way of life.
5. Understand how artefacts have helped historians to build a picture of the past.
6. Understand the merit of archaeology.






Our Substantive Concepts

The six concepts below run throughout our history curriculum like a 'golden thread'. Through the topics taught within each year group, we ensure that children are building a schema of understanding with regards to each concept. Within our End Points Document, you can see how each end point links to a specific concept. Within this document, a map of each concept across the whole school shows how we build and progress each concept throughout the school to develop complex schemas of historical understanding. The disciplinary outcomes are also taught alongside topic specific outcomes. They are almost a frame of delivery. I.e. – though exploring artefacts (disciplinary outcome 5), we can develop our understanding of invention within a specific time period.



Linking the Substantive Concepts and Disciplinary Outcomes to the 'End Point Document'

Below is an example topic from the 'End Point Document' which notes the key objectives for the Y4 Ancient Egyptians unit.

Year 4	End points / questions	Key Vocabulary
Egyptians	<ul style="list-style-type: none"> Explain the temporal connectivity between the Egyptians and the Romans/Iron Age civilisations. (Which civilisation was around at the same time as the Egyptians? When/how did the Egyptian period end?)  Understand the Egyptian hierarchy and how life would be different for people at different levels within this system. (Who ruled within Ancient Egypt? How did the lives scribes/nobles differ to that of slaves/farmers?)  Know the process of mummification (What happens during mummification? What tools did they use? Why did they think mummification was important? Why did were pharaohs given a dung beetle amulet during their mummification? [free pass to afterlife as they embody God of Ra – covered in Bolton Museum trip])  Know who Tutankhamun and Cleopatra were and why they are so well-known. (Who was the last pharaoh of Egypt? What was different about Tutankhamun? Why are they both so well known? [Cleopatra – last pharaoh and tried to save Egypt through her relationships with Romans. Tutankhamun – because of what we have learn from discovering his tomb. Also, because his tomb was discovered by an Englishman.])  Understand why the building of the pyramids was so revolutionary. (Why are the pyramids so impressive? How did the Egyptians build them? For what purpose? What tools did they use? How was the Nile relevant?)  <p>Disciplinary Outcome 5: Understand how artefacts have helped historians to build a picture of the past. Disciplinary Outcome 6: Understand the merit of archaeology.</p>	<p>Key Vocabulary</p> <p>materials, improvements, wealthy/wealth, man-made, technology, chronological, monarch, ancient, BC / AD, architecture, artefact, civilisation, invention, mummification, pharaoh, tomb, pyramids, temporal, revolutionary, rule, amulet, hierarchy</p> <p>Key Figures: Tutankhamun Cleopatra</p>

Each topic objective is linked to a specific substantive concept. These concepts are progressive and link through each school year (see the maps on the following pages)

Topic specific vocabulary is colour coded to show where over learning takes place using the following key:

EYFS KS1 LKS2 UKS2

Each topic has a set of disciplinary outcomes. Teachers should teach the topic outcomes via the disciplinary outcomes where possible.



Substantive Concept Map: Technology, Discovery and Invention



Year Group	End points (across all topics)	Summary of the Developing Concept
EYFS	<p>Know some personal similarities and differences between now and the past. (What can you do now that you couldn't as a baby? How have you changed since being a baby? Tell me about your baby photographs and family photographs)</p> <p>Understand and sequence events in their own timeline. (Can you order the pictures? Being born, crawling, walking, toddler, going to nursery, starting school)</p> <p>Understand similarities and differences between old toys and new toys (What were old toys made from? What are new toys made from? What can your toys do that old toys can't)</p>	<p>Children will develop an understanding of their personal development initially before learning about the development of familiar objects (toys).</p>
Y1	<p>Know what London looked like in 1666 (What were buildings made of? What did the streets of London look like? How is it different to modern London? How did people get around London?)</p> <p>Know what Florence Nightingale achieved and why she was important. (Who is Florence Nightingale? What did she realise? [the importance of keeping hospitals clean])</p> <p>Explore the discoveries of Mary Seacole. (Who is Mary Seacole? What did she do to help heal patients?)</p> <p>Know the difference between nurses in the past and nurses today. (How has nursing changed? Did the work of Florence and Mary help our nurses today?)</p>	<p>Children will now learn about the development of places in relation to inventions such as cars and building materials.</p> <p>They will also gain an initial understand of how conceptual discoveries have helped us to understand the world around us through their study of hospital cleanliness and herbal remedies.</p>
Y2	<p>Understand the lessons we learnt from the Titanic (What lessons have been learn from the titanic disaster? What do we do differently? How does technology help us?)</p> <p>Compare Shackleton and Columbus and their expeditions (What is the same/different about Shackleton and Columbus?)</p> <p>Understand and recall the main events in Christopher Columbus' expedition (Did Christopher Columbus achieve what he set out to do? Why/why not? Did he really discover the Americas?)</p>	<p>Children will get their first exposure to the idea of developing technology and how we can use it to avoid the repetition of mistakes.</p> <p>They will also become familiar with the idea of physical discovery in terms of exploring and discovering new land.</p>
Y3	<p>Understand how The Stone Age people survived. (What did Stone Age people eat? What tools did they have (teach through artefacts)? How did they communicate (cave paintings)?)</p> <p>Explain how farming develops throughout the Stone Age. (What tools did they use? What did they discover? [the concept of settling, planting and breeding animals rather than catch and eat.]</p> <p>Know the significance and purpose of Stonehenge. (Why aren't we sure what Stonehenge was used for? [lack of written record] What are the possible purposes? What are the theories around how it was built?)</p> <p>Explain key Bronze Age inventions and the impact of life on this civilisation. (What was invented during the Bronze Age? [wheels, metal ploughs, potter's wheels.] How did these inventions change the daily lives of Bronze Age people? Why did new materials</p>	<p>Children will develop an understanding of the link between discovery, invention and ultimately – survival. They will gain an understanding of how life has become more convenient over time through the discovery of farming and agriculture.</p> <p>They will also touch upon the discovery of new religions (Christianity).</p>

	<p>bring new possibilities? When did people begin to trade for currency? [there is some evidence of early currency in Bronze Age. Before this, trade was achieved through exchanging goods.]</p> <p>Understand Roman legacy in modern Britain. (What have the roman's left for us and why do you think it is important? What religion did the Romans bring the Britain?)</p>	
Y4	<p>Know the process of mummification (What happens during mummification? What tools did they use? Why did they think mummification was important? Why did were pharaohs given a dung beetle amulet during their mummification? [free pass to afterlife as they embody God of Ra – covered in Bolton Museum trip])</p> <p>Understand why the building of the pyramids was so revolutionary. (Why are the pyramids so impressive? How did the Egyptians build them? For what purpose? What tools did they use? How was the Nile relevant?)</p> <p>Know what changed and what continued when the Romans left and the Anglo Saxons/Vikings arrived. (How did settlements and religion change during Anglo-Saxon times? What Roman technology was used by the Saxons?)</p>	<p>Children will develop an understanding of how some civilizations were almost 'ahead of their time' in terms of invention and discovery and use the term 'revolutionary' to describe the Egyptian's work on the pyramids and the tools they used to construct them.</p> <p>The concept of passing on ideas and discoveries also becomes apparent here during the study of the dark ages.</p>
Y5	<p>Know the difference between and identify human and physical features of our locality since 1900. (How has our locality changed over time since the early 1900s?)</p> <p>Understand what the Industrial Revolution was. (When was the Industrial Revolution? How did it get its name? Why was it considered a 'revolution'?)</p> <p>Know the legacy of the Ancient Greeks. (How what legacy did the Greeks leave behind? [democracy, automata, Olympics, architecture, Aesop's fables] How has this influenced our way of life)</p> <p>Explore Tudor artefacts and understand how they have helped us to build a picture of what Tudor life was like. (What did the Tudors invent? [flushing toilets, personal portraits [link to religion and class], theatre, cutlery] What do Tudor artefacts tell us about life for wealthy/poor Tudors?)</p>	<p>Continuing the theme of 'revolutionary' discoveries, children will explore the technological advances of the industrial revolution.</p> <p>They will also look into how some civilizations left behind ideas and traditions such at portrait painting, democracy etc...</p>
Y6	<p>Examine how weaponry has evolved over time? (Why do you think weapons have changed? What materials are used? What role has technology played? How have artefacts helped historians to understand how weaponry has changed?)</p> <p>Understand the technology/inventions of the Mayan people and how this differed from civilisations living during the same period. (What weapons did they use? What artefacts do we have from this time?)</p>	<p>Children will recap the discovery of new materials through their study of weaponry. This will link back to the Stone, Iron and Bronze Age.</p> <p>Children will also get a sense of how civilizations can exist within the same time period but not advance simultaneously in terms of technology.</p>



Substantive Concept Map: Chronology



Year Group	End points (across all topics)	Summary of the Developing Concept
EYFS	<p>Know who is in their family and show some sense of their own history. (To talk about and name members of their family. Who is in your family unit? Who is older/younger?)</p> <p>Know some personal similarities and differences between now and the past. (What can you do now that you couldn't as a baby? How have you changed since being a baby? Tell me about your baby photographs and family photographs)</p> <p>Understand and sequence events in their own timeline. (Can you order the pictures? Being born, crawling, walking, toddler, going to nursery, starting school)</p> <p>Know what is the same and what is different about themselves and their peers' and their routines (How are we the same? How are we different?)</p> <p>Know common toys from now and the past. (What toys did you play with as a baby? What toys do you play with now? What toys do your older family members play with? What toys did your grandparents play with? Teddies and Dolls, Lego and Consoles)</p> <p>Know a time when someone has helped them. (Has anyone with a special job ever helped you? Can you recall the story?)</p>	<p>Children will begin to develop a sense of their personal timeline and how this might differ from others.</p> <p>They will also practise their story telling skills through recalling personal anecdotes in chronological order.</p>
Y1	<p>Understand what life was like for children 50 years ago. (What would your life be like if you lived 50 years ago? Have you spoken to any adults about their childhood?)</p> <p>Understand the difference between leisure activities now and 50 years ago. (What do you do for fun? What toys do you play with compared to a child living 50 years ago?)</p> <p>Know the main events of The Great Fire of London (Where/Why did the fire start? Can you order the events of the fire? How does Samuel Pepy's diary help us with this?)</p> <p>Explore the idea of war. (What is war? How long did the Crimean war last?)</p>	<p>Children will begin to explore changes within living memory and how the lives of people they know may have been different 50 years ago.</p> <p>They will also continue to build on the idea of storytelling by recalling a historical event in chronological order.</p> <p>Children will also gain an understanding of how some events are not specific points in time and might span a longer period – such as in the case of the Crimean war.</p>
Y2	<p>Know when the Titanic sank and how this relates to previously taught units (When did the Titanic sink? What How long ago did this happen? What has happening in Britain just before it (suffragette movement?))</p> <p>Tell the story of the Titanic disaster by ordering key events (What happened during the Titanic disaster? Why did it sink?)</p> <p>Understand and recall the main events in Ernest Shackleton's expedition (Did Ernest Shackleton achieve what he set out to do? Why/why not? How do we know?)</p> <p>Compare Shackleton and Columbus and their expeditions (What is the same/different about Shackleton and Columbus?)</p> <p>Understand and recall the main events in Christopher Columbus' expedition (Did Christopher Columbus achieve what he set out to do? Why/why not? Did he really discover the Americas?)</p> <p>Understand how exploring has changed over time (How did Columbus and Shackleton travel? What equipment might they have used? What does modern day exploration look like? Why do modern explorers go to space?)</p>	<p>The children will practise their storytelling skills further in Y2, but they will compare stories/events from different time periods and look at similarities and differences.</p> <p>They will also touch on the idea of cause and consequence with their study of the events of the Titanic.</p>
Y3	<p>Comprehend how long ago the Stone Age was and for how long it lasted for. (When did the Stone Age start/end? How long did it last for?)</p> <p>Develop a mental timeline of The Stone Age, Bronze Age and Iron Age (Use a timeline to correctly plot The Stone Age, The Bronze age and The Iron age. Which Age lasted the longest? Why did the names of these periods change over time? [because of the materials they used/discovered].)</p>	<p>Children will get there first encounter with prehistoric periods and will begin to comprehend just how long ago these periods were in comparison to the much more recent units studied in KS1.</p>

	<p>Know where/when the Roman Empire started and explain its expansion. (Where did the Roman Empire start? What areas did the Roman Empire eventually occupy? What was the main civilisation that the Romans took over? [Celts] How long were the Romans around compared to Stone/Bronze/Iron Age civilisations? Where the Romans around when Jesus was believed to have been born?)</p> <p>Understand Roman legacy in modern Britain. (What have the roman's left for us and why do you think it is important? What religion did the Romans bring the Britain?)</p>	<p>They will begin to understand the idea of legacy and how ideas/inventions have been passed on over time.</p> <p>They will also get their first encounter of overlap.</p>
Y4	<p>Explain the temporal connectivity between the Egyptians and the Romans/Iron Age civilisations. (Which civilisation was around at the same time as the Egyptians? When/how did the Egyptian period end?)</p> <p>Understand the chronology of the Dark Ages and how it got its name. (Who arrived in Britain first? When? How did they arrive? [touch on longboats] Why is it called the Dark Ages? [lack of written record])</p> <p>Know what changed and what continued when the Romans left and the Anglo Saxons/Vikings arrived. (How did settlements and religion change during Anglo-Saxon times? What Roman technology was used by the Saxons?)</p> <p>Develop a mental timeline from the Stone Age until the end of the Norman period. (Can you order these historical periods? Which ones were BC/AD? Which ones span the longest amount of time? Why did some overlap?)</p>	<p>Children will continue to develop their mental timeline linking more period in history. They will also gain awareness of how some time period were much longer than others.</p>
Y5	<p>Know the difference between and identify human and physical features of our locality since 1900. (How has our locality changed over time since the early 1900s?)</p> <p>Know when the Ancient Greek period was in history and its development from the Bronze Age to Roman rule. (When was the Ancient Greek period? Where is Greece? Where does it sit in History – Can you use a timeline to plot it?)</p> <p>Know when/how the Tudor period started and ended. (When was the Tudor period? How did the Tudor period end? How long did it last for? When was the Fire of London in relation to the Tudor period? [just after – the Tudor built houses burnt due to their close-proximity and wooden structure] When was the Battle of Bosworth?)</p>	<p>Children will continue to study overlap of civilizations and the impact that had in terms of developments and legacy.</p> <p>They will also develop and understanding of how civilizations didn't always come to an abrupt end and that changes are often very gradual.</p>
Y6	<p>Understand the recency of the Victorian era in comparison to other civilisations previously studied. (How long ago was the Victorian era? How does that compare to prehistoric civilisations? Which important historical events happened during this era? [Crimean war – touched on in Y2 with study of Florence and Mary, The Industrial Revolution – Y5, The Titanic was built just 8 years after the Victorian period ended - Y1, The Suffragette movement started in the Victorian era – Y2, Ernest Shackleton was born in the Victorian Era])</p> <p>Plot a timeline of key events during WW2. (When did the war start/end? When was the Blitz? When did Winston Churchill become prime minister?)</p> <p>Know where the Maya civilisation fits into our mental historical timeline. (How similar and how different were the Maya in 900AD to: Stone Age Britain (700,000BC to 4,500BC) and Britain in 900AD? Anglo-Saxons and Viking Britain, Which other time periods happened during the Mayan period? How did the Maya civilisation start?)</p> <p>Know about how the Mayan period changed and why. (What was the Spanish conquest? How did the changing climate change life for the Mayans? How did the modern world affect the Mayans? [mention Christopher Columbus' encounter here to recap Y2])</p>	<p>Linking back to KS1, children will again develop a sense of recent history and how close the Victorian era is to present day compared to other taught periods.</p> <p>They will also study how some civilisations overlap in terms of time, but they differ greatly in terms of technology and way of life.</p>



Substantive Concept Map: Invasion and Settlement



Year Group	End points (across all topics)	Summary of the Developing Concept
EYFS	Know who is in their family and show some sense of their own history. (To talk about and name members of their family. Who is in your family unit? Who is older/younger? Where do you live?)	Children will gain an understanding of their own home and where in the world they live.
Y1	What happened after the Great Fire of London? (What were the positives/negatives? Did people settle outside of London afterwards?) Explore the idea of war. (What is war? How long did the Crimean war last?)	Children will explore why people might have to settle elsewhere than their original home. They will also gain an initial understanding of war and how invasions can take place.
Y2	Understand what happened after Christopher Columbus discovered America. (Link to the movement of people and changing settlements/invading land here.)	Children will gain an understanding of how people might change settlements or why some people might settle where they live.
Y3	Explain how The Stone Age people began to settle. (Were stone age people always hunter-gatherers? How do we know? What have we learnt from Scara Brae?) Understand who the Iron Age Celts were and the land they occupied (Did they Celts live in Britain? When did they live here? Did they live elsewhere too? [Europe]) Know where/when the Roman Empire started and explain its expansion. (Where did the Roman Empire start? What areas did the Roman Empire eventually occupy? What was the main civilisation that the Romans took over? [Celts] How long were the Romans around compared to Stone/Bronze/Iron Age civilisations? Where the Romans around when Jesus was believed to have been born?) Tell the story of how the Romans <i>eventually</i> invaded Britain and why they came. (Who was successful/unsuccessful and why? Who was Julius Caesar? Who was Emperor Claudius? In what year did the Roman's finally invade Britain? [43AD] Why did the Romans invade Britain? What were the natural resource in Britain at the time?) Explain the Boudican Revolt and the importance of Boudicca. (Why was Boudicca so important? What was the Boudican Revolt? Can you think of any modern-day revolts against an invasion? [Russia's invasion on Ukraine – approach with sensitivity and judge appropriateness])	In Y3, children will gain a much deeper understanding of the idea of invasion and how invasion has been used over time to build empires. They will also begin to understand how people might revolt against invasion.
Y4	Know who Tutankhamun and Cleopatra were and why they are so well-known. (Who was the last pharaoh of Egypt? What was different about Tutankhamun? Why are they both so well known? [Cleopatra – last pharaoh and tried to save Egypt from invasion through her relationships with Romans. Tutankhamun – because of what we have learn from discovering his tomb. Also, because his tomb was discovered by an Englishman.]	Children will get a sense of how figures in history have tried to unite civilisations to prevent future invasion/conflict.

	<p>Understand the chronology of the Dark Ages and how it got its name. (Who arrived in Britain first? When? How did they arrive? [touch on longboats] Why is it called the Dark Ages? [lack of written record])</p> <p>What impact did Alfred the Great and his grandson Athelstan have on Britain during the Saxon Period? (How did England change after Alfred's resolution with the Vikings? Why was Athelstan considered king of all England? [link to invasion and settlement] Did kings fight during the Saxon period? Where they warriors?)</p> <p>Explain the story of the Battle of Hastings and what led to it. (How did the Normans win the Battle of Hastings? What happened during the battle? Why did the Normans want to invade Britain?)</p> <p>Who was William the Conqueror and how did he establish power and control? (Why did William build castles? How did deal with revolts from the Viking north? What was the Domesday book? Why did William introduce it?)</p> <p>Explain what the Bayeux Tapestry is. (What can we learn from the Bayeux Tapestry about the Norman Conquest?)</p>	
Y5	<p>Know when the Ancient Greek period was in history and its development from the Bronze Age to Roman rule. (When was the Ancient Greek period? Where is Greece? Where does it sit in History – Can you use a timeline to plot it?)</p> <p>Know when/how the Tudor period started and ended. (When was the Tudor period? How did the Tudor period end? How long did it last for? When was the Fire of London in relation to the Tudor period? [just after – the Tudor built houses burnt due to their close-proximity and wooden structure] When was the Battle of Bosworth?)</p> <p>-</p> <p>Explain the significance of the War of the Roses and Henry VII's marriage to Elizabeth of York. (What is the definition of 'war'? What do the two roses signify? How did Henry VII attempt to end the war between Lancaster and York? Which other civilisations used relationships to resolve conflict/gain power? [Cleopatra with Julius Caesar, Normans made Saxon women marry them to own land.]</p>	Again, children will explore times when historical figures have tried to keep power though uniting opposing groups who fought over land.
Y6	<p>Understand that The British Empire was the largest empire in human history. (What was the British Empire? What did it mean for Britain's economy? How many people lived within the Empire? Can you think of any British colonies? Can you think of any other large Empires?)</p> <p>Understand the difference between a battle and a war and know the causes of WW2. (What is the difference between battle and war? Why did WW2 begin? Can you name previous wars/battles [War of the Roses - Y5, Battle of Bosworth - Y5, Battle of Hastings - Y4, Crimean War -Y2])</p>	In Y6, children will gain an understanding of a much more recent empire the economic implications for the involved countries.



Substantive Concept Map: Power, Wealth and Religion



Year Group	End points (across all topics)	Summary of the Developing Concept
EYFS	Understand how some people may not get to play with the toys they want to and why. <i>(Which toy do you like playing with and why? Can you play with any toy that you want to? Are some toys considered "boys" or "girls"? Are some toys expensive? Could your grandparents play with expensive toys? Are toys ever homemade?)</i>	Children will learn that some things (such as toys) are expensive and not everyone can afford them.
Y1	What role did King Charles play in helping to stop the fire? <i>(What did King Charles do? What decisions did he make?)</i>	Children will understand that kings/queens make important decisions.
Y2	Describe the differences between wealthy and poorer passengers <i>(What does this photograph tell us about first-class passengers? What were their leisure activities? Why don't we have as many photographs of poorer passengers? What did they wear? For what reasons might they have been on board? How might their occupations differ?)</i>	Children will gain their first encounter of wealth and how some people are more wealthy than others.
Y3	Understand who had the most power/wealth within the Bronze and Iron Ages. <i>(Where there kings/queens during this period? Who was the wealthiest? [blacksmith]. When did people begin the trade? Who were the Druids? [Religious Celtic leaders holding power.]</i> Discuss how the life of a Wealthy Roman may differ from a poorer Roman and who had the most power. <i>(What were the leisure activities of a wealthy Roman? How did that differ from a poorer Roman? Could everyone read/write?)</i>	Children will understand how wealth may impact upon lifestyle, occupation and power. They will gain an understanding of how wealth could be gained when people began to trade. They will also gain an understanding of how religion and power are historically linked.
Y4	Understand the Egyptian hierarchy and how life would be different for people at different levels within this system. <i>(Who ruled within Ancient Egypt? How did the lives scribes/nobles differ to that of slaves/farmers?)</i> Know who Tutankhamun and Cleopatra were and why they are so well-known. <i>(Who was the last pharaoh of Egypt? What was different about Tutankhamun? Why are they both so well known? [Cleopatra – last pharaoh and tried to save Egypt through her relationships with Romans. Tutankhamun – because of what we have learn from discovering his tomb. Also, because his tomb was discovered by an Englishman.]</i> What impact did Alfred the Great and his grandson Athelstan have on Britain during the Saxon Period? <i>(How did England change after Alfred's resolution with the Vikings? Why was Athelstan considered king of all England? [link to invasion and settlement] Did kings fight during the Saxon period? Where they warriors?)</i> Understand the conflict between the Saxons and the Vikings. <i>(How did they manage to live alongside one another? Who was in charge? What was Danelaw? Who held the power?)</i>	Children will gain their first experience of the concept of hierarchy as opposed to just rich and poor. Within this, they will learn that monarchs are at the top of the hierarchy in many civilizations. They will also begin to understand how monarchs have kept power.

	<p>Who was William the Conqueror and how did he establish power and control? (Why did William build castles? How did deal with revolts from the Viking north? What was the Domesday book? Why did William introduce it?)</p>	
Y5	<p>Compare two city states (Athens and Sparta) (What were the differences in terms of leadership and power? [Athens was a democracy, Sparta ruled by a king] What was life like for Women in Sparta compared to Athens? Who was Odysseus? [link to book unit] Who was Alexander the Great and how did he become a Greek ruler?)</p> <p>Explain the significance of the War of the Roses and Henry VII's marriage to Elizabeth of York. (Whar is the definition of 'war'? What do the two roses signify? How did Henry VII attempt to end the war between Lancaster and York? Which other civilisations used relationships to resolve conflict/gain power? [Cleopatra with Julius Caesar, Normans made Saxon women marry them to own land.]</p> <p>Understand why Henry VIII is so well known and the influence he's had over Britain. (What was Henry VIII's legacy? [specific links religion] How do religion and power link? [could make links with pharaohs here] How powerful was Henry VIII? Why did Henry VIII desperately want a boy? [introduce the concept of inherited power and equality within the monarchy for men and women] How many wives did he have?)</p> <p>Understand how people found guilty of treason and heresy were punished in the Tudor times. (Name some Tudor punishments. Why was treason such a serious crime? Why was heresy such a serious crime? How did the monarchy keep power in the Tudor times?)</p> <p>Explore Todor artefacts and understand how they have helped us to build a picture of what Tudor life was like. (What did the Tudors invent? [flushing toilets, personal portraits [link to religion and class], theatre, cutlery] What do Tudor artefacts tell us about life for wealthy/poor Tudors?)</p>	<p>Children will now look at alternative systems of power and hierarchy through their study of Athens and Sparta.</p> <p>They will also be introduced to the concept of inherited power.</p>
Y6	<p>Understand that The British Empire was the largest empire in human history. (What was the British Empire? What did it mean for Britain's economy? How many people lived within the Empire? Can you think of any British colonies? Can you think of any other large Empires?)</p> <p>Explore what life was like for different people around the world during the time of the British Empire. (What was life like for those living in British colonies during the Victorian times? What was the role of slavery in the British Empire? What was life like for wealthy Victorians during the British Empire?)</p> <p>Understand the Mayan hierarchy and compare it to that of other civilisations (What role did the monarchy play in the Mayan civilisation? Were there slaves? Was there a currency?)</p>	<p>Children will now gain an understanding of how monarchs could have control over a number of colonies in terms of laws etc...</p> <p>They will also gain an understanding of how slavery has featured within many empires and civilizations.</p>



Substantive Concept Map: Equality



Year Group	End points (across all topics)	Summary of the Developing Concept
EYFS	<p>Understand how some people may not get to play with the toys they want to and why. (Which toy do you like playing with and why? Can you play with any toy that you want to? Are some toys considered "boys" or "girls"? Are some toys expensive? Could your grandparents play with expensive toys? Are toys ever homemade?)</p> <p>Know some similarities and differences between life in this country and life in other countries in terms of people who help us (Do other countries have schools/hospitals/postmen?)</p> <p>Understand their own occupation, and how this differs from others – including in different countries. (Does every child go to school? What's your occupation?)</p>	Children will begin to understand that not everyone's lives are the same and not everyone has the same opportunities depending on their wealth and gender.
Y1	<p>Understand that wealth impacts on children's way of life. (How might the lives of wealthy children have differed from poorer children 50 years ago? Is there still a difference?)</p> <p>Know the similarities and differences between the experiences of Florence and Mary. (Can you think of any similarities between Florence and Mary, can you think of any differences? How/why were they treated differently? Why did Mary become famous again after being forgotten about?)</p>	Children will now look further into the past at the different experiences of children over time. They will also touch on race within their study of Mary and Florence.
Y2	<p>Understand what life was like for boys and girls in the Victorian times (How was life different for boys and girls then compared to life for children now?)</p> <p>Understand how the suffragette movement changed the lives of women (What does suffrage mean? Can you name a famous suffragette? How did Emmeline change the lives of women? Was it quick or did it take a long time?)</p> <p>Understand the meaning of equality and how this relates to Emmeline Pankhurst. (What does the word equality mean? Is our country equal? How did Emmeline Pankhurst help with this?)</p>	Children will be introduced to the term 'equality' now and how key figures have fought through time to make the world more equal for everyone – relating particularly to gender.
Y3	<p>Explain the Boudican Revolt and the importance of Boudicca. (Why was Boudicca so important? [because she was a female warrior] What was the Boudican Revolt? Can you think of any modern-day revolts against an invasion? [Russia's invasion on Ukraine – approach with sensitivity and judge appropriateness])</p>	Children will understand that although men largely held the power in historical civilizations, some women (such as Boudicca) did rebel.
Y4	<p>Understand the conflict between the Saxons and the Vikings. (How did they manage to live alongside one another? Who was in charge? What was Danelaw? Who held the power?)</p> <p>Understand daily life for the majority of Anglo Saxons. (How does the Anglo-Saxon way of life mirror that of the Bronze/Iron Age? Were men and women treated equally? [women could own land])</p> <p>Know what life was like in the 1060's (What was daily life like for the Saxons/Vikings? How did that differ from the Normans? What was life like for women vs men? [Normans did not allow Saxon women to own land unless they married a Norman])</p>	Children will gain an understanding of how women's independence fluctuated depending on invading forces.

<p>Y5</p>	<p>Know the lives of children during the Industrial Revolution. (How did children's lives in the 1900s differ to yours today? What were their occupations in comparison to yours?)</p> <p>Understand the term 'democracy' and how it is relevant to us and the Ancient Greeks. (What is democracy and where did it come from? How does the democracy of the Ancient Greeks compare to Democracy in Britain today?)</p> <p>Compare two city states (Athens and Sparta) (What were the differences in terms of leadership and power? [Athens was a democracy, Sparta ruled by a king] What was life like for Women in Sparta compared to Athens? Who was Odysseus? [link to book unit] Who was Alexander the Great and how did he become a Greek ruler?)</p> <p>Understand why Henry VIII is so well known and the influence he's had over Britain. (What was Henry VIII's legacy? [specific links religion] How do religion and power link? [could make links with pharaohs here] How powerful was Henry VIII? Why did Henry VIII desperately want a boy? [introduce the concept of inherited power and equality within the monarchy for men and women] How many wives did he have?)</p>	<p>Children will learn about how democracy promotes equality, but how not all democracies are fair and equal.</p>
<p>Y6</p>	<p>Understand what Victorian schooling was like and how this may differ depending on your wealth and gender. (Did boys and girls receive the same education? Did the rich and poor receive the same education? Why did the Victorians choose to educate children?)</p> <p>Know what life would be like for poor children during the Victorian era and how this compares to other period in history. (What were the workhouses? What would life be like for a poor child or orphan during the Victorian era? How does this compare to a Tudor child? Or a child from the prehistoric era?)</p> <p>Explore what life was like for different people around the world during the time of the British Empire. (What was life like for those living in British colonies during the Victorian times? What was the role of slavery in the British Empire? What was life like for wealthy Victorians during the British Empire?)</p> <p>Understand what life was like on the home front. (How did female roles change on the home front? How do pictures and first-hand accounts help us to build a picture of life on the home front? What was rationing?)</p> <p>How did the roles of men and women differ within the Mayan civilisation and how does this relate to other civilisations? (Did women have any power/say? What were their daily roles?)</p>	<p>Children will look at how the traditional roles of women changed during WW2. They will also look at how women often held power within the Mayan civilizations.</p> <p>Children will also look at equality in terms of schooling and economics.</p>



Substantive Concept Map: Way of Life



Year Group	End points (across all topics)	Summary of the Developing Concept
EYFS	<p>Know what is the same and what is different about themselves, their peers and their routines (How are we the same? How are we different?)</p> <p>Know that their own experiences differ to those of others. (What toys do you like to play with? What toys did your parents play with?)</p> <p>Understand different jobs adults do and how they can help us. (nurses, postman, firefighter, teacher) (What job would you like to do when you're older?)</p>	Children will gain awareness of their own personal daily routine and activities.
Y1	<p>Understand the difference between leisure activities now and 50 years ago. (What do you do for fun? What toys do you play with compared to a child living 50 years ago?)</p> <p>Explain their personal occupation/way of life and compare it to the past (What do you do daily basis? What's your occupation? What might your way of life be if you were a child 50 years ago?)</p>	Children will compare their daily life to the daily lives of people who were children 50 years ago – such as grandparents.
Y2	Understand and recall the main events in Ernest Shackleton's expedition (Did Ernest Shackleton achieve what he set out to do? Why/why not? How do we know? What would life have been like during the expedition? How did Ernest survive?)	Children will develop an understanding of what the way of life might be like for an explorer – particularly in relation to survival.
Y3	Understand how The Stone Age people survived (What did Stone Age people eat? What tools did they have (teach through artefacts)? How did they communicate (cave paintings)?)	Understand that daily life in prehistoric times was mainly linked to survival and that their way of life grew more convenient alongside the development of new tools and agriculture.
Y4	<p>Know the process of mummification (What happens during mummification? What tools did they use? Why did they think mummification was important? Why did were pharaohs given a dung beetle amulet during their mummification? [free pass to afterlife as they embody God of Ra – covered in Bolton Museum trip])</p> <p>Understand daily life for the majority of Anglo Saxons. (How does the Anglo-Saxon way of life mirror that of the Bronze/Iron Age? Were men and women treated equally? [women could own land])</p> <p>Know what changed and what continued when the Romans left and the Anglo Saxons/Vikings arrived. (How did settlements and religion change during Anglo-Saxon times? What Roman technology was used by the Saxons?)</p> <p>Know what life was like in the 1060's (What was daily life like for the Saxons/Vikings? How did that differ from the Normans? What was life like for women vs men? [Normans did not allow Saxon women to own land unless they married a Norman])</p>	Children will now compare and contrast the way of life of difference civilizations. They will touch on more abstract concepts such as religion and belief and how this links to way of life.

<p>Y5</p>	<p>Understand what life was like in Wigan/Lancashire during the Industrial Revolution. (Why were mills/mines built in Wigan? What important resource did Wigan have that influenced this? What would life have been like for a working-class Wiganer?)</p> <p>Understand how the lives of our ancestors may have been influenced by the Industrial Revolution. (Did any of your family members work in the mines/mills? What was their life like? Do you have any personal family stories to share from that time?)</p> <p>Understand the lifestyle of the Ancient Greeks including their beliefs and leisure activities. (What did the Greeks believe? What were their leisure activities? What did they do for work? What were they good at? [architecture eg – Parthenon])</p> <p>Know the legacy of the Ancient Greeks. (How what legacy did the Greeks leave behind? [democracy, automata, Olympics, architecture, Aesop’s fables] How has this influenced our way of life)</p> <p>Explore Tudor artefacts and understand how they have helped us to build a picture of what Tudor life was like. (What did the Tudors invent? [flushing toilets, personal portraits [link to religion and class], theatre, cutlery] What do Tudor artefacts tell us about life for wealthy/poor Tudors?)</p>	<p>Children will learn about how the way of life of past eras has left a lasting legacy in Britain from religion to leisure pursuits.</p>
<p>Y6</p>	<p>Know what life would be like for poor children during the Victorian era and how this compares to other period in history. (What were the workhouses? What would life be like for a poor child or orphan during the Victorian era? How does this compare to a Tudor child? Or a child from the prehistoric era?)</p> <p>Explore what life was like for different people around the world during the time of the British Empire. (What was life like for those living in British colonies during the Victorian times? What was the role of slavery in the British Empire? What was life like for wealthy Victorians during the British Empire?)</p> <p>Understand what life was like on the home front. (How did female roles change on the home front? How do pictures and first-hand accounts help us to build a picture of life on the home front? What was rationing?)</p> <p>Know how children’s lives were affected by WW2? (How is this different to previous wars and battles? What was life for an evacuee like to other children in WW2 and today?)</p> <p>Understand the daily life of the Maya people and note any similarities with other civilisations. (How did they find food? Where did they live? What were their occupations? Their beliefs? What did they wear? What did they do for recreation/leisure Etc...)</p>	<p>Children will understand how war affects way of life and how people have adapted to such situations.</p> <p>They will also learn about the way of life of the Mayans and compare this to all previously taught units as a summary.</p>