



**WILLOW CLASS
CURRICULUM MAP**



YEAR A		
ANCIENT GREECE – A STUDY OF GREEK LIFE AND ACHIEVEMENTS AND THEIR INFLUENCE ON THE WESTERN WORLD	A STUDY OF AN ASPECT OR THEME IN BRITISH HISTORY BEYOND 1066	THINKING AND WORKING AS A HISTORIAN – REVISIT AND DIG DEEPER
<p>Ancient Greece – How did leadership differ between city states in Ancient Greece? LEADERSHIP – SOURCES AND EVIDENCE</p> <p>How were the people of Ancient Athens lead?</p> <p>What does Greek Mythology tell us about Athenian values?</p> <p>How were the people of Ancient Sparta lead?</p> <p>What does the story of King Leonidas reveal about Spartan values?</p> <p>Citizen democracy leader leadership values characteristics qualities boule myth mythology government Spartan Athenian society devotion devoted</p>	<p>WW2 Evacuees – How and why did life change for children that were evacuated? CHILDHOOD – CAUSE AND CONSEQUENCE</p> <p>When did children have to evacuate their homes? Where did they go?</p> <p>What was life like for an evacuee?</p> <p>What happened when the evacuees returned home?</p> <p>Evacuated evacuee billeting identify card rations civilian morale Blitz Operation Pied Piper rural shelter/s invasion industry</p>	<p><i>Teachers revisit more challenging knowledge (such as democracy)</i></p> <p><i>Teachers explicitly teach historical skills including chronology and source analysis</i></p> <p><i>Children conduct independent research into a time period they have studied during their time in school so far. Research is scaffolded by class teacher and teaching assistants with a focus on key historical skills from progression document.</i></p> <p><i>UKS2 Children are given the opportunity to stretch their historical skills and knowledge through their independent work and questioning from teachers.</i></p>

YEAR B		
THE ACHIEVEMENTS OF THE EARLIEST CIVILIZATIONS	BRITAIN'S SETTLEMENT BY ANGO-SAXONS AND SCOTS	THE VIKING AND ANGLO-SAXON STRUGGLE FOR THE KINGDOM OF ENGLAND TO THE TIME OF EDWARD THE CONFESSOR
<p>Ancient Egypt – How much did the River Nile support the development of civilisation? CIVILISATION – CAUSE AND CONSEQUENCE</p> <p>How did the River Nile help Ancient Egyptians to farm?</p>	<p>Anglo-Saxons – What can we learn about Anglo-Saxon settlements? CIVILISATION – SOURCES AND EVIDENCE</p> <p>Where did the Anglo-Saxons come from and how do we know?</p>	<p>Vikings – Is it fair to call Vikings 'Brutal Invaders'? INVASION AND MIGRATION – SOURCES AND EVIDENCE</p> <p>How do we know about Viking invaders and raiders?</p> <p>How do we know about Viking settlers and traders?</p>

<p>How did the River Nile develop transport in Ancient Egypt?</p> <p>How did the River Nile develop technology in Ancient Egypt?</p> <p>Civilisation development River Nile seasonal desert alluvial shaduf irrigate/irrigation transport power thrive</p>	<p>What were Anglo-Saxon settlements like and how do we know?</p> <p>What can we learn about Anglo-Saxon settlements from Sutton Hoo?</p> <p>Anglo-Saxon Roman settlement migration excavation archaeology/archaeologist Sutton Hoo River Deben trench mound Beowulf artefacts</p>	<p>Viking migration invasion population farming chronology longboats burial Danelaw runes Saga</p>
--	--	--

YEAR C		
A NON-EUROPEAN SOCIETY THAT CONTRASTS WITH BRITISH HISTORY	A STUDY OF AN ASPECT OR THEME IN BRITISH HISTORY BEYOND 1066	THINKING AND WORKING AS A HISTORIAN – REVISIT AND DIG DEEPER
<p>Mayan Civilization – What did the Maya invent and how does it impact us? CIVILISATION – SIGNIFICANCE</p> <p>What did the Maya invent?</p> <p>Which Mayan inventions do we still see / use today?</p> <p>Why is it so extraordinary that the Maya were able to develop the inventions they did?</p> <p>Maya/Mayan civilisation glyphs stelae codex number revered Tzolk'in Haab Mesoamerica codex citizen native settlement environment</p>	<p>Black and British – How is American black History and English black History similar and different? CIVILISATION – SIMILIARITIES AND DIFFERENCES</p> <p>Why is Rosa Parks a hero?</p> <p>Why is Paul Stephenson a hero?</p> <p>How are Rosa Parks and Paul Stephenson the same and different?</p> <p>Culture circumstance boy cott discrimination racism civil rights activist immigration prejudice diversity inspirati on heritage hero</p>	<p><i>Teachers revisit more challenging knowledge (such as black activism)</i></p> <p><i>Teachers explicitly teach historical skills including chronology and source analysis</i></p> <p><i>Children conduct independent research into a time period they have studied during their time in school so far. Research is scaffolded by class teacher and teaching assistants with a focus on key historical skills from progression document.</i></p> <p><i>UKS2 Children are given the opportunity to stretch their historical skills and knowledge through their independent work and questioning from teachers</i></p>

YEAR D		
CHANGES IN BRITIAN FROM THE STONE AGE TO THE IRON AGE	THE ROMAN EMPIRE AND ITS IMPACT ON BRITIAN	LOCAL HISTORY STUDY

<p>Stone Age Britain – How did life change for children in the Neolithic period? CHILDHOOD – CHANGE AND CONTINUITY</p> <p>What was life like for children in the Mesolithic period?</p> <p>What was life like for children in the Neolithic period?</p> <p>Neolithic Mesolithic ancient community dense extinct prehistory gatherer hunter nomad reared domesticated</p>	<p>Boudicca – Why is Boudicca still remembered and celebrated today? LEADERSHIP – SIGNIFICANCE</p> <p>Who was Boudicca and why did she rebel against the Romans?</p> <p>Why were the Romans so hard to defeat?</p> <p>What impression do we have of Boudicca?</p> <p>Boadicea Boudicca honour descended noble ancestry avenging revenge freedom significance bravery courage inference impression</p>	<p>The History of Our Village – How has our village changed over time? CIVILISATION – SIMILARITIES AND DIFFERENCES</p> <p>What do we have in our village? Who lives here?</p> <p>What did our village look like in the past? How do we know?</p> <p>What is the same and different about our village now and then?</p> <p>What was it like to live in our village?</p>
---	---	---