



Curriculum Map for History

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Talk about the lives of the people around them and their roles in society; - 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.					
EYFS - Nursery	Year A & B Me and My Family	Year A Winter Wonderland Year B Splashing Around	Year A How to Catch a Dragon Year B Me and My Shadow	Year A Fluff and Feathers Year B Let's Build Together	Year A Somewhere Over the Rainbow Year B If You're Healthy and You Know It	Year A Beside the Seaside Year B Animal Antics
	Autumn - 1: Birthdays, Family, 2: Growing up Prime Areas - none Specific Areas - Begin to make sense of their own life-story and family's history		Spring - 1: Old & New, 2: Silhouettes Prime Areas - none Specific Areas - none		Summer - 1: Chocolate History, 2: Olympic winners, Comparison old & new Prime Areas - none Specific Areas - none	
EYFS - Reception	Talk about the lives of the people around them and their roles in society; - 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.					
	Marvellous Me	Awesome Authors	Reach for the Stars	Commotion in the Ocean	All Creatures Great and Small	Rumble in the Jungle
	Autumn - 1: Growing Up, Birthdays, 2: Family Prime Areas - none Specific Areas - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'		Spring - 1: Stories from the past, Space visits, 2: History of pirates, Compare & Contrast figures from the past Prime Areas - none Specific Areas - Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.		Summer - 1: Environments change, 2: Similarities & Differences Prime Areas - none Specific Areas - none	

Chronology	Research & Source Analysis	Comprehension & Enquiry
<p>A - I can use words such as past and present to describe events.</p> <p>B - I can recount changes in my own life.</p> <p>C - I understand how to put people, places or events in order on a given scale.</p> <p>D - I can use a basic timeline to order and place events from a given period of history.</p>	<p>E - I can use textual sources to inform my understanding of history and discuss what it tells me.</p> <p>F - I can use pictures and images to inform my understanding of history and discuss what it tells me.</p>	<p>H - I can describe differences between 'then' and 'now'.</p> <p>I - I can discuss how people from the past may have felt using source materials inform my viewpoints.</p> <p>J - I can explain why people in the past may have acted in the way they did by using source materials to inform my viewpoints.</p> <p>K - I can ask questions about the past.</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>National Curriculum - KS1</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>					
KS1 - Year 1	<p style="text-align: center;"><u>Our Place</u></p> <p style="text-align: center;"><u>Local History</u> The Dudley Bug</p>		<p style="text-align: center;"><u>Heroes & Superheroes</u></p> <p style="text-align: center;"><u>Mary Seacole & Florence Nightingale</u></p> <p>NC - Events beyond living memory NC - Lives of significant individuals</p> <ul style="list-style-type: none"> ➤ Sequence or place major events from a significant individual's life on a timeline: Florence Nightingale or Mary Seacole. - C ➤ Use a variety of sources (books, artefacts, images, films, online) to investigate the lives of significant individuals: Florence Nightingale or Mary Seacole. - R&SA ➤ Ask questions of a significant individual, about motivations and actions. (Florence Nightingale visit.) - R&SA & C&E. ➤ Use a variety of sources (books, artefacts, images, films, online) to compare the lives of nurses in the past to modern day. Include a visit from the school nurse as an expert witness. - R&SA & C&E. ➤ Highlight the human qualities of nurses and use sources to justify why they act the way they do and how they may have felt during significant events. - C&E. ➤ Visitor - 'Florence Nightingale' to introduce topic Black History Month Celebration - Mary Seacole 		<p style="text-align: center;"><u>City to Sea</u></p> <p style="text-align: center;"><u>London - The Great Fire of London</u></p> <p>NC - Lives of significant individuals NC - Events beyond living memory NC - Events within living memory NC - Significant Places (comparing locality)</p> <ul style="list-style-type: none"> ➤ Place key events from the Great Fire of London in order on a basic timeline - C ➤ Use a variety of sources (books, artefacts, images, films, online) to investigate the Great Fire of London - R&SA ➤ Use a variety of sources (books, artefacts, images, films, online) to investigate a significant individual that crosses the past and living memory (the Queen) - R&SA ➤ Investigate a specific recount (source). Samuel Pepys diary and discuss the feelings of the individual. - R&SA & C&E. ➤ Study a specific historical place or location (London) using a range of sources (books, artefacts, films, online) and compare to Wolverhampton. - C&E. ➤ Visitor -Fire Service - link to Great Fire of London 	

			> Visit - Warwick Castle
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Additional Lessons covering...	<p>Social History - Local History</p> <p>NC - Events within living memory</p> <p>NC - Significant Events, People & Places in Locality</p> <ul style="list-style-type: none"> > Create basic timeline of own lives recording significant events (inc. birth, nursery, reception, Y1). - C > Discuss, 'What is a Memory?' - concept of past and present. Share own memory as a historical source. - C > Reflect on changes throughout Y1 and place into a timeline. - C > Order artefacts from the past to present day in chronological order. - C > Investigate old objects / artefacts (toys) and compare them to modern toys and discuss what they tell us about the past (eg: no electricity, plastics etc). - C & R&SA & C&E. > Discuss how toys have changed from the past up to present day. - C & R&SA & C&E. > Explore changes in transportation from past to present day. - C & R&SA & C&E.
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KS1 - Year 2	<p style="text-align: center;"><u>Knights, Dungeons and Castles</u></p> <p style="text-align: center;"><u>Castles - Buildings Throughout History</u></p> <p>NC - Events beyond living memory</p> <p>NC - Significant Places</p> <p>NC - Significant Individuals</p> <ul style="list-style-type: none"> > Know the features of a castle - keep, moat, crenulations, drawbridge, tower, portcullis, arrow slits. Use images to identify and match features of a castle - R&SA 		<p style="text-align: center;"><u>Explorers</u></p> <p style="text-align: center;"><u>Famous Explorers</u></p> <p>NC - Events beyond living memory</p> <p>NC - Lives of significant individuals</p> <ul style="list-style-type: none"> > Place Amelia Earhart, Robert Falcon Scott, Matthew Henson & Ibn Battuta (and their achievements) on a timeline of explorers - C > Use a range of sources and history skills to know the key features of the lives and achievements of Amelia Earhart, Robert Falcon Scott, Matthew Henson & Ibn Battuta 		<p style="text-align: center;"><u>Australia</u></p>	

	<ul style="list-style-type: none"> ➤ Discuss changes over time in types of castles / fortifications ➤ Know the locations of . (Warwick, Dudley, Edinburgh, Alnwick, Hever, Windsor, Conwy) Use sources to complete a detailed case study of Warwick Castle and discuss changes over time or differences between then and now. - R&SA & C&E. ➤ Investigate William the Conqueror, and create a family tree. Use History Skills and a range of sources ➤ . Use History Skills and a range of sources - C & R&SA & C&E. ➤ Case study of 'Knights' and their role in medieval / castle history. Make comparisons with modern military forces. Use History Skills and a range of sources - R&SA & C&E. 	<ul style="list-style-type: none"> ➤ Use a range of sources (books, artefacts, films, online) to complete a case study investigation of one specific explorer (see above) and discuss their motivations and highlight similarities and differences to modern day. Why did they act in a certain way? - R&SA & C&E. ➤ Use a range of sources (books, artefacts, films, online) to make comparisons between more than one explorer or pirate. - R&SA & C&E. ➤ Use a range of sources to investigate the life pirates. - R&SA & C&E. 	
	<ul style="list-style-type: none"> ➤ Visit - Warwick Castle ➤ Visitor - Archery <p style="text-align: center;"><u>Local History</u></p> <p>Dudley Castle</p>	<ul style="list-style-type: none"> ➤ Visitor: Someone to pretend to be - Amelia Earhart, Robert Falcon Scott, Matthew Henson & Ibn Battuta and take them back in time to their exploration. (acting drama - visual) ➤ Memorable Experience Explorers Day - orienteering (West Park) 	

Chronology	Research & Source Analysis	Comprehension & Enquiry
<p>A - I can place dates in a chronological order.</p> <p>B - I can place events in a chronological order.</p> <p>C - I understand that a timeline can be divided between BC (Before Christ) and AD (Anno Domini) or BCE (Before Common Era) and CE (Common Era).</p>	<p>D - I can use a wide range of source materials to inform my understanding of history.</p> <p>E - I can use online / digital media to inform my understanding of history.</p> <p>F - I have an understanding of the difference between primary and secondary sources.</p> <p>G - I can compare sources against each other and discuss their usefulness.</p>	<p>H - I understand that the motivations of people from the past may be different to the motivations of people today (inc. culture).</p> <p>I - I understand that history can be presented in different ways.</p> <p>J - I can discuss some similarities and differences between people, places and events from different historical periods.</p> <p>K - I can ask questions about the past and attempt to seek answers.</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><u>National Curriculum - KS2</u></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>					
KS2 - Year 3	<u>Hunter Gatherers</u>		<u>Extreme Earth</u>		<u>Togatastic</u>	

	<p style="text-align: center;"><u>Stone Age Britain</u></p> <p>NC - Changes in Britain from Stone Age to Iron Age</p> <ul style="list-style-type: none"> ➤ Place key events on a timeline (& explain BC/BCE - AD/CE) - C ➤ Know the differences between Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age, with a focus on homes. Know the dates of these periods. Use a range of sources and history skills - C ➤ Examine and know about the Lindow Man as a Primary source, a well-known archaeological find, - (discuss the difference between primary and secondary sources). What does it tell us? - R&SA ➤ Use a range of sources (books, artefacts, films, online) to investigate the lives of Stone Age peoples including housing, diet, tribes, communities, trading, settlements, religious beliefs, clothing and tools). ➤ Compare lives (similarities & differences) and motivations of people vs today. R&SA & C&E. ➤ Source Specific Focus. Compare representations of Stone Age past & present, making links. Discuss the usefulness of sources (and their limitations). What does this sources tell us? What doesn't it tell us? Where can we find the information we want? Why is it useful to have a range of sources? - R&SA (see History Lead) ➤ Investigate prehistoric animals - Woolly Mammoth, Cave Lion, Sabre-Toothed Tiger and their impact on Stone Age peoples. - C&E. ➤ Study Stone henge a specific historical place using a range of sources (books, artefacts, films, online). - C&E. <p style="text-align: center;">Visit - Wyre Forest (Stone Age settlement)</p>		<p style="text-align: center;"><u>Roman Britain</u></p> <p>NC - Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> ➤ Place key events on a timeline (and explain BC/BCE - AD/CE) - C ➤ Examine a variety of sources presented as primary (artefacts) & secondary (discuss the difference). - R&SA ➤ Use a range of sources (books, artefacts, films, online) to investigate the lives of Roman peoples in a range of ways (could include housing, diet, warfare, soldiers, childhood, communities, gladiators, settlements, religious beliefs, clothing, tools). Compare lives (similarities & differences) and motivations of people vs today. R&SA & C&E. ➤ Make comparisons between Roman Britain and other parts of the Roman Empire. - R&SA & C&E. ➤ Discuss the usefulness of sources (and their limitations). What does this sources tell us? What doesn't it tell us? Where can we find the information we want? Why is it useful to have a range of sources? - R&SA ➤ Investigate sources describing a key historical figure (eg: Boudicca). Why are there different accounts from different perspectives? Which is more reliable or useful? Where does the source come from? Why is history presented in different ways? Viewpoints. - R&SA & C&E. <p style="text-align: center;">Visitor - Roman Day Celebration of Learning with Parents - Roman Museum</p> <p style="text-align: center;"><u>Local History</u> Roman Roads of Wolverhampton</p>
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C - I understand that a timeline can be divided between BC (Before Christ) and AD (Anno Domini) or BCE (Before Common Era) and CE (Common Era).	E - I can use online / digital media to inform my understanding of history. F - I have an understanding of the difference between primary and secondary sources. G - I can compare sources against each other and discuss their usefulness.	I - I understand that history can be presented in different ways. J - I can discuss some similarities and differences between people, places and events from different historical periods. K - I can ask questions about the past and attempt to seek answers.
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	<p>National Curriculum - KS2</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>					
KS2 - Year 4	<p><u>River Deep Mountain High</u></p>	<p><u>Eureka</u></p> <p><u>Ancient Greece - Greco-Roman Gods</u></p> <p>NC - Ancient Greece</p> <ul style="list-style-type: none"> ➤ Place key events on a timeline using history skills and a range of sources - Olympic Games, Homer writing the Odyssey, Hippocrates is born, the Parthenon is completed, Alexander the Great takes control of Greece, Greece falls to the Roman Empire (and explain BC/BCE - AD/CE) - C ➤ Examine a variety of sources presented as primary and secondary (discuss the difference). - R&SA ➤ Use a range of sources to investigate the lives of everyday Ancient Greeks - housing, children, food & society - with a focus on rich and poor. Compare lives (similarities & differences) and motivations of people vs today. - R&SA & C&E. ➤ Compare Athenians and Spartans ➤ Use a range of sources (books, artefacts, films, online) to investigate the life of a significant individual - Archimedes / Pythagorus / Plato / Aristotle, Alexander the Great / Parmenides and place events within a chronological framework - C & R&SA ➤ Source Specific Focus. Compare representations of gods/goddesses past and present making links. Compare and discuss the usefulness of sources and the limitations of what they tell us. - R&SA - see History Lead ➤ Research a specific historical event - First Olympic Games and selectively use sources to give a more accurate / complete account. - R&SA & C&E 	<p><u>Traders and Raiders</u></p> <p><u>Anglo-Saxons and Vikings</u></p> <p>NC - Saxon Settlement in Britain</p> <p>NC - Struggle for the Saxon Kingdoms</p> <p>NC - Viking Raids</p> <ul style="list-style-type: none"> ➤ Place key events on a timeline using history skills and a range of sources - key raids, attack of Lindisfarne, capture of York, Alfred the Great becomes King of Wessex, Vikings rule Scotland, Edward the Confessor becomes King of England, Battle of Hastings, End of Roman Rule, - from circa AD 400 to 1066 - C ➤ Place important Viking events on a timeline. - C ➤ Use a range of sources to investigate the life of a significant individual - St Bede and place events within a chronological framework - C & R&SA ➤ Use a range of sources (books, artefacts, films, online) to investigate the lives of everyday Anglo-Saxons (housing) or the lives of Viking raiders (traders, warriors, long ships, homes). ➤ Compare lives (similarities & differences) and motivations of people vs today. R&SA & C&E. ➤ Independent research about the topic investigating their own questions ➤ (including online resources). Discuss the usefulness and trustworthiness of resources. - R&SA & C&E <p>➤ Visitors - Viking Day</p> <p>Viking Feast - Celebration Assembly for Parents</p> <p><u>Local History</u></p> <p>Lady Wulfruna's capture at the hands of Vikings</p>			

		<ul style="list-style-type: none"> ➤ Visitor - Ancient Greek Day ➤ Ancient Greek Celebration Day / Museum Showcase - Celebration Assembly for Parents 	
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KS2 - Year 5	<p style="text-align: center;"><u>The Age of Change</u> <u>The Victorians</u> <u>The Industrial Revolution</u></p> <p>NC - British history beyond 1066 NC - Local history links</p> <ul style="list-style-type: none"> ➤ Place key events on a timeline - C ➤ Use a range of primary and secondary sources and history skills to compare and contrast life in Victorian times to modern day <ul style="list-style-type: none"> - crime & punishment, - school, - the daily lives of rich & poor children. - C & R&SA ➤ Source Specific Focus. Investigate the usefulness of primary sources (photos) to explain the past - looking at Victorian Childhood (ask: how are they limited as a source of information, how are they 		<p style="text-align: center;"><u>Extreme Freeze</u></p>		<p style="text-align: center;"><u>Tomb Raiders</u> <u>The Egyptians</u></p> <p>NC - Achievements of Early Civilisations</p> <ul style="list-style-type: none"> ➤ Place Pharaohs and key events of Ancient Egypt on a timeline - C ➤ Know some of the ruling Pharaohs of the Ancient Egyptian Era, including Rameses II (The Great) who is believed to be the Pharaoh at the time of Moses and the Exodus ➤ Use a selection of sources and history skills to investigate the life, work and achievements of Tutankhamun - R&SA & C&E ➤ Know the events that led to the discovery of Tutankhamun's tomb including Howard Carter's role 	

	<p>open to interpretation). Compare to present day childhood- R&SA & C&E - see History Lead</p> <ul style="list-style-type: none"> ➤ Investigate how the Industrial Revolution shaped our local and national history and led to changes over a period of time. - C ➤ Use a range of sources to investigate the life of Queen Victoria and her family which show a range of interpretations (discuss differing accounts and suggest reasons for this). Investigate the usefulness of primary sources (photos) to explain the past (ask: how are they limited as a source of information, how are they open to interpretation). - C R&SA & C&E <p>➤ Trip to Blists Hill (local history links)</p> <p style="text-align: center;"><u>Local History</u></p> <p>Prince Albert Statue & Queen Victoria's visit 1866</p>	<ul style="list-style-type: none"> ➤ Use a range of sources to investigate the treasures of Tutankhamun's tomb and the purpose of such a burial - R&SA & C&E ➤ Analyse the validity of sources to investigate mummification in Ancient Egypt. - R&SA & C&E ➤ Using history skills and a range of sources - know the process of mummification ➤ Using history skills and a range of sources -compare the pyramids of Giza and the Valley of the Kings <p>Egyptian Museum (celebration of work with parents)</p>
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KS2 - Year 6	<p>Rations and Raids</p> <p><u>World War II</u></p> <p>NC - British history beyond 1066 NC - Local history links</p>		<p>Tudor Tales</p> <p><u>The Tudors</u></p> <p>NC - British history beyond 1066</p>		<p>Mexico and Mayans</p> <p><u>Historical Figure</u> <u>Ancient Maya</u></p> <p>NC - Non-European society</p>	

- Place key historical events in order - **C**
- Identify the key powers of the Axis & Allies sides
- Investigate events (& changes) within WWII: Evacuation, The Blitz, Home Guard - **C**
- Examine the usefulness and trustworthiness of sources (evacuation) - **R&SA & C&E**
- Investigate primary and secondary sources (identifying bias and usefulness) - **R&SA**
- Investigate WWII Propaganda posters - **R&SA**
- Examine bias within written sources (the Home Guard) and suggest reasons for it - **R&SA**
- Investigate different accounts of events eg: VE Day - with **local history** links for VE Day celebrations in Wolverhampton - **C&E**
- Investigate different interpretations of history (and a specific historical question) and refer to source materials used: Anne Frank story - **C&E**
- *Memorable Experience - Air Raid and Evacuation Day (WWII simulation)*
- *Visit -RAF Cosford (local history links)*

- Use sources to interpret how the Tudor dynasty began: Bosworth Field 1485- **C & C&E**
- Place Tudor Monarchs in order on timeline - using a family tree source - **C**
- Investigate primary and secondary sources describing Henry VIII which show a bias / range of opinions - **R&SA**
- Investigate woodcut (propaganda) of Henry VIII regarding The Reformation. - **R&SA**
- Investigate the historical relevance of Tudor portraits and the intentions of the subject and artist to serve a purpose as propaganda. - **R&SA & C&E**
- Know about Tudor Crime and Punishment
- Know about Tudor Exploration
- Investigate key reasons and viewpoints of a range of historical figures regarding The Reformation - **C&E**

Visit -Hampton Court

Local History

Know about Tudor buildings in Wolverhampton. Why are there so few Tudor Buildings left in Wolverhampton?

- Place key aspects of Mesoamerica on a timeline: Olmec, Maya - **C**
- Investigate the life of a famous figure (Frida Kahlo). - **R&SA & C&E**
- Investigate different source materials which give clues to Mayan Civilisation and **themes**. Use to discuss how sources can be limited and open to interpretation. Pupils to justify opinions using sources. - **C&E**
- Know about Mayan building, pyramids and community
- Know about Mayan gods and goddesses and beliefs (including human sacrifice)
- Know about Spanish conquest of the Aztec Empire 1519
- **Mexico Experiential Day (introduction)**
Mexico Celebration Day with Parents (fab finish)