



## Thomas Bullock Curriculum Map for History

	Unit 1	Unit 2	Unit 3
Year 1	<p><u>Toys Over Time (1.1)</u> <b>How are toys today similar and different from toys in the past?</b></p> <ul style="list-style-type: none"> <li>• Chronology, society, technology</li> <li>• Similarity and difference</li> <li>• To identify ways in which toys remain similar over the past c. 70 years and ways in which toys have changed</li> <li>• DC2, DC3</li> </ul> <p>Prior Learning: EYFS UtW past &amp; present, EYFS UtW similarities &amp; differences Future Learning: 1.2</p>	<p><u>Transport and Travel (1.2)</u> How has transport changed over time?</p> <ul style="list-style-type: none"> <li>• Chronology, technology, society</li> <li>• Continuity and change</li> <li>• To understand that new technology has resulted in a change in transport over time</li> <li>• DC2, DC3, DC4</li> </ul> <p>Prior Learning: 1.1 Future Learning: 3.1, 4.2</p>	
Year 2	<p><u>Kings and Queens (2.1)</u> <b>Who was the most powerful British monarch?</b></p> <ul style="list-style-type: none"> <li>• Conflict, government, invasion, monarchy, power</li> <li>• Continuity and change</li> <li>• To consider the changing power of the monarchy through analysing some key monarchs</li> <li>• DC1, DC2, DC5</li> </ul> <p>Future Learning: 3.2, 5.1, 5.2</p>	<p><u>The Great Fire of London (2.2)</u> <b>How did the Great Fire affect the people of London?</b></p> <ul style="list-style-type: none"> <li>• Communication, government, monarchy, settlement, society, technology</li> <li>• Cause and consequence</li> <li>• To identify the causes of the Great Fire of London and the impact that the fire had on the people living there</li> <li>• DC1, DC2, DC5</li> </ul> <p>Prior Learning: 1.2, 2.1, Future Learning: 6.2</p>	<p><u>They Made a Difference (2.3)</u> <b>How did these significant people make a difference?</b></p> <ul style="list-style-type: none"> <li>• Conflict, government, power, society</li> <li>• Significance</li> <li>• To consider what makes people significant and how significant people can bring about change</li> <li>• DC4</li> </ul> <p>Prior Learning: 2.1 Future Learning: 4.2, 5.1, 6.2</p>
Year 3	<p><u>Stone, Bronze and Iron Age (3.1)</u> <b>How did life change for people living in the Stone, Bronze, and Iron Ages?</b></p> <ul style="list-style-type: none"> <li>• Chronology, religion, settlement, society, trade</li> <li>• Continuity and change</li> <li>• To evaluate how agriculture, tools, trade, and communities changed life throughout the Stone, Bronze, and Iron Ages</li> <li>• DC2, DC5, DC6</li> </ul> <p>Future Learning: 3.2, 4.2, 6.1</p>	<p><u>Ancient Greeks (3.2)</u> <b>Who were the Ancient Greeks and how did they influence the world?</b></p> <ul style="list-style-type: none"> <li>• Civilisation, democracy, empire, government, invasion, power, society</li> <li>• Significance</li> <li>• To identify key impacts of Ancient Greece on the world</li> <li>• DC1, DC2, DC3, DC4</li> </ul> <p>Future Learning: 4.1, 4.2, 6.1</p>	

Year 4	<p><u>Roman Invasions (4.1)</u>  <b>Why did the Romans invade Britain and how successful were they?</b></p> <ul style="list-style-type: none"> <li>• Conflict, empire, invasion, power, settlement, society</li> <li>• Cause and consequence</li> <li>• To understand the causes and consequences of the Roman invasion of Britain</li> <li>• DC1, DC2, DC5, DC6</li> </ul> <p>Prior Learning: 3.1  Future Learning: 4.2, 5.1</p>	<p><u>Roman Britain (4.2)</u>  <b>How did the Romans influence Britain?</b></p> <ul style="list-style-type: none"> <li>• Civilisation, communication, religion, settlement, society, technology, trade</li> <li>• Cause and consequence</li> <li>• To understand the legacy of the Romans in Britain/your local area</li> <li>• DC1, DC2, DC3, DC4, DC5, DC6</li> </ul> <p>Prior Learning: 3.1, 4.1  Future Learning: 5.1</p>	<p><u>Mayan Civilization (4.3)</u>  <b>What was life like in the Maya civilization and how do we know?</b></p> <ul style="list-style-type: none"> <li>• Evidence</li> <li>• To understand how archaeologists use evidence to find out about and make predictions about Mayan life</li> <li>• DC4, DC5, DC6</li> </ul> <p>Future Learning: 5.1, 6.1</p>
Year 5	<p><u>Anglos-Saxons and Scots (5.1)</u>  <b>How did the Anglo-Saxons change England and what part did the Scots play?</b></p> <ul style="list-style-type: none"> <li>• Defence, migration, monarchy, power, religion, settlement, society</li> <li>• Cause and consequence</li> <li>• To understand how Britain changed under the Anglo-Saxons</li> <li>• DC1, DC4, DC5</li> </ul> <p>Prior Learning: 4.1 4.3  Future Learning: 5.2, 5.3</p>	<p><u>Vikings (5.2)</u>  <b>Were the Vikings just invaders?</b></p> <ul style="list-style-type: none"> <li>• Conflict, invasion, monarchy, society, technology, trade, warfare</li> <li>• Continuity and change</li> <li>• To understand that actions of the Vikings changed over time</li> <li>• DC1, DC2, DC4, DC5, DC6</li> </ul> <p>Prior Learning: 4.2, 4.3, 5.1</p>	<p><u>Baghdad and the Middle East (5.3)</u>  <b>What was the Golden Age of Islam and how did Baghdad compare to London in 900CE?</b></p> <ul style="list-style-type: none"> <li>• Cause and consequence</li> <li>• To recognise the achievements of the 'Golden Age' of Islam and how it has influenced modern society</li> <li>• DC1, DC2, DC3, DC4</li> </ul> <p>Prior Learning: 3.2, 4.1, 4.3, 5.1, 5.2</p>
Year 6	<p><u>Ancient Egyptians (6.1)</u>  <b>What does evidence tell us about Ancient Egyptian society?</b></p> <ul style="list-style-type: none"> <li>• Evidence</li> <li>• To analyse the evidence found by archaeologists to understand Ancient Egyptian society</li> <li>• DC1, DC2, DC3, DC4, DC5</li> </ul> <p>Prior Learning: 3.1, 3.2, 4.3</p>	<p><u>Conflict and Resolution (6.2)</u>  <b>How and why did Britain fight in two world wars, and how did they change British society?</b></p> <ul style="list-style-type: none"> <li>• Conflict, empire, government, peace, society, technology, warfare</li> <li>• Cause and consequence</li> <li>• To understand some of the ways in which the two world wars changed British society</li> <li>• DC1, DC2, DC3, DC4</li> </ul> <p>Prior Learning: 4.1, 5.1  Future Learning: KS3 First and/or Second World War</p>	<p><u>Making Our Mark 6.3)</u>  <b>How can we make our mark?</b></p> <ul style="list-style-type: none"> <li>• Social justice</li> <li>• Cause and consequence</li> <li>• How people and movements have caused change over time using nonviolent resistance.</li> <li>• DC1, DC2, DC4</li> </ul> <p>Prior Learning: 2.3  Future Learning: KS3 – Challenges for Britain Europe and the wider world 1901 to the present day.</p>

The disciplinary concepts we focus on in KS1 and KS2 are:

- DC1: Cause and consequence
- DC2: Continuity and change
- DC3: Similarity and difference
- DC4: Significance
- DC5: Evidence
- DC6: Interpretation