




History Current Learning Context Map


We have undertaken a review of the topics studied in History and which year groups study them. To ensure national curriculum coverage for every year group, whilst allowing us to broaden and diversify our History provision, you may see some national curriculum topics appear in multiple year groups or not appear on the topic map in an academic year. However by the time each year group has gone through Key Stage 2 with us they will have been taught all national curriculum topics. If two year groups have the same topic, they will be approaching it in different ways as the skills utilised and themes drawn out of these topics will be year group dependent to ensure continuous skills progression through the school.

Whole School Events	Cross Curricular Projects  In depth links to local Black History including key historical figures across the year and across subjects  Equalities Histories e.g. Disabilities		
Year 3	Autumn	Spring	Summer
Learning Context	The achievements of Ancient Egypt - The Ancient Egyptians – An in-depth study of one of the earliest civilisations.	Changes in Britain from the Stone Age to the Iron Age – including case studies of Skara Brae, Stonehenge and Danebury.	Britain’s settlement by Anglo-Saxons and Scots – including Roman withdrawal from Britain, Anglo-Saxon invasion, settlements and their impact on village life.
Big Questions/ Overarching themes	Why do we remember the Ancient Egyptians more than other ancient civilisations?	How can we know what life was like in the past before people recorded their thoughts in writing?	Were Anglo-Saxon times really ‘Dark’ Ages? How ‘Dark’ were the Dark Ages?
Wider Learning [Enrichment]	Horniman Museum	Paradise Co-op workshop	 Paradise Co-op workshop
British Values	Democracy	Mutual respect and tolerance of other faiths and beliefs	Mutual respect and tolerance of other faiths and beliefs Rule of law
Environmental Education	Water – Was the River Nile Ancient Egypt’s most valuable resource? Why? How did new technology, such as ploughs, impact the environment? What environmental factors affected the success of Ancient Egypt? <i>Ancient Egypt had no need for an organized army because the surrounding deserts protected them from outside invaders. This allowed them to evolve into a higher civilization.</i>	Sustainable living – Explore how early humans lived closely with nature, using natural resources such as stone, wood and animal products for tools, clothing and shelter. Compare with modern practices. Impact of agriculture – The transition to farming and early farming methods altered landscapes.	Why did the Vikings and the Saxons invade Britain? What about Britain’s environment and biodiversity made it a desirable place to settle?

Cross Curricular Links	English – Instruction writing Art – Egyptian art and designing a sarcophagus	Geography – Climate change and land use Science – Rocks	Geography – Human and physical features of the UK and the role this played in the Saxon invasion Geography – European neighbours
-------------------------------	---	--	---

Year 4	Autumn	Spring	Summer
	The Anglo-Saxon and Viking struggle for the Kingdom of England – looking at the power shift in England between different Anglo-Saxon kings and Vikings until the unification of England.	Early Islamic Civilisation, including a study of Baghdad c.AD 900 – Contrasting this time period in Baghdad with the concurrent Viking invasions of Britain, providing excellent opportunities to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups.	The Roman Empire and its impact on Britain – The legacy of Roman culture on later periods in British history, including the present day.
Big Questions/ Overarching themes	<p>Were the Vikings ‘raiders’ or ‘traders’? Why are the Vikings remembered throughout history as having a bad reputation? Why do the Vikings have a bad reputation in history? Is this accurate? Raiders or settlers: How should we remember the Vikings?</p>	<p>Without the Early Islamic Civilisation, would modern Britain exist? Which of the early Islamic achievements has the most effect on our lives today? How much of our world today do we owe to the Early Islamic Civilisation?</p>	<p>What did the Romans do for us? Would modern-day Britain be the same as we know it if the Roman’s had not invaded?</p>
Wider Learning [Enrichment]	Viking Day	Art gallery – Focus on Early Islamic art	Museum trip
British Values	<p>Individual liberty Rule of law</p>	<p>Mutual respect and tolerance of other faiths and beliefs Rule of law</p>	<p>Democracy Mutual respect and tolerance of other faiths and beliefs</p>
Environmental Education	<p>Transport – the Vikings were highly skilled shipbuilders, taking them vast distances across dangerous seas. How did their transport enable them to invade Britain? What mark did they leave on the landscape?</p>	<p>Global citizenship - Developments outstripped those of anywhere else in the world. There was free education, free health care, public baths, paved streets (lit at night), litter collection and sewage systems. How does this compare to our society? Baghdad was on the Silk Road so was a centre for trade, and attractive because of its water supply and fertile soil.</p>	<p>Water and energy – Thermal baths, toilets and central heating. The Romans introduced organised cities, roads, villas and public baths connected through impressive system of well engineered roads. What impact did these Roman inventions have? What can we learn from this time in History?</p>

Cross Curricular Links	Art – Viking portraits	RE - Islam Art – Early Islamic art and architecture Geography – Countries of the world Maths – Islamic mathematical systems	Maths – Roman numerals Science and D&T – Roman systems, inventions and technology
-------------------------------	-------------------------------	--	--

Year 5	Autumn	Spring	Summer
Learning Context	<p>The legacy of the British Empire: Victorian values at home and abroad</p> <p>Children’s lives in Victorian Britain</p> <p>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>changes in an aspect of social history</p>	<p>Ancient Greece – A study of Greek life and achievements and their impact on the Western world. This may include democracy, education, leisure, literature and architecture.</p>	<p>Local history study – Windrush Generation</p> <p>-A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>
Big Questions/ Overarching themes	<p>Was the Victorian Era a ‘Dark Age’ or ‘Golden Age’ for Britain?</p> <p>Victorian Britain: A Dark Age or Golden Age?</p> <p>Were the Victorian times celebrated by everyone as a good thing?</p>	<p>Why are the Ancient Greeks still important today?</p> <p>How did the Greeks communicate their perception of the world?</p> <p>What can ancient myths tell us about the way people used to live?</p>	<p>How did the Windrush generation shape our local area?</p>
Wider Learning [Enrichment]	Victorian walk around local area	Greek Day Greek workshop	 Clapham Picture House – Windrush
British Values	Individual liberty Rule of law	Democracy Rule of law	Mutual respect and tolerance of other faiths and beliefs Individual liberty
Environmental Education	<p>What impact did the industrial revolution have on the environment?</p> <p>Was the Victorian Era a catalyst for today’s climate change emergency?</p> <p>How did the way of life affect the environment?</p>	<p>Global citizenship – How did the development of a democracy help to make our planet more sustainable, fair and peaceful?</p> <p>Healthy living – Hippocrates and the development of modern day medicine.</p>	<p>Urban growth and environmental change – How did the arrival of the Windrush generation and post-war immigrants contribute to the growth of London’s population, especially in areas like Brixton and Notting Hill? Explore how population growth affects the environment, including increased demand for housing, water, energy and public services.</p> <p>Climate change – Introduce the concept of climate refugees and how environmental changes are forcing people to day to migrate.</p>

Cross Curricular Links	<p>Geography – Mapping of British Empire PSHE – Rich and poor – Rights of the child D&T – Moving toys and Victorian mechanisms – Industrial revolution RE – Meaning of Christmas eg Christmas Carol</p>	<p>English – Writing myths – The adventures of Odysseus Drama RRS – Democracy Art – Sculpture PE – Olympics Science – Aristotle – the first person to classify living things</p>	<p>English – Poetry Art and music – Caribbean art and music Geography – Migration and cultural change – Cultural influences on food and sustainability. PSHCE – Identity, cultural belonging and diversity. Community resilience and social justice. Citizenship and rights.</p>
-------------------------------	--	---	---

	Autumn	Spring	Summer
Year 6	<p>Local area Study WWII – Local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British History including the Blitz and Battle of Britain.</p>	<p>Changes in Britain from the Stone Age to the Iron Age – including case studies of Skara Brae, Stonehenge and Danebury.</p>	<p>The Achievements of the Earliest Civilisations – An overview of the earliest civilisations and considering if the rise of the west was inevitable.</p>
Big Questions/ Overarching themes	<p>How did World War II change the lives of people in London, and what lasting impacts can we still see today?</p> <p>In what ways did World War II transform our local area of London, and how might life here have been different without the war?</p> <p>Why was WW2 a significant turning point in British History?</p> <p>How did WW2 change the future of Britain?</p>	<p>How can we know what life was like in the past before people recorded their thoughts in writing?</p>	<p>Was the rise of the West inevitable? Which civilisation was the most successful?</p>
Wider Learning [Enrichment]	<p>BFI Southbank Goodnight Mister Tom and WW2 Film Workshop</p>	<p>Paradise Co-op workshop</p>	
British Values	<p>Mutual respect and tolerance Democracy Individual liberty</p>	<p>Mutual respect and tolerance of other faiths and beliefs</p>	<p>Mutual respect and tolerance</p>

<p>Environmental Education</p>	<p>What impact does war have on the environment? Local and wider? <i>Impact on biodiversity, ecosystems, use of chemicals and weaponry, bombings, air pollution, natural resources and human life.</i></p> <p>How are natural resources (water, fuel, food) used as weapons in war?</p> <p>Look at examples of sustainability in WW2 (e.g. Make do and mend, rationing, food waste, garden allotments, reuse and repurpose). What can we learn about sustainability from WW2 that we could use to tackle climate change in our modern world?</p>	<p>Deforestation and land use – As people cleared forests for agriculture and settlements, how did this have a long-term impact on Britain’s landscape and ecosystems?</p> <p>Climate change and adaptation – After the Ice Age, Britain’s climate warmed up and so people had to adapt to changes including rising sea levels and the appearance of new plant and animal species.</p> <p>Ecological footprint – Compare ancient building techniques with modern eco-friendly methods such as renewable energy. Discuss the importance of sustainable practices.</p>	<p>Evaluating different environments and natural resources – To what extent did the geographical location impact the success of a civilisation? What makes an area ideal to settle in and build a civilisation?</p> <p>How did new technological advancements impact the environment?</p>
<p>Cross Curricular Links</p>	<p>Art – Henry Moore Propaganda posters</p> <p>English – Goodnight Mister Tom</p> <p>Geography – Our local area –mapping</p>	<p>Science – Adaptation and climate change</p>	<p>Geography – Physical features and settlements</p> <p>Art – Architecture</p> <p>Maths and English – Different writing and mathematical systems</p>