



## Palfrey Junior School History Curriculum Map and Progression

Palfrey Junior School follows the National Curriculum History programme of study through the Focus Education Learning Challenge topics.

### National Curriculum Key Stage 2 History Programme of Study

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.

## Palfrey Junior School History Curriculum Map and Progression

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

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Year 3	NC Programme of Study	Palfrey Junior Programme of Study	Palfrey Junior Topic												
	Stone Age to 1066	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>• Can they describe events and periods using the words: BC, AD and decade?</li> <li>• Can they describe events from the past using dates when things happened?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Can they use their mathematical knowledge to work out how long ago events would have happened?</li> </ul> <p>Knowledge and Interpretation</p> <ul style="list-style-type: none"> <li>• Do they appreciate that Ancient Britons would not have communicated lived or eaten as we do?</li> </ul>	<p><b>Who First Lived In Britain?</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="965 459 1104 624">LC1</td> <td data-bbox="1104 459 1944 624"><b>What jobs do archaeologists do and why are they so valuable in helping us find out about history?</b></td> </tr> <tr> <td data-bbox="965 624 1104 730">LC2</td> <td data-bbox="1104 624 1944 730"><b>How did the Early Britons make shelters?</b></td> </tr> <tr> <td data-bbox="965 730 1104 858">LC3</td> <td data-bbox="1104 730 1944 858"><b>Would the Early Britons have visited a supermarket for their food?</b></td> </tr> <tr> <td data-bbox="965 858 1104 986">LC4</td> <td data-bbox="1104 858 1944 986"><b>What can you find out about the Stone, Bronze and Iron Ages?</b></td> </tr> <tr> <td data-bbox="965 986 1104 1150">LC5</td> <td data-bbox="1104 986 1944 1150"><b>What do we know about the life styles of the early Britons through the art they produced?</b></td> </tr> <tr> <td data-bbox="965 1150 1104 1273">LC6</td> <td data-bbox="1104 1150 1944 1273"><b>What do we know about the way they moved heavy items around?</b></td> </tr> </table>	LC1	<b>What jobs do archaeologists do and why are they so valuable in helping us find out about history?</b>	LC2	<b>How did the Early Britons make shelters?</b>	LC3	<b>Would the Early Britons have visited a supermarket for their food?</b>	LC4	<b>What can you find out about the Stone, Bronze and Iron Ages?</b>	LC5	<b>What do we know about the life styles of the early Britons through the art they produced?</b>	LC6	<b>What do we know about the way they moved heavy items around?</b>
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		<ul style="list-style-type: none"> <li>• Can they begin to picture what life would have been like for the early inhabitants?</li> <li>• Can they suggest why certain events happened as they did in history?</li> <li>• Can they suggest why certain people acted as they did in history?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they use various sources to piece together information about a period in history?</li> <li>• Can they research a specific event from the past ?</li> <li>• Can they use their 'information finding' skills in writing to help them</li> </ul>	<p><b>LC7</b></p>	<p><b>How do you think the early Britons would have communicated?</b></p>	
			<p><b>LC8</b></p>	<p><b>Reflection: Working in groups or independently, research and present what you know the life of Early Britons taking account weapons, home food, ways of communicating and eating. Do this in whatever format you wish.</b></p>	

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		<p>write about historical information?</p> <ul style="list-style-type: none"> <li>• Can they through research identify similarities and differences between given periods in history?</li> </ul>													
	<b>Ancient Greece</b>	<p><b>Chronological Understanding</b></p> <p>Can they describe events from the past using dates when things happened?</p> <ul style="list-style-type: none"> <li>• Can they describe events and periods using the words: ancient and century?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Can they use their mathematical knowledge to work out how long ago events would have happened?</li> <li>•</li> </ul>	<p><b>Has Greece Always Been in the News?</b></p> <table border="1"> <tr> <td>LC1</td> <td>Where is Greece and why do so many people enjoy going on holiday there?</td> </tr> <tr> <td>LC2</td> <td>How do Greece's physical features, including its climate differ from ours?</td> </tr> <tr> <td>LC3</td> <td>How does Greece's climate impact on its people?</td> </tr> <tr> <td>LC4</td> <td>Who were the Ancient Greeks and what did we learn from them?</td> </tr> <tr> <td>LC5</td> <td>How would a tourist to Greece today be reminded of the power of the Ancient Greeks?</td> </tr> <tr> <td>LC6</td> <td>...and the Oscar goes to? (Which Greek God would you choose to receive a special award?)</td> </tr> </table>	LC1	Where is Greece and why do so many people enjoy going on holiday there?	LC2	How do Greece's physical features, including its climate differ from ours?	LC3	How does Greece's climate impact on its people?	LC4	Who were the Ancient Greeks and what did we learn from them?	LC5	How would a tourist to Greece today be reminded of the power of the Ancient Greeks?	LC6	...and the Oscar goes to? (Which Greek God would you choose to receive a special award?)
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		<p><b>Knowledge and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Do they realise that important aspects of modern society stem from ancient times?</li> <li>• Do they realise that ancient architecture can give us clues about a lost civilisation?</li> <li>• Can they appreciate that ancient cultures had different religious beliefs from us?</li> <li>• Can they appreciate that ancient cultures had their own styles of art and design?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they use various sources to piece together information about a period in history?</li> <li>• Can they use their 'information finding' skills in writing to help them write about historical information?</li> <li>• Can they, through research, identify similarities and differences between given periods in history?</li> </ul>	<p>LC7</p> <p>LC8</p> <p>LC9</p> <p>LC10</p>	<p>Would you have enjoyed being an Olympian?</p> <p>What is democracy and what part did the Greeks have in creating it?</p> <p>How would you go about reproducing a clay pot in the style of the Greeks?</p> <p>Reflection: working in groups or independently, present what you know about life in ancient and modern Greece. Do this in whatever format you wish..</p>
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	<p><b>Local History Study</b></p>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>• Can they describe events from the past using dates when things happened?</li> <li>• Can they use a timeline within a specific period in history to set out the order events may have happened?</li> <li>• Can they use their mathematical knowledge to work out how long ago events would have happened?</li> </ul> <p><b>Knowledge and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Can they suggest why certain events happened in history?</li> <li>• Can they describe the impact of these events?</li> <li>• Can they suggest why certain people acted as they did in history?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they use various sources of evidence to answer questions?</li> <li>• Can they use various sources to piece together</li> </ul>	<p><b>How did the Victorian Period Shape the Walsall We Know Today?</b></p> <table border="1" data-bbox="965 411 1883 1169"> <tr> <td data-bbox="965 411 1095 512">LC1</td> <td data-bbox="1095 411 1883 512">What made people come and live in Walsall in the first place?</td> </tr> <tr> <td data-bbox="965 512 1095 612">LC2</td> <td data-bbox="1095 512 1883 612">When did Palfrey Junior School open and what can we find out about their history?</td> </tr> <tr> <td data-bbox="965 612 1095 713">LC3</td> <td data-bbox="1095 612 1883 713">Why does Walsall have a leather museum and why is leather an important part of Walsall's history?</td> </tr> <tr> <td data-bbox="965 713 1095 813">LC4</td> <td data-bbox="1095 713 1883 813">Why does Walsall have a railway station and when did it open?</td> </tr> <tr> <td data-bbox="965 813 1095 914">LC5</td> <td data-bbox="1095 813 1883 914">Who was Sister Dora and why is there a statue of her in Walsall town?</td> </tr> <tr> <td data-bbox="965 914 1095 1015">LC6</td> <td data-bbox="1095 914 1883 1015">How can we capture Walsall's history in art and music?</td> </tr> <tr> <td data-bbox="965 1015 1095 1169">LC7</td> <td data-bbox="1095 1015 1883 1169">Reflection-working in groups or independently, present what you know about the life of Victorians living in Walsall, taking into account work, homes, recreation and the Industrial Revolution. Do this in whatever format you wish?</td> </tr> </table>	LC1	What made people come and live in Walsall in the first place?	LC2	When did Palfrey Junior School open and what can we find out about their history?	LC3	Why does Walsall have a leather museum and why is leather an important part of Walsall's history?	LC4	Why does Walsall have a railway station and when did it open?	LC5	Who was Sister Dora and why is there a statue of her in Walsall town?	LC6	How can we capture Walsall's history in art and music?	LC7	Reflection-working in groups or independently, present what you know about the life of Victorians living in Walsall, taking into account work, homes, recreation and the Industrial Revolution. Do this in whatever format you wish?
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Year 4	NC Programme of Study	Palfrey Junior Programme of Study	Palfrey Junior Topic																		
	The Roman Empire and its Impact on Britain	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>• Can they plot recent history on a timeline using centuries?</li> <li>• Can they place periods of history on a timeline showing periods of time?</li> <li>• Can they use their mathematical skills to round up time differences into centuries and decades?</li> </ul> <p><b>Knowledge and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Can they explain how events from the past have helped shape our lives?</li> <li>• Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?</li> <li>• Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</li> </ul>	<p><b>Why Were the Romans so Powerful and What did we Learn from Them?</b></p> <table border="1"> <tbody> <tr> <td data-bbox="1003 357 1149 469">LC1</td> <td data-bbox="1149 357 2027 469">What is it like to be invaded and which countries have been invaded recently?</td> </tr> <tr> <td data-bbox="1003 469 1149 580">LC2</td> <td data-bbox="1149 469 2027 580">Who were the Romans and would they have enjoyed coming to Britain?</td> </tr> <tr> <td data-bbox="1003 580 1149 692">LC3</td> <td data-bbox="1149 580 2027 692">Would you prefer to be a Gladiator or a Premiership footballer?</td> </tr> <tr> <td data-bbox="1003 692 1149 788">LC4</td> <td data-bbox="1149 692 2027 788">What did the Romans do for us?</td> </tr> <tr> <td data-bbox="1003 788 1149 868">LC5</td> <td data-bbox="1149 788 2027 868">How could you be as fit as a Roman?</td> </tr> <tr> <td data-bbox="1003 868 1149 948">LC6</td> <td data-bbox="1149 868 2027 948">Why did the Romans need to build forts?</td> </tr> <tr> <td data-bbox="1003 948 1149 1027">LC7</td> <td data-bbox="1149 948 2027 1027">Who was Boudicca and why did she become so famous?</td> </tr> <tr> <td data-bbox="1003 1027 1149 1107">LC7</td> <td data-bbox="1149 1027 2027 1107">Can you create a working model of a Roman weapon?</td> </tr> <tr> <td data-bbox="1003 1107 1149 1219">LC8</td> <td data-bbox="1149 1107 2027 1219">Who were the famous Romans and what do we know about them?</td> </tr> </tbody> </table>	LC1	What is it like to be invaded and which countries have been invaded recently?	LC2	Who were the Romans and would they have enjoyed coming to Britain?	LC3	Would you prefer to be a Gladiator or a Premiership footballer?	LC4	What did the Romans do for us?	LC5	How could you be as fit as a Roman?	LC6	Why did the Romans need to build forts?	LC7	Who was Boudicca and why did she become so famous?	LC7	Can you create a working model of a Roman weapon?	LC8	Who were the famous Romans and what do we know about them?
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	<p><b>A study of an aspect or theme in British history that extends beyond 1066: The Norman invasion</b></p>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Can they describe events and periods using the words: BC, AD and decade?</li> <li>• Can they plot recent history on a timeline using centuries?</li> <li>• Can they place periods of history on a timeline showing periods of time?</li> <li>• Can they use their mathematical skills to round up time differences into centuries and decades?</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>• Can they explain how events from the past have helped shape our lives?</li> <li>• Can they recognise how lives in the past are different from ours?</li> <li>• Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</li> </ul>	<p><b>Why were the Norman castles Certainly Not Bouncy?</b></p> <table border="1"> <tr> <td data-bbox="1003 327 1146 427"><b>LC1</b></td> <td data-bbox="1146 327 2011 427"><b>Why did the Normans build so many castles?</b></td> </tr> <tr> <td data-bbox="1003 427 1146 528"><b>LC2</b></td> <td data-bbox="1146 427 2011 528"><b>Who was William the Conqueror and why is 1066 a famous date in British history?</b></td> </tr> <tr> <td data-bbox="1003 528 1146 655"><b>LC3</b></td> <td data-bbox="1146 528 2011 655"><b>How do we know what happened in 1066 and how could we produce a similar 'collage' to explain what happened in Britain this year?</b></td> </tr> <tr> <td data-bbox="1003 655 1146 756"><b>LC4</b></td> <td data-bbox="1146 655 2011 756"><b>What do you know about the Motte and Bailey castle and can you design one?</b></td> </tr> <tr> <td data-bbox="1003 756 1146 857"><b>LC5</b></td> <td data-bbox="1146 756 2011 857"><b>Using clay can you create a piece of art that captures a Norman castle?</b></td> </tr> <tr> <td data-bbox="1003 857 1146 957"><b>LC6</b></td> <td data-bbox="1146 857 2011 957"><b>What is the Domesday Book and do we have something similar today?</b></td> </tr> <tr> <td data-bbox="1003 957 1146 1058"><b>LC7</b></td> <td data-bbox="1146 957 2011 1058"><b>What changed in Britain as a result of the Norman conquest?</b></td> </tr> <tr> <td data-bbox="1003 1058 1146 1179"><b>LC8</b></td> <td data-bbox="1146 1058 2011 1179"><b>Reflection: Through Talk Homework can the child make an object or present a research file reflecting what they have learned?</b></td> </tr> </table>	<b>LC1</b>	<b>Why did the Normans build so many castles?</b>	<b>LC2</b>	<b>Who was William the Conqueror and why is 1066 a famous date in British history?</b>	<b>LC3</b>	<b>How do we know what happened in 1066 and how could we produce a similar 'collage' to explain what happened in Britain this year?</b>	<b>LC4</b>	<b>What do you know about the Motte and Bailey castle and can you design one?</b>	<b>LC5</b>	<b>Using clay can you create a piece of art that captures a Norman castle?</b>	<b>LC6</b>	<b>What is the Domesday Book and do we have something similar today?</b>	<b>LC7</b>	<b>What changed in Britain as a result of the Norman conquest?</b>	<b>LC8</b>	<b>Reflection: Through Talk Homework can the child make an object or present a research file reflecting what they have learned?</b>
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Palfrey Junior School History Curriculum Map and Progression

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	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Can they plot recent history on a timeline using centuries?</li> <li>Can they place periods of history on a timeline showing periods of time?</li> <li>Can they use their mathematical skills to round up time differences into centuries and decades?</li> </ul> <p><b>Knowledge and Interpretation</b></p> <ul style="list-style-type: none"> <li>Can they explain how events from the past has helped shape our lives?</li> <li>Can they recognise how lives in the past are different from ours?</li> <li>Do they know that people who lived in the past cooked and travelled differently and</li> </ul>	<p>Why did Henry VIII Break from the Catholic Church in Rome?</p> <table border="1"> <tr> <td data-bbox="1003 628 1146 730">LC1</td> <td data-bbox="1146 628 2013 730"><b>What would you ask Henry VIII if you met him today?</b></td> </tr> <tr> <td data-bbox="1003 730 1146 833">LC2</td> <td data-bbox="1146 730 2013 833">How did Henry's decision to leave the Catholic Church impact on life today?</td> </tr> <tr> <td data-bbox="1003 833 1146 935">LC3</td> <td data-bbox="1146 833 2013 935">How did the Tudors entertain themselves?</td> </tr> <tr> <td data-bbox="1003 935 1146 1037">LC4</td> <td data-bbox="1146 935 2013 1037">Which notable events took place in the reign of Elizabeth I?</td> </tr> <tr> <td data-bbox="1003 1037 1146 1139">LC5</td> <td data-bbox="1146 1037 2013 1139">Why was the Tudor Age known as the 'Age of Discoveries'?</td> </tr> <tr> <td data-bbox="1003 1139 1146 1241">LC6</td> <td data-bbox="1146 1139 2013 1241">Why was Spain our main enemy in Tudor times?</td> </tr> <tr> <td data-bbox="1003 1241 1146 1343">LC7</td> <td data-bbox="1146 1241 2013 1343">If you were wealthy in Tudor times, what would your clothes and house look like?</td> </tr> </table>	LC1	<b>What would you ask Henry VIII if you met him today?</b>	LC2	How did Henry's decision to leave the Catholic Church impact on life today?	LC3	How did the Tudors entertain themselves?	LC4	Which notable events took place in the reign of Elizabeth I?	LC5	Why was the Tudor Age known as the 'Age of Discoveries'?	LC6	Why was Spain our main enemy in Tudor times?	LC7	If you were wealthy in Tudor times, what would your clothes and house look like?
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Palfrey Junior School History Curriculum Map and Progression

		<p>used different weapons from ours?</p> <ul style="list-style-type: none"> <li>• Do they recognise that the lives of wealthy people were very different from those of poor people?</li> <li>• Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they research two versions of an event and say how they differ?</li> <li>• Can they give more than one reason to support an historical argument?</li> <li>• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li> </ul>	<p>LC8</p>	<p>What would an everyday Tudor meal look like?</p>
			<p>LC9</p>	<p>Reflection: Through Talk Homework can the child make an object or present a research file reflecting what they have learned?</p>

Palfrey Junior School History Curriculum Map and Progression

Year 4	NC Programme of Study	Palfrey Junior Programme of Study	Palfrey Junior Topic																
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Palfrey Junior School History Curriculum Map and Progression

		<ul style="list-style-type: none"><li>• Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</li></ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"><li>• Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</li><li>• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</li></ul>	
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Palfrey Junior School History Curriculum Map and Progression

Year 5	NC Programme of Study	Palfrey Junior Programme of Study	Palfrey Junior Topic																
	Stone Age to 1066	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Can they use dates and historical language in their work?</li> <li>• Can they draw a timeline with different time periods outlined which show a range of information, such as, periods of history, when famous people lived, etc.?</li> <li>• Can they use their mathematical skills to work exact time scales and differences as need be?</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>• Can they describe historical events from the different period/s they are studying/have studied?</li> <li>• Can they make comparisons between historical periods; explaining things that have changed and</li> </ul>	<p><b>Were the Anglo-Saxons really smashing?</b></p> <table border="1"> <tr> <td data-bbox="869 328 1005 427">LC1</td> <td data-bbox="1005 328 1830 427">Who were the Anglo-Saxons and how did they influence our life today?</td> </tr> <tr> <td data-bbox="869 427 1005 526">LC2</td> <td data-bbox="1005 427 1830 526">How did the Anglo-Saxons bring law and order to Britain?</td> </tr> <tr> <td data-bbox="869 526 1005 625">LC3</td> <td data-bbox="1005 526 1830 625">What evidence do we have today that the Anglo-Saxons were ever here in the first place?</td> </tr> <tr> <td data-bbox="869 625 1005 724">LC4</td> <td data-bbox="1005 625 1830 724">Which Anglo-Saxon Christian symbols remain with us today?</td> </tr> <tr> <td data-bbox="869 724 1005 823">LC5</td> <td data-bbox="1005 724 1830 823">Can you create your own Anglo-Saxon art focusing on tessellations?</td> </tr> <tr> <td data-bbox="869 823 1005 922">LC6</td> <td data-bbox="1005 823 1830 922">Who were the famous Anglo-Saxons and why was Alfred so 'great'?</td> </tr> <tr> <td data-bbox="869 922 1005 1021">LC7</td> <td data-bbox="1005 922 1830 1021">Can you work as a group to create a model Anglo-Saxon settlement?</td> </tr> <tr> <td data-bbox="869 1021 1005 1155">LC8</td> <td data-bbox="1005 1021 1830 1155"><b>Reflection:</b> : Through Talk Homework can the child make an object or present a research file reflecting what they have learned?</td> </tr> </table>	LC1	Who were the Anglo-Saxons and how did they influence our life today?	LC2	How did the Anglo-Saxons bring law and order to Britain?	LC3	What evidence do we have today that the Anglo-Saxons were ever here in the first place?	LC4	Which Anglo-Saxon Christian symbols remain with us today?	LC5	Can you create your own Anglo-Saxon art focusing on tessellations?	LC6	Who were the famous Anglo-Saxons and why was Alfred so 'great'?	LC7	Can you work as a group to create a model Anglo-Saxon settlement?	LC8	<b>Reflection:</b> : Through Talk Homework can the child make an object or present a research file reflecting what they have learned?
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Palfrey Junior School History Curriculum Map and Progression

		<p>things which have stayed the same?</p> <ul style="list-style-type: none"> <li>• Can they explain the role that Britain has had in spreading Christian values across the world?</li> <li>• Do they appreciate that significant events in history have helped shape the country we have today?</li> <li>• Do they have a good understanding as to how crime and punishment has changes over the years?</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</li> <li>• Can they research the life of one person who has had an influence on the way Great Britain is shaped today?</li> </ul>	
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Palfrey Junior School History Curriculum Map and Progression

Year 5	<b>Ancient Civilizations</b>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Can they use dates and historical language in their work?</li> <li>• Can they draw a timeline with different time periods outlined which show a range of information, such as, periods of history?</li> <li>• Can they use their mathematical skills to work exact time scales and differences as need be?</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>• Can they describe historical events from the different period/s they are studying/have studied?</li> <li>• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> </ul>	<p><b>How can we re-discover the wonder of Ancient Egypt?</b></p> <table border="1"> <tr> <td data-bbox="869 328 1003 427"><b>LC1</b></td> <td data-bbox="1003 328 1792 427"><b>Where is Egypt and why do so many people enjoy going on holiday there?</b></td> </tr> <tr> <td data-bbox="869 427 1003 526"><b>LC2</b></td> <td data-bbox="1003 427 1792 526"><b>What is an archaeologist and how have they helped us find out about the past?</b></td> </tr> <tr> <td data-bbox="869 526 1003 625"><b>LC3</b></td> <td data-bbox="1003 526 1792 625"><b>How can you find out how Walsall has changed?</b></td> </tr> <tr> <td data-bbox="869 625 1003 724"><b>LC4</b></td> <td data-bbox="1003 625 1792 724"><b>How can you recreate the wonder of the Pyramids?</b></td> </tr> <tr> <td data-bbox="869 724 1003 823"><b>LC5</b></td> <td data-bbox="1003 724 1792 823"><b>What have we learnt from the Ancient Egyptians writing?</b></td> </tr> <tr> <td data-bbox="869 823 1003 922"><b>LC6</b></td> <td data-bbox="1003 823 1792 922"><b>Who were the Pharaohs, and why were they very important?</b></td> </tr> <tr> <td data-bbox="869 922 1003 1021"><b>LC7</b></td> <td data-bbox="1003 922 1792 1021"><b>What would you ask an Ancient Egyptian?</b></td> </tr> <tr> <td data-bbox="869 1021 1003 1120"><b>LC8</b></td> <td data-bbox="1003 1021 1792 1120"><b>How can we all go Strictly Come Egyptian dancing?</b></td> </tr> <tr> <td data-bbox="869 1120 1003 1219"><b>LC9</b></td> <td data-bbox="1003 1120 1792 1219"><b>Reflection:</b> Through Talk Homework can the child make an object or present a research file reflecting what they have learned?</td> </tr> </table>	<b>LC1</b>	<b>Where is Egypt and why do so many people enjoy going on holiday there?</b>	<b>LC2</b>	<b>What is an archaeologist and how have they helped us find out about the past?</b>	<b>LC3</b>	<b>How can you find out how Walsall has changed?</b>	<b>LC4</b>	<b>How can you recreate the wonder of the Pyramids?</b>	<b>LC5</b>	<b>What have we learnt from the Ancient Egyptians writing?</b>	<b>LC6</b>	<b>Who were the Pharaohs, and why were they very important?</b>	<b>LC7</b>	<b>What would you ask an Ancient Egyptian?</b>	<b>LC8</b>	<b>How can we all go Strictly Come Egyptian dancing?</b>	<b>LC9</b>	<b>Reflection:</b> Through Talk Homework can the child make an object or present a research file reflecting what they have learned?
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Palfrey Junior School History Curriculum Map and Progression

		<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Can they test out a hypothesis in order to answer a question?</li> <li>• Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</li> </ul>													
Year 5	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Can they use dates and historical language in their work?</li> <li>• Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</li> <li>• Can they use their mathematical skills to work exact time scales and differences as need be?</li> </ul>	<p><b>Why should gunpowder, treason and plot never be forgotten?</b></p> <table border="1"> <tr> <td>LC1</td> <td>Who were the Roundheads and the Cavaliers?</td> </tr> <tr> <td>LC2</td> <td>Was Oliver Cromwell right to stop the monarchy?</td> </tr> <tr> <td>LC3</td> <td>Why was the execution of Charles 1 a major event in British history?</td> </tr> <tr> <td>LC4</td> <td>Why do you think the monarchy was restored after a short while?</td> </tr> <tr> <td>LC5</td> <td>Why do some people think that the Great Fire was one of the best things that happened to London?</td> </tr> <tr> <td>LC6</td> <td>Can you work with clay tiles to recreate the Great Fire of London?</td> </tr> </table>	LC1	Who were the Roundheads and the Cavaliers?	LC2	Was Oliver Cromwell right to stop the monarchy?	LC3	Why was the execution of Charles 1 a major event in British history?	LC4	Why do you think the monarchy was restored after a short while?	LC5	Why do some people think that the Great Fire was one of the best things that happened to London?	LC6	Can you work with clay tiles to recreate the Great Fire of London?
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Palfrey Junior School History Curriculum Map and Progression

		<p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>• Can they describe historical events from the different period/s they are studying/have studied?</li> <li>• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</li> <li>• Can they begin to appreciate that how we make decisions has been through a Parliament for some time?</li> <li>• Do they appreciate that significant events in history have helped shape the country we have today?</li> <li>• Do they have a good understanding as to how crime and punishment has changed over the years?</li> </ul>	<p><b>LC7</b></p>	<p><b>Who was Samuel Pepys and would he have been a modern day blogger?</b></p>	
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Palfrey Junior School History Curriculum Map and Progression

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Palfrey Junior School History Curriculum Map and Progression

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Palfrey Junior School History Curriculum Map and Progression

Year 6	NC Programme of Study	Palfrey Junior Programme of Study	Palfrey Junior Topic																
	<p><b>Stone Age to 1066</b></p>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>• Can they say where a period of history fits on a timeline?</li> <li>• Can they place a specific event on a timeline by decade?</li> <li>• Can they place features of historical events and people from past societies and periods in a chronological framework?</li> </ul> <p><b>Knowledge and Interpretation</b></p> <ul style="list-style-type: none"> <li>• Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>• Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</li> <li>• Can they describe features of historical events and people from past societies and periods they have studied?</li> <li>• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> </ul>	<p><b>Were the Vikings always victorious and vicious?</b></p> <table border="1" data-bbox="1182 316 2029 1123"> <tbody> <tr> <td data-bbox="1182 316 1339 424">LC1</td> <td data-bbox="1339 316 2029 424">Who were the Anglo-Saxons and did they like the Vikings?</td> </tr> <tr> <td data-bbox="1182 424 1339 523">LC2</td> <td data-bbox="1339 424 2029 523">Which region of Britain would you have come under during the Heptarchy?</td> </tr> <tr> <td data-bbox="1182 523 1339 622">LC3</td> <td data-bbox="1339 523 2029 622">Why did the Vikings come to Britain and how did they make the journey?</td> </tr> <tr> <td data-bbox="1182 622 1339 721">LC4</td> <td data-bbox="1339 622 2029 721">What did the Brits learn from the Vikings?</td> </tr> <tr> <td data-bbox="1182 721 1339 820">LC5</td> <td data-bbox="1339 721 2029 820">What was life like for an 11 year old (boy/ girl) Viking?</td> </tr> <tr> <td data-bbox="1182 820 1339 919">LC6</td> <td data-bbox="1339 820 2029 919">How did the Vikings live when they came to Britain?</td> </tr> <tr> <td data-bbox="1182 919 1339 1018">LC7</td> <td data-bbox="1339 919 2029 1018">How can you create a Viking long boat from a range of materials?</td> </tr> <tr> <td data-bbox="1182 1018 1339 1123">Reflection</td> <td data-bbox="1339 1018 2029 1123">Children to prepare a Viking Day when they show others the crafts and skill the Vikings had</td> </tr> </tbody> </table>	LC1	Who were the Anglo-Saxons and did they like the Vikings?	LC2	Which region of Britain would you have come under during the Heptarchy?	LC3	Why did the Vikings come to Britain and how did they make the journey?	LC4	What did the Brits learn from the Vikings?	LC5	What was life like for an 11 year old (boy/ girl) Viking?	LC6	How did the Vikings live when they came to Britain?	LC7	How can you create a Viking long boat from a range of materials?	Reflection	Children to prepare a Viking Day when they show others the crafts and skill the Vikings had
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