



## St Edmund's and St Thomas' Catholic Primary School

### Upper KS 2 Curriculum Map – History

#### Cycle A: 2016-2017

Year Group	Autumn	Spring	Summer
Y5 and Y6	<b>Monarchy and Power:</b> A study of the life and times of three queens: Elizabeth I, Victoria, Elizabeth II.	<b>Crime and Punishment:</b> Comparing three time periods with today: Tudor, Victorian, and the twentieth century.	-

#### Cycle B: 2017-2018

Year Group	Autumn	Spring	Summer
Y5 and Y6	<b>A local study:</b> The impact of WW II on Liverpool.	-	<b>Benin, West Africa (AD 900-1300):</b> A non-European society that provides contrasts with British history. <b>A local study:</b> Liverpool and the slave trade. Fieldwork – visit to the

**Key Skills, Knowledge and Understanding****Y5**

Knowledge	Chronology	Interpretation	Historical Enquiry	Communication
<p>-Describe historical events from the different periods studied.</p> <p>-Compare the role of the monarch by understanding the reigns of Elizabeth I, Victoria and Elizabeth II. (Consider biographical details, achievements, eye witness statements and interpretations of legacy).</p> <p>-Understand the role of parliament in each of these periods of history.</p> <p>-Understand the change in living conditions through each period of history.</p> <p>-Understand the development of innovations and technology through each period.</p> <p>-Show an understanding of how crime and punishment has changed</p>	<p>-Use dates and historical language in their work.</p> <p>-Be able to draw a timeline with different time periods identified, which show a range of information.</p> <p>-Use their mathematical skills to work exact time scales and differences as need be.</p> <p>-Create their own timeline which will show the development of specific features. (Monarchy, Living conditions, Crime and punishment)</p>	<p>-Make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</p> <p>-Appreciate that significant events in history have helped shape the country we have today. (Role of the Monarchy)</p> <p>-Suggest reasons for changes in history</p>	<p>-Use sources of evidence to deduce information about the past.</p> <p>-Understand that no single piece of evidence gives the full answer to questions about the past.</p> <p>-Research the life of one significant person who has instigated change.</p> <p>-Ask, research and answer historical questions.</p>	<p>Use words and phrases such as;</p> <p>BC</p> <p>AD</p> <p>Decade</p> <p>Ancient</p> <p>Century</p> <p>Time period</p> <p>Era</p> <p>Change</p> <p>Chronology</p> <p>Legacy</p> <p>Continuity</p> <p>-Write historical recounts.</p> <p>-Communicate knowledge and understanding orally and in writing and offer points of view based upon their research.</p> <p>-Be able to independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills</p>

over the years.				when doing so.
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## Key Skills, Knowledge and Understanding

### Y6

Knowledge	Chronology	Interpretation	Historical Enquiry	Communication
<ul style="list-style-type: none"> <li>-Summarise the main events from a specific period in history, explaining the order in which key events happened.</li> <li>-Describe historical events from the different periods studied.</li> <li>-Compare the role of the monarch by understanding the reigns of Elizabeth I, Victoria and Elizabeth II. (Consider biographical details, achievements, eye witness statements and interpretations of legacy).</li> <li>-Summarise how Britain has had a major influence on world history.</li> <li>-Summarise what Britain may have learnt from other countries and civilizations.</li> </ul>	<ul style="list-style-type: none"> <li>-Locate where a period of history fits on a timeline.</li> <li>-Place a specific event on a timeline by decade.</li> <li>-Place features of historical events and people from past societies and periods in a chronological framework.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe aspects of historical events, the impact of significant people from past societies and the key features of periods they studied.</li> <li>-Recognise and describe differences and similarities/ changes and continuity between different periods of history.</li> <li>-Trace the main events that define Britain's journey from a mono to a multi-cultural society.</li> <li>-Appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today.</li> </ul>	<ul style="list-style-type: none"> <li>-Examine different versions of an event in history and identify how the author may be attempting to persuade or give a specific viewpoint.</li> <li>-Identify and explain their understanding of propaganda.</li> <li>-Describe a key event from Britain's past using a range of evidence from different sources.</li> <li>-Suggest why there may be different interpretations of events.</li> <li>-Suggest why certain events, people and changes might be seen as more significant than others.</li> <li>-Ask, research and answer historical questions.</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases such as;</li> <li>BC</li> <li>AD</li> <li>Decade</li> <li>Ancient</li> <li>Century</li> <li>Time period</li> <li>Era</li> <li>Change</li> <li>Chronology</li> <li>Legacy</li> <li>Continuity</li> <li>-Write historical reports containing more than one viewpoint.</li> <li>-Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</li> <li>-Be able to independently, or as part of a group, present an aspect they have researched about a given period of history</li> </ul>

				using multi-media skills when doing so.
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