

CARLETON ST HILDA'S LONG-TERM HISTORY MAP

Leadership & Pioneers	Religion & Beliefs	Settlements & Civilisations
-----------------------	--------------------	-----------------------------

Similarity and Difference	Cause Consequence	Change and Continuity	Sources and Evidence	Historical Significance	Historical Interpretation
Confidently describing the key features of the past, and communicating how life is different now, and how it was disparate for different countries, cultures and sections of societies.	To understand that events do not just happen and then end. To know why things happened. To understand that causes develop over time. To explain that an event can cause further issues (consequences), and these can be both good and bad.	Understanding how to map time, to confidently grasp the past, present and future. To see that events and changes occurred at similar/different paces and at similar/different times across the world.	To learn how historians use sources as evidence to construct, challenge or test claims about the past. Pupils must learn to use sources to establish evidence for a specific historical question.	Historical significance focuses on how and why historical events, trends and individuals are ascribed historical significance.	Foundation stone to appreciating that the past is in an interpretation of the available evidence from the time. To consider the impact of perspective on interpretation.

	Autumn 1	Spring 1	Summer 1
R	People who lead us HS: Who leads us at our school and how do they help us?	Toys in the past C&C: What toys did my grandparents play with?	Church of St Hilda C&C: How has our church changed over time?
1	Our Patron Saint of Learning St Hilda HS: Why is St Hilda an important figure in our community?	Space Race! Explorers in space HS: What qualities do pioneering explorers need?	By the Seaside Victorian Fleetwood C&C: Did my grandparents go to the seaside on holiday?
2	Stand Up! Black Historical figures HS:	Up in smoke! The Great Fire of London C: What was it about London a long time ago that helped to cause the GFOL?	Lamp Lady Mary and Florence HS: What impact did FN and MS have on medical care?
3	Foragers and farmers Hunter-gatherers into farmers C&C: What was life like for children in Prehistory?	Stonehenge: A Stone-Cold Mystery Stone Age S&E: What can we learn about Ancient religions and beliefs from Stonehenge?	Bold Boudicca Boudicca's resistance against Rome C: What were the consequences of Boudicca's resistance to the Romans (then and now)?
4	Clogs to Cotton Industrial Revolution - Cotton Mills HS: What was the impact of new inventions on the lives of Lancashire workers?	Mummies and Monuments Monuments and Burials of ancient civilisations S&D What do monuments tell us about what ancient civilizations believed?	Pharaohs and Findings Tomb of Tutankhamun S&E: What does Tutankhamun's tomb reveal about Ancient Egyptian royal burials?
5	Remember, Remember! Gunpowder Plot HI: Was Guy Fawkes an honorable man?	From Raiders to Settlers Anglo-Saxons and the Book of Kells S&E: What do the discoveries at Sutton Hoo and ancient illuminated texts reveal about Anglo-Saxon values and beliefs?	Great Kings! Vikings & Resistance HI: Is it fair to describe all Vikings as brutal invaders?

6	Philosophers and Fighters Ancient Greece as an 8 year old S&D: How and why did leadership styles differ between Ancient Athens and Sparta?	Benin Bronze Benin Kingdom S&D: Why was the Oba seen as divine?	Evacuate! WWII C: Why did parents have to evacuate their children to seaside towns like Fleetwood?
---	---	--	---