

KFJS
History Curriculum Map

In each project children: raise questions and discuss what they already know.

Year 6

Project Unit/Period Matters, skills and processes	Welcome to Britain A theme in British history Immigration (Kindertransport 1939/ Windrush 1948-73/ Syria 2011)	Ancient Adventures Mayan civilisation c.AD900 and its contrast with British history
Key Question	Why have people moved from their homes over the years? What has been the impact of immigration on Britain?	How successful were the Mayans?
Essential understanding	Explore/add relevant event dates on timeline. Include the monarchs King George, Queen Elizabeth and King Charles Dec 1 st 1938 – Sept 1 st 1939 June 22 nd 1948 – 1973 March 2011 - ongoing Remember to consider duration – do each event with a different coloured line and a key underneath What is similar and different about each of these? Did they all have the same choices? Did they all get the same welcome? Be clear about the impact on Britain and why people “chose” Britain.	Focus on classic period circa 250AD to 900AD Put on timeline – discuss different events and which we shall focus on. Then put on Anglo-Saxons 450AD – 1066AD – Note the overlap (Check what they remember from Y5) Note the physical geography – Mexico / Honduras / Belize / Guatemala What would make life different there than in Britain?
Chronology including duration/ interval/ overlap UK/World Timeline from History Centre		Can contrast aspects of Maya culture and society with Saxon Britain e.g. Britain moving towards a single kingdom v separate city states; Mayan astronomy and mathematics strong but not in Britain; many Mayan gods, Saxons largely Christian; Maya had huge cities. Key Focus Mayan box & CD
Characteristic features of the period/ society studied	Was everyone affected? If not, why not? Why did the time periods differ? Key Focus	

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Change & continuity	How did life change for people in the three periods leading to them moving? Are there common factors? Key Focus	
Cause & Consequence inc short term/ long term	Who was/is affected by the immigration? How widespread was/is it? How long did the impact last or is it ongoing? Focus	
Significance inc short term/ long term	What is the evidence for these points in history? Have we got any conflicting evidence? Can they be interpreted in alternative ways? Why might there be contrasting views? Key Focus	Why have there been past misinterpretations of the Maya? Eg Not being able to read their writing or make sense of their carvings. Some ideas about the Maya being based on European view of life, not based on the evidence on the ground e.g. thought to be influenced by other cultures, such as the Egyptians. Focus Getting to grips with the Maya (CD)
Interpretation of the past inc how and why contrasting views arise	Construct a reasoned argument for or against one of the periods of immigration. Refer to evidence and why some sources give conflicting information. What has been its impact. Was there a valid reason for the immigration? Key Focus	Why should we study the Maya? Were they the Momentous Mayans or the Merciless Mayans? Focus The Mayan Enquiry
Historical Enquiry	Is immigration still an issue? Is there any evidence locally? How has it impacted Britain?	Impact of Mayan civilisation's preservation and extension of classical learning.

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Inc source comparison and analysis	Key Focus	
Skills	<p>Create a timeline with the 3 periods of immigration studied showing duration – also place WW2 and the reigns of George VI and Elizabeth II with duration indicated.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Look at 3 periods of immigration to Britain with reasons for it and reactions to it.</p> <p>Write another explanation of a past even in terms of cause and effect using evidence to support and illustrate their explanation – diary / letter / newspaper entries in booklets Know key dates, character and events of time studied</p> <p>Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Bring knowledge gathered from several sources together in a fluent account Produce booklets</p>	<p>Compare to Britain c900 via timelines and locate on World map. Explore/add relevant event dates on timeline. Remember to consider duration. Compare beliefs and behaviour with another time studied – Compare the Mayans to the Anglo-Saxons – daily life, religion, work, homes (treasure hunt) Know key dates, character and events of time studied Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research Suggest omissions and the means of finding out Produce booklets</p>
Assessment	<p>1) Is immigration good or bad? Explain. This could be a forcefield analysis with reasoned arguments. It should</p>	<p>How successful were the Mayans? Create a diamond 9 of legacies.</p>

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	have a conclusion box in which a final judgement is written with reasoning. 2) What has been the impact of immigration on Britain? Have a blank image of Britain, inside write the impact of immigration on the country as a whole.	
WTS	Basic statements on each side No conclusion Children make 2-3 points which are not explained.	Children can place 9 legacies into a diamond 9 and orally explain why they have placed the top one there without referring to why it is evidence of success.
EXS	Clear points on each side with a conclusion Children can make 3 points with explanations demonstrating a good understanding.	Children can decide on legacies in class discussion. They can place them into a diamond 9 and can provide an explanation for why they have put the top one first, referring to how it shows that the Mayans were successful.
GDS	Developed arguments on each side with clear explanations referring to historical evidence and a well-reasoned conclusion referring to the arguments made. Children can make at least 3 points with developed explanations looking at the impact and explain why there might be differing views on this.	Children can decide on legacies in class discussion. They can place them into a diamond 9 for Mayan success. They can provide an explanation for why they have placed them in that order by making some comparisons to the Anglo-Saxons.

NB you will not necessarily have entries in every box for every topic. Not all skills will be covered in all topics. However, each skill/process should be visited at least twice in a key stage and approached at a higher level in the later visit. **Key Focus / Focus / Discussion:** These indicate the degree you need to target each area.