








Our Minster Junior curriculum

AUTUMN TERM	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<u>AUTUMN PROJECT</u>	 <p style="text-align: center;"><u>Through the Ages</u></p>	 <p style="text-align: center;"><u>Invasion</u></p>	 <p style="text-align: center;"><u>Dynamic Dynasties</u></p>	 <p style="text-align: center;"><u>Maafa</u></p>
ENQUIRY QUESTION	What are the common areas of human concern in any society?	How did the significant historical events impact on past and present history?	How can the legacy of Ancient China still be seen in the world today?	How can life still be unequal for black people in Britain today?
KEY VOCABULARY	AD, archaeologist, artefact, BC, BCE, Briton, bronze, CE, century, circa, copper, druid, era, flint, henge, hillfort, Homo erectus, Homo sapiens, invention, iron, loom, megalith, microlith, migration, millennium, nomad, ore, Palaeolithic, plough, prehistoric, quern	Angle, Anglo-Saxon, Celt, Christianity, heptarchy, kingdom, hierarchy, Invasion, Jute, monastery, monk, mythology, pagan, Saxon, Scandinavia, Viking,	Afterlife, ancestor, bronze, chariot, civilisation, dagger-axe, deity, ding, dynasty, emperor, hierarchy, inscription, jade, oracle, sacrifice, shamen, silk, taotie,	Abolish, abolitionist, apprenticeship, chattel, civilisation, colonisation, dehumanise, diaspora, emancipation, enslaver, exploitation, indenture, indigenous, oppression, plantation, rebellion, shackles, trader
THEME	Spiritual, moral, social, cultural development Faith, Humility, Stewardship	Spiritual, moral, social, cultural development Faith, Humility, Stewardship	Spiritual, moral, social, cultural development Faith, Humility, Stewardship	Spiritual, moral, social, cultural development Faith, Humility, Stewardship
ONGOING SUSTAINABLE ENQUIRY QUESTION	Why is soil so important?	Does it matter that species decline or go extinct?	How sustainable and ethical is your cup of tea?	How many people is too many for the earth?

SKILLS	Year 3 SKILLS: Describe how a significant event or person in British history changed or influenced how people live today. Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. Describe ways in which human invention and ingenuity have changed how people live. Describe the everyday lives of people from past historical periods. Describe the roles of tribal communities and explain how this influenced everyday life. Explain the cause and effect of a significant historical event. Explain the similarities and differences between two periods of history. Make deductions and draw conclusions about the reliability of a historical source or artefact. Sequence dates and information from several historical periods on a timeline.	Year 4 SKILLS: Compare and contrast two civilisations. Construct a profile of a significant leader using a range of historical sources. Describe a series of significant events, linked by a common theme, that show changes over time in Britain. Explain the cause, consequence and impact of invasion and settlement in Britain. Describe and explain the impact of a past society on a local settlement or community. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. Describe the significance and impact of power struggles on Britain. Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.	Year 5 SKILLS: Articulate and organise important information and detailed historical accounts using topic related vocabulary. Compare and contrast an aspect of history across two or more periods studied. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, and hierarchy). Study a feature of a past civilisation or society. Describe the significance, impact and legacy of power in ancient civilisations. Explain how everyday life in an ancient civilisation changed or continued during different periods. Explain why an aspect of world history is significant. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	Year 6 SKILLS: Examine the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. Recognise how a place is enriched by the diversity of the people that live there. Articulate and present a clear, chronological world history narrative within and across historical periods studied. Articulate the significance of a historical person, event, discovery or invention in British history. Describe the growth of the British economy and the ways in which its growth impacted on British life. Ask perceptive questions to evaluate an artefact or historical source. Identify different types of bias in historical sources and explain the impact of that bias. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).

	<p>Summarise how an aspect of British or world history has changed over time. Use historical terms to describe different periods of time.</p>	<p>Explain in detail the multiple causes and effects of significant events.</p> <p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p> <p>Sequence significant dates about events within a historical time period on historical timelines.</p>	<p>Sequence and make connections between periods of world history on a timeline.</p> <p>Use a range of historical sources or artefacts to build a picture of a historical event or person.</p>	<p>Describe and explain the significance of a leader or monarch.</p> <p>Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p> <p>Describe the causes and consequences of a significant event in history.</p> <p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</p> <p>Present a detailed historical narrative about a significant global event.</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>Use abstract terms to express historical ideas and information.</p>
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SPRING TERM	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<u>SPRING PROJECT</u>	 <p><u>Rocks and Relics and Rumbles</u></p>	 <p><u>Misty Mountain Winding River</u></p>	 <p><u>Sow and Grow And Farm</u></p>	 <p><u>Frozen Kingdom</u></p>
ENQUIRY QUESTION	Why do people still live next to an active volcano?	What impact do I have on the world?	What responsibilities do we have for one another?	What is our place or role in this world?
KEY VOCABULARY	Active, cinder cone, extinct volcanoes, continental crust/drift, crater, divergent plate boundary, earthquake, effusive eruption, epicentre, equator, fossil, igneous rock, inner core, latitude, lava, longitude, magma, molten, palaeontology, sedimentary rock, tremor, tsunami, volcanology,	Adaptation, altitude, cairn, civilised, collection, condensation, contour lines, coordinate, escarpment, evaporation, expedition, foothill, geology, habitat hostile, orienteering, peak, plateau, scree, species, terrain, tribe, vegetational zone, Yeti,	Agriculture, allotment, arable farming, biome, carbon footprint, climate, cultivate, fertiliser, irrigation, monoculture, pastoral, pesticide, seasonality, temperate zone, topography,	Antartic, Artic, Aurora Borealis, climate, expedition, explorer, food chain, frozen precipitation glacier, habitat, iceberg, icicle, igloo, Inuit people, North Pole, seabed, settlement, sledge, snow, snowdrift, South Pole, temperature, tundra,
THEME	Spiritual, moral, social, cultural development Faith, Humility, Stewardship	Spiritual, moral, social, cultural development Faith, Humility, Stewardship	Spiritual, moral, social, cultural development Faith, Humility, Stewardship	Spiritual, moral, social, cultural development Faith, Humility, Stewardship
SKILLS	Year 3 SKILLS: Classify, compare and contrast	Year 4 SKILLS: Collect and analyse primary and secondary data, identifying and	Year 5 SKILLS: Construct or carry out a	Year 6 SKILLS: Ask and answer geographical questions and hypotheses using a

	<p>different types of geographical feature.</p> <p>Describe how a significant geographical activity has changed a landscape in the short or long term.</p> <p>Describe the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).</p> <p>Describe the parts of a volcano or earthquake. Name and describe properties of the Earth's four layers.</p> <p>Explain the physical processes that cause earthquakes.</p> <p>Locate significant places using latitude and longitude.</p> <p>Name and describe the types, appearance and properties of rocks.</p> <p>Name and locate significant volcanoes and plate boundaries and explain why they are important.</p> <p>Use the eight points of a compass to locate a geographical feature or place on a map.</p>	<p>analysing patterns and suggesting reasons for them.</p> <p>Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK.</p> <p>Identify the topography of an area of the UK using contour lines on a map.</p> <p>Describe altitudinal zonation on mountains.</p> <p>Describe and compare aspects of physical features.</p> <p>Describe and explain the transportation of materials by rivers.</p> <p>Describe the properties of different types of soil.</p> <p>Explain how the physical processes of a river, sea or ocean have changed a landscape over time.</p> <p>Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.</p> <p>Identify, describe and explain the formation of different mountain types.</p>	<p>geographical enquiry by gathering and analysing a range of sources.</p> <p>Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.</p> <p>Describe how soil fertility, drainage and climate affect agricultural land use.</p> <p>Describe in detail the different types of agricultural land use in the UK.</p> <p>Explain how the climate affects land use.</p> <p>Explain how the topography and soil type affect the location of different agricultural regions.</p> <p>Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.</p> <p>Identify some of the problems of farming in a developing country and report on ways in which these can be supported.</p> <p>Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.</p>	<p>range of fieldwork and research techniques.</p> <p>Compare and describe physical features of polar landscapes.</p> <p>Describe the climatic similarities and differences between two regions.</p> <p>Describe the distribution of natural resources in an area or country. Explain how climate change affects climate zones and biomes across the world.</p> <p>Explain how humans function in the place they live.</p> <p>Explain how the presence of ice makes the polar oceans different to other oceans on Earth.</p> <p>Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p> <p>Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.</p>
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SUMMER TERM	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<u>SUMMER TOPIC</u>	 <p><u>Emperors and Empires</u></p>	 <p><u>Ancient Civilisations</u></p>	 <p><u>Ground Breaking Greeks</u></p>	 <p><u>Britain at War</u></p>
ENQUIRY QUESTION	Did the Romans improve Britain?	Which is more interesting the past or the future?	How does history affect who we are now?	Is the present better than the past?
KEY VOCABULARY	Aqueduct, artefact, auxiliary, century, cohort, consequences, dictator, empire, hierarchy, invasion, legion, paganism, rebellion, republic, senator, slave,	afterlife, Archaeologist, artefact, civilisation, cuneiform, hierarchy, irrigation, mummification, nomad, papyrus, pharaoh, pyramid, sarcophagus, scribe, vizier,	Acropolis, agora, Archaic period, architecture, artefacts, Assembly, citadel, citizen, city state, Classical period, democracy, hierarchy, legacy, mythology, Neolithic, Parthenon, philosophy, tyranny,	Air raid, alliance, Allied Powers, appeasement, armistice, arms race, artillery, battle, blackout, Blitz, campaign, conscription, dictator, expansionism, fascism, genocide, offensive, patriotism, propaganda, resistance, truce, war
THEME	Spiritual, moral, social, cultural development Faith, Humility, Stewardship	Spiritual, moral, social, cultural development Faith, Humility, Stewardship	Spiritual, moral, social, cultural development Faith, Humility, Stewardship	Spiritual, moral, social, cultural development Faith, Humility, Stewardship
SKILLS	Year 3 SKILLS: Analyse a range of historical information to explain how a national or international event has impacted the locality.	Year 4 SKILLS: Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them. Compare and contrast two civilisations.	Year 5 SKILLS: Articulate and organise important information and detailed historical accounts using topic related vocabulary.	Year 6 SKILLS: Articulate and present a clear, chronological world history narrative within and across historical periods studied.

	<p>Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p>Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.</p> <p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>Describe how a significant event or person in British history changed or influenced how people live today.</p> <p>Explain the cause, consequence and impact of invasion and settlement in Britain.</p> <p>Describe the achievements and influence of the ancient Romans on the wider world.</p> <p>Describe ways in which human invention and ingenuity have changed how people live.</p> <p>Describe the hierarchy and different roles in past civilisations.</p> <p>Describe the significance and impact of power struggles on Britain.</p> <p>Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</p> <p>Explain the cause and effect of a significant historical event.</p> <p>Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p>	<p>Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements</p> <p>Construct a profile of a significant leader using a range of historical sources.</p> <p>Describe the hierarchy and different roles in ancient civilisations.</p> <p>Explain how artefacts provide evidence of everyday life in the past.</p> <p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p>Explain in detail the multiple causes and effects of significant events.</p> <p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p> <p>Sequence significant dates about events within a historical time period on historical timelines.</p>	<p>Compare and contrast an aspect of history across two or more periods studied.</p> <p>Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p>Study a feature of a past civilisation or society.</p> <p>Describe the significance, impact and legacy of power in ancient civilisations.</p> <p>Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p>Explain why an aspect of world history is significant.</p> <p>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p> <p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p>Find evidence from different sources, identify bias and form balanced arguments.</p> <p>Use a range of historical sources or artefacts to build a picture of a historical event or person.</p>	<p>Articulate the significance of a historical person, event, discovery or invention in British history. Ask perceptive questions to evaluate an artefact or historical source.</p> <p>Identify different types of bias in historical sources and explain the impact of that bias.</p> <p>Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p> <p>Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p> <p>Describe some of the significant achievements of mankind and explain why they are important. Describe the causes and consequences of a significant event in history.</p> <p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>Present a detailed historical narrative about a significant global event.</p> <p>Present an in-depth study of a local town or city, suggesting how</p>
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	<p>Make deductions and draw conclusions about the reliability of a historical source or artefact. Make choices about the best ways to present historical accounts and information. Sequence dates and information from several historical periods on a timeline.</p>	<p>Use more complex historical terms to explain and present historical information.</p>	<p>Frame historically valid questions about continuity and change and construct informed responses.</p> <p>Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality.</p> <p>Sequence and make connections between periods of world history on a timeline.</p>	<p>to source the required information.</p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p>Use abstract terms to express historical ideas and information.</p>
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