









## Our Minster Junior curriculum

<b>AUTUMN TERM 2023</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b><u>AUTUMN PROJECT</u></b>	 <p style="text-align: center;"><b><u>Through the Ages</u></b></p>	 <p style="text-align: center;"><b><u>Invasion</u></b></p>	 <p style="text-align: center;"><b><u>Dynamic Dynasties</u></b></p>	 <p style="text-align: center;"><b><u>Maafa</u></b></p>
<b>ENQUIRY QUESTION</b>	<b>What are the common areas of human concern in any society?</b>	<b>How did the significant historical events impact on past and present history?</b>	<b>How can the legacy of Ancient China still be seen in the world today?</b>	<b>How can life still be unequal for black people in Britain today?</b>
<b>KEY VOCABULARY</b>	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
<b>THEME</b>	<b>Spiritual, moral, social, cultural development</b> <b>Faith, Humility, Stewardship</b>	<b>Spiritual, moral, social, cultural development</b> <b>Faith, Humility, Stewardship</b>	<b>Spiritual, moral, social, cultural development</b> <b>Faith, Humility, Stewardship</b>	<b>Spiritual, moral, social, cultural development</b> <b>Faith, Humility, Stewardship</b>
<b>ONGOING SUSTAINABLE ENQUIRY QUESTION</b>	<b>Why is soil so important?</b>	<b>Does it matter that species decline or go extinct?</b>	<b>How sustainable and ethical is your cup of tea?</b>	<b>How many people is too many for the earth?</b>
<b>SKILLS</b>	<b>Humanities</b> Understand that knowledge of ironworking arrived with the Celts. It improved tools and weapons, so	<b>Humanities</b> Recognising the everyday lives of the Vikings were similar to the	<b>Humanities</b> Learn about the achievements of the earliest civilizations.	<b>Humanities</b> Examine the nature and consequences of discrimination,

	<p>farming became more efficient. It increased conflict.</p> <p>Farming became more efficient in the Iron Age, Farmers traded surplus crops with other tribes. Efficient farming led to more free time.</p> <p>The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain.</p> <p>Recognising power struggles and conflict (The Iron Age ended in AD 43 when the Roman emperor, Claudius, successfully invaded Britain.)</p> <p>Identifying a social hierarchy developing. (In the Bronze Age, for the first time in Britain, there was a difference between the wealth and status of people.)</p> <p>Describe ways in which human invention and ingenuity have changed how people live.</p>	<p>Anglo-Saxons in many ways. However, there were differences.</p> <p>Construct a profile of a significant leader using a range of historical sources.</p> <p>Identify the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, and hierarchy).</p> <p>A past event or society can impact a local settlement in several ways.</p> <p>Recognise there was a social hierarchy.</p> <p>Identifying the significance of Monasteries (important for spreading Christianity to the Anglo-Saxons, promoted reading and writing and provided help for the poor.)</p> <p>Find evidence of the influences of Roman civilisation on Britain (the building of roads, houses and villas with technology.)</p> <p>Describe the significance and impact of power struggles on Britain.</p> <p>Build a picture of a historical person (historical artefacts can reveal much about the object's use or owner.)</p>	<p>Gain historical perspective understand the connections between local, regional, national and international history (cultural, economic, military, political, religious and social history)</p> <p>Understand the people of the Shang Dynasty had five important religious beliefs.</p> <p>Understand that the Shang Dynasty suffered hardships (Bronze was significant in the Shang Dynasty because it was difficult to produce)</p> <p>Recognise there was a social hierarchy.</p> <p>Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs.</p> <p>Find evidence from different sources, identify bias and form balanced arguments.</p> <p>Build a picture of a historical event or person and recognise the societal assumptions that have a decisive influence on our thinking.</p>	<p>teasing, bullying and aggressive behaviours.</p> <p>Recognise how a place is enriched by the diversity of the people that live there.</p> <p>Explain and offer a considered viewpoint on the negative impacts of prejudice and stereotyping on communities and individuals. Life was difficult for enslaved people after abolition of the slave trade and slavery.</p> <p>Articulate the significance of a historical person, event, discovery or invention in British history. (Britain played a key role in the Maafa)</p> <p>The Race Relations Act of 1965 is significant.</p> <p>The act was eventually replaced by the Equality Act 2010, which covers racial discrimination, but also other kinds of intolerance, such as discrimination against gender, disability, sexual orientation or religion.</p> <p>Recognise the strong trade links in Africa (a variety of kingdoms developed in Africa over the last 6000 years.)</p> <p>Describe and explain the common traits and motives of leaders and</p>
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		Explain the cause, consequence and impact of invasion and settlement in Britain.		monarchs from different historical periods.  Resistance took many forms.  Enslaved people also created their own cultural identity and practised religions, such as Obeah, as a way of rejecting European culture and rule.  Recognising the many different actions and events, over a period of around 100 years, that lead to the eventual abolition of slavery.
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<b>SPRING TERM 2024</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
<b><u>SPRING PROJECT</u></b>	 <p><b><u>Rocks and Relics and Rumbles</u></b></p>	 <p><b><u>Misty Mountain Winding River</u></b></p>	 <p><b><u>Sow and Grow And Farm</u></b></p>	 <p><b><u>Frozen Kingdom</u></b></p>
<b>ENQUIRY QUESTION</b>	<b>Why do people still live next to an active volcano?</b>	<b>What impact do I have on the world?</b>	<b>What responsibilities do we have for one another?</b>	<b>What is our place or role in this world?</b>
<b>KEY VOCABULARY</b>	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,
<b>THEME</b>	<b>Spiritual, moral, social, cultural development</b> <b>Faith, Humility, Stewardship</b>	<b>Spiritual, moral, social, cultural development</b> <b>Faith, Humility, Stewardship</b>	<b>Spiritual, moral, social, cultural development</b> <b>Faith, Humility, Stewardship</b>	<b>Spiritual, moral, social, cultural development</b> <b>Faith, Humility, Stewardship</b>
<b>SKILLS</b>	<b>Year 3 SKILLS:</b> Classify, compare and contrast	<b>Year 4 SKILLS:</b> Collect and analyse primary and secondary data, identifying and	<b>Year 5 SKILLS:</b> Construct or carry out a	<b>Year 6 SKILLS:</b> 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. 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>Name, locate and explain the importance of significant mountains or rivers.</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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		<p>Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.</p> <p>Use four or six-figure grid references and keys to describe the location of objects and places on a map.</p> <p>Use specific geographical vocabulary and diagrams to explain the water cycle.</p>	<p>Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.</p>	
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SUMMER TERM 2024	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>SUMMER TOPIC</b>	 <p><b>Emperors and Empires</b></p>	 <p><b>Ancient Civilisations</b></p>	 <p><b>Ground Breaking Greeks</b></p>	 <p><b>Britain at War</b></p>
ENQUIRY QUESTION	<b>Did the Romans improve Britain?</b>	<b>Which is more interesting the past or the future?</b>	<b>How does history affect who we are now?</b>	<b>Is the present better than the past?</b>
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	<b>Spiritual, moral, social, cultural development</b> <b>Faith, Humility, Stewardship</b>	<b>Spiritual, moral, social, cultural development</b> <b>Faith, Humility, Stewardship</b>	<b>Spiritual, moral, social, cultural development</b> <b>Faith, Humility, Stewardship</b>	<b>Spiritual, moral, social, cultural development</b> <b>Faith, Humility, Stewardship</b>
SKILLS	<p><b>Year 3 SKILLS:</b></p> <p>Sequence dates and information from several historical periods on a timeline.</p> <p>Describe everyday life in ancient Rome, including aspects, such as</p>	<p><b>Year 4 SKILLS:</b></p> <p>Use more complex historical terms to explain and present historical information.</p> <p>Explain how the design, decoration and materials used to make an artefact can provide evidence of</p>	<p><b>Year 5 SKILLS:</b></p> <p>Use a range of historical sources or artefacts to build a picture of a historical event or person.</p>	<p><b>Year 6 SKILLS:</b></p> <p>Use abstract terms to express historical ideas and information.</p> <p>Describe the causes and consequences of a significant event in history.</p>

	<p>jobs, houses, buildings, food and schooling.</p> <p>Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</p> <p>Describe the hierarchy and different roles in past civilisations.</p> <p>Describe the achievements and influence of the ancient Romans on the wider world.</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>Describe the significance and impact of power struggles on Britain.</p>	<p>the wealth, power and status of the object's owner.</p> <p>Explain how artefacts provide evidence of everyday life in the past.</p> <p>Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.</p> <p>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them</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>Describe the hierarchy and different roles in ancient civilisations.</p> <p>Construct a profile of a significant leader using a range of historical sources.</p> <p>Sequence significant dates about events within a historical time period on historical timelines.</p>	<p>Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p>Frame historically valid questions about continuity and change and construct informed responses.</p> <p>Compare and contrast an aspect of history across two or more periods studied.</p> <p>Sequence and make connections between periods of world history on a timeline.</p> <p>Study a feature of a past civilisation or society.</p> <p>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <p>Describe the significance, impact and legacy of power in ancient civilisations.</p> <p>Describe the achievements and influence of the ancient Greeks on the wider world.</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>Articulate and present a clear, chronological world history narrative within and across historical periods studied.</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>Explain interconnections between two or more areas of the world.</p> <p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p>Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</p>
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	<p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>Analyse a range of historical information to explain how a national or international event has impacted the locality.</p>	<p>Compare and contrast two civilisations.</p> <p>Explain in detail the multiple causes and effects of significant events.</p>		
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