

Paragon Curriculum

Paragon Topic Map - England Edition

Topic Map	Unit 1 40,000 BC - 500 BC The Ancient World	Unit 2 500 BC - 500 AD The Classical World	Unit 3 500 - 1460 The Middle Ages	Unit 4 1460 - 1600 Renaissance & the New World
Foundation Stage: Myself; my world; family; basic needs; environment.	<i>All about me: Who am I?</i> Self, identity, name, how children grow and develop (birth to age 4), parts of the body, interaction with others, friends, likes and dislikes.	<i>All about families: What is a family?</i> Family members, household, family tree, relationships—love, kindness, support, nurture; animal families; basic needs (food).	<i>All about homes: What is a home?</i> Basic needs (shelter), my home, my room, homes of others, animal homes (habitats), climates.	<i>All about clothes: What do clothes teach us about people?</i> Basic needs (clothing), articles of clothing, how to dress myself, costumes, clothing from around the world, textures of clothing.
Key Stage One: Year 1 Myself; my world; family; basic needs; globalism; geography.	<i>Who am I?</i> Self, identity, name, likes and dislikes, place; children of Ancient Egypt. Egypt	<i>What is a family?</i> Family members, relationship with others, household; families of Ancient Rome. Rome	<i>What is a home?</i> Houses and homes, activities in homes; homes in Africa, climate, plants and animals. Africa	<i>What do clothes teach us about people?</i> Personal clothing, clothing & culture, basic needs, markets, exchange of goods, Renaissance. Europe
Key Stage One: Year 2 Community; jobs; making dreams come true; heroes; basic needs; geography.	<i>What do people need?</i> Basic needs - food, shelter, warmth, prehistoric life, hunters and gatherers, the Upper Paleolithic. Europe	<i>What is a community?</i> Community, connections between families in a place, working together, sharing responsibility. Greece	<i>How do people help their communities?</i> Medieval life, castle society, lords, ladies, knights, peasants, Robin Hood. Europe	<i>How do people make their dreams come true?</i> Renaissance explorers and artists; da Vinci, Michelangelo, Columbus, Magellan. Europe

Paragon Curriculum

<p>Key Stage Two: Year 3 Environment; natural resources; community; multi- culturalism; geography.</p>	<p><i>Why did people start to farm?</i> Early farmers, natural resources of the Fertile Crescent, water, environment, beliefs, temples, stories. Mesopotamia</p>	<p><i>How do people live in a rainforest?</i> The Maya - environment, natural resources, myth, temples, art, literature. Meso-America</p>	<p><i>How do people live in a desert environment?</i> Pueblo tribes, the Anazasi, cliff dwellers, farming in a desert, pottery, art, and stories. North America</p>	<p><i>How do communities connect with each other?</i> Inca, Andes Mountains, building an Empire, communication, runners, art, beliefs, Machu Picchu. South America</p>
<p>Key Stage Two: Year 4 Culture; art; myth and stories; travel and trade, exploration; geography.</p>	<p><i>How does culture flow from a river?</i> The Indus River and Indus Valley. Rivers; farming, irrigation, the elements of culture, and the interaction between geography and culture. India</p>	<p><i>How does a culture expand?</i> The Silk Road, Shi Huangdi's tomb, rulers, artifacts and what they tell us about the past, folktales. China</p>	<p><i>How do cultures share goods and ideas?</i> The Silk Road into the Middle East. Arabian Nights, spread of Islam, trade, interaction with North Africa, salt trade. Middle East, Spain, Portugal</p>	<p><i>How do explorers connect cultures?</i> Exploration, Cortes, Pizarro, Magellan, Columbus, etc. Old World and "New World"</p>
<p>Key Stage Two: Year 5 Civilisation; spread of people and ideas; belief, technology; geography.</p>	<p><i>How do we recognize a civilisation?</i> Farming, stratification, job specialisation, religion, art, government, architecture, writing. Egypt</p>	<p><i>Can a civilisation die out and still live on?</i> Democracy, city-states, humanism, literature, art, theatre, Olympics, philosophy, Socrates, Plato, Aristotle, and Pythagoras. Ancient Greece</p>	<p><i>How can we tell what a civilisation values?</i> Artifacts & architecture of the Middle Ages. Castles, towns, cathedrals, stained glass, illuminations, and guilds. Europe</p>	<p><i>What can we learn about a civilisation from its great thinkers?</i> Italian Renaissance, art, science, inventions, Leonardo, Copernicus, and Galileo. Italy</p>

Paragon Curriculum

<p>Key Stage Two: Year 6 Western civilisation; government; philosophy; religion; ideas; technology; geography.</p>	<p><i>How do we unlock the mysteries of a civilisation?</i> Archaeology, inference, King Tut's tomb, artifacts, burial rites, beliefs. Egypt</p>	<p><i>What do we learn from the ruins of an Empire?</i> Archaeology, origins of Rome, philosophy, art, architecture, Empire, government, military Pompeii. Rome</p>	<p><i>How do we piece together a vanished culture?</i> The Vikings, archaeology, seafaring culture, conquest, government, runes, myth, and daily life. Europe</p>	<p><i>What happens when people change their religion?</i> Reformation, Martin Luther, Bach, Tudor England, Henry VIII, Elizabeth I, and Shakespeare; methods of historians. Europe</p>
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Paragon Curriculum

Essential Questions/ Topic Map	Unit 5 Kingdoms & Colonies 1600 - 1750	Unit 6 Revolution & Independence 1750 - 1825	Unit 7 Unification & Industrialisation 1825 - 1900	Unit 8 The 20 th Century 1900 - 2000
<p>Foundation Stage: Myself; my world; family; basic needs; environment.</p>	<p><i>All about celebrations: How do people celebrate?</i> My birthday, family celebrations, types of celebrations in my country, elements of celebrations: song, music, food & dance.</p>	<p><i>All about art: Why do people create art?</i> Types of art: dance, theatre, music, visual art; elements of visual art: lines, color, textures; museums; performance.</p>	<p><i>All about nature: How do people "live off the land?"</i> Basic needs, land & water plants & animals, how nature helps us, how we help the environment</p>	<p><i>All about my world today: How do people live today?</i> Modern life in my country; community helpers, jobs, transport, safety</p>
<p>Key Stage One: Year 1 Myself; my world; family; basic needs; globalism; geography.</p>	<p><i>How do people celebrate?</i> Types of celebrations here & around the world; celebrations in India, daily life, community, song, music, & dance. India</p>	<p><i>Why do people create art?</i> Types of art; Balinese daily life, community, folklore, stories, music, dance, art, fabric. South East Asia</p>	<p><i>How do people "live off the land?"</i> Geography, environment, daily life of aborigines, song, dance, storytelling, art, plants, and animals. Australia</p>	<p><i>How do people live today?</i> Modern British life; changes in daily life in the 20th Century; technology, innovations, transport. Britain</p>
<p>Key Stage One: Year 2 Community; jobs; making dreams come true; heroes; basic needs; geography.</p>	<p><i>How do people create communities?</i> Woodland Indians, Pilgrims, Plymouth, creating a new community. Europe/America</p>	<p><i>How do dreamers shape communities?</i> Daily life in the British countryside; changes in farming techniques and tools; Agricultural Revolution. Britain</p>	<p><i>Why are people drawn to cities?</i> Bustling cities, new inventions, and entertainment. Britain</p>	<p><i>How do people communicate?</i> Communication, postal service, stamps, letter writing, communicating with technology. Britain</p>

Paragon Curriculum

<p>Key Stage Two: Year 3 Environment; natural resources; community; multicultural; geography.</p>	<p>How do people live on an island? Islands, geography, animals, samurai warriors, ritual, art, kabuki, martial arts. Shogun Japan</p>	<p>How do people live on the coast? Coastal living, daily life, houses, canoes, totem poles, folklore, masks, dances. Northwest Coast Indians</p>	<p>How do people live in an icy land? Arctic environments, working with the environment, celebrations, innovation. The Arctic</p>	<p>How do we live in Britain? 20th century, environment, diversity, technology, celebration. Britain</p>
<p>Key Stage Two: Year 4 Culture; art; myth and stories; travel and trade, exploration; geography.</p>	<p>How do different cultures inhabit the same land? Exchange of goods and ideas, food, farming techniques, daily life, colonists & Indians. North America</p>	<p>How did events and developments help shape our community? Britain's geography; regions; how events, innovations, and people helped the community develop unique characteristics. Britain & Local Community</p>	<p>How do modern-day events and developments affect our community? How national and global events, innovations, and people have affected the local community from the 20th century to the present. Britain & Local Community</p>	<p>How do neighboring peoples interact and stay unique? Histories and people of England, Ireland, Scotland and Wales. United Kingdom and Ireland</p>
<p>Key Stage Two: Year 5 Civilisation; spread of people and ideas; belief, technology; geography.</p>	<p>How do people plant the seeds of a new civilisation? The process of settling in a new land, Jamestown, puritans, pilgrims, Salem Witch Trials, organising a group of people, colonial homes and plantations. America and Britain</p>	<p>How does a civilisation build an empire? British exploration and colonisation; trading companies; expansion of the British Empire; naval power; conflicts and treaties. Britain</p>	<p>How is a civilisation defined by an era? Queen Victoria; population changes; innovations and technology; changes in work, communications, transport and daily lives of men, women and children from different sections of society in the Victorian era. Britain</p>	<p>How do changes in society impact individuals? Industrial, economic, social and technological changes that have taken place in Britain since 1930; impact on the lives of men, women and children from different sections of society. Britain</p>

Paragon Curriculum

<p>Key Stage Two: Year 6 Civilisation; government; philosophy; religion; ideas; technology; geography.</p>	<p><i>How do the arts enlighten us about the past?</i> The Enlightenment, the arts, Louis XVI, Versailles, the way people think, spread of ideas. Europe</p>	<p><i>How have ideas ignited revolutions?</i> French Revolution, connection to the American Revolution; people and arts of the time; Napoleon, Toussaint L'Overture, Simón Bolívar. France</p>	<p><i>How can technology change life?</i> Industrial Revolution beginning in England, spreading to Europe and the United States, technology; factory towns; child labor; scientific discoveries; inventions; change over time. Britain, Europe & U.S.</p>	<p><i>Who are we?</i> Decade by decade exploration of the 20th century; British cultural identity; cultural change over time. Britain</p>
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