

Redwell History Intent 2022 – 2023

History Curriculum Objectives 2022-2023

	R	1	2	3	4	5	6
EYFS / National Curriculum Objectives	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> To know about my own life-story (<i>sharing special boxes</i>) To know how I have changed To talk about the lives of the people around us. To know that the emergency services exist and what they do. (<i>Superheroes</i>) To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (<i>Christmas and Emergency Services</i>) To know about figures from the past (<i>Buzz Aldrin</i>) To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (<i>Travel</i>) To know about the past through settings, characters and events encountered in books read in class and storytelling (<i>Animal environments</i>) To know about the past through settings, characters and events encountered in books read in class and story telling. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. (<i>Superheroes-Sir Thomas Moore</i>) Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>KS1 pupils should be taught about:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] significant historical events, people and places in their own locality. 	<p>KS2 pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include: <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture the Roman Empire and its impact on Britain Examples (non-statutory) This could include: <ul style="list-style-type: none"> Julius Caesar’s attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian’s Wall British resistance, for example, Boudica ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity History – key stages 1 and 2 4 Britain’s settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include: <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 a local history study Examples (non-statutory) <ul style="list-style-type: none"> a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. History – key stages 1 and 2 5 <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 Examples (non-statutory) the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of Britain the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 				

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	Chronological Understanding Historical Interpretation Historical enquiry organisation and communication	<p>Remember parts of stories and memories about the past</p> <p>Order artefacts and events that are close together in time</p> <p>Use words and phrases such as: old, young, new, past, present, future, century, before and after to show the passing of time.</p> <p>Recognise that there are different types of evidence and sources that can be used to help represent the past.</p> <p>Begin to observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Begin to observe or handle evidence to ask simple questions about the past on the basis of simple observations.</p> <p>Begin to observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>Begin to choose and select evidence and suggest how it can be used to find out about the past.</p> <p>Talk, write and/or draw about things from the past.</p> <p>Begin to use historical vocabulary to retell simple stories about the past.</p> <p>Begin to use drama/role play to communicate their knowledge about the past.</p>	<p>Describe memories and changes that have happened in their own lives</p> <p>Order artefacts, events and dates from earliest to latest on simple timelines</p> <p>Use words and phrases such as: old, oldest, new, newest, earliest, latest, past, present, future, century, modern, before, after to show the passing of time.</p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Begin to use stories or accounts to distinguish between fact and fiction.</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p>Begin to compare two versions of a past event.</p> <p>Observe or handle evidence to ask simple questions about the past on the basis of simple observations.</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>Choose and select evidence and say how it can be used to find out about the past.</p> <p>Talk, write and draw about things from the past.</p> <p>Use historical vocabulary to retell simple stories about the past</p> <p>Use drama/role play to communicate their knowledge about the past.</p>	<p>Sequence some events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Begin to use appropriate historical vocabulary to describe key features of a time period.</p> <p>Look at two versions of the same event or story in history and identify differences.</p> <p>Investigate different accounts of historical events and suggest some of the reasons why the accounts may be different.</p> <p>Begin to construct informed responses about one aspect of life or a key event in the past through selection and organisation of relevant historical information.</p> <p>Begin to gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>Begin devising own questions to find answers about the past.</p> <p>Begin to present, communicate and organise ideas about the past using models and drama/role play.</p> <p>Begin to present, communicate and organise ideas about the past using writing including letters, recounts, poems, adverts, diaries, posters or guides.</p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied.</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and explain what this means.</p> <p>Use appropriate historical vocabulary to describe key features of a time period.</p> <p>Look at more than two versions of the same event or story in history and explain differences.</p> <p>Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>Regularly devise own questions to find answers about the past.</p> <p>Begin to undertake their own research.</p> <p>Present, communicate and organise ideas about the past using models and drama/role play.</p> <p>Present, communicate and organise ideas about the past using writing including letters, recounts, poems, adverts, diaries, posters or guides.</p> <p>Begin to present ideas based on their own research about a studied period.</p>	<p>Independently sequence an increasing number of events, artefacts or historical figures on a timeline using dates and terms accurately.</p> <p>Accurately use dates and terms to describe historical events.</p> <p>Understand that some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> <p>Make appropriate use of historical terms in discussion about people, places and events in history.</p> <p>Find and analyse a range of evidence about the past.</p> <p>Use evidence to offer some reasons for different interpretations of events in history.</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Construct informed responses about more than one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Gather a range of evidence about the past, such as pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <p>Select information to address questions and construct informed responses</p> <p>Begin to investigate their own lines of enquiry by posing relevant questions to answer.</p> <p>Begin to present, communicate and organise ideas about the past using detailed discussions and debates.</p> <p>Present, communicate and organise ideas about the past using a variety of different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p> <p>Begin to plan and present a self-directed project or research about the studied period.</p>	<p>Independently sequence an increasing number of events, artefacts or historical figures on a timeline using dates and terms accurately, considering the impact of each event on the next.</p> <p>Accurately describe, in some detail the main aspects of a period of history.</p> <p>Begin to explain how historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> <p>Make appropriate use of historical terms in a variety of contexts about people, places and events in history.</p> <p>Find and analyse a wide range of evidence about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events in history.</p> <p>Show an awareness of the concept of propaganda.</p> <p>Consider different ways of checking the accuracy of interpretations of the past;</p> <p>Begin to understand the difference between primary and secondary evidence and the impact of this on reliability.</p> <p>Construct informed responses about multiple aspects of life or a key events in the past through careful selection and organisation of relevant historical information.</p> <p>Recognise when they are using primary and secondary sources of information to investigate the past</p> <p>Gather a wide range of evidence about the past, such as pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <p>Select relevant information to address questions and construct detailed, informed responses</p> <p>Investigate their own lines of enquiry by posing relevant questions to answer.</p> <p>Present, communicate and organise ideas about the past using detailed discussions and debates.</p> <p>Present, communicate and organise ideas about the past using a wide variety of different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p> <p>Plan and present a self-directed project or research about the studied period.</p>

KNOWLEDGE:

Within living memory **Significant people or events** **History of the locality**
Beyond living memory **British history between Stone Age and 1066** / **British history beyond 1066** **Ancient civilizations**

**knowledge learning to be taught above and beyond what is outlined by Focus Education will be indicated on Knowledge Organisers.*

Within living memory
Know that the toys their grandparents played with were different to their own

Know that toys people from the past played with are different to their own

Organise a number of artefacts by age

Know what a number of older objects were used for

Know the main differences between their school days and that of their grandparents

Significant people or events
Name a famous person (preferably from within the UK, topic dependent) from the past and explain why they are famous

History of the locality
Know the name of a famous person, or a famous place, close to where they live

Within living memory
Describe memories and changes that have happened in their own lives

Beyond living memory
Know about an event or events that happened long ago, even before their grandparents were born
Know what we use today instead of a number of older given artefacts
Know that children's lives today are different to those of children a long time ago.

Significant people or events
Know about a famous person from inside or outside the UK and explain why they are famous

History of the locality
Know how the local area is different to the way it used to be a long time ago
Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)

British history between Stone Age and 1066
Know how Britain changed between the beginning of the Stone Age and the iron age
Know the main differences between the Stone, Bronze and Iron ages
Know what is meant by 'hunter-gatherers'

Ancient civilizations
Know about, and name, some of the advanced societies that were in the world around 3000 years ago
Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty
Appreciate how different life was in Britain when these civilizations were at their strongest

British history between Stone Age and 1066
Know how Britain changed from the Iron Age to the end of the Roman occupation
Know how the Roman occupation of Britain helped to advance British society
Know how there was resistance to the Roman occupation and know about Boudica
Know about at least one famous Roman emperor

History of Locality
Know about a period of history that has strong connections to their locality and understand the issues associated with the period.
Know how the lives of wealthy people were different from the lives of poorer people during this time

British history between Stone Age and 1066
Know how Britain changed between the end of the Roman occupation and 1066
Know how the Anglo-Saxons attempted to bring about law and order into the country
Know that during the Anglo-Saxon period Britain was divided into many kingdoms
Know that the way the kingdoms were divided led to the creation of some of our county boundaries today
Use a timeline to show when the Anglo-Saxons were in England
Know where the Vikings originated from and show this on a map
Know that the Vikings and Anglo-Saxons were often in conflict
Know why the Vikings frequently won battles with the Anglo-Saxons

Ancient civilizations
Know some of the main characteristics of the Athenians and the Spartans
Know about the influence the Gods had on Ancient Greece
Know at least five sports from the Ancient Greek Olympics

British history beyond 1066
Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history
Know how to place historical events and people from the past societies and periods in a chronological framework
Know how Britain has had a major influence on the world

Ancient civilizations
Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin
Know why they were considered an advanced society in relation to that period of time in Europe

Year Group		1	2	3	4	5	6
Autumn 1	Topic Driver (Where history isn't the driver, history may still be covered due to links within topics eg. significant people or events.)	My 5 Senses	Pirates	India	Africa	Macbeth	Woeful Wars
	History Focus	<u>Louis Braille</u>	<u>Famous Pirates</u>	NA	<u>Nelson Mandela</u>	NA	<u>WW1/2</u>
	Wow	None	Pirate WOW hook day. Day in the life of a pirate – dress up day. Visit the immersive classroom - travel – beach scenes/quayside	NA	None	NA	Day in the life of an evacuee – dress up day and activities. Visit the trenches in the immersive classroom
	Skills Chronological Understanding Historical interpretation Historical enquiry Organisation and communication	Use words and phrases like: old, new and a long time ago to compare inventions of equipment to support the visually impaired. Recognise that there are different types of evidence and sources that can be used to help represent the past. Begin to observe and use pictures, photographs and artefacts to find out about the invention of Braille. Talk, write and/or draw about Louie Braille and the invention of Braille. Begin to use drama/role play to communicate their knowledge about the invention of Braille.	Use words and phrases such as: old, oldest, new, newest, earliest, latest, past, present, future, century, modern, before, after to show the passing of time. Observe and use pictures, photographs and artefacts to find out about Blackbeard, Anne Bonney and The Queen Anne's Revenge. Begin to use stories or accounts to distinguish between fact and fiction. Explain that there are different types of evidence and sources that can be used to help represent the past. Observe or handle evidence to ask simple questions about Blackbeard, Anne Bonney and The Queen Anne's Revenge on the basis of simple observations. Observe or handle evidence to find answers to simple questions about Blackbeard, Anne Bonney and The Queen Anne's Revenge on the basis of simple observations. Choose and select evidence and say how it can be used to find out about the past. Talk, write and draw about things they have learnt about Blackbeard, Anne Bonney and The Queen Anne's Revenge. Use historical vocabulary to retell simple stories about Blackbeard, Anne Bonney and The Queen Anne's Revenge Use drama/role play to communicate their knowledge about Blackbeard, Anne Bonney and The Queen Anne's Revenge	No History This Term	No History This Term	No History This Term	No History This Term

<p>Historical 'Sticky' Knowledge taken from Focus Education <i>Within living memory Significant people or events History of the locality Beyond living memory</i> <i>British history between Stone Age and 1066 / British history beyond 1066 Ancient civilizations</i> <i>*knowledge learning to be taught above and beyond what is outlined by Focus Education will be indicated on Knowledge Organisers.</i></p>	<p>Name a famous person from the past and explain why they are famous: Louis Braille and the invention of Braille.</p>	<p>Know about an event or events that happened long ago, even before their grandparents were born: events from the lives of Blackbeard and Anne Bonney.</p> <p>Know about a famous person from inside or outside the UK and explain why they are famous: Anne Bonney, and Black Beard</p>	<p>No History This Term</p>	<p>No 'Sticky' Knowledge learning objectives relevant to topic but see knowledge organiser for knowledge to be taught linked to topic.</p>	<p>No History This Term</p>	<p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history – WW1 and WW2.</p> <p>Know how to place historical events and people from the past societies and periods in a chronological framework.</p> <p>Know how Britain has had a major influence on the world</p>
<p>Key Vocabulary</p>	<p>Yesterday, earlier, a long time ago, last year, in the past, present day, in the future, today, tomorrow, older, already happened</p> <p>Famous, awl, Braille, disability, planchette, discrimination, inclusion, protest, equality, visually impaired, equipment, invention, monument, memorial, war</p>	<p>passing of time, in order of events, timeline, before I was born, sequence, weeks, days, living memory, beyond living memory, artefact, significant, global, museum, local, event, historian</p> <p>anchor, attack, ahoy, battle, bounty, capture, crew, cutlass, crow's nest, chest, coins, captain, compass, deck, eye patch, flag, hook, Jolly Roger, map, plank, rigging, rope, treasure</p>	<p>NA</p>	<p>Calendar, change, continuity, democracy, leader, rebellion, reason, effect</p> <p><i>Apartheid, segregation, incarcerate, imprison, acquit, diversity, equality. trial, freedom</i></p>	<p>NA</p>	<p>Narrative, era, centuries, duration, reliable, critically, analyse, diversity, causation, tolerance</p> <p>Alliance, Armistice, Assassinated, Colonised, Declare, Invade, Rationed, Trenches, Fighter, Soldier, Battle, Evacuation, Blitz, Nazi party, Propaganda, Active service</p>
<p>Assessment</p>	<p>Double Page Spread? Fact File? Braille creation?</p>	<p>Double Page Spread</p>	<p>NA</p>	<p>TBC</p>	<p>NA</p>	<p>TBC</p>

Year Group		1	2	3	4	5	6
	Topic Driver (Where history isn't the driver, history may still be covered due to links within topics eg. significant people or events.)	Explorers	Victorians	Stone Age	Rainforest	Anglo-Saxons	Magnificent Mountains
	History Focus	NA	Queen Victoria, Florence Nightingale, Mary Seacole, Dr Barnado	Stone Age to Iron Age (Civilisation)	Explorers of the past – links to Northants	Origins and what we have learnt from them	NA
	Wow	NA	Immersive classroom – London Street. <i>History off the Page – Victorians</i>	Stone Age Day. This will include dressing up as a 'Stone Age Person', spear making, cave painting and Stone Age jewellery making. <i>Portals to the Past</i>	None	Portals to the Past –Visitors – Anglo Saxon Day	NA
Autumn 2	Skills Chronological Understanding Historical interpretation Historical enquiry Organisation and communication	No History This Term	<p>Describe memories and changes that have happened in their own lives (<i>compare their own lives to that of Victorians</i>)</p> <p>Order artefacts, events and dates from the Victorian period from earliest to latest on simple timelines</p> <p>Use words and phrases such as: old, oldest, new, newest, earliest, latest, past, present, future, century, modern, before, after to show the passing of time.</p> <p>Begin to use stories or accounts to distinguish between fact and fiction.</p> <p>Explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p>Begin to compare two versions of a past event from Queen Victoria's reign.</p> <p>Observe or handle evidence to ask simple questions about key features related to <i>Queen Victoria, Victorian life, Florence Nightingale, Mary Seacole and some famous inventors-eg Alexander Graham Bell</i> on the basis of simple observations.</p> <p>Observe or handle evidence to find answers to simple questions about <i>Queen Victoria, Victorian life, Florence Nightingale, Mary Seacole and some famous inventors-eg Alexander Graham Bell</i> on the basis of simple observations.</p> <p>Choose and select evidence and say how it can be used to find out about <i>Queen Victoria, Victorian life, Florence Nightingale, Mary Seacole and some famous inventors-eg Alexander Graham Bell</i>.</p> <p>Talk, write and draw about <i>Queen Victoria, Victorian life, Florence Nightingale, Mary Seacole and some famous inventors-eg Alexander Graham Bell</i> on</p> <p>Use historical vocabulary to retell simple stories about <i>Queen Victoria, Victorian life, Florence Nightingale, Mary Seacole and some famous inventors-eg Alexander Graham Bell</i> on</p> <p>Use drama/role play to communicate their knowledge <i>Queen Victoria, Victorian life, Florence Nightingale, Mary Seacole and some famous inventors-eg Alexander Graham Bell</i> on</p>	<p>Sequence the Stone Age, Bronze Age and Iron Age using dates and terms related to them.</p> <p>Begin to use appropriate historical vocabulary to describe key features of the Stone Age</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p>Investigate different accounts of historical events and suggest some of the reasons why the accounts may be different.</p> <p>Begin to construct informed responses about one aspect of life or a key event during the Stone Age through selection and organisation of relevant historical information.</p> <p>Begin to gather more detail from sources such as maps to build up a clearer picture of the Stone Age</p> <p>Begin devising own questions to find answers about the Stone Age</p> <p>Begin to present, communicate and organise ideas about the Stone Age using models and drama/role play.</p> <p>Begin to present, communicate and organise ideas about the Stone Age using writing including letters, recounts, poems, adverts, diaries, posters or guides.</p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied.</p> <p>Use appropriate historical vocabulary to describe key features of a time period.</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>Regularly devise own questions to find answers about the past.</p> <p>Begin to undertake their own research.</p> <p>Present, communicate and organise ideas about the past using writing including letters, recounts, poems, adverts, diaries, posters or guides.</p> <p>Begin to present ideas based on their own research about a studied period.</p>	<p>Independently sequence an increasing number of events, artefacts or historical figures from the Anglo Saxon period on a timeline using dates and terms accurately.</p> <p>Accurately use dates and terms to describe historical events.</p> <p>Understand that some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p> <p>Make appropriate use of historical terms in discussion about people, places and events during the Anglo Saxon Period.</p> <p>Find and analyse a range of evidence about Anglo Saxon Britain.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Construct informed responses about more than one aspect of life or a key event during the Anglo Saxon Period through careful selection and organisation of relevant historical information.</p> <p>Gather a range of evidence about the Anglo Saxon Period, such as pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <p>Select information to address questions and construct informed responses</p> <p>Begin to investigate their own lines of enquiry by posing relevant questions to answer.</p> <p>Begin to present, communicate and organise ideas about Anglo Saxon Britain using detailed discussions and debates.</p> <p>Present, communicate and organise ideas about Anglo Saxon Britain using a variety of different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.</p> <p>Begin to plan and present a self-directed project or research about Anglo Saxon Britain.</p>	No History This Term

	<p>Historical 'Sticky' Knowledge taken from Focus Education <i>Within living memory Significant people or events History of the locality Beyond living memory</i> <i>British history between Stone Age and 1066 / British history beyond 1066 Ancient civilizations</i> <i>*knowledge learning to be taught above and beyond what is outlined by Focus Education will be indicated on Knowledge Organisers.</i></p>	<p>No History This Term</p>	<p>Describe memories and changes that have happened in their own lives</p> <p>Know what we use today instead of a number of older given artefacts</p> <p>Know that children's lives today are different to when their grandparents were alive.</p> <p>Know about an event or events that happened long ago, even before their grandparents were born</p> <p>Know about a famous person from inside or outside the UK and explain why they are famous: Queen Victoria, Florence Nightingale, Mary Seacole, Dr Barnado</p> <p>Differentiate between things that were here 100 years ago* and things that were not (including buildings, tools, toys, etc.)</p> <p>*Victorian times ended in 1901 - 120+ years ago, however LO still relevant.</p> <p>Know how the local area is different to the way it used to be in Victorian times.</p>	<p>Know how Britain changed between the beginning of the Stone Age and the iron age</p> <p>Know the main differences between the Stone, Bronze and Iron ages</p> <p>Know what is meant by 'hunter-gatherers'</p>	<p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</p> <p>Know how the lives of wealthy people were different from the lives of poorer people during this time</p>	<p>Know how Britain changed between the end of the Roman occupation and 1066</p> <p>Know how the Anglo-Saxons attempted to bring about law and order into the country</p> <p>Know that during the Anglo-Saxon period Britain was divided into many kingdoms</p> <p>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</p> <p>Use a timeline to show when the Anglo-Saxons were in England</p> <p>Know where the Vikings originated from and show this on a map</p> <p>Know that the Vikings and Anglo-Saxons were often in conflict</p> <p>Know why the Vikings frequently won battles with the Anglo-Saxons</p>	<p>No History This Term</p>
<p>Key Vocabulary</p>	<p>NA</p>	<p>Crimean War, nurse, soldier, battle, Mary Seacole Florence Nightingale, Queen Victoria, DR Barnardo, Britain, Jamaica ship, prejudice, wounds, hospital, lamp, Red Cross injured, charity, school, learning, compulsory, abacus, cane, education act, Sunday school, blackboard, chalk, ragged schools, parliament, government, industrial revolution, pauper, Queen Victoria, sovereign</p>	<p>timeline, AD, BC, chronological order, prehistoric, source, evidence, similar, difference, artefact</p> <p>Stone Age, Bronze Age, Iron Age, Palaeolithic, Mesolithic, Neolithic, Neanderthal hunter-gatherer, tribe, civilization, agriculture</p>	<p>Explore, navigate, trade, discover, travel, expedition, inhabitants, natives</p>	<p>BCE/CE, Angles, Saxons, Jutes, mead, rune, wattle-and-daub, thatch, farmer-warrior, Sutton Hoo, invaders, ancient, chronology, primary and secondary sources, Britain Deterrent, Execution, Victim, Trial, Branding, Mutilation, Exiled Punishable</p>	<p>NA</p>	
<p>Assessment</p>	<p>NA</p>	<p>TBC</p>	<p>TBC</p>	<p>TBC</p>	<p>TBC</p>	<p>NA</p>	

Year Group		1	2	3	4	5	6
	Topic Driver # (Where history isn't the driver, history may still be covered due to links within topics eg. significant people or events.)	Fire! Fire!	China	Extreme Earth: Volcanoes and Earthquakes	Fantastic Beasts	Raging Rivers	Vikings
	History Focus	<i>Great Fire of London</i>	NA	NA	NA	NA	Invaders and settlers, where? Legacy of the Vikings
	Wow	<i>Past Productions – The Great Fire of London</i>	NA	NA	NA	NA	Immersive Classroom - Vikings
Spring 1	Skills Chronological Understanding Historical interpretation Historical enquiry	Remember parts of stories surrounding the Great Fire of London. Order events from the Great Fire of London. Use words and phrases such as: old, young, new, past, present, future, century, before and after to show the passing of time. Recognise that there are different types of evidence and sources that can be used to help represent the past. Begin to observe and use pictures and artefacts to find out about the Great Fire of London. Begin to observe or handle evidence to ask simple questions about the Great Fire of London on the basis of simple observations. Begin to observe or handle evidence to find answers to simple questions about the Great Fire of London on the basis of simple observations. Begin to choose and select evidence and suggest how it can be used to find out about the Great Fire of London Talk, write and/or draw about the Great Fire of London. Begin to use historical vocabulary to retell simple stories about the Great Fire of London Begin to use drama/role play to communicate their knowledge about the Great Fire of London	No History This Term	No History This Term	No History This Term	No History This Term	Independently sequence an increasing number of events, artefacts or historical figures on a timeline using dates and terms accurately, considering the impact of each event on the next. Accurately describe, in some detail the main aspects of the Viking period. Begin to explain how the Viking period occurred concurrently with different periods around the world. Make appropriate use of historical terms in a variety of contexts about people, places and events during the Viking period. Find and analyse a wide range of evidence about the Vikings. Use a range of evidence to offer some clear reasons for different interpretations of events in history. Consider different ways of checking the accuracy of interpretations of the past. Begin to understand the difference between primary and secondary evidence and the impact of this on reliability. Construct informed responses about multiple aspects of life or a key events during the Viking period through careful selection and organisation of relevant historical information. Recognise when they are using primary and secondary sources of information to investigate the past Gather a wide range of evidence about the Viking period, such as pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites Select relevant information to address questions and construct detailed, informed responses Investigate their own lines of enquiry by posing relevant questions to answer. Present, communicate and organise ideas about the Vikings using detailed discussions and debates. Present, communicate and organise ideas about the Vikings using a wide variety of different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. Plan and present a self-directed project or research about the Vikings.

	<p>Historical 'Sticky' Knowledge taken from Focus Education</p> <p>Within living memory Significant people or events History of the locality Beyond living memory Ancient civilizations British history between Stone Age and 1066 / British history beyond 1066</p> <p>*knowledge learning to be taught above and beyond what is outlined by Focus Education will be indicated on Knowledge Organisers.</p>	<p>Know what a number of older objects were used for Name a famous person from the past and explain why they are famous – Baker -Thomas Farriner & Samuel Pepys</p> <p>Know the name of a famous person, or a famous place, close to where they live. London – Thomas Farriner & Samuel Pepys.</p>	<p>No History This Term</p>	<p>No History This Term</p>	<p>No History This Term</p>	<p>No History This Term</p>	<p>Know about a theme during the Viking period and explain why this was important in relation to British history</p> <p>Know how to place historical events and people from the Viking period in a chronological framework</p> <p>Know how Britain has had a major influence on the world</p>
<p>Key Vocabulary</p>	<p>London, fire, Samuel Pepys, diary, Charles II, bakery, smoke, leather buckets, axe, bread, wind, houses, Pudding Lane, fire hooks, fire breaks, Thomas Farynor, narrow streets wood, bricks, mud, stone, spread, fire engine, quill, clothing, vehicles, river, Pudding Lane, capital city</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>Danegeld exile invade kingdom longship outlawed pagan pillaged raid wergild</p> <p>influence chronological source validity</p>
<p>Assessment</p>	<p>Double Page Spread</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>TBC</p>

Year Group		1	2	3	4	5	6
	Topic Driver (Where history isn't the driver, history may still be covered due to links within topics eg. significant people or events.)	How does your garden grow?	Arctic/ Antarctic	Robots	Romans	Ancient Greece	Frozen Kingdoms
	History Focus	NA	NA	NA	Romans	Ancient Greece	Titanic
	Wow	NA	NA	NA	<i>Be a Roman! – Roman Day</i> <i>Immersive Classroom –Roman Times & Pompeii</i>	Olympics Day	NA
Spring 2 Skills Chronological Understanding Historical interpretation Historical enquiry	No History This Term	No History This Term	No History This Term	No History This Term	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related the Romans Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and explain what this means. Use appropriate historical vocabulary to describe key features of the Roman period. Look at more than two versions of the same event or story in history and explain differences. Investigate different accounts of historical events and explain some of the reasons why the accounts may be different. Construct informed responses about one aspect of life or a key event during the Roman period, through careful selection and organisation of relevant historical information. Gather more detail from sources such as maps to build up a clearer picture of the Roman period. Regularly devise own questions to find answers about the Roman period. Begin to undertake their own research. Present, communicate and organise ideas about the Romans using models and drama/role play. Present, communicate and organise ideas about the Romans using writing including letters, recounts, poems, adverts, diaries, posters or guides. Begin to present ideas based on their own research about the Roman period.	Independently sequence an increasing number of events, artefacts or historical figures on a timeline using dates and terms accurately. Accurately use dates and terms to describe historical events. Understand that some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. Make appropriate use of historical terms in discussion about people, places and events in Ancient Greece. Find and analyse a range of evidence about Ancient Greece Use evidence to offer some reasons for different interpretations of events in Ancient Greece Know that people in the past represent events or ideas in a way that may be to persuade others. Begin to evaluate the usefulness of different sources. Construct informed responses about more than one aspect of life or a key event during the Ancient Greek period, through careful selection and organisation of relevant historical information. Gather a range of evidence about the Ancient Greek Period, such as pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites Select information to address questions and construct informed responses Begin to investigate their own lines of enquiry by posing relevant questions to answer. Begin to present, communicate and organise ideas about Ancient Greece using detailed discussions and debates. Present, communicate and organise ideas about Ancient Greece using a variety of different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. Begin to plan and present a self-directed project or research about the studied period.	Make appropriate use of historical terms in a variety of contexts about people, places and events in history Use a range of evidence to offer some clear reasons for different interpretations of events in history. Consider different ways of checking the accuracy of interpretations of the past; Begin to understand the difference between primary and secondary evidence and the impact of this on reliability. Recognise when they are using primary and secondary sources of information to investigate the past Gather a wide range of evidence about the past, such as pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites Select relevant information to address questions and construct detailed, informed responses Investigate their own lines of enquiry by posing relevant questions to answer. Present, communicate and organise ideas about the past using a wide variety of different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports.

	<p>Historical 'Sticky' Knowledge taken from Focus Education</p> <p>Within living memory Significant people or events History of the locality Beyond living memory Ancient civilizations British history between Stone Age and 1066 / British history beyond 1066 <i>*knowledge learning to be taught above and beyond what is outlined by Focus Education will be indicated on Knowledge Organisers.</i></p>				<p><u>British history between Stone Age and 1066</u></p> <p>Know how Britain changed from the Iron Age to the end of the Roman occupation Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation and know about Boudica Know about at least one famous Roman emperor</p>	<p><u>Ancient civilizations</u></p> <p>Know some of the main characteristics of the Athenians and the Spartans</p> <p>Know about the influence the Gods had on Ancient Greece</p> <p>Know at least five sports from the Ancient Greek Olympics</p>	<p>Know how to place historical events and people from the past societies and periods in a chronological framework.</p>
<p>Key Vocabulary</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>Towards the end of The Roman Empire, BCE/CE,empire, toga, aqueduct, coliseum, centurion, emperor, amphitheatre, senate, gladiator, republic, mosaic, arch, chariot, hypocaust, tunic, similar, different, cause, consequence, chronology, invasion, dissolution</p>	<p>BCE/CE, democracy, Acropolis, city-state, Parthenon, marathion, Olympics, citizen, philosopher, alphabet, tragedy, Agora, Hellenistic, Phalanx, aristocrat, mythology, column, hoplite, Peninsula, oracle, terraced</p>	<p>NA</p>
<p>Assessment</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p><i>Showcase: What do you know about the Romans? Children may choose to share this as a double page spread, write a quiz, create a drama</i></p>	<p>TBC</p>	<p>NA</p>

Year Group		1	2	3	4	5	6
	Topic Driver (Where history isn't the driver, history may still be covered due to links within topics eg. significant people or events.)	Toy Story	Castles	From Bean to Bar	Tudors	Space	British Empire
	History Focus	Comparing current toys with (grand) parents, similarities and differences. What will toys look like in the future? (invention)	What castles were for and who lived in them. Are castles used today? What will be used to protect land and people in the future?	None	Tudors	The Space Race	British Colonisation Windrush
	Wow	Toy Day – Hide and Seek!	<i>Visit to Warwick Castle</i>	NA	Holdenby House visit	Leicester Space Centre	
Summer 1	Skills Chronological Understanding Historical interpretation Historical enquiry	Remember parts of stories and memories about toys. Order artefacts (toys) that are close together in time. Use words and phrases such as: old, young, new, past, present, future, century, before and after to show the passing of time in relation to toys. Recognise that there are different types of evidence and sources that can be used to help represent the past Begin to observe and use pictures, photographs and artefacts to find out about the past. Begin to observe or handle evidence to ask simple questions about toys from the past on the basis of simple observations. Begin to observe or handle evidence to find answers to simple questions about toys from the past on the basis of simple observations. Begin to choose and select evidence and suggest how it can be used to find out about toys from the past. Talk, write and/or draw about toys from the past. Begin to use historical vocabulary to retell simple stories about toys from the past. Begin to use drama/role play to communicate their knowledge about toys from the past.	Order different types of castles with dates from earliest to latest on simple timelines. Use words and phrases such as: old, oldest, new, newest, earliest, latest, past, present, future, century, modern, before, after to show the passing of time in relation to castles. Observe and use pictures, photographs and artefacts to find out about castles. Begin to use stories or accounts to distinguish between fact and fiction. Explain that there are different types of evidence and sources that can be used to help represent the past. Observe or handle evidence to ask simple questions about castles on the basis of simple observations. Observe or handle evidence to find answers to simple questions about castles on the basis of simple observations. Choose and select evidence and say how it can be used to find out about castles. Talk, write and draw about castles. Use historical vocabulary to retell simple stories about castles. Use drama/role play to communicate their knowledge about castles.	No History This Term	Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the Tudors. Use appropriate historical vocabulary to describe key features of the Tudor period. Look at more than two versions of the same event or story in history and explain differences. Investigate different accounts of historical events and explain some of the reasons why the accounts may be different. Construct informed responses about one aspect of life or a key event during the Tudor period through careful selection and organisation of relevant historical information. Gather more detail from sources such as maps to build up a clearer picture of the Tudors. Regularly devise own questions to find answers about the Tudors. Begin to undertake their own research. Present, communicate and organise ideas about the Tudors using models and drama/role play. Present, communicate and organise ideas about the Tudors using writing including letters, recounts, poems, adverts, diaries, posters or guides. Begin to present ideas based on their own research about the Tudors.	Independently sequence an increasing number of events, artefacts or historical figures on a timeline using dates and terms accurately: the Space Race. Accurately use dates and terms to describe events during the Space Race. Make appropriate use of historical terms in discussion about people, places and events during the Space Race. Find and analyse a range of evidence about the Space Race. Use evidence to offer some reasons for different interpretations of events during the Space Race. Know that people in the past represent events or ideas in a way that may be to persuade others. Begin to evaluate the usefulness of different sources. Construct informed responses about more than one aspect of life or a key event during the Space Race through careful selection and organisation of relevant historical information. Gather a range of evidence about the Space Race, such as pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites Select relevant information to address questions and construct detailed, informed responses Select information to address questions and construct informed responses Begin to investigate their own lines of enquiry by posing relevant questions to answer. Begin to present, communicate and organise ideas about the Space Race using detailed discussions and debates. Present, communicate and organise ideas about the Space Race using a variety of different genres of writing such as myths, instructions, accounts, diaries, letters, news reports.	Independently sequence an increasing number of events, artefacts or historical figures on a timeline using dates and terms accurately, considering the impact of each event on the next. Accurately describe, in some detail the main aspects of British colonisation. Make appropriate use of historical terms in a variety of contexts about people, places and events during British colonisation. Find and analyse a wide range of evidence about British Colonisation. Use a range of evidence to offer some clear reasons for different interpretations of British Colonisation. Show an awareness of the concept of propaganda. Consider different ways of checking the accuracy of interpretations of British Colonisation. Begin to understand the difference between primary and secondary evidence and the impact of this on reliability. Recognise when they are using primary and secondary sources of information to investigate. Construct informed responses about multiple aspects of life or a key event during the age of British Colonisation through careful selection and organisation of relevant historical information. Recognise when they are using primary and secondary sources of information to investigate the past Gather a wide range of evidence about British Colonisation, such as pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites Select relevant information to address questions and construct detailed, informed responses Investigate their own lines of enquiry by posing relevant questions to answer. Present, communicate and organise ideas about British Colonisation, using detailed discussions and debates. Present, communicate and organise ideas about British Colonisation using a wide variety of different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. Plan and present a self-directed project or research about the British Colonisation.

<p style="text-align: center;">Historical ‘Sticky’ Knowledge taken from Focus Education</p> <p style="font-size: small;">Within living memory Significant people or events History of the locality Beyond living memory British history between Stone Age and 1066 / British history beyond 1066 Ancient civilizations <i>*further information about learning objectives provided in italics *knowledge learning to be taught above and beyond what is outlined by Focus Education will be indicated on Knowledge Organisers.</i></p>	<p style="text-align: center;"><u>Within living memory</u></p> <p>Know that the toys their grandparents played with were different to their own Know that toys people from the past played with are different to their own Organise a number of artefacts by age Know the main differences between their school days and that of their grandparents</p>	<p style="text-align: center;"><u>Significant people or events</u></p> <p>Know about a famous person from inside or outside the UK and explain why they are famous: Henry VIII and William the Conqueror</p> <p style="text-align: center;">Know how the local area is different to the way it used to be a long time ago - local castle sites?</p>	<p>No History This Term</p>	<p style="text-align: center;"><u>History of Locality</u></p> <p>Know about a period of history (Tudors) that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time</p>	<p style="font-size: small;"><i>No ‘Sticky’ Knowledge learning objectives relevant to topic but see knowledge organiser for knowledge to be taught linked to topic.</i></p>	<p style="text-align: center;"><u>British history beyond 1066</u></p> <p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from the past societies and periods in a chronological framework Know how Britain has had a major influence on the world</p>
<p style="text-align: center;">Key Vocabulary</p>	<p>Toy Console Batteries Electronic Cog Lever Axis Wheels Factory Museum Entertainment Figurine Pulley Hinge Puppets – shadow, finger, remote control Spinning top, metal hoop, jack in the box, cup and ball, marbles, remote control cars, iPads, tablets, games consoles.</p>	<p>Castle, Palace, Turret, Moat, Portcullis, Shield, William the Conqueror, Henry VIII</p> <p>Motte and bailey, Arrow loops, Battlements, Drawbridge, Knight, Battle</p> <p>Soldier, Medieval, Weapon</p> <p>Punishment</p>	<p>NA</p>	<p>Heir, King, Monarch, Reign, Throne, The age of exploration, wealth, Middle class, Poor, Wattle and daub, Spanish Armada, William Shakespeare</p>	<p>Space, Planets, sun, orbit Gravity, Mercury, Venus, Earth, Mars, Jupiter, Saturn Pluto, Uranus, Neptune, Galaxy, moon, stars, comet Atmosphere, Solar System astronomy rocket, astronaut asteroids, meteor, universe, satellite, telescope, Neil Armstrong, Lunar Module,pollo Programme NASA</p>	<p>Empire Imperialism Colony</p> <p>Colonisation Indigenous people Emancipate Conquer Invade Trade Merchant independence</p>
<p style="text-align: center;">Assessment</p>	<p><i>Double Page Spread, Home Learning Research, Invented toy (Plan, Do, Review)</i></p>	<p>TBC</p>	<p>NA</p>	<p>TBC</p>	<p>TBC</p>	<p>TBC</p>

Year Group		1	2	3	4	5	6
	Topic Driver (Where history isn't the driver, history may still be covered due to links within topics eg. significant people or events.)	What a wonderful world	Madagascar	The Awesome Egyptians	Urban life and Diversity	Endangered Earth	Mayans
	History Focus	None	None	Ancient Egypt	None	None	Mayans
	Wow	NA	NA	Immersive Classroom Egypt Ancient Egypt Wow Day Visit Leicester Museum	NA	NA	Mayan Wow Day
Summer 2 Skills Chronological Understanding Historical interpretation Historical enquiry	No History This Term	No History This Term	Sequence some events, artefacts or historical figures on a timeline using dates and terms related to Ancient Egypt. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Begin to use appropriate historical vocabulary to describe key features of Ancient Egypt Investigate different accounts of historical events and suggest some of the reasons why the accounts may be different – Moses story from the bible – leading the Israelites out of Egypt – not mentioned outside of bible. Look at two versions of the same event or story in history and identify differences. Begin to construct informed responses about one aspect of life or a key event in Ancient Egypt through selection and organisation of relevant historical information. Begin to gather more detail from sources such as maps to build up a clearer picture of Ancient Egypt. Begin devising own questions to find answers about Ancient Egypt. Begin to present, communicate and organise ideas about Ancient Egypt using models and drama/role play. Begin to present, communicate and organise ideas about Ancient Egypt using writing including letters, recounts, poems, adverts, diaries, posters or guides.	No History This Term	No History This Term	No History This Term	Independently sequence an increasing number of events, artefacts or historical figures on a timeline using dates and terms accurately, considering the impact of each event on the next. Accurately describe, in some detail the main aspects of Mayan Civilisation. Begin to explain how historical events/periods occurred concurrently in different locations, e.g. Mayan Civilisation and Ancient Egypt. Make appropriate use of historical terms in a variety of contexts about people, places and events during the Mayan Civilisation. Find and analyse a wide range of evidence about the Mayans. Begin to understand the difference between primary and secondary evidence and the impact of this on reliability. Recognise when they are using primary and secondary sources of information to investigate the Mayan Civilisation. Use a wide range of different evidence to collect evidence about Mayan Civilisation such as pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites Select relevant information to address questions and construct detailed, informed responses Investigate their own lines of enquiry by posing relevant questions to answer. Present, communicate and organise ideas about Mayan Civilisation using detailed discussions and debates. Present, communicate and organise ideas about Mayan Civilisation using a wide variety of different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports. Plan and present a self-directed project or research about Mayan Civilisation.

	<p>Historical ‘Sticky’ Knowledge taken from Focus Education</p> <p>Within living memory Significant people or events History of the locality Beyond living memory British history between Stone Age and 1066 / British history beyond 1066 Ancient civilizations</p> <p><i>*knowledge learning to be taught above and beyond what is outlined by Focus Education will be indicated on Knowledge Organisers.</i></p>	<p>No History This Term</p>	<p>No History This Term</p>	<p>Ancient civilizations Know about, and name, some of the advanced societies that were in the world around 3000 years ago</p> <p>Know about the key features of Ancient Egypt</p> <p>Appreciate how different life was in Britain when these civilizations were at their strongest</p>	<p>No History This Term</p>	<p>No History This Term</p>	<p>Ancient civilizations Know about the impact that the Mayan civilization had on the world.</p> <p>Know why the Mayans were considered an advanced society in relation to that period of time in Europe.</p>
<p>Key Vocabulary</p>	<p>NA</p>	<p>NA</p>	<p><i>timeline, AD, BC, chronological order, ancient, source, evidence, similar, difference, artefact</i></p> <p><i>river Nile, desert, fertile, pyramids, tomb, pharaoh, hieroglyphics, Gods, Goddesses, mummification</i></p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>Ahau or Ahaw Batab, Cacao, Cenote, Chac Mool, Chichen Itza City-state , Classic Period , Codex</p> <p>Glyph, Haab, Hero Twins, Huipil Itzamna, Kin,Kukulcan, Linte,</p> <p>Nacom Obsidian, Popol Vuh, Pre-classic Period, .Post-classic Period Quetzal, Stela, Tikal, Tzolk'in, Uinal, Yucatan Peninsula</p>
<p>Assessment</p>	<p>NA</p>	<p>NA</p>	<p>TBC</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>TBC</p>