

**St Just Primary School**  
**Curriculum Map**  
**HISTORY**

**What does it look like in EYFS?**

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning These are: playing and exploring – children investigate and experience things, and 'have a go'; active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas. EYFS Expressive Arts and Design Educational Programme

**Understanding the World – Educational Programme (Statutory)**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**History Skills covered within UW**

<p style="text-align: center;"><b>Changes within living memory</b></p> <p>During dedicated talk time, listen to what children say about their family.</p> <ul style="list-style-type: none"> <li>• Share information about your own family, giving children time to ask questions or make comments.</li> <li>• Encourage children to share pictures of their family and listen to what they say about the pictures.</li> <li>• Using examples from real life and from books, show children how there are many different families.</li> <li>• Frequently share texts, images, and tell oral stories that help children develop an understanding of the past and present.</li> </ul>	<p style="text-align: center;"><b>Events beyond living memory</b></p> <p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <ul style="list-style-type: none"> <li>• Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</li> <li>• Frequently share texts, images, and tell oral stories that help children develop an understanding of the past and present.</li> </ul>	<p style="text-align: center;"><b>The lives of significant individuals in the past</b></p> <p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <ul style="list-style-type: none"> <li>• Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.</li> <li>• Show images of familiar situations in the past, such as homes, schools, and transport.</li> <li>• Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</li> <li>• Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born</li> <li>• Feature fictional and non-fictional characters from a range of cultures and times in storytelling.</li> </ul>	<p style="text-align: center;"><b>Significant historical events, people and places in their own locality</b></p> <ul style="list-style-type: none"> <li>• Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.</li> <li>• Listen to what children say about their own experiences with people who are familiar to them.</li> </ul>
<p style="text-align: center;"><b>3-4 years</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>	<p style="text-align: center;"><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<p style="text-align: center;"><b>ELG</b></p> <p style="text-align: center;"><i>Only to be assessed against at the end of the Summer Term using a best fit judgment.</i></p> <p>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 experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	

**Linked Vocabulary**

Today, yesterday, tomorrow, present, past, future, when I was little, remember, long ago, order, sequence, old, new, then, now

## How are the historical skills of the Understanding the World taught within the EYFS at St Just Primary.

- Through using the children's own history and the world immediately around them as a vital starting point for developing skills.
- Through the continued development of the Prime Areas of Learning.
- Through the discussion of 'special times' and 'celebrations' – How do you celebrate these times within your family.
- Promoting discussion and reflection during carpet sessions, snack time, during own learning – What did you do at the weekend? What did you do during the holidays?
- Whilst topics are now planned loosely in advance- we endeavour to carry out a planning session with the children at the beginning of every topic. This is to ensure that we are able to give the children an opportunity to take ownership of their learning, to develop their questioning skills and ensure that we are taking their interests into account.
- Children's historical skills are developed through discreet teaching 'topic time' sessions, as well as through Continuous Provision Enhancements.
- Books and high quality texts play a vital role in the children's development within Understanding the World. We ensure that as well as having focus texts as part of our topic work, that children always have access to appropriate books to explore within the environment.
- Encouraging the children to talk about and draw on their own experiences – holidays, special events, places they have visited.
- Links made to literacy – Throughout the course of the year children are listening to stories and placing events in chronological order.
- Reflections at the end of the school year – My first year at school.
- Encourage children to look towards the future as part of their transition –what will it be like to be a Year 1?

HIGHLIGHTED YELLOW ARE THE ELG'S.

How the skills are covered within EYFS over the course of the year.

Chronological Understanding	Historical Knowledge	Interpretations of history	Historical Enquiry	Organisation and communication
<p>Sequence events in their life</p> <p>Explain how they have changed since they were born</p> <p>Talk about past events in own life and experience and in lives of the family members</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>I can talk about the experiences I have had at different points in the school year</p> <p>Throughout the Year – Listening to stories and placing events in Chronological Order</p>	<p>Talk about the lives of the people around them and their roles in society</p> <p>I can talk about past events in own life and experience and in lives of the family members</p> <p>Discussions regarding celebrations – How have you celebrated your birthday in the past?</p>	<p>Know about similarities and differences between themselves and others and among families, communities and traditions.</p> <p>I can compare and contrast characters from stories, including figures from the past (Robin Hood/Guy Fawkes).</p> <p>I can comment on images of familiar situations in the past.</p> <p>Valentines Day – The Story of St Valentine.</p>	<p>Find answers to simple questions and the past from sources of information e.g. artefacts/photos/pictures</p>	<p>Communicate their knowledge through: Discussion, drawing, drama, role play, making models, writing, ICT ...</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Fantastically Great Women Who Changed the World.- International Women's Day Book Focus.</p>
<p>Baby Photos Focus – Autumn 1.</p> <p>Can talk about what they have done with their families during Christmas' in the past. – Autumn 2</p> <p>Comparing Kitchens in the past and present – Spring 2</p> <p>The Queen's Jubilee – Summer 1</p> <p>Vehicles – Past and Present – Summer 1</p> <p>Beach Holidays Past and Present – Summer 2</p>	<p>Can talk about what they have done with their families during Christmas' in the past. – Autumn 2</p> <p>Spring 1 – What jobs do our families have?</p> <p>Library Visit – Spring 2</p>	<p>The Story of Guy Fawke – Autumn 2</p> <p>Let's Celebrate Christmas – How do we celebrate in our own families. – Autumn 2</p> <p>Fantastically Great Women who changed the world – Focus on International Women's Day. – Spring 2</p> <p>Artist Study – Van Gogh.</p> <p>Camille and the Sunflowers – Spring 2</p> <p>Deeper look at Mary Anning within Summer 2 as part of our Beach focus.</p>	<p>Kitchen's of the Past and Present (Victorian Focus) – Spring 2.</p> <p>Sorting Photos of past and present transport – Summer 1</p> <p>Beach Holidays of the Past and Present – Compare and Contrast photos. – Summer 2</p>	<p>Peepo – Autumn 1</p> <p>Camille and the Sunflowers – Spring 2</p> <p>David Attenborough. – Spring 2 – Looking at his life's work, and writing thank you letters. Queen Elizabeth II – Summer 1</p>

## History in Key Stages 1 and 2

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key Stage 1 Objectives		1	2
1	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	✓	
2	events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)	✓	✓
3	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 (e.g. 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 Edith Cavell)	✓	✓
4	significant historical events, people and places in their own locality.	✓	✓

Key Stage 2 Objectives		3	4	5	6
1	changes in Britain from the Stone Age to the Iron Age.	✓			
2	the Roman Empire and its impact on Britain.	✓			
3	Britain's settlement by Anglo-Saxons and Scots		✓		
4	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		✓		
5	A local history study		✓		
6	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.				✓
7	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			✓	
8	Ancient Greece – a study of Greek life and achievements and their influence on the western world			✓	
9	A non-European society that provides contrasts with British history - one study chosen from: <input type="checkbox"/> Early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.				✓

Content		
YEAR 1		
Autumn 1	Spring	Summer 2
Our School		To the rescue!
Enquiry Question		
<b>BIG Question:</b> What was it like when our parents and grandparents were at school?		<b>BIG Question:</b> Who is more significant, Henry Trengrouse or Grace Darling?
Core Knowledge		
<ul style="list-style-type: none"> <li>To know that the school was built a long time ago. (Before our grandparents were born)</li> <li>To know about some of the changes at St. Just Primary School from when our parents and grandparents were at school and suggest reasons for them.</li> </ul>		<ul style="list-style-type: none"> <li>To know what significant means.</li> <li>To know that Henry Trengrouse is a Cornishman who invented life saving devices to be used at sea.</li> <li>To know the impact this had and why it makes him a significant individual.</li> <li>To know that Grace Darling is a lighthouse keeper's daughter who helped rescue survivors from a shipwreck.</li> <li>To know that Grace's actions were considered significant at the time because of the views of females.</li> </ul>
Sequencing		
<b>1.How old is St. Just Primary School?</b> - When was the school built? - Was all of the school built at the same time? How can you tell? <b>2. What is school like now?</b> <b>3. What was school like when our parents were at school?</b> <b>4. What was school like when our grandparents were at school?</b> <b>5. Answer BIG enquiry – what was is like when our parents and grandparents were at school?</b>		<b>1.Who was Henry Trengrouse?</b> Use picture sources. Who was he? When was he alive? Where did he live? <b>2.Why is Henry Trengrouse a significant person?</b> What does significant person mean? What did he do? What impact did this have? <b>3.Who was Grace Darling?</b> <b>4. Why is Grace Darling a Significant person?</b> What did she do? What impact did this have? Would her actions still be considered as significant now? <b>5.Answer BIG enquiry – who was more significant, Henry Trengrouse or Grace Darling?</b>
Vocabulary		
Tier 1: Tier 2: Then/now, Past/present, Compare, Same, Different Tier 3: Evidence, Timeline, Decade, Source  Sentence starters: When I was little, Before I was born, When my <i>parents</i> were little, When my <i>grandparents</i> were little, A long time ago		Tier 1: Tier 2: Then/now, Same, Different, Nowadays, Past/present Tier 3: Longstone Lighthouse, SS Forfarshire, Heroine, Queen Victoria, Survivors, Rowing boat, Breeches buoy, Anson, Significant Sentence starters: A long time ago

<b>Year 1</b>		1	2	3	4	5	6
		Our School	Let's celebrate!	Posting and places	How does your garden grow?	Animal allsorts!	To the rescue!
1	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	√					
2	events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)						√
3	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 (e.g. 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 Edith Cavell)						√
4	significant historical events, people and places in their own locality.	√					√

## Content

### YEAR 2

#### Autumn 1

#### A study of St Just

#### Autumn 2

#### Two Kings

#### Spring 1

#### How do I get off the ground?

### Enquiry Question

**BIG QUESTION:** How has St Just changed from the Victorian times to now?

**BIG QUESTION:** How do the lives and times of two Kings compare?

**BIG QUESTION:** How has human flight evolved?

### Core knowledge

- To know that St Just has expanded over time.
- To know that the Window Tax is evident in St Just
- To know that you can tell when a building was built through looking at their windows.
- To know that some of the buildings in St Just are over 100 years old and some are new.
- To know that there are reasons behind expansion, and this is often to do with an expanding population and/ or migration.

- To know that King Charles II was the son of King Charles I
- To know that King Charles II was a Stuart- family tree
- To know that King Charles II was present during the Great Fire of London
- To know why the GFoL begun, the timeline of the fire and its consequences
- To know what the Commonwealth is and King Charles III is the head of it
- To know King Charles' III family tree and the changes to the right of monarchy
- To know life was very different for people during Charles II's reign compared to now

- To know that the Wright Brothers were called Wilbur and Orville.
  - To know that Orville flew the first flight.
  - To know we can track someone's life through timelines.
  - To know the meaning of chronology.
- To know why flight was so important and how it impacted on the world.

### Sequencing

**1.How has St Just changed over time?** Tour around St Just. What do you see that is new? How do you know? What clues can we look for to date houses?

**2.How has St Just changed over time?** What can you see in the pictures? What do you notice is the same? Different? What caused these changes? What are the consequences? **Continuity and change**

**3.How has St Just changed over the last 100 years?** What can you see? What has changed? Why? What has stayed the same? Why? **Continuity and change**

**4.How have our houses changed over time?** What do you notice is the same? Different? What caused these changes? What are the consequences? **Continuity and change**

**What do you think St Just will look like in the future?** Why? What might cause this? What might the consequences be?

**1.Who was King Charles II?**  
Look at a range of sources to work out who we are looking at

**2.Who were the Stuarts?**  
Family tree

**3.What were the causes of the Great Fire of London and what happened?**

**4.What were the consequences of the fire?**  
How was it put out? How is this different to today? Direct comparison

**5. Who is King Charles III and how is he linked to Charles II?**

**6. How is life different for us today compared to King Charles II's time?**

**1.What do you think inventors look like?** How might they look in the future?

**2.How has flight changed throughout the years?** Why might it have changed? Why did people want to fly? What were the key changes? What were the consequences? **Chronology. Continuity and change**

**3.Who were the Wright brothers?** How has their hard work changed your life? **Significance, achievements and legacy**

### Vocabulary

Tier 1: Old, New  
Tier 2: Past, Present, Different, Evidence, Photographs, Reliability, Compare, Similar, Questions  
Tier 3: Sources, Timeline, Chronological order

Tier 1: Home, King, Fire  
Tier 2: Past, Royal, Reign, Present, Different, Same, Charles, II, III, Cause, Consequence  
Tier 3: Windsor Castle, Queen Victoria, Chronology, Family Crest, Monarch

Tier 1:  
Tier 2: Flight, Balloon, Airship, Rocket, Commercial, Manned, Progress  
Tier 3: Timeline, Chronological

<b>Year 2</b>		1	2	3	4	5	6
		What do I need to be me? (St Just)	Two Kings	How do I get off the ground?	How do things grow?	Around the World	Is Australia the place for me?
1	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	√	√				
2	events beyond living memory that are significant nationally or globally (e.g., the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)	√	√	√			
3	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 (e.g. 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 Edith Cavell)		√	√			
4	significant historical events, people and places in their own locality.	√	√	√			

## Content

### Year 3

#### Autumn 1

#### Spring 1

#### Summer 1

**Set in stone**

**What did the Romans do for us?**

### Enquiry Question

**BIG QUESTION:** Was the Iron Age better than the Stone and Bronze Ages because nothing happened in them?

**BIG QUESTION:** Did the Romans have little impact on Britain during their settlement?

### Core Knowledge

- To know when the Stone Age – Iron Age was and compare to the world history timeline.
- To know what they achieved (wheel, fire, sharp tools, taming horses, farming, pottery, using metal, trade, houses)
- To know where they lived, how it changed over time.
- To know how they collected and gathered food and how it changed over time when they settled and farmed their land.
- To know why Stonehenge was built and what it meant to Stone Age people.
- To know the beliefs.
- To know about society and how it changed as they settled.
- To know there are settlements around the UK and look at the information we have about these.

- To know the history of Rome and why it became an Empire.
- To know when the Roman Era was and compare to the world history timeline.
- To know why they wanted to come to Britain, the causes of invasion, and who invaded. (Caesar, Claudius)
- To know what the Romans achieved and brought to Britain (money, sewers, aqueducts, concrete, brick/stone houses, central heating, public baths, language/writing, roads)
- To know what Roman villas were like and how they differed from Celtic houses.
- To know what society was like and the changes that were made in Britain (whether people were for or against)
- To know the foods that Romans would have eaten (imported food)
- To know Roman entertainment and what was the same/different about entertainment in Rome and Britain.
- To know Roman beliefs.
- To know that there was unrest in Britain due to the Romans invading.

### Sequencing

**Lessons 1 - 5 Over arching enquiry: What were prehistoric achievements? How did they change over time?**

1 – When did they exist? **Chronology**

2 – What did Stone Age people achieve? **Critical Thinking, cause and effect**

3/4/5 – What were the causes and effects of their achievements?

3 – Housing **Continuity and Change**

4 – Food collection **Cause and effect, continuity and change, significance and interpretation**

5 – Stonehenge **Sources as evidence**

**Lessons 6 – 9 Over arching enquiry: What did prehistoric daily life look like in each period?**

6 – What did they believe? Beliefs **Continuity and Change**

7 – How did they entertain themselves? Entertainment **Continuity and Change**

8 – What did society look like? Society **Continuity and Change**

9 – What did settlements look like? Skara Brae **Significance and interpretation, sources of evidence**

1 – History of Rome **Chronology**

2 – When did they exist? **Chronology**

3 – Did they settle? **Power, Cause and Effect**

4 – What did the Romans achieve? **Achievements and legacy**

5 – What were Roman houses like? Housing **evidence Continuity and Change**

6 – How was Roman society different or the same? **Continuity and change; cause and effect, civilisation**

7 – What did the Romans eat? Food **Continuity and Change, civilisation**

8 – How was Roman Entertainment different or the same? **Continuity and Change, civilisation**

9 – How were Roman beliefs different or the same? **Beliefs, Continuity and change, Cause and effect**

10 – Were people happy with change? Boudicca **evidence, significance**

### Vocabulary

Tier 1:

Tier 2:

Tier 3: Nomad, Skara Brae, Bronze/Iron, Roundhouse, Hillfort, Hunter-gatherer, Tribe

Tier 1:

Tier 2:

Tier 3: Aqueduct, Centurion, Emperor, Boudicca, Chariot, Empire, Invasion



<b>Year 3</b>		1	2	3	4	5	6
		Set In Stone	What's The Attraction	Are Humans animals Too?	Snake Rattle and Roll	What did The Romans Do for Us?	Source to Sea
1	changes in Britain from the Stone Age to the Iron Age. This could include: <ul style="list-style-type: none"> <li><input type="checkbox"/> late Neolithic hunter-gatherers and early farmers, e.g., Skara Brae</li> <li><input type="checkbox"/> Bronze Age religion, technology and travel, e.g., Stonehenge</li> <li><input type="checkbox"/> Iron Age hill forts: tribal kingdoms, farming, art, and culture</li> </ul>	√					
2	the Roman Empire and its impact on Britain. This could include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Julius Caesar's attempted invasion in 55-54 BC</li> <li><input type="checkbox"/> the Roman Empire by AD 42 and the power of its army</li> <li><input type="checkbox"/> successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li><input type="checkbox"/> British resistance, e.g., Boudica</li> <li><input type="checkbox"/> "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>					√	
3	Britain's settlement by Anglo-Saxons and Scots. This could include: <ul style="list-style-type: none"> <li><input type="checkbox"/> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li><input type="checkbox"/> Scots invasions from Ireland to north Britain (now Scotland)</li> <li><input type="checkbox"/> Anglo-Saxon invasions, settlements, and kingdoms: place names and village life</li> <li><input type="checkbox"/> Anglo-Saxon art and culture</li> <li><input type="checkbox"/> Christian conversion – Canterbury, Iona, and Lindisfarne</li> </ul>						

## Content

### YEAR 4

#### Autumn 2

#### Anglo-Saxons

#### Spring 1

#### Vikings

#### Summer 2

#### Cornish Mining

### Enquiry Question

**BIG QUESTION:** Were the Anglo-Saxons good for Britain?

**BIG QUESTION:** Were the Vikings *really* brutal invaders?

**BIG QUESTION:** Why are there so many mines around Cornwall and how has mining changed over time?

### Core Knowledge

\* To Know that after the withdrawal of the Roman army at the beginning of the 5th century, tribes from the north called Picts and Scots intensified their raids on Britain.

\* To Know that tribes from continental Europe called the Angles, Saxons, Jutes began arriving in Britain from what is now Germany, Denmark and the Netherlands, often coming into violent conflict with those living in Britain at the time; collectively historians refer to these settlers as Anglo-Saxons; historians debate the reasons as to why the Anglo-Saxons came to Britain; it is likely they came for various reasons, including the good farmland in Britain, the lack of protection following the departure of the Romans and because some were invited to help defeat the invaders from the north.

\* To Know that a history book called the Anglo-Saxon Chronicle tells of a king in Britain called Vortigern who asked two Anglo-Saxons called Hengist and Horsa to come to Britain with their armies to fight against the Picts; according to the Anglo-Saxon Chronicle, they did this but then turned on Vortigern and took his kingdom; the Anglo-Saxon Chronicle is a historical source written three centuries after the events, so it is very hard to know whether this is true, but it does suggest at least that there were raids from the north and that some Anglo-Saxons were invited to Britain.

\* To Know that a historian and monk called Bede (writing centuries later) described the arrival of the Anglo-Saxons as a sudden arrival that drove the other British inhabitants into exile; however, modern historians question this account and suggest that the arrival took place over centuries and may not have involved as many people as stated by Bede

\* To know that Anglo-Saxon society existed in a hierarchy; at the top was the king and the royal family; below that were various nobles, people who owned large amounts of land; below that were peasants, who made the vast majority of all people in Anglo-Saxon England, some of whom were serfs who had to work on a given bit of land and give most of what they made to the local noblemen; at the bottom of the hierarchy were enslaved people who made up around 1/10 of the population and could be bought and sold like property.

\* To Know that more invaders from further north of the continent that we now call Europe began raiding Britain in 793; these invaders came via longships from Scandinavia; the word "Viking" comes from the Norse word "vikingr" meaning pirate Know that Viking longships could travel far and quickly, powered both by the wind and by the people on board using oars; they could traverse oceans, row up rivers and were light enough to be carried across land where necessary Know that the Viking gods were similar to those of the Anglo-Saxons, with slight differences in names (e.g. Odin, Frigg, Thor)

\* To Know that the Vikings raided Anglo-Saxon Britain as it was wealthy, accessible by sea and parts were poorly defended Know that the Vikings raided Lindisfarne in 793, signalling the start of the centuries of Viking raids on Britain; this was written about in the Peterborough version of the Anglo-Saxon Chronicle, a historical source written over a century later Know that the success of the Viking raids encouraged further raids Know that the Vikings continued to raid the British coastline for around 70 years; some in England preferred to pay the Vikings not to raid them rather than fight; the money paid was called danegeld Know that Alfred was given the title Alfred the Great as he was considered a fair and learned ruler who protected much of England from the Vikings against the odds; he was seen as the ruler of all of the Anglo-Saxons.

\* To Know that the Anglo-Saxon kings assembled powerful people to discuss important issues affecting their lands; this laid the groundwork for what would later be called parliament Know that around 20 years after Alfred the Great's death, a king from Scotland, Constantine II, united forces in the north and began taking land from the Vikings in Northumbria; at about the same time, Alfred the Great's grandson, Athelstan attacked the Vikings in 927 and defeated them; Athelstan forced the kings in Wales and Scotland to accept his authority; he was the first king of a united England.

- \* To Know that in the century that followed, the English throne passed between the descendants of Alfred and Danish kings; in 1046, Edward the Confessor (named due to his devout Christianity) became king; he died in 1066 without leaving an heir to the throne.

- To know that mining is the extraction of materials from the earth.
- To know Tin mining began early on in the Bronze Age.
- To know the significance of mining in Cornish history.
- Know that mining in St Just Parish dates back over 4000 years, with evidence of Bronze Age and Iron Age mining activities found in the area.
- To know that during the 18th and 19th centuries mining in the local area really took off.
- To know Cornish tin has been traded across Britain for approximately 4000 years.
- To know that St Just was particularly known for its production of tin and copper, with the latter being particularly valuable due to its use in the production of brass.
- To know that the area was home to a number of large mines, including the famous Geevor (closed 1990) and Levant Mine, which was in operation from the 18th century until its closure in 1930.
- To know mining was considered important enough that miners had the right to look for Tin in any open land.
- To know the main function of an engine house was to provide the framework for the engine it contained.
- To know by 1839 around 7000 children worked in the Cornish mines.
- To know that the mining area is now recognised as a UNESCO World Heritage Site due to its significant contribution to the development of mining technology and its impact on the global economy.
- To know that the geology of the area continues to be of interest to geologists and mining engineers, with ongoing research into the formation of the mineral deposits and the potential for future mining activities
- To know mining is often thought of as a male dominated job but women and children played their part in the mining process too. Known as Bal maidens, these women would help to separate the tin from other mined substances.

<p>* To know that many people in Roman Britain had been Christians, but the Anglo-Saxons that arrived were polytheists</p> <p>* To know that Anglo-Saxon gods are the root of many of our days of the week: Tiw (god of war) is the root of Tuesday; Woden (king of the gods) is the root of Wednesday; Thunor (god of thunder) is the root of Thursday; Frige (goddess of love) is the root of Friday</p> <ul style="list-style-type: none"> <li>* To know that an Anglo-Saxon burial site, including a ship and treasure, were discovered in Sutton Hoo in Suffolk in 1939; to know that the objects found show us about the skills of the craftsman, the luxuries associated with being king and the beliefs in the afterlife of the Anglo Saxons</li> </ul> <p>Know that in 597, the Pope (the head of the Catholic Church in Rome) sent a monk called Augustine to convert King Aethelbert (the king of Kent) to Christianity; Augustine became the first Archbishop of Canterbury; over the next century churches and monasteries were built as many Anglo-Saxons converted to Christianity; monasteries were places where people could live lives of quiet prayer; some of these monasteries became renowned centres of Christianity and learning, including Lindisfarne and Iona</p> <p>Know key facts about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, including: 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.</p>		
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### Sequencing

<ol style="list-style-type: none"> <li>1) What happened in Britain after the Romans left around 410 AD?</li> <li>2) Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?</li> <li>3) When did the Anglo-Saxon and Vikings come to Britain?</li> <li>4) how did the Anglo-Saxons get on with other groups living in Britain? e.g. Scots in northern Britain.</li> <li>5) How well did the Anglo-Saxons and Vikings get on with each other?</li> <li>6) What religious beliefs did the Anglo-Saxons have?</li> </ol>	<ol style="list-style-type: none"> <li>1) What was the relationship like between the Anglo-Saxons and Vikings in Britain?</li> <li>2) What were the main achievements of different groups throughout history and their impact nationally and internationally?</li> <li>3) How did the Saxons and Vikings organise their social structures and how are they similar to their own?</li> <li>4) Why did houses regress over time during the Saxon and Viking periods? (continuity and change in Roman Britain through to Viking Britain).</li> <li>5) To identify the types of food available to Anglo-Saxons and Vikings and Viking exploration.</li> </ol>	<ol style="list-style-type: none"> <li>1) Why was mining so important to Cornwall?</li> <li>2) Where were the mines in Cornwall?</li> <li>2) Where were the mines around St Just?</li> <li>3) When did people begin mining in St. Just and what was it like?</li> <li>4) What was mining like in the 18<sup>th</sup> century?</li> <li>5) How did mining change in the 19<sup>th</sup> century?</li> <li>6) Why don't we mine anymore?</li> </ol>
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### Vocabulary

<p>Tier 1:</p> <p>Tier 2: <b>Runes</b> – used to form the alphabet, <b>Thatch</b> – dried plant material used to make roofs</p> <p>farmer-warrior,</p> <p>Tier 3: <b>Settlement</b> – places where people live and work,</p> <p><b>Migration</b> – movement of people from one place to another,</p> <p><b>Angles</b> – came from Denmark and northern Germany</p>	<p>Tier 1:</p> <p>Tier 2: <b>Figurehead</b> – placed at front and back of longboats, <b>Feast</b> – gathering where food and drink is consumed,</p> <p>Tier 3: <b>Longboat</b> – a Viking ship, <b>Longhouse</b> – a Viking building</p> <p><b>Chieftain</b> – head of tribe or clan, Berserker - Scandinavian warrior, <b>Danegeld</b> – money paid to Vikings by Anglo-Saxons to stop them attacking, <b>Thing</b> - An early justice and administration</p>	<p>Tier 1:</p> <p>Tier 2: Copper, Tin, Granite, Disaster, Parliament, Seam, Conditions, Tribute</p> <p>Tier 3: Mine, Steam engines, Shaft, Bal maidens, Industry, Ventilation, Adit (mine), Counthouse, Crib, Fathom (six feet), Mine-captain, Lode, Smelter,</p>
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Saxons – came from northern Germany, **Jutes** – came from Denmark, **Hengest and Horsa** – two famous Saxon brothers, **Athelstan** - first King of a united England after defeating Vikings 927AD., **Alfred the Great** - Anglo-Saxon King who fought back against the Vikings, **Aethelred the Unready** - King whose name means 'bad counsel' because he was given bad advice, **Augustine** - a monk sent to Britain by the pope to convert the Britons to Christianity in 597AD. He successfully converted King Ethelbert and the ideas started to spread after that until Britain became Christian, **Shire reeve** – peace officer / sheriff, **Thane** – an important Anglo-Saxon person, **Legacy mead** – a drink; like wine, **Wattle and daub** – used on walls to bind materials together, **Witan or Witenagemot** – a council that helped Saxon King to rule Wergild – fine for stealing or killing, **Churl** – a lower class Anglo-Saxon but better than a slave, **Shires** – Saxon lands divided into shires which helped to make up the country we have today, **Sutton Hoo** – archaeological site in Sussex, **Lindisfarne** – 793AD First Viking attack on Anglo-Saxons Kingdom, **Wessex** – known today as Dorset, Hampshire, Somerset and Wiltshire, **Mercia** – known today as Kent, Sussex, East Anglia and Essex, **Invasion** - incursion of an army for conquest or plunder, **Conquest** – take over a place, **Raid** – a surprise attack, **Archaeology** - study of things that people made, used, & left behind, **Evidence** – something that is used to support an argument

system, **Yggdrasil** - The name of the Norse 'World Tree.' This was the idea that the entire world was made up of 9 different worlds that were all connected through a tree, **Danelaw** - An area of land that the Vikings controlled in England by law, **Asgard** - The home of the Viking gods, **Jarl** – a powerful Viking, usually a landowner, **Karl** - Viking name for everyday people (farmers, craftsmen, sailors, warriors), Valhalla – Viking afterlife, **Raid** – a sudden attack, **Trade** – the buying, selling or exchanging of goods, Pagan – a belief system / religion, **Chainmail** – armour, **Settlement** – places where people live and work, **Migration** – movement of people from one place to another, **Invasion** - incursion of an army for conquest or plunder, **Conquest** – take over a place, **Raid** – a surprise attack, **Archaeology** - study of things that people made, used, & left behind, **Evidence** – something that is used to support an argument

<b>Year 4</b>		1	2	3	4	5	6
		Where does my food go?	Were the Anglo-Saxons good for Britain?	Were Vikings brutal invaders?	It's Electric	Would you survive in a rainforest?	Where do the locals come from?
<b>1</b>	changes in Britain from the Stone Age to the Iron Age. This could include: <input type="checkbox"/> late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae <input type="checkbox"/> Bronze Age religion, technology and travel, e.g. Stonehenge <input type="checkbox"/> Iron Age hill forts: tribal kingdoms, farming, art and culture						
<b>2</b>	the Roman Empire and its impact on Britain. This could include: <input type="checkbox"/> Julius Caesar's attempted invasion in 55-54 BC <input type="checkbox"/> the Roman Empire by AD 42 and the power of its army <input type="checkbox"/> successful invasion by Claudius and conquest, including Hadrian's Wall <input type="checkbox"/> British resistance, e.g. Boudica <input type="checkbox"/> "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity						
<b>3</b>	Britain's settlement by Anglo-Saxons and Scots. This could include: <input type="checkbox"/> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire <input type="checkbox"/> Scots invasions from Ireland to north Britain (now Scotland) <input type="checkbox"/> Anglo-Saxon invasions, settlements and kingdoms: place names and village life <input type="checkbox"/> Anglo-Saxon art and culture <input type="checkbox"/> Christian conversion – Canterbury, Iona and Lindisfarne		√				
<b>4</b>	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: <input type="checkbox"/> Viking raids and invasion <input type="checkbox"/> resistance by Alfred the Great and Athelstan, first king of England <input type="checkbox"/> further Viking invasions and Danegeld <input type="checkbox"/> Anglo-Saxon laws and justice <input type="checkbox"/> Edward the Confessor and his death in 1066		√	√			
<b>5</b>	A local history study. For example: <input type="checkbox"/> a depth study linked to one of the British areas of study listed above <input type="checkbox"/> a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066) <input type="checkbox"/> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.						√

## Content

**YEAR 5**

**Autumn**

**Spring 1**

**Summer 1**

**Ancient Greece**

**Indus Valley**

### Enquiry Question

**BIG Question:** What did the Ancient Greeks do for us?

**BIG Question:** How has the Indus Valley civilisation, and its culture, influenced us?

### Core Knowledge

- To know how to sequence historical periods.
- To know how to compare a scaled timeline.
- To know there are three main periods of ancient Greece; archaic, classical, and Hellenistic and why each period was significant.
- To know how the geography of an area influences how a country develops over time.
- To know that a country's climate and physical features have implications on food production, travel, and settlements.
- To know that Greece is very mountainous and that this impacted travel, communication, and the ease at which it could be invaded.
- To know that the ancient Greeks used the power of the gods to explain 'everything' in their lives – both good and bad.
- To know that ancient Greece was organised into city states.

- To know the comparisons between the early civilisations and relate them to their broader context.
- To know that the four listed ancient civilisations (Egypt, Sumer, Indus Valley, and Ancient China) started at different times and were of different durations, but there is one period when all were building cities and their civilisations at the same point in time.
- To know the nature and security of representations and interpretations.
- To know why civilisations were located near rivers.
- To know what seals were and how they were used.
- To know that the Indus Civilisation was one of the first to build a working sewage system.
- To know that the two main cities of the Indus civilisation were Mohenjo-Daro and Harappa.
- To know that religion had a significant role to play in the lives of the Harappans.
- To know that it is unknown exactly how the decline of the ancient Indus Civilisation occurred, but that we can use primary and secondary sources to conclude possible reasons.

### Sequencing

1. When was ancient Greece?
2. Where was ancient Greece?
3. What impacted on the lives of the ancient Greeks?
4. What are the Positive/Negative aspects of ancient Greek City States?
5. Which part of the Greeks do you think impacted our lives most?
6. Answer BIG enquiry: What did the Ancient Greeks do for us?

1. How did archaeologists discover an unknown civilisation in the Indus Valley and realise it as Ancient?
2. How did archaeologists discover an unknown civilisation in the Indus Valley and realise it as Ancient?
3. How can we find out what life was like in an Indus City?
4. What role did religion play in the Indus civilisation?
5. What aided in the decline of the Indus civilisation and why have archaeologists disagreed about this?
6. Answer BIG enquiry: How has the Indus Valley civilisation, and its culture, influenced us?

## Vocabulary

<p>Tier 1: City, leader, God,                  Tier 2: Democracy, Honour, Phenomenal, Deteriorated, Armoured, Oppressive, Trade, Agriculture, Infer, Hypothesise, Sources, Concurrent, Enquire, Evidence, Oligarchy                  Tier 3: Acropolis, Parthenon, Marathon, Olympics, Citizen, Column, Sparta, Athens, Persia, Thermopylae, Polytheistic, city-state, tactical, philosophy, Unified, Myth, Architecture, Artefact, Legacy, Chronology/Chronological, Archaeology/Archaeologist, BCE, CE, Primary source, Secondary source, Era, Century, Period, Civilisation, Conquer</p>	<p>Tier 1: City, mountain/valley, river, snow, melt, floor, soil.                  Tier 2: Monsoon, floodplain, Buddhism, Hinduism, ancient, Seal, Hierarchy, polytheistic, Infer, Peaceful, Hypothesise, Sources, Concurrent, Enquire, Evidence                  Tier 3: Harappans, Aryans, Nomadic, Vedas, Gana, Raja, Caste system, Guru, Dhoti, Ganges, Citadel, Himalayas, Mohenjo-Daro, Civilisation, Settled/Settlement, Architecture, Artefact, Dynasty, Chronology/Chronological, Archaeology/Archaeologist, BCE, CE, Primary source, Secondary source, Era, Century, Period</p>
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<b><u>Year 5</u></b>		1	2	3	4	5	6
<b>Key Stage 2 Objectives</b>		To the stars	Poles apart	Ancient Greeks		The Indus Valley	Mountains
6	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. For example <input type="checkbox"/> <i>the changing power of monarchs using case studies such as John, Anne and Victoria</i> <input type="checkbox"/> <i>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</i> <input type="checkbox"/> <i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i> <input type="checkbox"/> <i>a significant turning point in British history, e.g. the first railways or the Battle of Britain</i>						
7	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: <i>Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i>					√	
8	Ancient Greece – a study of Greek life and achievements and their influence on the western world			√			
9	A non-European society that provides contrasts with British history - one study chosen from: <input type="checkbox"/> <i>Early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i>						

## Content

### YEAR 6

**Autumn**

**Spring**

**Summer**

**Mayans**

**Bombs, battles and bravery**

### Enquiry Question

**BIG Question:** Who were the Maya civilisation and when and where did they live?

**BIG Question:** Why was the Battle of Britain (and WWII) a significant turning point in British history?

### Core Knowledge

- To know all about the ancient Maya civilisation.
- To know who the ancient Maya people were and where and when they lived.
- To know how to use maps and atlases to locate Maya cities and identify countries in Mesoamerica.
- To know about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped.
- To know about the Maya number system and read and write Maya numbers and solve number problems.
- To know about the Maya writing system too and practise writing words using logograms and syllabograms in the hieroglyphic style of the ancient Maya people.
- To know about the work of the explorers John Lloyd Stephens and Frederick Catherwood and analyse historical pictures of the cities they discovered.
- To know about the types of food eaten by the ancient Maya people and to find out about the significance of corn and chocolate, arguing which was most important in a class debate.

- To know when and why World War II began and find out about the key individuals and countries involved.
- To know all about evacuation; learn what it was like to live with food rationing and explore the contribution made by women to the war effort.
- To know the important facts about the Holocaust and investigate events that were key turning points in the war, such as the Battle of Britain and the German invasion of the USSR.
- To know how to investigate and evaluate skills; learning to organise information chronologically and understand how past events have helped to shape the world we know today.

### Sequencing

**1. Meeting the Maya –**  
**Who were the Mayan civilisation and when and where did they live?**  
Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the Maya civilisation and understanding who they were and when and where they lived.

**2. Religion and Gods –**  
**What were the religious beliefs and practices of the Maya people and who were the gods they believed in?**  
Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the religious beliefs and practices of the Maya people and the gods they believed in.

**3. Maya number system –**  
**How did the Maya invent and use their calendars and number system?**  
Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how the Maya invented and used their calendars and number system.

**1. The Outbreak of War –**  
**Why did WWII begin and how are key events from early WWII ordered on a timeline?**  
Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War II. • I know why World War II began and order events from early World War II on a timeline.

**2. Evacuation –**  
**When, where and why were children evacuated during WWII?**  
Construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II. • I can write a letter in role as an evacuee from World War II.

**3. Rationing –**  
**How did rationing during WWII cause people's diets to change?**  
Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability. • I know how people's diets



	<p><b>4. Exploration and discovery –</b>  <b>How is our knowledge of the past constructed from a range of sources and why do different versions of past events exist?</b>          Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by identifying and using sources of evidence to learn about the Maya cities and some of the people who explored and documented them.</p> <p><b>5. Mayan Writing –</b>  <b>What historically valid questions can we devise about change, cause, similarities and difference and significance through learning about the Mayan writing System?</b>          Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance through learning about the Mayan writing system.</p> <p><b>6. Food -</b>  <b>What were the religious and cultural significance of the foods the Maya ate and what connections, contrasts and trends over time can we note using appropriate historical terms?</b>          Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the food the ancient Maya people ate and its religious and cultural significance.</p>	<p>were different during World War II and answer questions about the implementation of rationing.</p> <p><b>4. The Role of Women –</b>  <b>How did women play an important and significant role in WWII?</b>          Construct informed responses that involve thoughtful selection of relevant historical information by learning about the importance and significance of the role of women during World War II. • I know about women's wartime jobs and describe what they entailed in detail.</p> <p><b>5. The Holocaust –</b>  <b>What was the Holocaust and what key events were directly related to it?</b>          Construct informed responses that involve thoughtful selection of relevant historical information by learning about the events of the Holocaust in World War II. • I know what the Holocaust was and describe some events that happened.</p> <p><b>6. Key Events –</b>  <b>What were the key events from WWII and in what order did they occur?</b>          Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about a variety of key events from World War II. • I know what happened during some key events from World War II and order events on a timeline.</p>
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**Vocabulary**

	<p>Tier 1:          Tier 2: <b>Drought</b> – A long period of time with little or no rain, <b>Jaguar</b> – A big cat, heavier than a leopard, with yellowish fur and black spots.          Tier 3: <b>Civilisation</b> – A human society with well-developed rules and government, often where technology and the arts are considered important, <b>Scribes</b> – People trained to write things down, either as an official record or for someone else unable to read, <b>Codices</b> – Ancient handwritten texts. Maya codices could be unfolded like a concertina. One text is called a codex, <b>Maize</b> – Another word for sweetcorn or corn on the cob. It can be made into a dough and baked into tortillas, <b>Cacao beans</b> – Cacao trees sprout pods directly from their trunks. When they are ripe, the pods can be broken open to reveal the beans, which can then be dried, roasted and ground.</p>	<p>Tier 1:          Tier 2: Tank, Soldier          Tier 3: Neville Chamberlain, Blitz, Evacuee, Nazi, German Spitfire, Luftwaffe, Anderson shelter, Winston Churchill, Air raid shelter, Ration book, Rationing, Adolf Hitler, Land girls, Munitions, Radar, Royal Air Force (RAF)</p>
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<b>Year 6</b>		1	2	3	4	5	6
		Who's taking control?	A voyage of discovery	Mayan civilisation		Extreme Earth	Bombs, battles & bravery
<b>5</b>	A local history study. For example: <input type="checkbox"/> a depth study linked to one of the British areas of study listed above <input type="checkbox"/> a study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066) <input type="checkbox"/> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.						
<b>6</b>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. For example <input type="checkbox"/> the changing power of monarchs using case studies such as John, Anne and Victoria <input type="checkbox"/> 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 <input type="checkbox"/> the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day <input type="checkbox"/> a significant turning point in British history, e.g. the first railways or the Battle of Britain						√
<b>7</b>	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: <i>Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i>						
<b>8</b>	Ancient Greece – a study of Greek life and achievements and their influence on the western world						
<b>9</b>	A non-European society that provides contrasts with British history - one study chosen from: <input type="checkbox"/> Early Islamic civilization, including a study of Baghdad c. AD 900; <i>Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i>			√			

