

# Great Gaddesden Church of England (VA) Primary School



## History Curriculum

## Statement of Intent:

At Great Gaddesden School, we value a history curriculum that is creative and engaging and that all children have access to this curriculum and to make progress in lessons. Our History curriculum includes termly topics for all children from Year 1 to Year 6. We aim to offer a high-quality history education that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Because of this, we feel it is important for the subject to be taught discretely as well as incorporated within other curriculum subjects such as English and Art.

At Great Gaddesden School, we ensure that our History curriculum is progressive and allows children to develop fundamental historical skills and use this knowledge to link to a variety of topics. All children are provided with the skills and opportunities to demonstrate improvement to achieve their personal best. All children develop an awareness and respect for a range of cultures and their influence on Britain today.

## Aims:

### EYFS:

Through a combination of Continuous Provision, Enhanced Provision and Directed Activities provide children with opportunities that broaden and enrich their personal experiences and increase their knowledge when making sense of the past and present.

Through this learning children find out about the past through talking to parents, grandparents and friends. They develop an interest in their own story including finding out about their own family history and culture. In addition, children will listen to a broad selection of stories, non-fiction, rhymes and poems to foster their understanding of our culturally and socially diverse world. This is the beginning of developing an understanding of the past and helps the children to learn about how other people are different from them, yet share some of the same characteristics and ideas.

### KS1:

- To learn about changes within living memory
- To be aware of events beyond living memory that are significant nationally or globally
- To learn about lives of significant individuals that have contributed to national and international achievements
- To develop awareness of significant events, people and places within our locality

### KS2:

- To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.
- To make connections, contrasts and trends over time and develop the appropriate use of historical terms.
- To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- To understand how our knowledge of the past is constructed from a range of sources.

How History is taught at Great Gaddesden School

Our History curriculum aims to excite the children and allow them to develop their own skills as historians. We encourage regular references to timelines and how topics fit together as well as a hands-on approach involving artefacts and outreach programmes where appropriate so as to bring history alive to our young learners. As part of a topic lead programme, it allows opportunities for cross curricular links to be made to ensure the children have many occasions whereby they can apply their knowledge and understanding.

The history curriculum is timetabled in conjunction with Geography to ensure an equal balance of teaching across a two year rolling programme.

History Long-Term Overview

Cycle A 23-24; 25-26

Year group(s)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	<ul style="list-style-type: none"><li>All about me</li></ul> Including child led learning and child schemas	<ul style="list-style-type: none"><li>Autumn</li></ul> Including child led learning and child schemas	<ul style="list-style-type: none"><li>Winter</li></ul> Including child led learning and child schemas	<ul style="list-style-type: none"><li>Spring</li></ul> Including child led learning and child schemas	<ul style="list-style-type: none"><li>Summer</li></ul> Including child led learning and child schemas	<ul style="list-style-type: none"><li>Growing &amp; changes</li></ul> Including child led learning and child schemas
Year 1 & 2			<b>Kings &amp; Queens</b>  The role of a monarch I can understand what a monarch is and the qualities needed to be a good monarch. <b>V:</b> Monarch, king, queen, sword, crown, jewels, heir, rule, eldest, abdicate, prime minister, parliament, government. <b>Significant British Monarchs</b> Find out about some important British Monarchs : Richard III, Henry VIII, Elizabeth I, Charles I, Victoria, Elizabeth II <b>V:</b> chronological order, timeline, William the Conqueror, John I, Edward I, Richard III, Henry VIII, Elizabeth I, Charles I, Victoria, Elizabeth II <b>Family Trees</b> Find out how the title of king or queen is inherited. Find out how family history can be represented- create Queen Victoria's family tree & their own. <b>V:</b> Family tree, generation, aunt, uncle, cousin, son, daughter, grandparent, great grandparent. <b>Compare Elizabeth I and Queen Victoria</b> Find out about and compare the lives of the two queens <b>V:</b> Similar, different, Tudor, Hanover, Elizabethan, Victorian, Golden Age, Industrial Revolution, Spanish Armada. <b>William the Conqueror</b> Understand how we know about the life of William the Conqueror	<b>Castles</b> <i>To know about significant historical events, people and places in their own locality.</i>  <b>Why was the castle built here?-</b> Begin to realise that there are reasons why people in the past acted as they did What is a castle and why people built them. Look at possible sites for a castle. Decide what would be the optimum site referring to the different reasons for building a castle. Explain why castles were built on particular sites. <b>V:</b> defend, attack, resources <b>What was the castle like?</b> Look at how people live today, what rooms are there in modern houses? Talk about the size of different rooms and the decoration in them Can they relate them to rooms in a castle? Name different parts of the castle and explain why they are situated where they are. Look at the development of Berkhamsted castle over the years <i>Design and make a class castle</i> <b>V:</b> castle, moat, motte & bailey <b>Who worked in the castle</b> Look at the hierarchy of different people. Research further using secondary sources. Explain what different people did in the castle and in what part they worked. Draw and write a description. <b>V:</b> Knight, Lord, servant, soldier <b>Look at the defences found in castle architecture.</b>		<b>What do we know about the Great Fire of London and how do we know it?</b> Compare past and present; find out how London has changed <i>V - year, century, Britain, London, capital city, England, past, present, old, modern, change, timeline</i>  Compare present day life to life in 1666 <i>V - 17th century, London, past, present, old, modern, change, fire fighter</i> Find out how the Great Fire of London spread <i>V - 17th century, London, past, timeline, events, order, cause</i> Primary sources; Understand how we know about the Great Fire of London <i>V - 17th century, London, past, events, source, evidence, diary, eyewitness, Samuel Pepys, historians</i> Understand the impact today- Find out how London was rebuilt after the Great Fire <i>V - 17th century, London, King Charles II, architect, Lord Mayor, Sir Christopher Wren, St Paul's Cathedral, monument, materials</i> <i>Show what I have learned about the Great Fire of London.</i>

			<p>Find key facts about the life of William the Conqueror and links with Berkhamsted castle</p> <p><b>V:</b> Battle of Hastings, Normans, 1066, Saxons, Invasion, King Harold, Bayeux Tapestry, Castles, Berkhamsted castle</p>	<p><b>Consolidate and review life in a castle.</b>  <b>V:</b> Turret, Portcullis, shield, arrow slits, battlements, drawbridge, dungeon</p> <p><b>A Medieval banquet</b>  Find out how people lived in the past- what Monarchs ate during medieval banquets- role play  <b>V:</b> Medieval, banquet, coronation.</p> <p><b>Cultural capital - visit to Berkhamsted castle/ Windsor castle</b></p>		<p><i>V - 17th century, London, past, events, source, report, article, journalist, eyewitness, quote</i></p>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3 &amp; 4</b>	<p><b>What was the impact of the Roman invasion on Britain?</b></p> <p>How was the Roman Empire formed?  <i>V - Empire, Italy, Rome, timeline, founding, Romulus, Remus.</i></p> <p>How did the Roman army help the Empire?  <i>V - Roman army, empire, expansion, invade, legion, attack.</i></p> <p>What was Britain like before the Romans invaded?  <i>V -Iron Age, celts, roundhouse, farmers, tribal, landscape, lifestyle</i></p> <p>How did Britain become part of the Roman Empire?  <i>V - Invasion attempts, Claudius, Julius Caesar, compare,</i></p> <p>. Who was Boudica and how did she rebel against the Romans?  <i>V - Boudica, Iceni, Tribe,</i></p> <p>.What did the Romans build after they settled in Britain?  <i>V - roads, aqueducts, hypocausts, mosaic, town centres, sewers, running water</i></p>	<p>. What were the houses like in Roman Britain?  <i>V - hut, insulae, domus, villa</i></p> <p>What can archeological sites tell us about Roman Britain?  <i>V - archeology, archeologist, evidence,</i></p> <p>How did bathhouses provide leisure for Roman Britain?  <i>V - caldarium, tepidarium, frigidarium, latrine, hypocaust.</i></p> <p>. What lasting impact did the Romans leave in Britain?  <i>V - legacy</i></p> <p><b>Cultural capital. Verulamium visit</b>  <b>Links with Spring English planning</b></p>				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 & 6			<p><b>What was the influence of Ancient Greek achievements on the western world?</b></p> <p>who were the Ancient Greeks  <i>V - Ancient Greece, Ionian, Aegean, Mediterranean</i></p> <p>Why were Athens and Sparta so different  <i>V - City states, Athens, Sparta, trading, Acropolis, Parthenon, democracy</i></p> <p>What was the impact of Alexander the Great  <i>V - Alexander the Great, legacy, source, conquer, Persia</i></p> <p>What were the Ancient Greek gods known for?  <i>V - gods, goddesses, temple, ruins, Mt Olympus, Zeus</i></p> <p>Did the events of the Trojan Horse story really happen?  <i>V - oral history, Trojan horse, Troy, Helen, Paris</i></p> <p>How significant is the legacy of Ancient Greece for life today?  <i>V - legacy, significant, democracy, Olympics, philosophy</i></p>		<p><b>How was WW2 a significant turning point in British history?</b>  <b>Local History study</b>  <b>- Role of Ashridge house during the Blitz, Bletchley park.</b></p> <p><i>Understand the build up to the war</i>  <i>V - Treaty of Versailles, Germany, Nazi</i></p> <p><i>Understand the policy of appeasement</i>  <i>V - appeasement, Chamberlain, Hitler, Churchill</i></p> <p><i>Understand the life and influence of Winston Churchill</i>  <i>V - Prime minister, coalition, orator,</i></p> <p><i>Study primary sources from Dunkirk</i>  <i>V - axis, allies, blitzkrieg, retreat, moral</i></p> <p><i>Understand the events of the Battle of Britain</i>  <i>V - luftwaffe, RAF, radar,</i></p> <p><i>Understand the impact of the Blitz</i>  <i>V - blitz, air raid, warden, primary evidence</i></p> <p><i>Understand the impact of childhood evacuation</i>  <i>V - primary evidence, secondary evidence, evacuee, evacuation, billet, billeting</i></p> <p><i>Research the role of women on the home front</i>  <i>V - WAAF, land army, home front, war effort, propaganda</i></p>	<p><i>: Use primary sources and the impact of the war on food and nutrition</i>  <i>V - home front, war effort, propaganda, ration, rationing</i></p> <p><i>: Understand the impact of rationing on clothes</i>  <i>V - home front, war effort, propaganda, ration, rationing</i></p> <p><i>Research the impact of D Day and the ending of the war</i>  <i>V - Allies, axis, invasion,</i></p> <p><i>: Study the events which brought the war to an end</i>  <i>V - Armistice, VE Day, VJ Day, United Nations</i></p> <p><i>Understand the impact of the war on a local level- Ashridge House</i></p> <p><i>Understand the contribution of Commonwealth countries to the war effort</i></p> <p><i>Links with English curriculum</i>  <b>Cultural Capital Visit to Bletchley Park</b></p>

Cycle B 24-25; 26-27

Year group(s)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	<ul style="list-style-type: none"><li>All about me</li></ul> <p>Including child led learning and child schemas</p>	<ul style="list-style-type: none"><li>Autumn</li></ul> <p>Including child led learning and child schemas</p>	<ul style="list-style-type: none"><li>Winter</li></ul> <p>Including child led learning and child schemas</p>	<ul style="list-style-type: none"><li>Spring</li></ul> <p>Including child led learning and child schemas</p>	<ul style="list-style-type: none"><li>Summer</li></ul> <p>Including child led learning and child schemas</p>	<ul style="list-style-type: none"><li>Growing &amp; changes</li></ul> <p>Including child led learning and child schemas</p>
Year 1 & 2		<p><b>How have toys changed over the decades?</b> To know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>Toys Today</b> -To find out about toys today. <i>V - Toys, favourite, today, modern, new, present, now, 2st century, describe, question.</i></p> <p><b>Family favourites</b> -To learn about toys from the past. <i>V - research, past, then, before, after, old, older, 20th century.</i></p> <p><b>Early 20th Century toys</b> -To compare similar toys from different times. <i>V - compare, similarities, differences, same, different, older, newer, newest.</i></p> <p><b>Victorian toys</b> -To compare Victorian toys with modern toys. <i>V -Victorian.</i></p> <p><b>Important changes</b> -To recognise how toys have changed over tiem. <i>V -important, changes, impact.</i></p> <p><b>Toy Box</b> -To use words related to the passing of time. <i>V - future.</i></p>	<p><b>How did Florence Nightingale, Mary Seacole and Edith Cavell contribute to nursing and healthcare?</b></p> <p><i>To find out about Florence Nightingale and why she was significant. V - Important, significant, famous, past,</i></p> <p><i>To find out about Florence Nightingale's journey to Scutari. V - Victorians, hospital, soldier, nurse, prime minister, Scutara, conditions, Florence Nightingale</i></p> <p><i>To explain how Florence Nightingale improved nursing. V - Victorians, hospital, soldier, nurse, prime minister, Scutara, conditions, Florence Nightingale</i></p> <p><i>To explain who Mary Seacole was and how she improved nursing. V - As above - Mary Seacole</i></p> <p><i>To explain who Edith Cabell was and how she improved nursing. V - As above - Edith Cavell</i></p> <p><i>To compare Victorian and modern nursing. V - Compare, similarities and differences.</i></p> <p><i>To persuade others to remember Florence Nightingale, Mary Seacole and Edith Cavell. V - Argument, remember, reasons, significant, impact.</i></p> <p>Cultural capital - Claydon House</p>	<p><b>How have different explorers changed our view of the world?</b></p> <p><i>To know about 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</i></p> <p>To understand and explain what makes a person significant. <i>V - important, significant, famous, person, people, explorer</i></p> <p>To discuss how we can find out about an explorer who lived long ago. <i>V - Ibn Battuta, explore, exploration, voyage, significant, the Rihla, recent</i></p> <p>To explore the achievements of Matthew Henson. <i>V - Matthew Henson, Robert Peary, North Pole, Arctic, polar, exploration, expedition, Greenland, Inuit, medal, important, significant, famous, explorer, remember, achievement</i></p> <p>To compare Felicity Aston's polar exploration with Matthew Henson's. <i>V - Felicity Aston, Antarctica, South Pole, polar, exploration, expedition, GPS, satellite, modern, recent, significant, famous, explorer, remember, achievement</i></p> <p>To explore the achievements of Neil Armstrong.</p> <p>How can we remember them? - Assessment opportunity</p>		<p><b>How has transport changed over time?</b> <b>Transport:</b> To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. . To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3 &amp; 4</b>	<p><b>How did the lives of people in Britain change between the Stone Age and the Iron Age?</b>  <i>Demonstrate an understanding of the changes in Britain that happened between the Stone Age to the Iron Age</i></p> <p><b>-What does prehistory mean?</b>  <i>-To put events in chronological order  -To understand how the period from the Stone Age to the Iron Age fits into a wider picture of British history</i></p> <p><b>V-BC BCE AD CE Chronological order, Stone Age, Bronze Age, Iron Age, Paleolithic, mesolithic, neolithic</b></p> <p><b>-How did hunter-gatherers survive in the Stone Age?</b>  <i>To find out about how hunter-gatherers lived in Stone Age Britain •  To explore how Stone Age people survived against threats</i></p> <p><b>V-Hunter Gatherer, hunting, gathering Survival, Threats, assets, Paleolithic, mesolithic, neolithic</b></p> <p><b>-What was Stone Age cave art?</b>  <i>-To explore the style of Stone Age cave art •To find out how cave paintings were created</i></p> <p><b>V- Lascaux, Communication, legacy,</b></p> <p><b>-What kind of sources tell us about the Stone Age?</b>  To examine non written sources of evidence about the Stone Age • To make deductions from primary sources  <b>V- Primary source, evidence, artefact, deduct, archeology</b></p> <p><b>What was Skara Brae?</b>  To research the history of Skara Brae  • To find out about the way people lived in the Neolithic period  <b>V- Neolithic, box, beds, hearth, midden</b></p>	<p><b>- Why are there so many mysteries about Stonehenge?</b>  To understand what Stonehenge looks like •  To explore different theories about the building of Stonehenge  <b>V- Theory, evidence, henge</b></p> <p><b>-How did bronze replace stone in the Bronze Age?</b>  To know how the Bronze Age was different to the Stone Age - To explain how the smelting process was used to make bronze  <b>V- smelting, ore, discovery, bronze</b></p> <p><b>-What do grave goods tell us about the Bronze Age?</b>  <i>-understand how grave goods can give us information about the past. - think about what type of objects survive over time</i>  <b>V- grave goods, tribute, high status</b></p> <p><b>-What was life like in an Iron Age hill fort?</b>  <i>-Understand how British society changed in the Iron Age, imagine what life might have been like in an Iron Age hill fort</i>  <b>V- defence,</b></p> <p><b>-What was Iron Age art like?</b>  <i>Describe the features of Iron Age art, consider technological developments.</i>  <b>V- artefact</b></p> <p><b>Links with English: The first drawing</b>  <b>Cultural capital: visit to Celtic Harmony/ Wow day</b></p>	<p><b>How did the Vikings' raids and invasions impact the Anglo-Saxon kingdoms, and how did the Anglo-Saxons respond to these challenges?</b>  <i>Demonstrate an understanding of Britain's settlement by the Anglo Saxons.</i>  <i>Understand the Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor.</i></p> <p><b>-Who were the Anglo-Saxon invaders? -Find out where the Anglo Saxons came from</b>  <b>V: archaeologist, invader, settler, settlement, tribe, Jute, Angle, Saxon, CE, BCE</b></p> <p><b>- Why did they want to come to Britain? - Understand the terms invaders &amp; settlers, explain some of the reasons why the Anglo Saxons wanted to settle in Britain</b>  <b>V: invader, settler, warrior, Roman invasion, Picts</b></p> <p><b>- What was life like in an Anglo-Saxon village? -Explore the features of an Anglo Saxon settlement</b>  <b>V- settlement, village, natural resources, defence, agriculture, longhouse, thatch</b></p> <p><b>- What kind of clothes did they wear? Research how natural resources were used to make clothes</b>  <b>V: natural resources, status, tunic, brooch, cloak, dye, weaving, evidence</b></p> <p><b>- How was Anglo-Saxon Britain ruled? -Find out how Anglo Saxon kingdoms were organised, investigate place names</b>  <b>V: Northumbria, Wessex, Mercia, society, King, thane, churl, slave, evidence</b></p>	<p><b>Who was Alfred the Great?</b>  Research the life of Alfred the Great- was he great? Debate evidence  <b>V: Alfred the Great, Wessex, Viking raiders, Danelaw, Battle of Eddington</b></p> <p><b>- How did the Anglo- Saxons find out about Christianity? Learn about key figures who brought Christianity to the Anglo Saxons.</b>  <b>V- Pagan, belief, temple, sacrifice, Christianity, missionary, Augustine, Columba, Aidan</b></p> <p><b>- What was the mystery of Sutton Hoo- explore the significance of the Sutton Hoo discovery, make historical deductions.</b>  <b>V- archaeologists, East Anglia, grave goods, burial chamber,</b></p> <p><b>- Use Viking artefacts to make inferences about the Vikings -</b>  make historical deductions, explore artefacts on the Jorvik virtual museum  <b>V- archaeologist, artefacts, deduce, Jorvik</b></p> <p><b>- Compare the Anglo-Saxons and the Vikings- investigate the similarities and differences between the two cultures.</b>  <b>V- similar different,</b></p> <p><b>- Research Viking weapons &amp; the attack on Lindisfarne- use different historical sources to investigate the attack on Lindisfarne</b>  <b>V- primary source, artefact, bias, fact, opinion</b></p> <p><b>- Understand Viking rule and Danelaw - understand how the Vikings governed Britain</b>  <b>V- Danelaw, danegeld, trade, warriors, ransome</b></p> <p><b>Nb Links to English planning - Riddle of the Runes</b></p>		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 & 6	<p><b>How are the achievements of the Ancient Egyptian civilisation remembered?</b>  <i>Achievements of earliest civilisations- broad overview of where and when the first civilisations appeared then one in depth study</i>  <b>-Broad overview of world civilisations</b>  <b>-who were the Ancient Egyptians-</b>Find out how and where the ancient Egyptians lived, use a timeline to explore key events  <b>V-</b> Egyptologist ancient Egyptian pyramids hieroglyphics pharaohs Nile  <b>-Why was Ancient Egypt the ‘Gift of the Nile’?</b>-understand the importance of the River Nile, give examples of natural resources given by the Nile  <b>V</b>  <b>-Who were the Pharaohs-</b>find out about some key pharaohs, explore the meaning of symbols associated with the pharaohs  <b>V - Pharaoh</b> scarab beetle cartouche mummified sarcophagus amulet  <b>-Why did Ancient Egyptians build the pyramids?</b> Explore the different types of pyramids, understand how and why they were built  <b>V - pyramid</b> Giza structures Sphinx possessions chambers  <b>-What did the Ancient Egyptians do for leisure?</b>- find out which past times were popular  <b>V - pastimes</b> hobbies weapons chariot Senet wrestling instruments  <b>-What was mummification-</b> find out the reasons for mummification, understand the different stages to the process.  <b>V - mummification</b> afterlife sarcophagus preserved embalmed canopic jar</p>	<p><b>Who were the Ancient Egyptian gods?</b>  <i>Compare different Egyptian gods, compare sources depicting Egyptian gods</i>  <b>V - goddesses</b> worshipped Ra Isis headdress Anubis jackal embalming drought  <b>- What were hieroglyphics- impact of the Rosetta stone</b>  <i>Look at historical sources containing hieroglyphs, explore issue of translating hieroglyphs</i>  <b>V- hieroglyphs</b> symbols translating geographical papyrus Rosetta Stone cartouche  <b>-What was discovered in Tutankhamun’s tomb?</b>  <i>Explore the story of Howard Carter, investigate contents of the tomb, ethical implications of digging up the past</i>  <b>V - Tutankhamun</b> tomb historian treasures burial sealed Howard Carter  <b>-Who was Cleopatra and how is she remembered?</b>  <i>Explore the story of Cleopatra, explore different opinions and why history can have different viewpoints</i>  <b>V - Cleopatra</b> surpassing Capitol philosopher Julius Caesar independent</p>		<p><b>What were the remarkable achievements of the Maya, and how do these compare to achievements in British history?</b>  <i>Non European study that provides contrasts with British history.</i></p> <p><b>Meeting the Maya</b> - Introduction the Maya civilisation. Use and label a map to show where the Maya lived and where some main cities were.  <b>V - Civilisation, Mesoamerica</b>  <b>Lesson 2</b>  <b>Religion &amp; Gods</b> - understand the important aspects of Maya Religion and create a fact-files about Maya gods. Compare with Anglo Saxon Christian beliefs  <b>V - civilisation, sacrifice, worship, blood-letting, ritual, Xibalba, underworld</b>  <b>Lesson 3</b>  <b>Maya Number System</b>  Understand how the Maya number system works  <b>V - Base 10, base 20, vigesimal number system.</b>  <b>Lesson 4</b>  <b>Exploration and Discovery</b>  Identify and use a range of evidence sources to help me understand more about the Maya civilisation.  <b>V - Evidence, primary source, secondary source, lithography, camera lucida, John Lloyd Stephens, Frederick Catherwood, Copan,</b>  <b>Lesson 5</b>  <b>Maya Writing</b>  To explain what the Maya writing system consists of, how words are constructed and what codices are and compare with Anglo Saxon Runes and development of Latin writing  <b>V - Hieroglyphs, syllabogram, logogram, codex, codices.</b>  <b>Lesson 6</b>  <b>Food</b>  Describe a range of foods that were eaten by the ancient Maya people and explain why certain foods were particularly significant.  <b>V - Cacao, maize.</b></p>		



## Knowledge, Skills & Vocabulary Progression

Strand	Knowledge and understanding of events, people and changes in the past	Historical Enquiry	Chronological understanding	Historical interpretation	Organisation and communication
<b>EYFS</b>	<p><b>Skills</b></p> <p>Begin to discuss people and events that may have taken place in their own memory.</p> <p>Say why people may have acted the way they did.</p> <p><b>Knowledge</b></p> <p>Recall some facts about people and events in their own past.</p> <p><b>Vocabulary</b></p> <p>I can see, I saw, same, different, change, what happened?, why, because?</p>	<p><b>Skills</b></p> <p>Begin to ask questions about the past - this may be within or beyond living memory but may be limited to the immediate past.</p> <p><b>Knowledge</b></p> <p>Begin to ask questions about the past.</p> <p><b>Vocabulary</b></p> <p>how, why, because, find out, I wonder what /if/when/why?</p>	<p><b>Skills</b></p> <p>Talk about past and present events in their own lives and in the lives of family members.</p> <p><b>Knowledge</b></p> <p>Begin to use time words more consistently</p> <p><b>Vocabulary</b></p> <p>yesterday, last week, at the weekend, this morning, last night.</p>		
<b>KS1</b>	<p><b>Skills</b></p> <p>Begin to say why some people may have acted the way they did</p> <p>Use information to describe the past</p> <p>Describe the differences between <i>then</i> and <i>now</i></p> <p>Look at evidence to give and explain reasons why people in the past may have acted the way they did</p> <p><b>Knowledge</b></p> <p>Recall some facts about people/ events before living memory</p> <p>Recount the main events from a significant period in history.</p> <p><b>Vocabulary</b></p>	<p><b>Skills</b></p> <p>Explore events, look at pictures and ask questions about the past.</p> <p>Look at objects from the past and ask questions.</p> <p>Use a wide range of information to answer questions</p> <p><b>Knowledge</b></p> <p>Identify different ways in which the past is represented e.g paintings, photographs, newsreel, diaries, artefacts.</p> <p><b>Vocabulary</b></p>	<p><b>Skills</b></p> <p>Understand the difference between things that happened in the past and the present.</p> <p>Understand and use the words past and present when telling others about an event</p> <p>Understand how to put people, events and objects in order of when they happened.</p> <p>Use a timeline to place important events.</p> <p><b>Knowledge</b></p> <p>Describe things that happened to themselves and other people in the past</p> <p>Recount changes in their own life over time</p> <p>Order a set of objects or events.</p> <p><b>Vocabulary</b></p>	<p><b>Skills</b></p> <p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Increase the range of historical sources including; eye witness accounts, historic buildings, museums, galleries and the internet</p> <p><b>Vocabulary</b></p>	<p><b>Skills</b></p> <p>Sort events or objects into groups (i.e then and now)</p> <p>Use timelines to order events or objects or significant people</p> <p>Describe objects, people or events in history.</p> <p><b>Knowledge</b></p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p>

	<p>find out, explain, facts, reasons, events, actions.</p> <p>Additional vocab:- causes, consequences, impact, affected, actions, time periods.</p>	<p>questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate.</p> <p>Additional vocab:- wonder, points of view, opinion, sources of information, resources.</p>	<p>in order, a long time ago, recently, when my parents/carers / grandparents were children, in the ..... time</p> <p>Additional vocab:- years, decades and centuries, in my lifetime.... modern, old-fashioned, long term, short term, timeline, time scale, in the ..... period, in ..... times</p>	<p>find out, explain, facts, reasons, events, actions?</p> <p>Additional vocab:- causes, consequences, impact, affected, time periods.</p>	
<b>LKS2</b>	<p><b>Skills</b></p> <p>Use evidence to describe the culture and leisure activities from the past</p> <p>Use evidence to describe what was important to people from the past</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past including homes.</p> <p><b>Knowledge</b></p> <p>Describe the similarities + differences between people, events + artefacts studied</p> <p>Describe differences in the lives of rich and poor people in the past.</p> <p>Describe how some things studied from the past affect/ influence life today.</p> <p><b>Vocabulary</b></p> <p>chronological, significant power, development, compare, contrast, influence BC + AD Ancient Civilisation</p>	<p><b>Skills</b></p> <p>Use documents, printed sources, internet, pictures, photographs, music, artefacts, historic buildings, museums, galleries to collect evidence from the past.</p> <p><b>Knowledge</b></p> <p>Ask questions and find answers about the past</p> <p><b>Vocabulary</b></p> <p>Invader, settler</p>	<p><b>Skills</b></p> <p>Use the dual terms of Before Christ/ Common Era and Anno Domini/ Common Era</p> <p>Use a timeline to place historical events from the period studied</p> <p><b>Knowledge</b></p> <p>Understand that a timeline can be divided into BC/ BCE and AD/ CE</p> <p>Describe the main changes in a period of history</p> <p><b>Vocabulary</b></p> <p>dates, BC, AD, time period, change, ancient, century, decade. era, chronology.</p>	<p><b>Skills</b></p> <p>Begin to explore the idea that there are different accounts of history</p> <p><b>Knowledge</b></p> <p>Know that people in the past represent events or ideas in a way that persuades others.</p> <p><b>Vocabulary</b></p> <p>innovation, legacy, conquer, consequence, invasion, monarchy,</p>	<p><b>Skills</b></p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, roleplay, storytelling and using ICT</p> <p><b>Vocabulary</b></p> <p>social structure</p>
<b>UKS2</b>	<p><b>Skills</b></p> <p>Choose reliable sources of information to find out about the past.</p> <p>Give reasons why changes may have occurred, backed up by evidence.</p> <p>Describe similarities and differences between some people, events and artefacts studied.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses,</p>	<p><b>Skills</b></p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p>	<p><b>Skills</b></p> <p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods</p>	<p><b>Skills</b></p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p>	<p><b>Skills</b></p> <p>Communicate ideas about + from the past, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>

	<p><b>Knowledge</b></p> <p>Describe how some of the things studied from the past affect + influence life today.</p>	<p><b>Knowledge</b></p> <p>Investigate own lines of enquiry by posing questions to answer</p>	<p><b>Knowledge</b></p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain</p>	<p><b>Knowledge</b></p> <p>Give reasons why there may be different accounts of history.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>	<p><b>Knowledge</b></p> <p>Plan and present a self-directed project or research about the studied period.</p>
	<p><b>Vocabulary</b></p> <p>Ideologies (Political, Religious and cultural) Cultural Context Birthright Advocate Democracy Interpretation Commemorate</p>	<p><b>Vocabulary</b></p> <p>Rise and Fall Exploration Hierarchy Bias Prejudice Oppression Empire Rebellion Retreat Continuity</p>	<p><b>Vocabulary</b></p> <p>dates, time period, era, chronology, continuity, change, century, decade, legacy.</p>	<p><b>Vocabulary</b></p> <p>propaganda, opinion, misinformation,</p>	<p><b>Vocabulary</b></p> <p>dates, time period, era, chronology,</p>