

# Curriculum Map

(Key Stage 2 only)

## History

*NOTE: The History curriculum is planned on a three year rolling programme*

| YEAR C     |  |  |   |
|------------|--|--|---|
|            | Autumn<br>Why should we learn about the Maya?  | Spring - The Anglo Saxons<br>Was the Anglo-Saxon period really a dark age?   | Summer - The Vikings<br>Would the Vikings do anything for money?  |
| 3          | Links to previous Learning   | Links to previous Learning   | Links to previous Learning  |
|            | Knowledge  | Knowledge  | Knowledge   |
|            | <p><b><u>What can we learn about the Ancient Maya from the lives of the Maya today?</u></b><br/>I know where and how the Maya live today.</p> <p><b><u>What can we learn about the Maya by investigating their ancient cities?</u></b><br/>I know how our knowledge of the past is constructed from a range of sources.</p> <p><b><u>Why did the Maya have so many gods?</u></b><br/>I know why the Maya had many gods.<br/>I know the significance of the Maya creation myth.<br/>I know that our knowledge of the past is constructed from a range of sources.</p> <p><b><u>Were the Maya as clever as people in the 21st century?</u></b><br/>I know about Maya technology and culture.</p> <p><b><u>What happened to the Maya?</u></b><br/>I know that most of the Maya disappeared around 900 AD.<br/>I know that historians disagree about why this happened.</p> <p><b><u>Why should we remember the Maya?</u></b><br/>I know the importance of the codices and what happened to them when the Spanish arrived.</p> | <p><b><u>Who were the Anglo-Saxons and why did they choose to settle in England?</u></b><br/>I know who the Anglo-Saxons were and why they settled in England.<br/>I know local areas where Anglo-Saxons settled.</p> <p><b><u>What can we learn about the Anglo-Saxons from the Sutton Hoo ship burial?</u></b><br/>I know why the discovery of the Sutton Hoo ship burial was so important.</p> <p><b><u>How significant was the Staffordshire Hoard in telling us about the Anglo-Saxons?</u></b><br/>I know why the discovery of the Staffordshire Hoard was so significant.</p> <p><b><u>How useful is written evidence in finding out about the Anglo-Saxons?</u></b><br/>I know the importance of the <i>Lindisfarne Gospels</i>, <i>Beowulf</i> and Bede's <i>History</i>.</p> <p><b><u>Was the Anglo-Saxon period really a 'Dark Age'?</u></b><br/>I know the reasons why the period could be called the 'Dark Ages' and discuss the counter argument.<br/>I know the importance of archaeological evidence in our study of history<br/>I know how archaeologists work, and can utilise their approaches.<br/>I know that differing interpretations of the past may be reached based on the evidence found.</p> | <p><b><u>What happened when the Vikings raided Britain in 793 AD?</u></b><br/>I know about the events at Lindisfarne on 8th June 793 AD.</p> <p><b><u>Why did so many Vikings leave home?</u></b><br/>I know what the way of life was like for Vikings at home.<br/>I know that the Vikings were traders as well as raiders.</p> <p><b><u>Why did so many Vikings settle in Britain?</u></b><br/>I know where the Vikings settled in Britain and why they chose those locations.<br/>I know what Viking settlements were like, and I understand that they were varied.<br/>I know what Viking settlements were like, and I understand that they were varied.</p> <p><b><u>Did King Alfred deserve the title of Great?</u></b><br/>I know the key events in Alfred's life.</p> <p><b><u>How has our view of the Vikings been influenced, and would everyone at the time have had this view?</u></b><br/>I know that the Vikings themselves left very little written evidence.<br/>I know that the majority of the written evidence about the Vikings is biased and it is very difficult to form a definitive picture of the Vikings.</p> <p><b><u>Would the Vikings do anything for money?</u></b><br/>I know what a saga is and what it should include.<br/>I know that sagas are not necessarily all true.</p> |
| Key Skills | Key Skills   | Key Skills   |   |
|            | <p>I am beginning to establish clear narratives within and across periods studied.</p> <p>I am beginning to address historically valid questions about similarity and difference and significance.</p> <p>I can use evidence about the Maya today to reach a conclusion about the Maya in the past.</p> <p>I can generate further questions to check my findings and deepen my understanding.</p> <p>I can select and organise relevant historical information</p> <p>I can ask and answer questions about the Maya using evidence.</p> <p>I can reach conclusions about the Maya using archaeological evidence.</p>   | <p>I am developing a chronologically secure knowledge and understanding of British and world history.</p> <p>I am developing the appropriate use of historical terms.</p> <p>I understand how our knowledge of the past is constructed from a range of sources.</p> <p>I can address and devise historically valid questions about significance.</p> <p>I can note connections, contrasts and trends over time</p> <p>I can use archaeological evidence to learn about the Anglo-Saxons.</p> <p>I can explain some of the limitations of using archaeological evidence.</p> <p>I can provide some information obtained from these sources related to the Anglo-Saxon people.</p> <p>I can use a variety of evidence to support my viewpoint.</p> <p>I can present my thinking clearly as a balanced argument.</p>  | <p>I am developing a chronologically secure knowledge and understanding of British history.</p> <p>I understand how our knowledge of the past is constructed from a range of sources.</p> <p>I can establish clear narratives within and across the periods.</p> <p>I am developing the appropriate use of historical terms.</p> <p>I can address historically valid questions about cause.</p> <p>I can construct informed responses that involve the thoughtful selection of relevant historical information.</p> <p>I can use sources to find out what happened at Lindisfarne.</p> <p>I understand the limitations of the evidence available regarding the raid on Lindisfarne.</p> <p>I can use evidence to identify valid reasons why the Vikings would want to leave their home.</p> <p>I can reach a valid judgement on how successful Alfred was against</p>   |

|   |  |  |   |
|---|--|--|---|
|   | <p>I can make links between the beliefs of the Maya and other societies studied.</p> <p>I am beginning to note connections, contrasts and trends over time, and develop the appropriate use of historical terms.</p> <p>I can reach a valid conclusion about how advanced a society the Maya were.</p> <p>I can make a comparison between the achievements of the Maya and other societies.</p> <p>I can present my own interpretation of events around 900 AD</p> <p>I can present valid reasons why the Maya should or should not be remembered.</p> |  | <p>the Vikings.</p> <p>I can offer a valid opinion about whether Alfred should be called 'Great'.</p> <p>I can write my own Viking saga using the information I have learned about the Vikings.</p>   |
|   | <b>Vocabulary</b>  | <b>Vocabulary</b>  | <b>Vocabulary</b>   |
|   | <p>Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence</p> <p>Reconstruction, archaeology, city state, pyramid, temple, sacrifice, Meso-America, nobles</p> <p>Creation, hierarchy, sacrifice, bloodletting, conquistadors</p> <p>Technology, culture, Meso-American, glyphs, agriculture, astronomy, calendar, trade</p> <p>Interpretations, theory, climate change, conquer, decline</p> <p>Codex/codices, pagan, scribe, significance</p>   | <p>Invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench.</p> | <p>Raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, significant, Wessex, monarch, cult, runes, longhouses, saga</p>                                     |
|   | <b>Cultural Opportunities</b>  | <b>Cultural Opportunities</b>  | <b>Cultural Opportunities</b>   |
|   | Maya Workshop  | <p>Visit to Lancaster Maritime Museum</p> <p>Dot Boughton (Local Archaeologist) to talk to the children about the 'Silverdale Hoard'.</p>  | <p>Visit to Lancaster Maritime Museum</p> <p>Dot Boughton (Local Archaeologist) to talk to the children about the 'Silverdale Hoard'.</p>   |
|   | <b>Key values</b>  | <b>Key values</b>  | <b>Key values</b>   |
|   | <p>Happy, Healthy and Secure.</p> <p>Confident and Independent.</p> <p>Respectful and Caring.</p> <p>Inspired and Excited to Learn.</p>  | <p>Happy, Healthy and Secure.</p> <p>Confident and Independent.</p> <p>Respectful and Caring.</p> <p>Inspired and Excited to Learn.</p> <p>Patience, Kindness, Self-Control, Faithfulness, Goodness.</p> <p>British values: The rule of law, Individual liberty</p>  | <p>Happy, Healthy and Secure.</p> <p>Confident and Independent.</p> <p>Respectful and Caring.</p> <p>Inspired and Excited to Learn.</p> <p>Patience, Kindness, Self-Control, Faithfulness, Goodness.</p> <p>British values: The rule of law, Individual liberty</p> |
|   | <b>Book List &amp; Resources</b>   | <b>Book List &amp; Resources</b>   | <b>Book List &amp; Resources</b>  |
| <p>The Vanishing Rainforest</p> <p>The Chocolate Tree (A Mayan Folktale) by Linda Lowery and Richard Keep</p> <p>The Mayan Civilisation by Clare Hibbert (The History Detective Investigates)</p> | <p>Beowulf by Michael Morpurgo</p> <p>Anglo-Saxon Boy by Tony Bradman</p> <p>King Arthur &amp; the Knights of the Round Table by Marcia Williams</p> <p>Anglo-Saxons by Anita Ganeri (Writing History)</p>   | <p>Viking Boy by Tony Bradman</p> <p>Rudyard Kipling's Dane-Geld</p> <p>Saving the Unicorn's Horn by Julia Edwards</p> <p>Myths of the Norsemen by Roger Lancelyn Green</p> <p>Norse Mythology by Neil Gaiman</p> <p>The Vikings by Clare Hibbert (The History Detective Investigates)</p>   |   |

**YEAR C**

|   |  |  |  |
|---|--|--|--|
| 4 | <b>Autumn</b><br><b>Why should we learn about the Maya?</b>                | <b>Spring - The Anglo Saxons</b><br><b>Was the Anglo-Saxon period really a dark age?</b> | <b>Summer - The Vikings</b><br><b>Would the Vikings do anything for money?</b>               |
|   | <b>Links to previous Learning</b>  | <b>Links to previous Learning</b>  | <b>Links to previous Learning</b>  |
|   | Comparisons to other ancient civilisations – Ancient Egypt, The Romans     | <p>The Maya</p> <p>The Romans</p> <p>The Stone Age</p> <p>Bronze Age to Iron Age</p>     | <p>The Romans</p> <p>The Stone Age</p> <p>Bronze Age to Iron Age</p> <p>The Anglo-Saxons</p> |
|   | <b>Knowledge</b>   | <b>Knowledge</b>   | <b>Knowledge</b>   |
|   | <u>What can we learn about the Ancient Maya from the lives of the Maya</u> | <u>Who were the Anglo-Saxons and why did they choose to settle in</u>                    | <u>What happened when the Vikings raided Britain in 793 AD?</u>                              |

|  |  |   |
|--|--|---|
| <p><b>today?</b><br/>I know where and how the Maya live today.<br/><b><u>What can we learn about the Maya by investigating their ancient cities?</u></b><br/>I know how our knowledge of the past is constructed from a range of sources.<br/><b><u>Why did the Maya have so many gods?</u></b><br/>I know why the Maya had many gods.<br/>I know the significance of the Maya creation myth.<br/>I know that our knowledge of the past is constructed from a range of sources.<br/><b><u>Were the Maya as clever as people in the 21st century?</u></b><br/>I know about Maya technology and culture.<br/><b><u>What happened to the Maya?</u></b><br/>I know that most of the Maya disappeared around 900 AD.<br/>I know that historians disagree about why this happened.<br/><b><u>Why should we remember the Maya?</u></b><br/>I know the importance of the codices and what happened to them when the Spanish arrived.</p>   | <p><b>England?</b><br/>I know who the Anglo-Saxons were and why they settled in England.<br/>I know local areas where Anglo-Saxons settled.<br/><b><u>What can we learn about the Anglo-Saxons from the Sutton Hoo ship burial?</u></b><br/>I know why the discovery of the Sutton Hoo ship burial was so important.<br/><b><u>How significant was the Staffordshire Hoard in telling us about the Anglo-Saxons?</u></b><br/>I know why the discovery of the Staffordshire Hoard was so significant.<br/><b><u>How useful is written evidence in finding out about the Anglo-Saxons?</u></b><br/>I know the importance of the <i>Lindisfarne Gospels</i>, <i>Beowulf</i> and Bede's <i>History</i>.<br/><b><u>Was the Anglo-Saxon period really a 'Dark Age'?</u></b><br/>I know the reasons why the period could be called the 'Dark Ages' and discuss the counter argument.<br/>I know the importance of archaeological evidence in our study of history<br/>I know how archaeologists work, and can utilise their approaches.<br/>I know that differing interpretations of the past may be reached based on the evidence found.</p> | <p>I know about the events at Lindisfarne on 8th June 793 AD.<br/><b><u>Why did so many Vikings leave home?</u></b><br/>I know what the way of life was like for Vikings at home.<br/>I know that the Vikings were traders as well as raiders.<br/><b><u>Why did so many Vikings settle in Britain?</u></b><br/>I know where the Vikings settled in Britain and why they chose those locations.<br/>I know what Viking settlements were like, and I understand that they were varied.<br/>I know what Viking settlements were like, and I understand that they were varied.<br/><b><u>Did King Alfred deserve the title of Great?</u></b><br/>I know the key events in Alfred's life.<br/><b><u>How has our view of the Vikings been influenced, and would everyone at the time have had this view?</u></b><br/>I know that the Vikings themselves left very little written evidence.<br/>I know that the majority of the written evidence about the Vikings is biased and it is very difficult to form a definitive picture of the Vikings.<br/><b><u>Would the Vikings do anything for money?</u></b><br/>I know what a saga is and what it should include.<br/>I know that sagas are not necessarily all true.</p> |
| <p><b>Key Skills</b></p>   | <p><b>Key Skills</b></p>   | <p><b>Key Skills</b></p>  |
| <p>I can establish clear narratives within and across periods studied.<br/>I am beginning to address historically valid questions about similarity and difference and significance.<br/>I can use evidence about the Maya today to reach a conclusion about the Maya in the past.<br/>I can generate further questions to check my findings and deepen my understanding.<br/>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information<br/>I can ask and answer questions about the Maya using evidence.<br/>I can reach conclusions about the Maya using archaeological evidence.<br/>I can make links between the beliefs of the Maya and other societies studied.<br/>I can note connections, contrasts and trends over time, and develop the appropriate use of historical terms.<br/>I can reach a valid conclusion about how advanced a society the Maya were.<br/>I can make a comparison between the achievements of the Maya and other societies.<br/>I can present my own interpretation of events around 900 AD<br/>I can present valid reasons why the Maya should or should not be remembered.</p> | <p>I am developing a chronologically secure knowledge and understanding of British and world history.<br/>I am developing the appropriate use of historical terms.<br/>I understand how our knowledge of the past is constructed from a range of sources.<br/>I can address and devise historically valid questions about significance.<br/>I can note connections, contrasts and trends over time<br/>I can use archaeological evidence to learn about the Anglo-Saxons.<br/>I can explain some of the limitations of using archaeological evidence.<br/>I can provide some information obtained from these sources related to the Anglo-Saxon people.<br/>I can use a variety of evidence to support my viewpoint.<br/>I can present my thinking clearly as a balanced argument.</p>   | <p>I am developing a chronologically secure knowledge and understanding of British history.<br/>I understand how our knowledge of the past is constructed from a range of sources.<br/>I can establish clear narratives within and across the periods.<br/>I am developing the appropriate use of historical terms.<br/>I can address historically valid questions about cause.<br/>I can construct informed responses that involve the thoughtful selection of relevant historical information.<br/>I can use sources to find out what happened at Lindisfarne.<br/>I understand the limitations of the evidence available regarding the raid on Lindisfarne.<br/>I can use evidence to identify valid reasons why the Vikings would want to leave their home.<br/>I can reach a valid judgement on how successful Alfred was against the Vikings.<br/>I can offer a valid opinion about whether Alfred should be called 'Great'.<br/>I can write my own Viking saga using the information I have learned about the Vikings.</p>   |
| <p><b>Vocabulary</b></p>   | <p><b>Vocabulary</b></p>   | <p><b>Vocabulary</b></p>  |
| <p>Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence<br/>Reconstruction, archaeology, city state, pyramid, temple, sacrifice, Meso-</p>  | <p>Invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated</p>   | <p>Raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, significant, Wessex, monarch, cult,</p>   |

|  |  |   |   |
|--|--|---|---|
|  | America, nobles<br>Creation, hierarchy, sacrifice, bloodletting, conquistadors<br>Technology, culture, Meso-American, glyphs, agriculture, astronomy, calendar, trade<br>Interpretations, theory, climate change, conquer, decline<br>Codex/codices, pagan, scribe, significance | manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench.                             | runes, longhouses, saga   |
|  | <b>Cultural Opportunities</b><br>Maya Workshop   | <b>Cultural Opportunities</b><br>Visit to Lancaster Maritime Museum<br>Dot Boughton (Local Archaeologist) to talk to the children about the 'Silverdale Hoard'.   | <b>Cultural Opportunities</b><br>Visit to Lancaster Maritime Museum<br>Dot Boughton (Local Archaeologist) to talk to the children about the 'Silverdale Hoard'.   |
|  | <b>Key values</b><br>Inspired and excited to learn<br>Happy, Healthy and Secure.<br>Confident and Independent.<br>Respectful and Caring.   | <b>Key values</b><br>Happy, Healthy and Secure.<br>Confident and Independent.<br>Respectful and Caring.<br>Inspired and Excited to Learn.<br>Patience, Kindness, Self-Control, Faithfulness, Goodness.<br>British values: The rule of law, Individual liberty | <b>Key values</b><br>Happy, Healthy and Secure.<br>Confident and Independent.<br>Respectful and Caring.<br>Inspired and Excited to Learn.<br>Patience, Kindness, Self-Control, Faithfulness, Goodness.<br>British values: The rule of law, Individual liberty                                       |
|  | <b>Book List &amp; Resources</b><br>The Vanishing Rainforest<br>The Chocolate Tree (A Mayan Folktale) by Linda Lowery and Richard Keep<br>The Mayan Civilisation by Clare Hibbert (The History Detective Investigates)   | <b>Book List &amp; Resources</b><br>Beowulf by Michael Morpurgo<br>Anglo-Saxon Boy by Tony Bradman<br>King Arthur & the Knights of the Round Table by Marcia Williams<br>Anglo-Saxons by Anita Ganeri (Writing History)                                       | <b>Book List &amp; Resources</b><br>Viking Boy by Tony Bradman<br>Rudyard Kipling's Dane-Geld<br>Saving the Unicorn's Horn by Julia Edwards<br>Myths of the Norsemen by Roger Lancelyn Green<br>Norse Mythology by Neil Gaiman<br>The Vikings by Clare Hibbert (The History Detective Investigates) |

**YEAR C**

|  |  |   |  |
|--|--|---|--|
|  | <b>Autumn</b><br><b>Why should we learn about the Maya?</b>  | <b>Spring - The Anglo Saxons</b><br><b>Was the Anglo-Saxon period really a dark age?</b>  | <b>Summer - The Vikings</b><br><b>Would the Vikings do anything for money?</b>   |
|  | <b>Links to previous Learning</b><br>Comparisons to other ancient civilisations – Ancient Egypt, The Romans<br>Comparisons of Creation stories from other religions  | <b>Links to previous Learning</b><br>The Maya<br>The Romans<br>The Stone Age<br>Bronze Age to Iron Age  | <b>Links to previous Learning</b><br>The Romans<br>The Stone Age<br>Bronze Age to Iron Age<br>The Anglo-Saxons   |
|  | <b>Knowledge</b><br><b><u>What can we learn about the Ancient Maya from the lives of the Maya today?</u></b><br>I know where and how the Maya live today.<br><b><u>What can we learn about the Maya by investigating their ancient cities?</u></b><br>I know how our knowledge of the past is constructed from a range of sources.<br><b><u>Why did the Maya have so many gods?</u></b><br>I know why the Maya had many gods.<br>I know the significance of the Maya creation myth.<br>I know that our knowledge of the past is constructed from a range of sources.<br><b><u>Were the Maya as clever as people in the 21st century?</u></b><br>I know about Maya technology and culture.<br><b><u>What happened to the Maya?</u></b><br>I know that most of the Maya disappeared around 900 AD.<br>I know that historians disagree about why this happened. | <b>Knowledge</b><br><b><u>Who were the Anglo-Saxons and why did they choose to settle in England?</u></b><br>I know who the Anglo-Saxons were and why they settled in England.<br>I know local areas where Anglo-Saxons settled.<br><b><u>What can we learn about the Anglo-Saxons from the Sutton Hoo ship burial?</u></b><br>I know why the discovery of the Sutton Hoo ship burial was so important.<br><b><u>How significant was the Staffordshire Hoard in telling us about the Anglo-Saxons?</u></b><br>I know why the discovery of the Staffordshire Hoard was so significant.<br><b><u>How useful is written evidence in finding out about the Anglo-Saxons?</u></b><br>I know the importance of the <i>Lindisfarne Gospels</i> , <i>Beowulf</i> and <i>Bede's History</i> .<br><b><u>Was the Anglo-Saxon period really a 'Dark Age'?</u></b> | <b>Knowledge</b><br><b><u>What happened when the Vikings raided Britain in 793 AD?</u></b><br>I know about the events at Lindisfarne on 8th June 793 AD.<br><b><u>Why did so many Vikings leave home?</u></b><br>I know what the way of life was like for Vikings at home.<br>I know that the Vikings were traders as well as raiders.<br><b><u>Why did so many Vikings settle in Britain?</u></b><br>I know where the Vikings settled in Britain and why they chose those locations.<br>I know what Viking settlements were like, and I understand that they were varied.<br>I know what Viking settlements were like, and I understand that they were varied.<br><b><u>Did King Alfred deserve the title of Great?</u></b><br>I know the key events in Alfred's life.<br><b><u>How has our view of the Vikings been influenced, and would everyone at the time have had this view?</u></b><br>I know that the Vikings themselves left very little written evidence.<br>I know that the majority of the written evidence about the Vikings is biased and it is very difficult to form a definitive picture of |

|   |   |  |
|---|---|--|
| <p><b><u>Why should we remember the Maya?</u></b><br/>I know the importance of the codices and what happened to them when the Spanish arrived.</p>  | <p>I know the reasons why the period could be called the 'Dark Ages' and discuss the counter argument.<br/>I know the importance of archaeological evidence in our study of history<br/>I know how archaeologists work, and can utilise their approaches.<br/>I know that differing interpretations of the past may be reached based on the evidence found.</p>   | <p>the Vikings.<br/><b><u>Would the Vikings do anything for money?</u></b><br/>I know what a saga is and what it should include.<br/>I know that sagas are not necessarily all true.</p>   |
| <p><b>Key Skills</b></p> <p>I can establish clear narratives within and across periods studied.<br/>I can regularly address historically valid questions about similarity and difference and significance.<br/>I can use evidence about the Maya today to reach a conclusion about the Maya in the past.<br/>I can generate further questions to check my findings and deepen my understanding.<br/>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information<br/>I can ask and answer questions about the Maya using evidence.<br/>I can reach conclusions about the Maya using archaeological evidence.<br/>I can make links between the beliefs of the Maya and other societies studied.<br/>I can note connections, contrasts and trends over time, and develop the appropriate use of historical terms.<br/>I can reach a valid conclusion about how advanced a society the Maya were.<br/>I can make a comparison between the achievements of the Maya and other societies.<br/>I can present my own interpretation of events around 900 AD<br/>I can present valid reasons why the Maya should or should not be remembered.<br/>I can use examples from a variety of themes to support conclusions reached.<br/>I can use evidence from sources to support conclusions reached.<br/>I can link together evidence from a range of sources to strengthen conclusions.</p> | <p><b>Key Skills</b></p> <p>I am developing a chronologically secure knowledge and understanding of British and world history.<br/>I am developing the appropriate use of historical terms.<br/>I understand how our knowledge of the past is constructed from a range of sources.<br/>I can address and devise historically valid questions about significance.<br/>I can note connections, contrasts and trends over time<br/>I can use archaeological evidence to learn about the Anglo-Saxons.<br/>I can explain some of the limitations of using archaeological evidence.<br/>I can provide some information obtained from these sources related to the Anglo-Saxon people.<br/>I can use a variety of evidence to support my viewpoint.<br/>I can present my thinking clearly as a balanced argument.</p> | <p><b>Key Skills</b></p> <p>I am developing a chronologically secure knowledge and understanding of British history.<br/>I understand how our knowledge of the past is constructed from a range of sources.<br/>I can establish clear narratives within and across the periods.<br/>I am developing the appropriate use of historical terms.<br/>I can address historically valid questions about cause.<br/>I can construct informed responses that involve the thoughtful selection of relevant historical information.<br/>I can use sources to find out what happened at Lindisfarne.<br/>I understand the limitations of the evidence available regarding the raid on Lindisfarne.<br/>I can use evidence to identify valid reasons why the Vikings would want to leave their home.<br/>I can reach a valid judgement on how successful Alfred was against the Vikings.<br/>I can offer a valid opinion about whether Alfred should be called 'Great'.<br/>I can write my own Viking saga using the information I have learned about the Vikings.</p> |
| <p><b>Vocabulary</b></p> <p>Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence<br/>Reconstruction, archaeology, city state, pyramid, temple, sacrifice, Meso-America, nobles<br/>Creation, hierarchy, sacrifice, bloodletting, conquistadors<br/>Technology, culture, Meso-American, glyphs, agriculture, astronomy, calendar, trade<br/>Interpretations, theory, climate change, conquer, decline<br/>Codex/codices, pagan, scribe, significance</p>  | <p><b>Vocabulary</b></p> <p>Invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench.</p>   | <p><b>Vocabulary</b></p> <p>Raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, significant, Wessex, monarch, cult, runes, longhouses, saga</p>   |
| <p><b>Cultural Opportunities</b></p> <p>Maya Workshop</p>   | <p><b>Cultural Opportunities</b></p> <p>Visit to Lancaster Maritime Museum<br/>Dot Boughton (Local Archaeologist) to talk to the children about the 'Silverdale Hoard'.</p>   | <p><b>Cultural Opportunities</b></p> <p>Visit to Lancaster Maritime Museum<br/>Dot Boughton (Local Archaeologist) to talk to the children about the 'Silverdale Hoard'.</p>  |

|  |  |  |   |
|--|--|--|---|
|  | <b>Key values</b>  | <b>Key values</b>  | <b>Key values</b>   |
|  | Happy, Healthy and Secure.<br>Confident and Independent.<br>Respectful and Caring.<br>Inspired and Excited to Learn.   | Happy, Healthy and Secure.<br>Confident and Independent.<br>Respectful and Caring.<br>Inspired and Excited to Learn.<br>Patience, Kindness, Self-Control, Faithfulness, Goodness.<br>British values: The rule of law, Individual liberty | Happy, Healthy and Secure.<br>Confident and Independent.<br>Respectful and Caring.<br>Inspired and Excited to Learn.<br>Patience, Kindness, Self-Control, Faithfulness, Goodness.<br>British values: The rule of law, Individual liberty                        |
|  | <b>Book List &amp; Resources</b>   | <b>Book List &amp; Resources</b>   | <b>Book List &amp; Resources</b>  |
|  | The Vanishing Rainforest<br>The Chocolate Tree (A Mayan Folktale) by Linda Lowery and Richard Keep<br>The Mayan Civilisation by Clare Hibbert (The History Detective Investigates) | Beowulf by Michael Morpurgo<br>Anglo-Saxon Boy by Tony Bradman<br>King Arthur & the Knights of the Round Table by Marcia Williams<br>Anglo-Saxons by Anita Ganeri (Writing History)  | Viking Boy by Tony Bradman<br>Rudyard Kipling's Dane-Geld<br>Saving the Unicorn's Horn by Julia Edwards<br>Myths of the Norsemen by Roger Lancelyn Green<br>Norse Mythology by Neil Gaiman<br>The Vikings by Clare Hibbert (The History Detective Investigates) |

**YEAR C**

|   |   |  |   |
|---|---|--|---|
| 6   | <b>Autumn</b>   | <b>Spring</b>  | <b>Summer</b>   |
|   | <b>Thematic Study – Crime and Punishment</b>  | <b>What did the Greeks do for us?</b>  | <b>Whose War was World War II?</b>  |
|   | <b>How has Crime and Punishment Changed over time?</b>  |  |   |
|   | <b>Links to previous Learning</b>   | <b>Links to previous Learning</b>  | <b>Links to previous Learning</b>   |
|   | <b>Would the Vikings do anything for money?</b><br><b>In which period of history would you like to go to school?</b>  | <b>Ancient civilisations: Maya, Rome, Egypt</b><br><b>Education/ local history – the history of our school</b>   | <b>Greece, Romans, Vikings, Victorians – the concept of Empire/imperialism – the German desire for empire</b> |
| <b>Knowledge</b>  | <b>Knowledge</b>  | <b>Knowledge</b>   |   |
| <b><u>Do laws and punishments change over time?</u></b><br>I know how laws and punishments change over time.<br>I know why different groups in society view laws in a variety of ways.<br><b><u>What is a crime?</u></b><br>I know that views on what is a major crime have changed over time.<br>I know why views on crime have changed.<br>I know that different groups may have differing views.<br><b><u>How has the police force changed over time?</u></b><br>I know when and why the police force was introduced.<br>I know that there have been various types of law enforcer over time.<br><b><u>What were punishments in the past meant to achieve?</u></b><br>I know that there are differing views at different times on what is a suitable punishment.<br>I know that people may have differing views at the same time on what is a suitable punishment<br><b><u>How and why have attitudes changed towards the suffragettes?</u></b><br>I know how and why attitudes towards the suffragettes' action have changed over time. | <b><u>How can we find out about the civilisations of Ancient Greece?</u></b><br><b>Who were the Ancient Greeks?</b><br>I know that the 'Classical Golden Age', - 500BC to 323BC marked the height of Ancient Greek civilisation and power.<br>I know how we can be so sure of events that happened thousands of years ago through archaeology.<br><b>Can we learn anything from Greek myths and legends?</b><br>I know that Homer's writing of the time gave us an insight into legends. Greek Mythology: Medusa, Orpheus, Midas.<br>I know that aspects of the past have been represented and interpreted in different ways.<br><b>What do we know about the achievements of Alexander the Great?</b><br>I know some of the most important achievements of Alexander the Great.<br><b><u>Can we thank the Ancient Greeks for anything in our lives today?</u></b><br><b>What are the similarities between our school and schools in Ancient Greece?</b><br>I know the key features of school life in Athens and Sparta.<br><b>What was it like to go to the theatre in Ancient Greece?</b><br>I know what theatres in Ancient Greece would have looked like.<br>I know that theatre-going in Ancient Greece was part of a religious festival.<br>I know some of the Ancient Greek gods and understand how they were linked to the Roman gods.<br><b>What can we learn from language about Ancient Greece?</b><br>I know the similarities and differences between the Greek alphabet and the alphabet we use today.<br>I know that some of the words we use today originate from Greek words.<br><b>What do some of our buildings tell us about how we view Ancient</b> | <b><u>How significant was the Blitz?</u></b><br>I know what the Blitz was, and when and why it happened.<br>I know how the Blitz related to the rest of the war.<br>I know some of the major events of World War II that led up to the Blitz.<br><b><u>World War II: Whose War?</u></b><br>I understand some of the reasons for World War II.<br>I know the role of people from all over the Empire, including people from Africa and Asia, in World War II.<br><b><u>What was the impact of World War II on people in our locality?</u></b><br>I know that our locality was important for housing evacuees from London.<br>I know about some experiences of evacuees, both fictional and evidence-based.<br>I know about the Windermere Children who were housed in a camp for the duration of the war.<br>I know about the Kindertransport and why they had to leave their families.<br>I know that the Jewish people were persecuted across Europe and that we need to develop an understanding and tolerance of others.<br>I understand the impact of WWII on our lives today: The Geneva Convention.<br><b><u>How significant was the impact of World War II on Women?</u></b><br>I know the significance of World War II on the role of women.<br>I know about women's experiences in the services, factories and as land girls.<br><b><u>Did all men have to fight?</u></b><br>I know about the different ways that men contributed to the war. I know about men's experiences as home guard, air-raid wardens, Bevin boys and as Servicemen. |   |

|  |  |  |   |
|--|--|--|---|
|  |  | <p><b>Greece today?</b><br/>I know the different features of Ancient Greek buildings and that some contemporary buildings are influenced by the classical style.</p> <p><b>How were Ancient Greeks governed and are there any similarities with how we are governed today?</b><br/>I know the Ancient Greeks developed democracy.<br/>I know that Ancient Greece was made up of city states, which often battled against one another.<br/>I know that the city states of Athens and Sparta had their own laws, money, rulers, and were rivals.<br/>I understand how democracy in Ancient Athens is different from that in the UK today<br/>I know who was allowed to vote in Ancient Athen and who is allowed to vote in this country today.</p> <p><b>How have the Olympic games changed since they were first held in Ancient Greece?</b><br/>I know the first Olympic Games were held in Ancient Greece<br/>I know the religious significance of the Games.</p>   |   |
|  | <p><b>Key Skills</b></p> <p>I can establish clear narratives over periods of study.<br/>I can note connections, contrasts and trends over time and have developed the use of historical terms.<br/>I can give valid reasons why some laws change and some remain the same.<br/>I can reach conclusions about the police force using a variety of sources as evidence.<br/>I can use a variety of sources to obtain evidence to support my views.<br/>I can use sources to understand why the suffragettes took action.<br/>I can present a viewpoint on whether the suffragettes were justified in taking their actions.<br/>I can address and devise historically valid questions about continuity and change, similarity and difference, and significance.<br/>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> | <p><b>Key Skills</b></p> <p>I can locate Ancient Greece on a timeline and discuss where this fits in relation to the other periods and societies they have studied.<br/>I can infer information from artefacts and archaeological sites about what life was like in Ancient Greece.<br/>I am beginning to identify what other sources might be needed to get a fuller picture about life in Ancient Greece.<br/>I understand the difference between primary and secondary sources of evidence and how they have advantages and disadvantages.<br/>I can cross reference evidence to check for authenticity.<br/>I can identify some of the similarities and differences between life in Athens and Sparta.<br/>I am beginning to assess how useful Greek myths/legends are in helping them to find out about the past.<br/>I can describe similarities and differences from schooling in Ancient Greece and schooling now.<br/>I can use written sources to make inferences about the influence of the Ancient Greek language on modern English.<br/>I can use pictorial sources to identify the similarities and differences between Ancient Greek and contemporary architecture, and make inferences about the influence of the latter.<br/>I can use specialised vocabulary and terminology such as ancient, modern, civilisation, citizens, democracy.<br/>I can identify some of the similarities and differences between the Olympic Games in Ancient Greece and today.<br/>I can identify the most important legacy of the Ancient Greeks and give reasons.</p> | <p><b>Key Skills</b></p> <p>I can address historically valid questions related to the significance of the Blitz.<br/>I can discuss whether the Blitz was more or less dangerous than what happened at other times in the past.<br/>I can answer questions about the people involved in the war from both Britain and the world.<br/>I can find similarities and differences between the fictional stories of evacuees and the evidence-based accounts.<br/>I can answer historical valid questions about the causes of the Kindertransport through selection and organisation of historical information.<br/>I can evaluate changes and contrasts in the role of women at two different times in the past.<br/>I can identify how far there were similarities and differences in men's experiences of World War II.<br/>I can recognise that history is written by the victors so evidence may be biased or prejudiced.<br/>I can understand the motives and actions of others.<br/>I can research on the internet and in books, cross referencing for authenticity.<br/>I can link our lives today (Corona Virus) to the hardships and bravery of people in the past.<br/>I can empathise with those who flee hardship – refugees/evacuees.<br/>I can construct responses through the careful selection and organisation of information.</p> |
|  | <p><b>Vocabulary</b></p> <p><b>Rules, society, crime, punishment,</b> values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes<br/>Execution, vagabond, poaching, highwayman, smuggling<br/><b>Police, respect,</b> hostile, truncheon, cartoon<br/>Severe crime, lesser crime, liberty, transportation, prison, hulks, gaol,</p>  | <p><b>Vocabulary</b></p> <p>Philosophy, democracy, city-states, Empire, comedy/tragedy, mythology, civilisation, culture, laws, justice, citizens, vote<br/>Parliament, <b>House of Commons, House of Lords, Houses of Parliament, Prime Minister, Downing Street, monarchy</b><br/>Olympic Games</p>  | <p><b>Vocabulary</b></p> <p>Tolerance, imperialism, Nazism, fascism, dictatorship, propaganda, evacuees/evacuation, munitions, home-guard, victory, prejudice, persecution, <b>liberty, army, monarchy, nation, religion</b><br/>Bevin boys, air-raid wardens, land girls</p>   |

|  |  |   |   |
|--|--|---|---|
|  | separate system, silent system, oakum<br>Suffrage, suffragettes, discrimination, <b>prejudice</b> , terrorist, extremism,<br><b>democracy, parliament</b><br>Change, continuity, attitudes, values | Slaves, warfare   |   |
|  | <b>Cultural Opportunities</b>  | <b>Cultural Opportunities</b>   | <b>Cultural Opportunities</b>   |
|  |  | In London (next term) look for evidence of Greek influence in<br>architecture and design.<br>Visit the Houses of Parliament to investigate democracy. | Visit London – the War Museum/Cabinet War Rooms/Houses or<br>Parliament<br>Local links: Evacuees in Arnside |
|  | <b>Key values</b>  | <b>Key values</b>   | <b>Key values</b>   |
|  | Democracy<br>Inspired and excited to learn<br>Kindness and Goodness<br>Independence and confidence<br>Rule of law  | Democracy<br>Inspired and excited to learn<br>Happy and Healthy   | Religious tolerance, democracy<br>Kindness and Goodness<br>Independence and confidence                      |
|  | <b>Book List &amp; Resources</b>   | <b>Book List &amp; Resources</b>  | <b>Book List &amp; Resources</b>  |
| Oliver Twist by Charles Dickens<br>Suffragettes – Their fight for the vote! by Claire Throp (Rising Stars Reading<br>Planet) | Percy Jackson and the Lightning Thief (Rick Riordan) - class novel<br>Ancient Greek Myths (Ann Turnbull) - comprehension tasks   | The Lion and the Unicorn – Shirley Hughes (picture book)<br>Friend or Foe – Michael Morpurgo (class novel)  |   |