Curriculum Map

(Key Stage 2 only)

History

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

		YEAR C	
	Autumn	Spring - The Anglo Saxons	
	Why should we learn about the Maya?	Was the Anglo-Saxon period really a dark age?	Wo
	Links to previous Learning	Links to previous Learning	Links to previou
		The Maya	The Anglo-Saxo
	Knowledge	Knowledge	Knowledge
	What can we learn about the Ancient Maya from the lives of the Maya	Who were the Anglo-Saxons and why did they choose to settle in	What happened
	today?	England?	I know about th
	I know where and how the Maya live today.	I know who the Anglo-Saxons were and why they settled in England.	Why did so mar
	What can we learn about the Maya by investigating their ancient cities?	I know local areas where Anglo-Saxons settled.	I know what the
	I know how our knowledge of the past is constructed from a range of	What can we learn about the Anglo-Saxons from the Sutton Hoo ship	I know that the
	sources.	burial?	<u>Why did so mar</u> I know where th
	Why did the Maya have so many gods?	I know why the discovery of the Sutton Hoo ship burial was so	those locations.
	I know why the Maya had many gods.	important.	I know what Vik
	I know the significance of the Maya creation myth.	How significant was the Staffordshire Hoard in telling us about the	they were varie
	I know that our knowledge of the past is constructed from a range of	Anglo-Saxons?	I know what Vik
	sources.	I know why the discovery of the Staffordshire Hoard was so	they were varie
	Were the Maya as clever as people in the 21st century?	significant.	Did King Alfred
	I know about Maya technology and culture.	How useful is written evidence in finding out about the Anglo-	I know the key e
	What happened to the Maya?	Saxons?	How has our vie
	I know that most of the Maya disappeared around 900 AD.	I know the importance of the <i>Lindisfarne Gospels, Beowulf</i> and Bede's	everyone at the
	I know that historians disagree about why this happened.	History.	I know that the
	Why should we remember the Maya?	Was the Anglo-Saxon period really a 'Dark Age'?	I know that the
3	I know the importance of the codices and what happened to them when	I know the reasons why the period could be called the 'Dark Ages' and	is biased and it
	the Spanish arrived.	discuss the counter argument.	Vikings. Would the Vikir
		I know the importance of archaeological evidence in our study of	I know what a s
		history	I know that sage
		I know how archaeologists work, and can utilise their approaches.	
		I know that differing interpretations of the past may be reached based	
		on the evidence found.	
	Key Skills	Key Skills	Key Skills
	I am beginning to establish clear narratives within and across periods	I am developing a chronologically secure knowledge and	I am developing
	studied.	understanding of British and world history.	understanding
	I am beginning to address historically valid questions about similarity	I am developing the appropriate use of historical terms.	I understand ho
		I understand how our knowledge of the past is constructed from a	range of source
	and difference and significance.	range of sources.	I can establish c
	I can use evidence about the Maya today to reach a conclusion		I am developing
	about the Maya in the past.	I can address and devise historically valid questions about significance.	I can address his
	I can generate further questions to check my findings and deepen	I can note connections, contrasts and trends over time	I can construct i
	my understanding.	I can use archaeological evidence to learn about the Anglo-Saxons.	selection of rele
	I can select and organise relevant historical information	I can explain some of the limitations of using archaeological evidence.	I can use source
	-	I can provide some information obtained from these sources related	I understand the raid on Lindisfa
	I can ask and answer questions about the Maya using evidence.	to the Anglo-Saxon people.	I can use eviden
	I can reach conclusions about the Maya using archaeological	I can use a variety of evidence to support my viewpoint.	want to leave th
	evidence.	I can present my thinking clearly as a balanced argument.	I can reach a val

Summer - The Vikings

/ould the Vikings do anything for money?

ous Learning

xons

ned when the Vikings raided Britain in 793 AD?

the events at Lindisfarne on 8th June 793 AD. Dany Vikings leave home?

he way of life was like for Vikings at home.

ne Vikings were traders as well as raiders.

any Vikings settle in Britain?

the Vikings settled in Britain and why they chose ns.

/iking settlements were like, and I understand that ried.

/iking settlements were like, and I understand that ried.

ed deserve the title of Great?

y events in Alfred's life.

view of the Vikings been influenced, and would he time have had this view?

ne Vikings themselves left very little written evidence. ne majority of the written evidence about the Vikings it is very difficult to form a definitive picture of the

kings do anything for money?

a saga is and what it should include. agas are not necessarily all true.

ng a chronologically secure knowledge and g of British history.

how our knowledge of the past is constructed from a ces.

n clear narratives within and across the periods.

ng the appropriate use of historical terms.

historically valid questions about cause.

ct informed responses that involve the thoughtful elevant historical information.

ces to find out what happened at Lindisfarne.

the limitations of the evidence available regarding the farne.

ence to identify valid reasons why the Vikings would their home.

valid judgement on how successful Alfred was against

I can make links between the beliefs of the Maya and other societies		the Vikings. I can offer a valid
studied.		'Great'.
I am beginning to note connections, contrasts and trends over time,		I can write my ov
and develop the appropriate use of historical terms.		learned about th
I can reach a valid conclusion about how advanced a society the		
Maya were.		
I can make a comparison between the achievements of the Maya		
and other societies.		
I can present my own interpretation of events around 900 AD		
I can present valid reasons why the Maya should or should not be		
remembered.		
Vocabulary	Vocabulary	Vocabulary
Religious, social, economic, cultural, political, civilisation, pyramid,	Invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre,	Raid, raider, mo
temple, conclusion, evidence	garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated	migrate, settle,
Reconstruction, archaeology, city state, pyramid, temple, sacrifice,	manuscript, ecclesiastical, conversion, monastery, Old English, proof,	settler, push an cult, runes, long
Meso-America, nobles	evidence, counter argument, decay, excavate, preserved, deduction,	
Creation, hierarchy, sacrifice, bloodletting, conquistadors	interpretation, stratigraphy, classification, cataloguing, strata, shard,	
Technology, culture, Meso-American, glyphs, agriculture, astronomy,	site, trench.	
calendar, trade		
Interpretations, theory, climate change, conquer, decline		
Codex/codices, pagan, scribe, significance		
Cultural Opportunities	Cultural Opportunities	Cultural Opportu
Maya Workshop	Visit to Lancaster Maritime Museum	Visit to Lancaster
	Dot Boughton (Local Archaeologist) to talk to the children about the	Dot Boughton (Lo
	'Silverdale Hoard'.	the 'Silverdale Ho
Key values	Key values	Key values
Happy, Healthy and Secure.	Happy, Healthy and Secure.	Happy, Healthy a Confident and In
Confident and Independent. Respectful and Caring.	Confident and Independent. Respectful and Caring.	Respectful and C
Inspired and Excited to Learn.	Inspired and Excited to Learn.	Inspired and Exci
	Patience, Kindness, Self-Control, Faithfulness, Goodness.	Patience, Kindne
	British values: The rule of law, Individual liberty	British values: Th
Book List & Resources	Book List & Resources	Book List & Reso
The Vanishing Rainforest	Beowulf by Michael Morpurgo	Viking Boy by To
The Chocolate Tree (A Mayan Folktale) by Linda Lowery and Richard Keep	Anglo-Saxon Boy by Tony Bradman	Rudyard Kipling's
The Mayan Civilisation by Clare Hibbert (The History Detective	King Arthur & the Knights of the Round Table by Marcia Williams	Saving the Unico
Investigates)	Anglo-Saxons by Anita Ganeri (Writing History)	Myths of the Nor
		Norse Mythology
		The Vikings by Cl
	YEAR C	
Autumn	Spring - The Anglo Saxons	
Why should we learn about the Maya?	Was the Anglo-Saxon period really a dark age?	Wou
Links to previous Learning	Links to previous Learning	Links to previous
Comparisons to other ancient civilisations – Ancient Egypt, The Romans	The Maya	The Romans
	The Romans	The Stone Age
	The Stone Age	Bronze Age to Iro
	Bronze Age to Iron Age	The Anglo-Saxon
Knowledge What can we learn about the Ancient Maya from the lives of the Maya	Knowledge Who were the Analo-Saxons and why did they choose to settle in	Knowledge What happened
WHALLAH WE IEAHI ADOAL HIE ANGENLIVIDVO HOIH HIE IIVES OF HE IVIDVO		

lid opinion about whether Alfred should be called

own Viking saga using the information I have the Vikings.

nonk, monastery, Viking, sacked, looted, abbey, e, overpopulation, inheritance, causes, invader, and pull factors, significant, Wessex, monarch, nghouses, saga

rtunities

ter Maritime Museum (Local Archaeologist) to talk to the children about Hoard'.

y and Secure. Independent. d Caring. xcited to Learn. ness, Self-Control, Faithfulness, Goodness.

The rule of law, Individual liberty

sources

Fony Bradman

g's Dane-Geld

corn's Horn by Julia Edwards

lorsemen by Roger Lancelyn Green

ogy by Neil Gaiman

Clare Hibbert (The History Detective Investigates)

Summer - The Vikings

ould the Vikings do anything for money?

ous Learning

Iron Age ons

ed when the Vikings raided Britain in 793 AD?

today?

I know where and how the Maya live today.

What can we learn about the Maya by investigating their ancient cities? I know how our knowledge of the past is constructed from a range of sources.

Why did the Maya have so many gods?

I know why the Maya had many gods.

I know the significance of the Maya creation myth.

I know that our knowledge of the past is constructed from a range of sources.

Were the Maya as clever as people in the 21st century?

I know about Maya technology and culture.

What happened to the Maya?

I know that most of the Maya disappeared around 900 AD. I know that historians disagree about why this happened.

Why should we remember the Maya?

I know the importance of the codices and what happened to them when the Spanish arrived.

Key Skills

I can establish clear narratives within and across periods studied.

I am beginning to address historically valid questions about similarity and difference and significance.

I can use evidence about the Maya today to reach a conclusion about the Maya in the past.

I can generate further questions to check my findings and deepen my understanding.

I can construct informed responses that involve thoughtful selection and organisation of relevant historical information

I can ask and answer questions about the Maya using evidence.

I can reach conclusions about the Maya using archaeological evidence. I can make links between the beliefs of the Maya and other societies studied.

I can note connections, contrasts and trends over time, and develop the appropriate use of historical terms.

I can reach a valid conclusion about how advanced a society the Maya were.

I can make a comparison between the achievements of the Maya and other societies.

I can present my own interpretation of events around 900 AD I can present valid reasons why the Maya should or should not be remembered.

Vocabulary

Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence Reconstruction, archaeology, city state, pyramid, temple, sacrifice, Meso-

England?

I know who the Anglo-Saxons were and why they settled in England. I know local areas where Anglo-Saxons settled.

What can we learn about the Anglo-Saxons from the Sutton Hoo ship burial?

I know why the discovery of the Sutton Hoo ship burial was so important.

How significant was the Staffordshire Hoard in telling us about the Anglo-Saxons?

I know why the discovery of the Staffordshire Hoard was so significant.

How useful is written evidence in finding out about the Anglo-Saxons?

I know the importance of the Lindisfarne Gospels, Beowulf and Bede's History.

Was the Anglo-Saxon period really a 'Dark Age'?

I know the reasons why the period could be called the 'Dark Ages' and discuss the counter argument.

I know the importance of archaeological evidence in our study of history

I know how archaeologists work, and can utilise their approaches. I know that differing interpretations of the past may be reached based

Key Skills

on the evidence found.

I am developing a chronologically secure knowledge and understanding of British and world history. I am developing the appropriate use of historical terms.

I understand how our knowledge of the past is constructed from a range of sources.

I can address and devise historically valid questions about significance. I can note connections, contrasts and trends over time

I can use archaeological evidence to learn about the Anglo-Saxons. I can explain some of the limitations of using archaeological evidence. I can provide some information obtained from these sources related to the Anglo-Saxon people.

I can use a variety of evidence to support my viewpoint.

I can present my thinking clearly as a balanced argument.

Vocabulary

Invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated

those locations. they were varied. they were varied. Vikings.

Would the Vikings do anything for money? I know what a saga is and what it should include. I know that sagas are not necessarily all true.

Key Skills

range of sources. raid on Lindisfarne. want to leave their home. the Vikings. 'Great'. learned about the Vikings.

Vocabulary

Raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, significant, Wessex, monarch, cult,

I know about the events at Lindisfarne on 8th June 793 AD. Why did so many Vikings leave home?

I know what the way of life was like for Vikings at home. I know that the Vikings were traders as well as raiders.

Why did so many Vikings settle in Britain?

I know where the Vikings settled in Britain and why they chose

I know what Viking settlements were like, and I understand that

I know what Viking settlements were like, and I understand that

Did King Alfred deserve the title of Great?

I know the key events in Alfred's life.

How has our view of the Vikings been influenced, and would everyone at the time have had this view?

I know that the Vikings themselves left very little written evidence. 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

I am developing a chronologically secure knowledge and understanding of British history.

I understand how our knowledge of the past is constructed from a

I can establish clear narratives within and across the periods.

I am developing the appropriate use of historical terms.

I can address historically valid questions about cause.

I can construct informed responses that involve the thoughtful selection of relevant historical information.

I can use sources to find out what happened at Lindisfarne.

I understand the limitations of the evidence available regarding the

I can use evidence to identify valid reasons why the Vikings would

I can reach a valid judgement on how successful Alfred was against

I can offer a valid opinion about whether Alfred should be called

I can write my own Viking saga using the information I have

	America, nobles	manuscript, ecclesiastical, conversion, monastery, Old English, proof,	runes, longhouse
	Creation, hierarchy, sacrifice, bloodletting, conquistadors	evidence, counter argument, decay, excavate, preserved, deduction,	
	Technology, culture, Meso-American, glyphs, agriculture, astronomy,	interpretation, stratigraphy, classification, cataloguing, strata, shard,	
	calendar, trade Interpretations, theory, climate change, conquer, decline	site, trench.	
	Codex/codices, pagan, scribe, significance		
	Cultural Opportunities	Cultural Opportunities	Cultural Opportu
	Maya Workshop	Visit to Lancaster Maritime Museum	Visit to Lancaster
		Dot Boughton (Local Archaeologist) to talk to the children about the	Dot Boughton (Le
		'Silverdale Hoard'.	the 'Silverdale H
	Key values	Key values	Key values
	Inspired and excited to learn	Happy, Healthy and Secure.	Happy, Healthy a
	Happy, Healthy and Secure.	Confident and Independent.	Confident and In
	Confident and Independent.	Respectful and Caring.	Respectful and C
	Respectful and Caring.	Inspired and Excited to Learn.	Inspired and Exc
		Patience, Kindness, Self-Control, Faithfulness, Goodness.	Patience, Kindne
		British values: The rule of law, Individual liberty	British values: Th
	Book List & Resources	Book List & Resources	Book List & Reso
	The Vanishing Rainforest	Beowulf by Michael Morpurgo	Viking Boy by To
	The Chocolate Tree (A Mayan Folktale) by Linda Lowery and Richard Keep	Anglo-Saxon Boy by Tony Bradman	Rudyard Kipling's
	The Mayan Civilisation by Clare Hibbert (The History Detective Investigates)	King Arthur & the Knights of the Round Table by Marcia Williams	Saving the Unico
		Anglo-Saxons by Anita Ganeri (Writing History)	Myths of the Nor
			Norse Mythology
		YEAR C	The Vikings by Cl
		TEAR C	
	Autumn	Spring - The Anglo Saxons	
	Autumn Why should we learn about the Maya?	Spring - The Anglo Saxons Was the Anglo-Saxon period really a dark age?	Wou
	Autumn Why should we learn about the Maya?	Spring - The Anglo Saxons Was the Anglo-Saxon period really a dark age?	Wou
			Wou Links to previous
	Why should we learn about the Maya?Links to previous LearningComparisons to other ancient civilisations – Ancient Egypt, The Romans	Was the Anglo-Saxon period really a dark age?	Links to previous The Romans
	Why should we learn about the Maya? Links to previous Learning	Was the Anglo-Saxon period really a dark age? Links to previous Learning The Maya The Romans	Links to previous The Romans The Stone Age
	Why should we learn about the Maya?Links to previous LearningComparisons to other ancient civilisations – Ancient Egypt, The Romans	Was the Anglo-Saxon period really a dark age? Links to previous Learning The Maya The Romans The Stone Age	Links to previous The Romans The Stone Age Bronze Age to Iro
	Why should we learn about the Maya? Links to previous Learning Comparisons to other ancient civilisations – Ancient Egypt, The Romans Comparisons of Creation stories from other religions	Was the Anglo-Saxon period really a dark age? Links to previous Learning The Maya The Romans The Stone Age Bronze Age to Iron Age	Links to previous The Romans The Stone Age Bronze Age to Iro The Anglo-Saxon
	Why should we learn about the Maya? Links to previous Learning Comparisons to other ancient civilisations – Ancient Egypt, The Romans Comparisons of Creation stories from other religions Knowledge	Was the Anglo-Saxon period really a dark age? Links to previous Learning The Maya The Romans The Stone Age Bronze Age to Iron Age Knowledge	Links to previous The Romans The Stone Age Bronze Age to Iro The Anglo-Saxon Knowledge
	Why should we learn about the Maya? Links to previous Learning Comparisons to other ancient civilisations – Ancient Egypt, The Romans Comparisons of Creation stories from other religions Knowledge What can we learn about the Ancient Maya from the lives of the	Was the Anglo-Saxon period really a dark age? Links to previous Learning The Maya The Romans The Stone Age Bronze Age to Iron Age Knowledge Who were the Anglo-Saxons and why did they choose to settle in	Links to previous The Romans The Stone Age Bronze Age to Iro The Anglo-Saxon Knowledge What happened
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	Why should we learn about the Maya? Links to previous Learning Comparisons to other ancient civilisations – Ancient Egypt, The Romans Comparisons of Creation stories from other religions Knowledge What can we learn about the Ancient Maya from the lives of the Maya today? I know where and how the Maya live today.	Was the Anglo-Saxon period really a dark age? Links to previous Learning The Maya The Romans The Stone Age Bronze Age to Iron Age Knowledge Who were the Anglo-Saxons and why did they choose to settle in England? I know who the Anglo-Saxons were and why they settled in England.	Links to previous The Romans The Stone Age Bronze Age to Iro The Anglo-Saxon Knowledge What happened
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5	Why should we learn about the Maya? Links to previous Learning Comparisons to other ancient civilisations – Ancient Egypt, The Romans Comparisons of Creation stories from other religions Knowledge What can we learn about the Ancient Maya from the lives of the Maya today? I know where and how the Maya live today. What can we learn about the Maya by investigating their ancient cities? I know how our knowledge of the past is constructed from a range of sources.	Was the Anglo-Saxon period really a dark age?Links to previous LearningThe MayaThe RomansThe RomansThe Stone AgeBronze Age to Iron AgeKnowledgeWho were the Anglo-Saxons and why did they choose to settle inEngland?I know who the Anglo-Saxons were and why they settled in England.I know local areas where Anglo-Saxons settled.What can we learn about the Anglo-Saxons from the Sutton Hoo shipburial?I know why the discovery of the Sutton Hoo ship burial was so	Links to previous The Romans The Stone Age Bronze Age to Iro The Anglo-Saxon Knowledge What happened I know about the Why did so man I know what the I know that the Why did so man I know where the those locations.
5	Why should we learn about the Maya? Links to previous Learning Comparisons to other ancient civilisations – Ancient Egypt, The Romans Comparisons of Creation stories from other religions Knowledge What can we learn about the Ancient Maya from the lives of the Maya today? I know where and how the Maya live today. What can we learn about the Maya by investigating their ancient cities? I know how our knowledge of the past is constructed from a range of sources. Why did the Maya have so many gods?	Was the Anglo-Saxon period really a dark age?Links to previous LearningThe MayaThe RomansThe Stone AgeBronze Age to Iron AgeKnowledgeWho were the Anglo-Saxons and why did they choose to settle inEngland?I know who the Anglo-Saxons were and why they settled in England.I know local areas where Anglo-Saxons settled.What can we learn about the Anglo-Saxons from the Sutton Hoo shipburial?I know why the discovery of the Sutton Hoo ship burial was soimportant.	Links to previous The Romans The Stone Age Bronze Age to Iro The Anglo-Saxon Knowledge What happened I know about the Why did so man I know what the Why did so man I know what the those locations. I know what Vil
5	Why should we learn about the Maya? Links to previous Learning Comparisons to other ancient civilisations – Ancient Egypt, The Romans Comparisons of Creation stories from other religions Knowledge What can we learn about the Ancient Maya from the lives of the Maya today? I know where and how the Maya live today. What can we learn about the Maya by investigating their ancient cities? I know how our knowledge of the past is constructed from a range of sources. Why did the Maya have so many gods? I know why the Maya had many gods.	Was the Anglo-Saxon period really a dark age?Links to previous LearningThe MayaThe RomansThe RomansThe Stone AgeBronze Age to Iron AgeKnowledgeWho were the Anglo-Saxons and why did they choose to settle inEngland?I know who the Anglo-Saxons were and why they settled in England.I know local areas where Anglo-Saxons settled.What can we learn about the Anglo-Saxons from the Sutton Hoo shipburial?I know why the discovery of the Sutton Hoo ship burial was so	Links to previous The Romans The Stone Age Bronze Age to Iro The Anglo-Saxon Knowledge What happened I know about the Why did so man I know what the I know that the Why did so man I know where the those locations. I know what Vil that they were
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ortunities

ster Maritime Museum

n (Local Archaeologist) to talk to the children about e Hoard'.

hy and Secure.

d Independent.

nd Caring.

Excited to Learn.

dness, Self-Control, Faithfulness, Goodness.

: The rule of law, Individual liberty

esources

Tony Bradman

ng's Dane-Geld

nicorn's Horn by Julia Edwards

Norsemen by Roger Lancelyn Green

logy by Neil Gaiman

y Clare Hibbert (The History Detective Investigates)

Summer - The Vikings

/ould the Vikings do anything for money?

ious Learning

Iron Age xons

ned when the Vikings raided Britain in 793 AD? the events at Lindisfarne on 8th June 793 AD.

nany Vikings leave home?

the way of life was like for Vikings at home.

he Vikings were traders as well as raiders.

nany Vikings settle in Britain?

the Vikings settled in Britain and why they chose ns.

Viking settlements were like, and I understand ere varied.

Viking settlements were like, and I understand ere varied.

ed deserve the title of Great?

y events in Alfred's life.

view of the Vikings been influenced, and would the time have had this view?

ne Vikings themselves left very little written evidence. ne majority of the written evidence about the Vikings it is very difficult to form a definitive picture of

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

<u>'ikings do anything for money?</u> a saga is and what it should include. sagas are not necessarily all true.

pping a chronologically secure knowledge and ling of British history.

d how our knowledge of the past is constructed ge of sources.

ish clear narratives within and across the periods. ping the appropriate use of historical terms.

ss historically valid questions about cause.

uct informed responses that involve the

selection of relevant historical information.

urces to find out what happened at Lindisfarne.

d the limitations of the evidence available ne raid on Lindisfarne.

idence to identify valid reasons why the Vikings t to leave their home.

a valid judgement on how successful Alfred was Vikings.

a valid opinion about whether Alfred should be at'.

my own Viking saga using the information I have but the Vikings.

, monk, monastery, Viking, sacked, looted, abbey, ttle, overpopulation, inheritance, causes, invader, h and pull factors, significant, Wessex, monarch, longhouses, saga

ortunities

caster Maritime Museum con (Local Archaeologist) to talk to the children about ale Hoard'.

Key values

Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn.

Book List & Resources

The Vanishing Rainforest

The Chocolate Tree (A Mayan Folktale) by Linda Lowery and Richard Keep The Mayan Civilisation by Clare Hibbert (The History Detective Investigates)

> Autumn **Thematic Study – Crime and Punishment** How has Crime and Punishment Changed over time?

Links to previous Learning

Would the Vikings do anything for money?

In which period of history would you like to go to school?

Knowledge

6

Do laws and punishments change over time?

I know how laws and punishments change over time.

I know why different groups in society view laws in a variety of ways. What is a crime?

I know that views on what is a major crime have changed over time. I know why views on crime have changed.

I know that different groups may have differing views.

How has the police force changed over time?

I know when and why the police force was introduced.

I know that there have been various types of law enforcer over time.

What were punishments in the past meant to achieve?

I know that there are differing views at different times on what is a suitable punishment.

I know that people may have differing views at the same time on what is a suitable punishment

How and why have attitudes changed towards the suffragettes? I know how and why attitudes towards the suffragettes' action have

changed over time.

Key values

Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Patience, Kindness, Self-Control, Faithfulness, Goodness. British values: The rule of law, Individual liberty **Book List & Resources** Beowulf by Michael Morpurgo Anglo-Saxon Boy by Tony Bradman King Arthur & the Knights of the Round Table by Marcia Williams

Anglo-Saxons by Anita Ganeri (Writing History)

YEAR C

Spring What did the Greeks do for us?

Links to previous Learning

Ancient civilisations: Maya, Rome, Egypt Education/local history – the history of our school

Knowledge

How can we find out about the civilisations of Ancient Greece? Who were the Ancient Greeks? I know that the 'Classical Golden Age', - 500BC to 323BC marked the height of Ancient Greek civilisation and power. I know how we can be so sure of events that happened thousands of years ago through archaeology. Can we learn anything from Greek myths and legends? I know that Homer's writing of the time gave us an insight into legends. Greek Mythology: Medusa, Orpheus, Midas. I know that aspects of the past have been represented and interpreted in different ways. What do we know about the achievements of Alexander the Great? I know some of the most important achievements of Alexander the Great. Can we thank the Ancient Greeks for anything in our lives today? What are the similarities between our school and schools in Ancient Greece? I know the key features of school life in Athens and Sparta. What was it like to go to the theatre in Ancient Greece? I know what theatres in Ancient Greece would have looked like. I know that theatre-going in Ancient Greece was part of a religious festival. I know some of the Ancient Greek gods and understand how they were linked to the Roman gods. What can we learn from language about Ancient Greece? I know the similarities and differences between the Greek alphabet and the alphabet we use today. I know that some of the words we use today originate from Greek words.

What do some of our buildings tell us about how we view Ancient

Key values

Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Patience, Kindness, Self-Control, Faithfulness, Goodness. British values: The rule of law, Individual liberty **Book List & Resources** Viking Boy by Tony Bradman Rudyard Kipling's Dane-Geld

Saving the Unicorn's Horn by Julia Edwards Myths of the Norsemen by Roger Lancelyn Green Norse Mythology by Neil Gaiman

Links to previous Learning

Greece, Romans, Vikings, Victorians – the concept of **Empire/imperialism – the German desire for empire**

Knowledge

Blitz.

London.

evidence-based. families.

I know that the Jewish people were persecuted across Europe and that we need to develop an understanding and tolerance of others. I understand the impact of WWII on our lives today: The Geneva

Convention. How significant was the impact of World War II on Women? I know the significance of World War II on the role of women. I know about women's experiences in the services, factories and as

land girls.

I know about the different ways that men contributed to the war. I I know about men's experiences as home guard, air-raid wardens, Bevin boys and as Servicemen.

The Vikings by Clare Hibbert (The History Detective Investigates)

Summer Whose War was World War II?

How significant was the Blitz?

I know what the Blitz was, and when and why it happened. I know how the Blitz related to the rest of the war. I know some of the major events of World War II that led up to the

World War II: Whose War?

I understand some of the reasons for World War II.

I know the role of people from all over the Empire, including people from Africa and Asia, in World War II.

What was the impact of World War II on people in our locality?

I know that our locality was important for housing evacuees from

I know about some experiences of evacuees, both fictional and

I know about the Windermere Children who were housed in a camp for the duration of the war.

I know about the Kindertransport and why they had to leave their

Did all men have to fight?

Key Skills

I can establish clear narratives over periods of study.

I can note connections, contrasts and trends over time and have developed the use of historical terms.

I can give valid reasons why some laws change and some remain the same. I can reach conclusions about the police force using a variety of sources as evidence.

I can use a variety of sources to obtain evidence to support my views. I can use sources to understand why the suffragettes took action.

I can present a viewpoint on whether the suffragettes were justified in

taking their actions.

I can address and devise historically valid questions about continuity and change, similarity and difference, and significance.

I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.

I know the different features of Ancient Greek buildings and that

Greece today?

some contemporary buildings are influenced by the classical style. How were Ancient Greeks governed and are there any similarities with how we are governed today?

I know the Ancient Greeks developed democracy.

I know that Ancient Greece was made up of city states, which often battled against one another.

I know that the city states of Athens and Sparta had their own laws, money, rulers, and were rivals.

I understand how democracy in Ancient Athens is different from that in the UK today

I know who was allowed to vote in Ancient Athen and who is allowed to vote in this country today.

How have the Olympic games changed since they were first held in **Ancient Greece?**

I know the first Olympic Games were held in Ancient Greece I know the religious significance of the Games.

Key Skills

I can locate Ancient Greece on a timeline and discuss where this fits in relation to the other periods and societies they have studied. I can infer information from artefacts and archaeological sites about what life was like in Ancient Greece. I am beginning to identify what other sources might be needed to get a fuller picture about life in Ancient Greece. I understand the difference between primary and secondary sources of evidence and how they have advantages and disadvantages. I can cross reference evidence to check for authenticity. I can identify some of the similarities and differences between life in Athens and Sparta. I am beginning to assess how useful Greek myths/legends are in helping them to find out about the past. I can describe similarities and differences from schooling in Ancient Greece and schooling now. I can use written sources to make inferences about the influence of the Ancient Greek language on modern English. 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. I can use specialised vocabulary and terminology such as ancient, modern, civilisation, citizens, democracy. I can identify some of the similarities and differences between the Olympic Games in Ancient Greece and today. I can identify the most important legacy of the Ancient Greeks and give reasons. Vocabulary Philosophy, democracy, city-states, Empire, comedy/tragedy,

mythology, civilisation, culture, laws, justice, citizens, vote

Parliament, Prime Minister, Downing Street, monarchy

Olympic Games

Parliament, House of Commons, House of Lords, Houses of

Key Skills

of the Blitz. both Britain and the world. information. different times in the past. authenticity. organisation of information.

Vocabulary

Vocabulary

Rules, society, crime, punishment, values, poaching, witchcraft, riot, pillory, transportation, flogging, attitudes Execution, vagabond, poaching, highwayman, smuggling Police, respect, hostile, truncheon, cartoon Severe crime, lesser crime, liberty, transportation, prison, hulks, gaol, I can address historically valid questions related to the significance

- I can discuss whether the Blitz was more or less dangerous than what happened at other times in the past.
- I can answer questions about the people involved in the war from
- I can find similarities and differences between the fictional stories of evacuees and the evidence-based accounts.
- I can answer historical valid questions about the causes of the
- Kindertransport through selection and organisation of historical
- I can evaluate changes and contrasts in the role of women at two
- I can identify how far there were similarities and differences in men's experiences of World War II.
- I can recognise that history is written by the victors so evidence may be biased or prejudiced.
- I can understand the motives and actions of others.
- I can research on the internet and in books, cross referencing for
- I can link our lives today (Corona Virus) to the hardships and bravery of people in the past.
- I can empathise with those who flee hardship refugees/evacuees. I can construct responses through the careful selection and

Tolerance, imperialism, Nazism, fascism, dictatorship, propaganda, evacuees/evacuation, munitions, home-guard, victory, prejudice, persecution, liberty, army, monarchy, nation, religion Bevin boys, air-raid wardens, land girls

separate system, silent system, oakum	Slaves, warfare	
Suffrage, suffragettes, discrimination, prejudice , terrorist, extremism,		
democracy, parliament		
Change, continuity, attitudes, values		
Cultural Opportunities	Cultural Opportunities	Cultural Opportu
	In London (next term) look for evidence of Greek influence in	Visit London – th
	architecture and design.	Parliament
	Visit the Houses of Parliament to investigate democracy.	Local links: Evacu
Key values	Key values	Key values
Democracy	Democracy	Religious toleran
Inspired and excited to learn	Inspired and excited to learn	Kindness and Go
Kindness and Goodness	Happy and Healthy	Independence an
Independence and confidence		
Rule of law		
Book List & Resources	Book List & Resources	Book List & Reso
Oliver Twist by Charles Dickens	Percy Jackson and the Lightning Thief (Rick Riordan) - class novel	The Lion and the
Suffragettes – Their fight for the vote! by Claire Throp (Rising Stars Reading	Ancient Greek Myths (Ann Turnbull) - comprehension tasks	Friend or Foe – N
Planet)		

ortunities

the War Museum/Cabinet War Rooms/Houses or

acuees in Arnside

rance, democracy Goodness and confidence

esources

the Unicorn – Shirley Hughes (picture book) – Michael Morpurgo (class novel)