

HEAP BRIDGE VILLAGE PRIMARY SCHOOL



HISTORY

Long Term Curriculum Planning

&

Assessment Arrangements



History – National Curriculum Matrix & Knowledge Organiser

Purpose of study

A high-quality history education 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, as well as their own identity and the challenges of their time.

Aims

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

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










Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being ‘non-statutory’.

Developing historical knowledge	Application of knowledge, enquiry skills & key questions
<ul style="list-style-type: none"> ▪ Can explain... ▪ Can describe... ▪ Can give different methods... ▪ Can name... ▪ Can state... ▪ Can define... ▪ Can give examples... 	<ul style="list-style-type: none"> ▪ Can explain observations/significance ▪ Can look at key features... ▪ Can draw table... ▪ Can clarify... ▪ Can answer own questions... backing up with evidence from different sources. ▪ Can talk about... ▪ Can use data/evidence... ▪ Can note similarities/differences... ▪ Can devise... ▪ Can link... ▪ Can identify... ▪ Can present...

British History – brief overview of time:

Pre..	Romans	Saxons	Vikings	Normans	Tudors	Stuart	Georgian	Victorians	Today
									
BC	43	450	793	1066	1485	1603	1714	1837	1939

Year 3

Year 3

Year 4

Year 4

(Key Stage 3)

Year 2 (through two units based on Great Fire of London and Significant Historical Figures)

Year 1

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.




Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (**Ourselves Y1**).
- events beyond living memory that are significant nationally or globally [for example, the **Great Fire of London (Y2)**, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past (Y2)** who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality (**Seaside Holidays Y1**).

History Curriculum – Overview: Key Stage 1 (Year 1)

		Content for Knowledge Organisers				
National curriculum links/coverage	Historical vocabulary common words and phrases relating to the passing of time / vocabulary of everyday historical terms	Chronological framework	Developing historical knowledge people, events & ways of life <i>inc. similarities and differences over time</i>	Application of knowledge, enquiry skills & key questions <i>used to demonstrate understanding</i>	Sources of evidence: <i>inc. stories and other sources</i>	
Y1 Ourselves (Child's lifetime)/ Changes within living memory Duration – 6-7 weeks	time-related vocabulary , <i>e.g. recent, modern, older, oldest, when I was younger, ? years ago, in 20??, when I was born...</i>	The last 6 years: Key events from last 6 years...	Children consider their own personal history to date and how they changed and how the world around them has changed since they were born. ----- <i>Can remember the date they were born and a series of key dates of events leading up to the current day... i.e. 27th of July 2012: London 2012, 8th of May 2013 : Sir Alex Ferguson Announces Retirement, 9th of September 2015 : Elizabeth II becomes longest serving Monarch</i> <i>Can identify and discuss key changes within living memory.</i>	Children are introduced to timelines to sequence a series of familiar and unfamiliar events within a timeline of their own lives. ----- How have you and the world changed since you were born? What has happened in your life since you were born? (change and continuity) What similarities and differences are there from when you were a baby? (similarity and difference) What key events locally & nationally can you identify? (significance) What information can we add to our timeline? (chronology, historical skills)	pictures photographs & videos of children since birth artefacts – important objects to the children a time line – off last 6 years (<i>maybe longer one to place artefacts</i>)	
Y1 Seaside Holidays in the Past Blackpool – now and then... Pleasure Beach 1926 Pleasure Beach - Pathe 1947 Pleasure Beach 2015 Duration – 12 weeks	period-specific seaside vocabulary , <i>e.g. steam boat, Punch and Judy show, amusement arcade, steam train, pier</i> time-related vocabulary , <i>e.g. when your parents/carers/grandparents were young, long ago, after the war, 1960s, recent, modern, older, oldest.</i> <i>everyday words associated with the seaside, eg windbreak, picnic, sun hat, suncream, sunglasses, flip-flops, souvenirs, bucket, spade, sandals, luggage, swimsuit, sandcastle</i> <i>seaside, sand, cliff, beach, shingle</i>	Holiday experiences from the last 100 yrs... 1900s – 1930s – 1960s – 1990s – 2010s -	Children consider their own personal experiences of family holidays and compare seaside holidays in the recent past with those taken a long time ago. Children will develop an understanding of chronology over the last 100 years. ----- <i>Can talk about school and other holidays</i> <i>Can sequence major holidays on a time line (homework task)</i> <i>Can identify, talk and write about similarities and differences between the pictures.</i> <i>Can identify what seaside holidays were like when parents/carers and grandparents were young?</i> <i>Can collect information about the past by asking questions of people who were alive before the children were born.</i> <i>Can recognise that there are several ways they can find out about the past and write sentences about seaside holidays in the past using words related to the passing of time.</i> <i>Can identify objects as belonging to the 'past' or 'now'.</i> <i>Can add other key historical facts to 100 year timeline...</i>	Children develop the ability to study secondary and primary sources of evidence and an ability to ask and answer questions about different sources of information. What do photographs, videos and souvenirs tell us about seaside holidays in the past? ----- How have seaside holidays changed over time? What holidays have you experienced? (interpretation) What were holidays like when our parents/carers and grandparents were young? (change and continuity) What similarities and differences are there between the holidays? (similarity and difference) What information can we add to our timeline? (chronology) <i>Can infer information from a picture or photograph</i> <i>Can sort information into past and present by identifying familiar objects and recognising what is unfamiliar.</i> <i>Can order objects correctly in chronological sequence and explain the reasons for the order using appropriate time-related vocabulary.</i> <i>Can recognise some similarities and differences between holidays now and in the past.</i> <i>Can form questions based on their observations of secondary evidence sources and identify similarities and differences over time.</i> <i>Can select one important point about seaside holidays and explain why it is important</i>	pictures photographs & videos of seaside holidays from 1900 to current - note key features <i>e.g. forms of transport, clothes</i> a map showing seaside resort an adult visitor who can talk about seaside holidays in the past artefacts and souvenirs from seaside holidays in the past a time line – holidays over past 100 years	

History Curriculum – Overview: Key Stage 1 (Year 2)

		Content for Knowledge Organisers				
National curriculum links/coverage	Historical vocabulary common words and phrases relating to the passing of time / vocabulary of everyday historical terms	Chronological framework	Developing historical knowledge people, events & ways of life <i>inc. similarities and differences over time</i>	Application of knowledge, enquiry skills & key questions <i>used to demonstrate understanding</i>	Sources of evidence: <i>inc. stories and other sources</i>	
<p>Y2 Great Fire of London events beyond living memory that are significant nationally or globally</p> <p>HA documents:</p>  Great_fire_of_London.pdf  Great_Fire_of_London_lesson_plans.pdf	<p>period-specific vocab, <i>e.g. Stuart, King Charles II, Great Fire of London, king, Samuel Pepys, Thomas Farrinor, Thomas Bloodworth, wooden houses, open fires, alleyways, wax seal, carriage etc.</i></p> <p>time-related vocab, <i>e.g. 1600s, nearly 400 years ago, over 300 years ago, 1666, a long time ago,</i></p>	<p>Timeline to be displayed in the classroom: <i>Children could research facts about different aspects of timeline for homework tasks...</i></p> <p>1603 - James I becomes King 1605 - Guy Fawkes 1620 – Pilgrim Fathers sail to America 1625 - Charles I becomes King 1642 - Civil War starts 1649 - Charles I is beheaded – England becomes a republic 1660 - Charles II becomes King 1665 - Great Plague 1666 – Great Fire of London 1685 - James II becomes King 1689 – Glorious Revolution – end of the Stuarts</p>	<p>Children will look at the question: What happened on the night of 2 September 1666? They will consider different sources of evidence and elicit from these what life was like in London in 1666 alongside the causes, implications and impact that the Great Fire had on our capital city.</p> <p>Show knowledge and understanding of aspects of the past beyond living memory ~ identifying characteristic features of a period. Understand that the past has been interpreted in different ways.</p> <p>-----</p> <p>Can explain where and when the Great Fire took place? Can describe how the Great Fire started? Can state of how much of London was destroyed by the fire and how the fire ended? Can explain some of the reasons why the fire spread so quickly and why the fire went on for so long? Can define what an eyewitness is?</p>	<p>What causes, implications and impact did the Great fire of London have on our capital city?</p> <p>What was Stuart London like? (<i>significance</i>) Could anyone have stopped what happened on 2 September 1666? What was it like at the height of the fire? What was left of London? (<i>cause and consequence</i>) What did the King do to make London better? (<i>similarity and difference, change and continuity</i>)</p> <p>-----</p> <p>Can create a factual explanation of how London was different in the 17th century (during the Stuarts)? Can describe how the fire was started and eventually stopped and measures that were taken to ensure another such fire couldn't happen again? Can children describe how we know about the Great Fire of London? Can decide and describe which evidence sources they think are most useful? Can recognise that there may be different viewpoints about what or who caused the spread of the fire? Can present information about the Great Fire in a variety of ways?</p>		
<p>Y2 Famous People in the last 400 years: <i>The lives of significant individuals in the past who have contributed to national and international achievements, some of whom should be used to compare aspects of life in different periods.</i></p> <p>William Caxton (1422-1491) Elizabeth I (1558-1603) Guy Fawkes (1605) Mary Seacole (1805-1881) and Florence Nightingale (1820-1910) and Edith Cavell (1865-1915) Queen Victoria (1819-1901) Emily Davison (1872-1913) suffragette LS Lowry – (1887 – 1976) Rosa Parks (bus story 1955) Neil Armstrong (landing 1969) Tim Berners-Lee (1955 – current) - invented www 1989</p>  Penelope_Harnett - Teaching about signif	<p>period-specific vocab, <i>e.g. related eras such as Victorians</i></p> <p>time-related vocab, e.g. before/after; then/now; 100 years ago ...</p>	<p>Clear links should be made bridging previous timelines i.e. The GFoL (Y2) and Seaside Holidays in the Past (Y1)</p> <p>1605 - Guy Fawkes & the gunpowder plot. 1805-1881 - Mary Seacole 1819-1901 - Queen Victoria 1820-1910 - Florence Nightingale 1865-1915 - Edith Cavell 1887-1976 - LS Lowry 1955-current - Tim Berners-Lee - invented www 1989</p> <p><i>Any of the above people could be exchanged for another relevant figure if required: Some factors to take into account might be:</i></p> <ul style="list-style-type: none"> • section of; scientists, artists, inventors, monarchs, writers, musicians, explorers, sportspeople. • someone who has been significant in local community. • include people from different cultural backgrounds • selecting people from different periods of time who might enrich children's understanding in other curriculum areas (e.g. an artist/musician/scientist). • Considering some individuals for an in-depth study 	<p>Children will develop an understanding within this unit of a number of historical figures and how they have had an impact on the world around us. This unit is also an opportunity to link together the periods of time covered across KS1 from the 1600s to the current day. The Year 2 timeline (displayed in the class) should incorporate all work covered in Y1-EOY2.</p> <p>Explore with the children their understanding of important and significant people. Ask children to think about who is important/significant in their own lives/school/communities. Select different representations of individuals e.g. statue, portrait, photograph, book illustration so children develop their awareness of different sources of information. When did the individual live – chronology – add to timeline.</p> <p>-----</p> <p>Can name a number of significant people of the past and explain why they have been remembered. Can describe key features of different periods of time (within the last 400 years) through their study of significant people. Can state a range of historical sources they have used e.g. diaries, paintings, photographs, artefacts, buildings, written accounts... to study different aspects of history. Can give examples (including dates or periods in time) of key people, events and ways of life across the last 400 years.</p>	<p>How have historical figures had an impact on the world around us?</p> <p>When did the individual live – (<i>chronology</i>) Why is this individual remembered? (<i>significance</i>) What were the most important events in his/her life? (<i>interpretation</i>) What were some of the features of the society when she/he lived? (<i>similarity and difference</i>) What sources of information have been helpful for learning about this individual? How should we remember this individual and why? (<i>historical skills</i>)</p> <p>-----</p> <p>Can look at key features of the lives of significant people noting similarities and differences between them. Can discuss the merits (and limitations i.e. reliability) of different sources of evidence and how each helps us to learn about the past. Can ask and answer own questions within areas studied, backing own answers with evidence from different sources.</p>	<p>paintings, photographs, documents, artefacts, buildings, statues etc.</p>	

Key stage 2

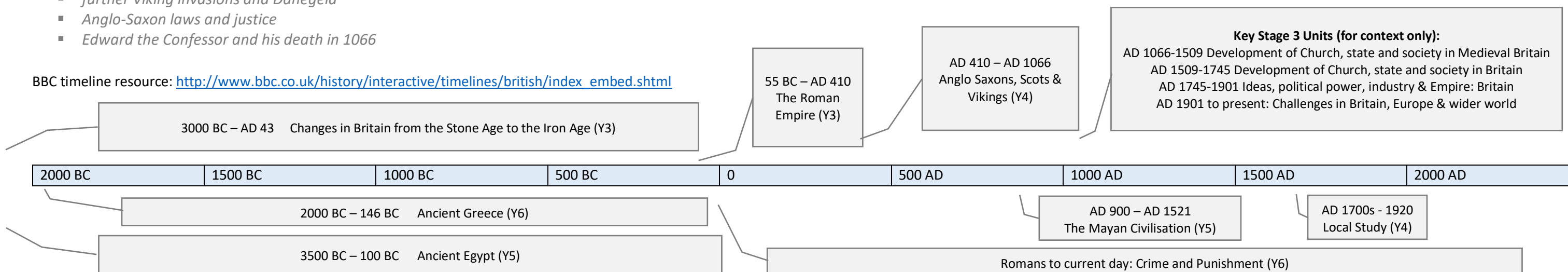
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical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

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.


Pupils should be taught about (*bullet points in grey italics are non-statutory guidance*):

- changes in Britain from the Stone Age to the Iron Age:
 - *late Neolithic hunter-gatherers and early farmers, for example, Skara Brae*
 - *Bronze Age religion, technology and travel, for example, Stonehenge*
 - *Iron Age hill forts: tribal kingdoms, farming, art and culture*
- the Roman Empire and its impact on Britain
 - *Julius Caesar's attempted invasion in 55-54 BC*
 - *the Roman Empire by AD 42 and the power of its army*
 - *successful invasion by Claudius and conquest, including Hadrian's Wall*
 - *British resistance, for example, Boudica*
 - *'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity*
- Britain's settlement by Anglo-Saxons and Scots
 - *Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire*
 - *Scots invasions from Ireland to north Britain (now Scotland)*
 - *Anglo-Saxon invasions, settlements and kingdoms: place names and village life*
 - *Anglo-Saxon art and culture*
 - *Christian conversion – Canterbury, Iona and Lindisfarne*
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
 - *Viking raids and invasion*
 - *resistance by Alfred the Great and Athelstan, first king of England*
 - *further Viking invasions and Danegeld*
 - *Anglo-Saxon laws and justice*
 - *Edward the Confessor and his death in 1066*
- a local history study
 - *a depth study linked to one of the British areas of study listed above*
 - *a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)*
 - *a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
 - *the changing power of monarchs using case studies such as John, Anne and Victoria*
 - *changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century*
 - *the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day*
 - *a significant turning point in British history, for example, the first railways or the Battle of Britain*
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.




BBC timeline resource: http://www.bbc.co.uk/history/interactive/timelines/british/index_embed.shtml



History Curriculum – Overview: Lower Key Stage (Year 3)

		Content for Knowledge Organisers				
National Curriculum <i>overview / depth</i> <i>(bullet points in grey italics are non-statutory guidance)</i>	Historical vocabulary <i>passing of time / use of historical terms</i>	Developing a chronological framework	Developing historical knowledge <i>establishing clear narratives within and across the periods they study building on knowledge of people, events and knowledge of ways of life explored and developed at KS1</i>		Application of knowledge & enquiry skills <i>note connections, contrasts and trends over time - devise historically valid questions about change, cause, similarity and difference, and significance</i>	Sources of evidence: <i>thoughtful selection and organisation of relevant historical information</i>
<p>Y3 Changes in Britain from the Stone Age to the Iron Age: <i>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</i> <i>Bronze Age religion, technology and travel, for example, Stonehenge</i> <i>Iron Age hill forts: tribal kingdoms, farming, art and culture</i></p>  <p>Primary_SoW_Stone_Age_to_Iron_Age.p</p>	<p>Archaeologists Fossil Ice Ages Stone Age Archaeologist Anthropologist Palaeontologist Neanderthal Palaeolithic Mesolithic Neolithic</p>	<p>700,000 BC - Date of earliest human tools found on Suffolk coast. 130,000 BC - Neanderthal Britain: 25,000 BC - Ice Age: 12,000 BC - Beginning of the end of the Ice Age 8,500 BC - Warmer climate led to the growth of forests all over Britain. 6,000 BC - Britain becomes an Island: 4,200 BC - Farming people arrive from Europe.</p> <p>-----</p> <p>3,000 BC - New Stone Age begins: farming people arrive from Europe. 2,800 BC - First phase of building Stonehenge 2,700 BC - Tools and weapons made from copper 2,100 BC - Bronze Age begins: First metal workers: People learn to make bronze weapons and tools. 2,000 BC - Stonehenge completed 1650 BC - Trade routes began to form 1200 BC - Small Villages first formed 750 BC - Iron Age began: Iron replaces bronze as most useful metal. Population about 150,000.</p>	<p>Children can be introduced to the idea that people have been living in Britain for a very long time. They can learn about the changes that occurred between the middle Stone Age [Mesolithic Times] to the Iron Age – a period of over 10,000 years! Pupils should be encouraged to recognise the continuities too. For example, there is very little change in houses, house building or settlement size, until well into the Iron Age. For most of the period, there is no written evidence, so the archaeological record is very important.</p> <p>-----</p> <p>Can talk about how people lived in the 'old' stone age. Can, using example, explain how a recent discovery by archaeologists has changed the way we think about the Stone Age. Can construct a simple timeline showing some of the changes throughout the stone age, bronze age and iron age. Can explain where bronze comes from, and how it is made. Can explain the impact bronze and iron tools had on life at the time? Can your children produce a 'living graph' showing the attractions and difficulties of the three 'ages'</p>	<p>There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.</p> <p>What were the changes in Britain from the stone age to the iron age?</p> <p>This unit is structured around 4 sequential history enquiries:</p> <ol style="list-style-type: none"> 1. What was 'new' about the New (Late) Stone Age? (chronology, cause and consequence, change and continuity, significance) 2. Which was better, bronze or iron? (change and continuity, significance, interpretation) 3. If you were Julius Caesar, would you have invaded Britain in 55BC? (change and continuity, significance, interpretation) 4. When do you think it was better to live – Stone Age, Bronze Age or Iron Age? (significance, interpretation) <p>-----</p> <p>Can work out what changed, as well as what stayed the same. Can identify some of the similarities and differences between an Iron Age village and a village or town they know about today. Can identify the biggest changes between Stone Age life and Iron Age life? Can identify any continuities [things that haven't changed, or not changed very much?] Can draw conclusions about Britain at this time by exploring one of the buried hoards? Can make conclusions about how accurate Julius Caesar's description of Britain is? Can present reasoned argument to question - When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p>		
<p>Y3 The Roman Empire and its impact on Britain <i>Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall</i> <i>British resistance, for example, Boudica, 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i></p>	<p>words associated with the passing of time, eg Roman, Anglo-Saxon, period, a long time ago</p> <p>words associated with the Celtic way of life, eg Celt, hill fort, tribe, transport, trade</p> <p>words associated with the Roman way of life, eg hypocaust, forum, basilica, mosaic, chariot, army, troops, legion</p> <p>words associated with settlement, eg invade, settle, emigration, immigration, refugee, conquest</p>	<p>753 BC - The city of Rome is founded. Romulus and Remus 509 BC - Rome becomes a republic. 218 BC - Hannibal invades Italy 73 BC - Spartacus the gladiator leads the slaves in an uprising. 45 BC - Julius Caesar becomes the first dictator of Rome. 44 BC - Julius Caesar is assassinated on the Ides of March by Marcus Brutus. 27 BC - The Roman Empire begins as Caesar Augustus becomes the first Roman Emperor. 80 AD - Colosseum is built</p>	<p>Children build on their chronological understanding following the iron age period using pictures and written sources to find out about the past. A visit to an archaeological site (Chester) will provide a foundation for further consideration of what can be learned from archaeological remains.</p> <p>Describe how the Romans attempted to invade twice before they were successful on their third attempt Know why they wanted to control the minerals and exports from this country (understanding of why people leave their homeland) Understand why we know so little about this period of history – which sources can we use? Explain why the Roman Army was so successful in building up the Roman Empire. Articulate how we know about life in Roman Britain and especially on Hadrian's Wall Understand why some tribes (inc. Boudicca) did not welcome the Romans and why some did. Can show knowledge and understanding of why Boudicca led a revolt, what happened and some of the results. Know that an event can be interpreted in different ways. Can present information they have researched, using the terminology appropriate to the period.</p>	<p>Children will begin to appreciate the work of archaeologists and historians and how they use evidence to make deductions about what happened in the past.</p> <p>What was the Roman Empire like and how did it impact on Britain?</p> <p>This unit is structured around three sequential history enquiries:</p> <ol style="list-style-type: none"> 1. When did the Romans invade and why? (chronology, cause and consequence, change and continuity, significance) 2. Did the native Britons welcome or resist them, and why? (cause and consequence, change and continuity) 3. How did they influence the culture of the people already here? (cause and consequence, change and continuity, interpretation) <p>Children will begin to understand why: sources we use may not be accurate and how we must be critical in assessing sources.</p> <p>Can assess sources for accuracy and bias Develop their historical interpretation skills by... Can use a range of information to ask and answer questions about events related to Roman Britain.</p>	<p>a large map of the world, dictionaries, flashcards about invasion and settlement, a class time line, pictures of Roman, Anglo-Saxon and Viking people, packs of information about Celts and Romans who lived in Britain, including pictures of artefacts discovered at Roman sites in Britain two accounts of the story of Boudicca, including pictures</p>	

History Curriculum – Overview: Lower Key Stage (Year 4)

Content for Knowledge Organisers					
National Curriculum overview / depth <i>(bullet points in grey italics are non-statutory guidance)</i>	Historical vocabulary <i>passing of time / use of historical terms</i>	Developing a chronological framework	Developing historical knowledge <i>establishing clear narratives within and across the periods they study building on knowledge of people, events and knowledge of ways of life explored and developed at KS1</i>	Application of knowledge & enquiry skills <i>note connections, contrasts and trends over time - devise historically valid questions about change, cause, similarity and difference, and significance</i>	Sources of evidence: <i>thoughtful selection and organisation of relevant historical information</i>
<p>Y4 Britain's settlement by Anglo-Saxons and Scots <i>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire, Scots invasions from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion – Canterbury, Iona and Lindisfarne</i></p>	<p>words associated with settlement, e.g. invade, settle, emigration, immigration, refugee, conquest, Danelaw, saga, Odin, Valhalla, King Alfred, Jorvik</p> <p>words associated with the period of time, e.g. Romans, Anglo-Saxons, Scots, Vikings, period, a long time ago</p> <p>words associated with archaeology, eg dig, excavate, survey, trowel, levels, strata, finds</p> <p>words associated with the Sutton Hoo burial, e.g. Christian, sceptre, scabbard, buckle, lyre, grave burial</p> <p>words associated with Viking raids, e.g. longboat, prow, rigging, Norseman, warrior, monastery</p>	<p>410 AD – Romans leave Britain</p> <p>450 AD - First invasions of the Jutes from Jutland, Angles from South of Denmark and Saxons from Germany. Britain is divided up into the Seven Kingdoms of Northumbria, Mercia, Anglia, Wessex, Essex, Sussex and Kent.</p> <p>450 AD - Saxons Hengist and Horsa settle in Kent.</p> <p>516 AD - The Battle of Mount Badon: Britons under an unknown leader defeat the Angles and Saxons</p> <p>597 AD - St Augustine brings Christianity to England from Rome. King Æthelberht of Kent gave him land in Canterbury to build a church. Æthelberht became the first Anglo-Saxon king to turn his back on paganism & become Christian.</p> <p>600 AD - Æthelberht is now one of the most powerful kings in England</p> <p>617 AD - Northumbria now Supreme Kingdom</p> <p>627 AD - Edwin of Northumbria becomes the first Christian king in the north of England</p> <p>779 AD - Mercia becomes the Supreme Kingdom and King Offa builds a Dyke along the Welsh Border</p> <p>793 AD - First invasion by the Vikings. Lindisfarne</p> <p>794 AD - First raids on Scotland and Ireland.</p> <p>821 AD - Wessex becomes the Supreme Kingdom</p> <p>865 AD - Great Viking Army from Denmark Invades England</p> <p>866 AD - Danes capture York</p> <p>871 AD - King Ethelred, the West Saxon king, and his brother Alfred, defeat the Viking army at the Battle of Ashdown (in Berkshire).</p> <p>876 AD - Vikings from Denmark, Norway and Sweden settle permanently in England.</p> <p>886 AD - King Alfred the Great defeats the Vikings but allows them to settle in Eastern England</p> <p>901-937 AD - Eastern England (Danelaw) is conquered by English</p> <p>954 AD - Eric Bloodaxe, the last Viking King of Jorvik, is thrown out of York.</p> <p>980 AD - New Viking Raids on England</p> <p>1014 AD - King Canute (Cnut) of Denmark captures the Eng. Crown</p> <p>1042 AD - Edward the Confessor becomes King (A Saxon King)</p>	<p>Children will be introduced to the idea that people from other societies have been coming to Britain for a long time and put this in context with previous understanding of invasions in Britain. They will learn about some of the tensions involved in the settlement as well as ways of life and matters that impact on us still. Links can be made with other societies that contributed to the formation of the United Kingdom and how Saxons, Vikings and Scots contributed to the development of institutions, culture and ways of life in the country and what they left that can be still seen or used today.</p> <p>-----</p> <p><i>Can explain why the Romans left Britain and the impact this had on its people and those left in Britain.</i></p> <p><i>Can state who the Anglo Saxons, Scots and Vikings were, where they came from, when they came to Britain and why.</i></p> <p><i>Can explain some of the reasons for the Viking raids, giving examples and recognising that some accounts of Viking raids were Anglo Saxon interpretations.</i></p> <p><i>Can describe some of the key features of how life in Britain today has been influenced by the Anglo Saxons, Scots and Vikings.</i></p> <p><i>Can give examples of some of the artefacts that have been discovered.</i></p>	<p>There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.</p> <p>What happened to Britain when the Romans left? Key (sequential) lines of enquiry.</p> <p>What happened to Britain when the Romans left? (chronology, cause and consequence, change and continuity, significance)</p> <p>How well did the Saxons and Vikings get on with each other? (chronology, interpretation)</p> <p>Was life better in Anglo-Saxon or Roman Britain? Britain? (interpretation, change and continuity, significance)</p> <p>What did the Anglo Saxons and Vikings leave behind? (interpretation, change and continuity, significance)</p> <p>-----</p> <p><i>Can explain reasons why (including similarities and differences for different people i.e. push/pull)) people leave their homeland to invade and settle in another country.</i></p> <p><i>Can identify the problems invaders and settlers would face getting from their homeland to Britain.</i></p> <p><i>Can identify parallels with racial tensions today.</i></p> <p><i>Can make deductions from secondary sources of evidence... ...assessing reliability of evidence.</i></p> <p><i>Can identify why the Vikings were so successful e.g. technological skills, craftsmanship, seamanship...</i></p> <p><i>Can make deductions from descriptions in myths and legends, artefacts and discoveries from the time.</i></p>	<p>a large map of the world, dictionaries, flashcards about invasion and settlement, a class time line, pictures of Roman, Anglo-Saxon and Viking people, pictures of Sutton Hoo, eg aerial photographs, a poster, books, postcard information about archaeology, eg a video pictures of objects found at Sutton Hoo, information on Anglo-Saxons who lived in Britain, information about Viking longboats, accounts of Viking raids from Anglo-Saxon chronicles, pictures and photographs of Anglo-Saxon monasteries and their treasures, information on Viking sites, including pictures of artefacts, stories/video relating the life of Alfred the Great</p>
<p>Y4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066</i></p> <p>Duration 12-14 weeks</p>	<p>words associated with historical sources, eg census, trade/street directories, oral history, documents</p> <p>words associated with historical research, eg decade, century, generation, ancestor</p> <p>words associated with industry e.g. coal, cotton, mills, mines, worker, working conditions, industrial revolution, child labour, laws, acts</p>	<p> Heywood Timeline.docx</p> <p>13th century: Peter de Heywood builds Heywood Hall</p> <p>to</p> <p>1869: Broadfield Railway Station opened.</p>	<p>Children are introduced to an enquiry-based approach to a local study. They will focus on how industry has changed in Heywood and the effects it had on the town. Links can be made to historical sources and opportunity given to develop fieldwork and research skills.</p> <p>-----</p> <p><i>Can explain how industry in Heywood has changed since the 13th century.</i></p> <p><i>Can describe the effects the industry had on the town.</i></p> <p><i>Can name some of the acts that were implemented to support the workers.</i></p> <p><i>Can give examples of why the acts were brought in.</i></p>	<p>How has the local area changed since the Victorian era and how were the pioneers influential? Key lines of enquiry.</p> <p>What is coal and what was life like as a miner? (interpretation, cause and consequence, change and continuity) What was the largest industry in Heywood in Victorian times? (interpretation, similarity and difference) What was life like for children working in the mills? (change and continuity) Who was Lord Shaftsbury and how did he help those working in the mills? Who were the Rochdale Pioneers and how did they develop their model of co-operation? (similarity and difference, chronology, cause and consequence)</p> <p><i>What is the co-operative and how does it still impact our lives today? (change and continuity, similarity and difference)</i></p> <p>-----</p> <p><i>Can explain what the largest industry was in Heywood in Victorian times. Can make deductions from primary sources of evidence about what life was like working in the coal mines and cotton mills. Can compare life today for children to children working in the Victorian times. Can explain what life was like for children working in the mills and coal mines. Can explain who Lord Shaftsbury was and how he helped those working in the mills.</i></p> <p><i>Can explain who the Rochdale Pioneers were. Can explain the cooperative model that was created. Can describe the significance of 51 Toad Lane. Can describe what the co-operative is and how it still influences our lives today.</i></p>	<p>a large map of Heywood in Victorian times, a class time line, pictures of coal mines and mills, children workers, recounts of life in the mines from children's points of view, Lottie's story, information about the mills and coal mines accounts of working conditions, pictures and photographs of cotton mills.</p>
<p>Y4 Local Study: <i>a study of an aspect of history from a period beyond 1066 that is significant in the locality</i></p> <p> Local_History_Scheme_of_Work_2014.p</p> <p> Scheme_of_Work_Local_History.pdf</p> <p>Duration 6-8 weeks</p>					

History Curriculum – Overview: Upper Key Stage 2 (Year 5)

Content for Knowledge Organisers						
National Curriculum overview / depth	Historical vocabulary passing of time / use of historical terms	Developing a chronological framework	Developing historical knowledge <i>establishing clear narratives within and across the periods they study building on knowledge of people, events and knowledge of ways of life explored and developed at KS1</i>	Application of knowledge & enquiry skills <i>note connections, contrasts and trends over time - devise historically valid questions about change, cause, similarity and difference, and significance</i>	Sources of evidence: <i>thoughtful selection and organisation of relevant historical information</i>	
BAGDAD 900AD <i>a non-European society that provides contrasts with British history – c. AD 900; early Islamic civilization</i>	Arab, mecca, Scholar, House of wisdom, empire, civilisation caliph	AD 637 – Islam spreads to Persia, Palestine, Syria, Iraq and Egypt AD 752 – Baghdad is built to be the capital of the Islamic empire AD 767 – The Mansur mosque is built AD 786 the House of Wisdom is founded AD 813 House of Wisdom expands AD 860 House of Wisdom holds the largest collection of books	Children can be introduced to the idea that people from other civilisations have contributed to many ideas that impact on us still. They can learn about some of the differences in way of life between citizens of Baghdad and London c. AD 900. Links can be made with other cultures that contributed to the formation of theories that are still used within modern day Britain. Children will also be introduced to personalities who undertook challenges on a huge scale to leave behind fascinating legacies. Can place Baghdad on a map of the world Can place Baghdad on a timeline of the history they have studied Can identify similarities and differences between life in Baghdad and in London Can explain the importance of learning to the life of Baghdad Can compare life in 900 AD to life today Can explain what the House of Learning was, and what went on there Can follow the trade links bringing materials to the House of Wisdom Can explain how significant Al-Zahrawi was Can explain what has Baghdad done for us and how it has influenced our life today.	How will this enquiry help children to make progress in history? Through developing their understanding that the modern world has its roots in many different and diverse societies in the past, including that of the Islamic Empire of the 7th to 13th centuries. Introduce a range of sources and how to draw upon and evaluate them to build up our knowledge of Islamic civilisation. By focusing on one individual it is possible to highlight many of the differences between then and now. To realise that different cultures and civilisations have strengths, as well as weaknesses, and the opportunity to explore change over time. Why should we remember Baghdad 900AD? Key lines of enquiry: 1. How different was Baghdad to London around 900AD? (<i>similarity and difference, change and continuity</i>) 2. What was in the House of Wisdom? (<i>significance</i>) 3. Who was Ibn Battuta and how did his Rihla help us? (<i>interpretation, significance</i>) 4. Who was Al-Zahrawi and what could we learn from Muslim medicine? (<i>interpretation, significance</i>) 5. What did early Islamic civilisation leave behind? (<i>chronology</i>) Can suggest reasons for studying Baghdad around 900AD Can reach a judgement based on the evidence Can use evidence to reach a conclusion Can explain that sources sometimes raise more questions than they answer Can identify the uses and limitations of personal diaries as evidence Can we know about the world of Islam around 900AD? Which sources do we have? Which sources should we trust?	Maps Timelines Brief history of Baghdad Pictures, film clips/images of Baghdad citizens Pictorial or written evidence of Baghdad Images and Information about the House of Wisdom, see http://en.wikipedia.org/wiki/House_of_Wisdom see links on historical association website	
Y5 ANCIENT EGYPTIANS <i>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</i>	words associated with the passing of time, e.g. <i>ancient, modern, BC, AD</i> words associated with aspects of society, e.g. <i>food and farming, science, technology, architecture, beliefs</i> words associated with Egypt, e.g. <i>Nile, Pharaoh, Sphinx, hieroglyphics</i> words associated with life after death, e.g. <i>god, goddess, tomb, pyramid, canopic jar</i>	7500 BC – first settlers arrived in the Nile valley. 3200 BC - hieroglyphic used to keep trade records. 2640 BC - first pyramid built 2555 BC - Giza pyramids built 2520 BC - sphinx built 2200 BC - first ploughs attached to oxen. 1539 BC - Valley of the Kings starts and pharaohs buried with their treasure. 1332 BC - 10 year rule of Tutankhamen begins. 51 BC - Cleopatra rules Egyptian civilization ends.	Ancient Egypt offers pupils the chance to look at another civilisation very different from their own. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The children will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods. ----- <i>Can locate Ancient Egypt in time and place.</i> <i>Can discuss how much of the life of Egypt depended on the Nile.</i> <i>Can explain what life was like in Ancient Egypt and some of the key beliefs they held.</i> <i>Can give examples of Egyptian tombs, pyramids and burial sites and the significance of these in Ancient Egypt.</i> <i>Can name key Egyptian gods and understand the role they played in the life of Ancient Egypt.</i> <i>Can compare the powers of different Egyptian gods.</i> <i>Can describe the process of mummification and the beliefs held around this.</i>	Children should examine the similarities and differences between their ancient beliefs and beliefs held today and how these beliefs fitted into society and culture at the same time as exploring the world of the ancient Egyptians. What did the Ancient Egyptians believe? How do we know? Key (sequential) lines of enquiry. What did the Ancient Egyptians believe? How do we know? (<i>interpretation significance, historical skill</i>) Who were the Egyptian gods? How do we know? (<i>interpretation significance, historical skill</i>) What importance did animals have in Ancient Egypt? How do we know? (<i>interpretation significance, historical skill</i>) How different were beliefs in Ancient Egypt from today? (<i>interpretation, similarity and difference</i>) Why did the Egyptians build temples, tombs and pyramids? (<i>cause and consequence, significance</i>) What did the Egyptians believe about death and what happens to you when you die? (<i>interpretation, significance</i>) Can observe an object or picture in detail and to make inferences and deductions. Can ask and answer questions about what has survived from ancient Egypt and what it reveals about the past. Can produce a structured account about life in ancient Egypt. Can explain and show understanding of the characteristic features of Egyptian society.	maps of ancient Egypt a class time line from 3,000 BC to present day information about life in ancient Egypt, e.g. <i>videos, pictures of artefacts, history books, postcards</i> replicas of ancient Egyptian objects, available from the British Museum	

History Curriculum – Overview: Upper Key Stage 2 (Year 6)

Content for Knowledge Organisers					
National Curriculum <i>overview / depth</i> <i>(bullet points in grey italics are non-statutory guidance)</i>	Historical vocabulary <i>passing of time / use of historical terms</i>	Developing a chronological framework	Developing historical knowledge <i>establishing clear narratives within and across the periods they study building on knowledge of people, events and knowledge of ways of life explored and developed at KS1</i>	Application of knowledge & enquiry skills <i>note connections, contrasts and trends over time - devise historically valid questions about change, cause, similarity and difference, and significance</i>	Sources of evidence: <i>thoughtful selection and organisation of relevant historical information</i>
<p>Y6</p> <p>CRIME AND PUNISHMENT</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><i>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present</i></p>	<p>words associated with the period of time, eg <i>Romans, Anglo-Saxons, Scots, Vikings, period, a long time ago</i></p> <p>terms relating to key figures of justice, such as: <i>judge, jury, lawyer, court, barrister. Tithings, witness, defendant, victim</i></p> <p>terms linked to punishments i.e. <i>pillory, stocks, brank, rack, branding, hung drawn and quartered, ducking stool, prison, detention centre, tag, wergild, fine, transportation etc.</i></p> <p>terms linked to crimes i.e. <i>witchcraft, poaching, treason, smuggling, highwayman</i></p>	<p>337 AD Crucifixion is abolished in the Roman Empire</p> <p>1401 AD In England a law makes burning the punishment for heresy</p> <p>1787 AD The first prisoners are transported from Britain to Australia</p> <p>1817 AD In Britain a woman is sentenced to the ducking stool for the last time</p> <p>1824 AD The scold's bridle is last used in Britain</p> <p>1829 AD Branding with hot irons is abolished in Britain</p> <p>1837 AD The pillory is abolished in Britain</p> <p>1868 AD The last public execution in Britain takes place. Transportation of prisoners from Britain to Australia ends.</p> <p>1870 AD In Britain hanging, drawing and quartering is abolished</p> <p>1872 AD The stocks is abolished in Britain</p> <p>1898 The crank is abolished in British prisons. The treadmill is also abolished in British prisons</p> <p>1969 AD In Britain hanging is permanently abolished</p>	<p>Children will be introduced to the justice system from the past through to the present. The children will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. They will study a key figure in the famous highwayman Dick Turpin as well as comparing modern day crime prevention and detection methods with those from the past.</p> <p>Can describe some of the key punishments used during the Roman, Anglo Saxon, Tudor and Victorian times.</p> <p>Can compare the punishments used during the Roman, Anglo Saxon, Tudor and Victorian times and give some reasons for them.</p> <p>Can recall key facts about the life of Dick Turpin.</p> <p>Can explain some of the key terms in the history of crime and punishment in Britain such as wergild, trial by ordeal, tithings, hue and cry, treason, transportation etc.</p> <p>Can compare modern day crime and punishment with those from the past.</p> <p>Can discuss the legacy of past methods of crime and prevention and detection with those of the present day.</p> <p>Can explain the different experiences of people who may have committed crimes according to their status eg slave v nobleman in the Roman period.</p> <p>Can imagine and write about the experiences of people during historical periods studied based on factual evidence.</p>	<p>Children can develop their chronological knowledge beyond 1066 through the study of this aspect of social history. They will also deepen their historical awareness and understanding of how our past is constructed through studying the famous highwayman Dick Turpin.</p> <p>How has crime and punishment changed over time and are there any influences on our justice system today?</p> <p>Key (sequential) lines of enquiry.</p> <p>What were the main changes of punishments across the different time periods and why did these changes take place? (<i>similarity and difference, change and continuity cause and consequence chronology</i>)</p> <p>How did crime change across the time periods and what were the reasons behind this? (<i>similarity and difference, change and continuity cause and consequence chronology</i>)</p> <p>Was Dick Turpin a hero or Villain? (<i>interpretation significance, historical skill</i>)</p> <p>How has the past impacted on our justice system today? (<i>interpretation significance change and continuity</i>)</p> <p>How can you compare and contrast historical sources to form own conclusions and questions? (<i>interpretation historical skill similarity and difference</i>)</p>	<p>Pictures of punishments ie stocks, pillory, rack, drunkards cloak, brank, ducking stool etc.</p> <p>Pictures and interpretations of Dick Turpin.</p> <p>Pictures from Victorian prisons. Job descriptions of tasks. Extracts from Oliver Twist.</p> <p>Timeline of periods being studied.</p> <p>Crime scene pictures of modern day. Finger print activity.</p> <p>Links with local police station and officers.</p>
<p>Y6</p> <p>ANCIENT GREECE</p> <p>– a study of Greek life and achievements and their influence on the western world</p>	<p>words associated with ancient Greece, eg <i>city state, empire, democracy, government, slaves, citizen</i></p> <p>words associated with the ancient Greek acropolis, eg <i>temple, theatre, Parthenon, stadium, gymnasium</i></p> <p>words associated with warfare, eg <i>enemies, hoplite, armour, weapons, tactics, Persian, Marathon</i></p> <p>words associated with the study of ancient Greece, eg <i>legacy, civilisation</i></p> <p>words derived from the Greek language, eg <i>alphabet, technology, history, geography, telephone</i></p> <p>words associated with the passing of time, eg <i>ancient, BC, AD</i></p> <p>words associated with Greek architecture, eg <i>sculpture, column, frieze, capital</i></p> <p>the meaning and spelling of prefixes and suffixes derived from Greek</p>	<p>1200 BC - The Trojan War and the destruction of Troy.</p> <p>850-700 BC-Development of the first Greek Alphabet.</p> <p>776 BC-The First Olympic Games are staged</p> <p>508 BC - Male citizens of Athens are given a chance to vote in order to decide how things should be run. This is called 'democracy'</p> <p>472 BC - Greek theatres become popular in Athens.</p> <p>460 BC - Hippocrates, the 'father of modern medicine' is born in Kos.</p> <p>372 BC - Parthenon is finished in Athens.</p> <p>336 BC - Alexander the Great takes over rule of Greece, aged 20.</p>	<p>Children will be introduced to the life and achievements of the Ancient Greeks. Through their investigations they will find out about the city states of Athens and Sparta, warfare, everyday life, beliefs, culture and through Greek Mythology, some of the key events and individuals from this period. Links can be made to their influence on education, language, government and Olympic games.</p> <p>Can locate Greece on a map and describe the physical features and climate of modern Greece.</p> <p>Can place Ancient Greece in time and explain how Ancient Greece consisted of city states.</p> <p>Can identify some of the similarities and differences of life in Athens and Sparta.</p> <p>Can describe how the political system in Ancient Greece worked and compare this to modern day political systems.</p> <p>Can recall some key facts about the Battle of Marathon and the Trojan War.</p> <p>Can explain what daily life was like for people in Ancient Greek times.</p> <p>Can name key Greek gods and understand the role they played in the life of Ancient Greece.</p> <p>Can identify some of the similarities and difference between the Olympics in Ancient Greece to that of the Olympics today.</p>	<p>The emphasis throughout the unit is on developing the children's skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such continuity and change, similarity and difference, and significance.</p> <p>How can we find out about the civilisation of Ancient Greece and can we thank the Ancient Greeks for anything in our lives today?</p> <p>Key (sequential) lines of enquiry.</p> <p>Who were the Ancient Greeks? (<i>chronology / similarity and difference</i>)</p> <p>What do artefacts tell us about what life was like in Ancient Greece? (<i>interpretation</i>)</p> <p>What can we learn from Ancient Greek myths and legends? (<i>interpretation, significance</i>)</p> <p>How were the Ancient Greeks governed and are there any similarities with how we are governed today? (<i>similarity and difference, cause and consequence</i>)</p> <p>How have the Olympic games changed since they were first held in Ancient Greece? (<i>similarity and difference, cause and consequence, change and continuity</i>)</p> <p><i>Can make deductions from secondary sources of evidence... assessing reliability of evidence. Can make deductions from descriptions in myths and legends, artefacts and discoveries from the time. Can assess how useful Greek myths/legends are in helping to find out about the past. Can infer information from a range of artefacts to understand what life was like in Ancient Greece.</i></p>	<p>postcards and holiday brochures for Greece, a large map of the ancient Greek empire and surrounding territories, postcards or pictures of ancient Greek pottery, plans of the Acropolis, Marathon and Greek temples, stories of Greek myths and legends, materials to make masks and costumes, a range of reference books about ancient Greece information sources on the Olympic games, including pictures of Olympia and buildings, a timetable and description of events, reference books</p>