

## Holme Community School – Long Term Curriculum Planning

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| Subject | History | Cycle | A |
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| What themes/ golden threads weave through the curriculum? | <p>Power</p> <p>Changes in society</p> <p>Local history</p>  |
| Why were these themes chosen?                             | <p>Power – Children develop and understand different structures of government and the importance of democracy.</p> <p>Changes in society – How ancient civilisations and significant events impacted on modern Britain.</p> <p>Local History – Children develop knowledge and understanding of where they live and the stories from the local area, developing an interest of History.</p>   |
| What are the overall aims of this curriculum?             | <p>KS1</p> <p>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.</p> <p>KS2</p> <p>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.</p> |

| Year Group |  | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1 | Summer 2 |
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| EYFS       | <b>Topic Heading: Discovery in Design</b>  | ELG: Past and Present<br>Children at the expected level of development will: <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>  |   |   |   |          |          |
|            | What are the building blocks for this subject to ensure children are KS1 ready?                                  |   |   |   |   |          |          |
| Year 1/2   | <b>Topic Heading:</b>  | <b>Changes within Living Memory: Homes then and now.</b>  | <b>Local History: Holme and the Lake District (Transport)</b>   | <b>Significant People: Intrepid Explorers</b>   | <b>Significant Events beyond memory: The Great Fire of London</b>   |          |          |
|            | Link to themes/key concepts  | Changes in Society  | Local History   | Power   | Changes in Society  |          |          |
|            | <b>Key Knowledge</b><br>(This is what they will learn over the topic sessions and what they will be assessed on) | <p>The different types of home are: a flat, bungalow, terraced house, semi-detached house, detached house, caravan and cottage.</p> <p>Houses have changed a lot over time including having more rooms, electricity, running water, new building materials and insulation.</p> <p>People used to live in caves, they then built their own shelters made from wood and straw stuck on with mud. People then built houses out of wood, clay and bricks and today they are mostly built out of blocks or bricks with stone roofing.</p> <p>There are many different age of homes in Holme village from a 17<sup>th</sup> century farm to modern housing estates.</p> | <p>Holme is much bigger now and has many more buildings.</p> <p>Key Lake District transportation events: Horse and carts used as first transport on local routes – 1600s, Railways in the Lake District opened in 1840s – 1860s giving access for industry and the public to the area. Donald Campbell's failed water speed record attempt in 1967, Lady of the lake in 1847.</p> <p>The Lake District roads developed from tracks to the roads we use today from 1600s through to today. Railways developed in the mid-1800s but then became disused in the mid-1900s. Some transport such as the steam engine at Haverthwaite and the paddle steamer are still used today.</p> <p>Bluebird was a boat built for Donald Campbell to break the World Water Speed Record. Bluebird was powered by a jet engine. It set new world water</p> | <p>Explorers make journeys into the unknown and write down what they find.</p> <p>Explorers travel to understand their own land, discover new lands, to make money from the resources that could be found in other places or for adventure or a new life on their own.</p> <p>Ibn Battuta was born in 1304. He was a great explorer who spent nearly 30 years travelling. He travelled over 78,000 miles visiting 44 countries.</p> <p>Matthew Henson is thought to be the first person to reach the North Pole in April 1909. Neil Armstrong took the first steps on the Moon in July 1969, he was also joined by Buzz Aldrin. In 2012, Felicity Aston became the first person to ever travel alone across Antarctica, just using her own power and walking with skis.</p> | <p>Sunday 2nd September 1666 - The fires starts at 1.00am in Thomas Farynor's bakery on Pudding Lane. Tuesday 4th September 1666 - St Paul's Cathedral is destroyed by the fire. Wednesday 5th September 1666 - The wind dies down and the fire spreads more slowly. Thursday 6th September 1666 - The fire is finally put out.</p> <p>Some people believed that the fire was started on purpose. People also thought the fire wiped out the plague. Thatched rooves were not to blame for the spread of the fire even though a lot of people think that is the reason. These were all misconceptions from the time.</p> <p>John Evelyn was shocked by the fire and went to have a look. Samuel Pepys was less surprised and went back to bed because he hadn't seen a fire spread like this before.</p> <p>We can look in books, read diary entries and look at pictures as sources when looking at what happened in 1666.</p> <p>Much of the city was redesigned by Sir Christopher Wren, who rebuilt St Paul's with a dome instead of a steeple. Wren also designed The Monument to The Great Fire of London, which was built close to Pudding Lane to</p> |          |          |

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|  |  |  | <p>speed records seven times; the fastest was 276 mph. Bluebird was destroyed when Campbell went for a new record on Coniston Water in 1967.</p> <p>Trains made it possible for people to visit new parts of the Lake District before they had access to cars.</p>  |  | commemorate The Fire.   |
|  | Objectives to be covered                     | <p>I can recognise different types of houses</p> <p>I can describe the similarities and differences between homes in the past and homes today</p> <p>I can describe the features of houses built a long time ago</p> <p>I can make real-life observations by exploring homes in our locality</p> <p>I can sequence homes by age on a timeline and describe reasons for my choices.</p> <p>I can understand what is meant by the word Victorian and the features of Victorian houses.</p> | <p>I can compare maps from the past with maps today to describe how Holme has changed.</p> <p>I can look at local headstones to find out about people who lived in Holme in the past.</p> <p>I can find out about key events in transportation that have happened in the history of the Lake District and organise them chronologically.</p> <p>I can recall key information about Donald Campbell's bluebird World Record Attempt on Coniston.</p> <p>I can find out the different ways in which travel and transport has changed from past to present in the local area.</p> <p>I can understand how trains changed people's lives in the 19th century.</p> | <p>I can explain what explorers do, name some explorers and explain their travels.</p> <p>I can explain why some explorers began to explore.</p> <p>I can sequence the achievements of different explorers on a timeline.</p> <p>I can use visual sources (pictures and maps) to provide information about an individual.</p> <p>I can recount the story of Ibn Battuta.</p> <p>I can compare the achievements of different explorers.</p> | <p>I can recall key dates, locations and events in relation to the Great Fire of London in 1666.</p> <p>I can understand that the past has been interpreted in different ways</p> <p>I can compare maps of London in the past and London today</p> <p>I can understand why people behaved differently (comparing Evelyn's and Pepy's account of the Great Fire of London)</p> <p>I can select different sources of information and describe what they tell us about life in the past.</p> <p>I can describe the 'cause and effect' that the Great Fire had and the changes that happened as a result.</p> |
|  | Key Subject Specific Vocabulary to be taught | <p><b>Flat:</b> A home on one floor of a bigger building.</p> <p><b>Terraced House:</b> Houses in a continuous row.</p> <p><b>Semi-Detached:</b> A house joined to another similar</p>   | <p><b>Chronological order era/period:</b> In order of time from oldest to newest.</p> <p><b>Impact:</b> How it changed or influenced something.</p> <p><b>Significant:</b> Major or big</p>   | <p><b>Commemorate:</b> To celebrate and remember a person or event.</p> <p><b>Explorer:</b> An explorer is someone who goes on an exploration.</p> <p><b>Exploration:</b> A journey where explorers travel to unfamiliar places.</p>   | <p><b>17<sup>th</sup> Century:</b> From the year 1601-1700</p> <p><b>Diary:</b> A book that people write in about their own lives.</p> <p><b>Rebuilt:</b> Building something again after its been broken or destroyed.</p>  |

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|  |  | <p>house on one side.</p> <p><b>Detached House:</b> A house that stands alone.</p> <p><b>Caravan:</b> a vehicle for living in, towed by a car.</p> <p><b>Bungalow:</b> A home that is all on one level but stands by itself.</p> <p><b>Cottage:</b> A small house in the countryside.</p> <p><b>Modern home:</b> Something built now or recently.</p> <p><b>Materials:</b> The different items used to build a home.</p> <p><b>Home:</b> The place where you live.</p> <p><b>House:</b> A building where people live.</p> <p><b>Victorian:</b> Something that happened during the reign of Queen Victoria.</p> | <p><b>Bluebird:</b> The boat Donald Campbell used to break the water speed record.</p> <p><b>Transportation:</b> Getting someone from one place to another.</p> <p><b>Travel:</b> To go from one place to another.</p> <p><b>Headstones:</b> A stone by a grave with the name of the person who has died on it</p> <p><b>Rail network:</b> A section of railways that link together.</p> | <p><b>Polar:</b> Used when talking about anything to do with the North Pole or the South Pole.</p> <p><b>Recent:</b> In the past but not long ago.</p> <p><b>Rihla:</b> The shortened name of the book where Ibn Battuta's travels were written down. The word 'Rihla' means 'journey' in Arabic.</p> <p><b>Significant:</b> Important and worth knowing about.</p> <p><b>Voyage:</b> A long journey, especially by ship. The word voyage can also be used to describe journeys in space.</p> | <p><b>St Paul's Cathedral:</b> A very large church in London.</p> <p><b>Destroyed:</b> Something that is damaged beyond repair.</p> <p><b>Plague:</b> A disease that is very easy to catch and is sometimes deadly.</p> <p><b>Redesigned:</b> To create something again in a different way.</p> |
|  | Core Activities  | To walk around the village and identify the range of homes there.  | <p>Visit the transport museum or Ruskin museum to focus on modes of local transport or achievements in the Lake District to do with transportation.</p> <p>Travel on some different types of transport (paddle steamer, steam train, bus)</p>  | To explore a new local area and be able to explain what it feels like to find something new.  | To make a set of houses and recreate the Great Fire of London in the fire pit by the outdoor classroom.   |
|  | <p>Assessment Activities/ Key knowledge</p> <p>*Assessment</p> | <p>EXPLANATION TEXT: Compare a selection of houses from the village to images of houses from the past and write about their similarities and differences.</p>  | <p>FACT-FILE: Create a fact-file on the life, achievements and world record attempts of Sir Donald Campbell and how the Lake District was linked to this.</p>  | <p>POSTER: To make a poster and present information about the achievements of an explorer of their choice.</p>  | <p>QUIZ: To take a quiz on the key events and chronology involved in the great fire of London.</p> <p>1, Which of these did not happen when the streets were rebuilt?</p>   |

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|  | <p>activities (Quiz, final design/piece etc)</p> <p>*Questions with answers that will be on assessment quiz</p> |  |  |  | <p>A, The streets were widened<br/> B, Most of the houses were built of bricks<br/> C, The sewers were improved<br/> D, The houses were rebuilt exactly as they had been before.</p> <p>2, Where did the fire start?</p> <p>A, In a shoemaker's on Heel Street<br/> B, In a hat shop on Headingly Road<br/> C, In a baker's shop on Pudding Lane<br/> D, In a butcher's on Meaty Avenue</p> <p>3, Which famous landmark burnt down in the fire?</p> <p>St Paul's Cathedral</p> <p>4, Place these events in chronological order</p> <p>The fire is put out.<br/> St Paul's Cathedral is destroyed by the fire.<br/> The fires starts on Pudding Lane.<br/> The wind dies down and the fire spreads more slowly.</p> <p>5, Who wrote about the fire in their diaries? (choose two answers)</p> <p>A, Benjamin Pippys<br/> B, Samuel Pepys<br/> C, Nathaniel Poppy<br/> D, John Evelyn</p> <p>6, In what year did the Great Fire of London start?</p> <p>1666</p> <p>7, How long did the fire last?</p> <p>A, 4 weeks<br/> B, 4 days<br/> C, 4 Months<br/> D, 12 hours</p> <p>8, Who was responsible for redesigning much</p> |
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|          |  |   |  |   | <p>of the city?</p> <p>A, Christopher Wren<br/>B, Harry Potter<br/>C, Peppa Pig<br/>D, Snow White</p>  |
| Year 3/4 | <b>Topic Heading:</b>  | <b>Early Civilisations:<br/>Where did the first civilisations appear?</b>   |  | <b>Early Civilisations:<br/>Ancient Egypt</b>   | <b>Ancient Greece:<br/>A study of Greek life and achievements and the impact on the Western World</b>  |
|          | <b>Link to themes/ key concepts</b>  | Changes in society  |  | Power & Changes in Society  | Power & Changes in Society   |
|          | <b>Key Knowledge</b><br>(This is what they will learn over the topic sessions and what they will be assessed on) | <p>The first civilisations occurred in Egypt, Sumer, Indus Valley and Shang areas. They settled near rivers because this land was fertile and crops could be grown there. There was also a water source nearby.</p> <p>Civilisation dates:<br/>Ancient Egypt – 3100BC to 332BC<br/>Sumer – 5300BC to 1940BC<br/>Indus Valley – 3300BC – 1500BC<br/>Shang – 1600BC to 1046BC</p> <p>All of the early civilisations built cities and invented forms of writing. They learned to make pottery and use metals. They domesticated animals, and they created fairly complex social structures with class systems.</p> <p>The Egyptians developed three types of writing: hieroglyphic, hieratic and demotic. Hieroglyphic writing is a set of signs and shapes that express a sentence. Sumerians had about 2,000 word-symbols. The Indus Script combined both word signs and symbols with phonetic value. Shang writing is known as "oracle bone script." Other ancient scripts, such as Egypt's hieroglyphics, fell out of use, but oracle bone script developed into the modern characters which Chinese people still use today.</p> <p>Ancient civilizations built shelters from animal skins, bones, stone, etc. The tools available at the time included animal bones, copper plates, and axes. The ancient Egyptians made large-scale permanent structures, hauling large stones over long distances using early engineering concepts and ideas. Each ancient civilisation made elaborate structures to show</p> |  | <p>Civilisation dates:<br/>Ancient Egypt – 3100BC to 332BC<br/>Sumer – 5300BC to 1940BC<br/>Indus Valley – 3300BC – 1500BC<br/>Shang – 1600BC to 1046BC</p> <p>Herodotus was an Ancient Greek historian. He wrote about the ancient empires of Babylon, Egypt, and Persia, and about the Ancient Greeks.</p> <p>The ancient Egyptians were wonderful traders. They traded gold, papyrus, linen, and grain for cedar wood, ebony, copper, iron, ivory, and lapis lazuli (a lovely blue gem stone.) Ships sailed up and down the Nile River, bringing goods to various ports.</p> <p>The ancient people of Egypt followed many different Gods like Seth, Isis, Anubis, Nu, Re and Osiris. Some people supported Gods to follow their profession like Thoth the god of scribes. Local villages often chose to be represented by one God.</p> <p>Under Ramassess II rule, many of the country's oldest temples were rebuilt, and some replaced with new buildings of his own.</p> | <p>776BC – First Olympic games held<br/>700BC - Homer writes the 'Odyssey' and the 'Iliad' poems around this date.<br/>650BC - Around this date, the tyrant, Kypselos, takes over Corinth.<br/>508BC - Male citizens of Athens are allowed to vote.<br/>500BC - Around this date, the Classical period starts.<br/>472BC - Greek theatre becomes popular in Athens.<br/>460BC - Hippocrates 'Father of Medicine' is born in Kos.<br/>432BC - The Parthenon is finished in Athens<br/>338BC - King Philip II takes control of Greece.<br/>336BC - Alexander the Great takes control of Greece.<br/>146BC - Greece falls under the Roman Empire.</p> <p>The geography of Ancient Greece is divided up into three geographical formations which include the lowlands, the mountains, and the coastline.</p> <p>The main difference between Athens and Sparta is their government, economy, and society. Athenian society, which was based on trade, valued art and culture and was ruled under a form of democracy. Spartan society, on the other hand, was a militant society whose economy was based on farming and conquering.</p> |

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|  |  | <p>off their capabilities and to build structures to honour their gods.</p> <p>Ancient civilisations invented many items that we use today including: paper, calendars and wheels.</p>   | <p>The Egyptians were responsible for many inventions including: ship building, paper, makeup, tooth care, medicine, the calendar, surgical Instruments, black ink, The ox-drawn plough, clocks, irrigation, Wigs and Mummification</p> <p>The last ruler of Ptolemaic Egypt–the legendary Cleopatra VII–surrendered Egypt to the armies of Octavian (later Augustus) in 31 B.C.</p>  | <p>Alexander the Great ascended to the throne in 336 BC at the age of 20 and was known for conducting several military campaigns during his rule. By the time he was 30, Alexander the Great had created one of the largest empires in history.</p> <p>Greek myths explained everything from religious rituals to the weather, and gave meaning to the world that people saw around them.</p>   |
|  | National Curriculum Objectives to be covered | <p>I can use maps to identify where the first civilizations occurred and give possible reasons for the location of early civilisations</p> <p>I can describe early civilisations using approximate dates</p> <p>I can sequence Ancient Civilisations using a timeline and explain the characterises of an early civilisation.</p> <p>I can use a range of sources to describe what the earliest civilizations had in common.</p> <p>I can describe the similarities and differences between early writing and numerical systems across different early civilizations.</p> <p>I can describe key developments in the use of materials and in building development from different early civilisations and describe their relevance to society today</p> <p>I can identify key inventions from different early civilizations and describe their relevance to society today.</p> | <p>I can sequence Ancient Egyptian civilization on a timeline in relation to other Ancient Civilisations</p> <p>I can use a variety of sources to explain how the pyramids came to be build</p> <p>I can evaluate the usefulness of Herodotus as a source</p> <p>I can describe the key elements of trade in Ancient Egypt</p> <p>I can describe the key elements of religion in Ancient Egypt</p> <p>I can recognise the features of Amarna art and suggest why images may have been changed</p> <p>I can explain why Ramassess II ensured that only his version of events should be remembered.</p> <p>I can describe some of the technological developments during this time period and their relevance to life today.</p> <p>I can describe how the Ancient Egyptian civilization came to an end.</p> | <p>I can place Ancient Greece in time using a timeline and refer to key dates of significance during the Ancient Greek civilisation.</p> <p>I can locate Ancient Greece, Athens and Sparta on a map and consider their geographical significance (physical features and climate)</p> <p>I can identify some of the similarities and differences between life in Athens and in Sparta</p> <p>I can infer information from artefacts about what life was like in Ancient Greece</p> <p>I can evaluate how useful Greek myths and legends are in helping us find out about the past.</p> <p>I can use different sources to identify the most important achievements of Alexander the Great and justify the reasons why these achievements are the most important.</p> <p>I show knowledge and understanding of different aspects of life in Ancient Greece</p> <p>I use a range of sources to find out about life in Ancient Greek schools and compare similarities and differences with schools today.</p> <p>I can use a range of sources to make inferences about the influence of Ancient Greek language on modern English.</p> <p>I can use pictorial sources to identify the</p> |



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|  |  |  |  | <p>similarities and differences between Ancient Greek and contemporary architecture.</p> <p>I can describe the similarities and differences between democracy in Ancient Athens and in the UK today</p> <p>I can compare similarities and differences between life in Ancient Egypt and life in Ancient Greece</p>  |
|  | Key Subject Specific Vocabulary to be taught | <p><b>Civilisation:</b> a group of people with their own languages and way of life.</p> <p><b>Dynasty:</b> succession of rulers who come from the same family, or who can be traced back to one common ancestor.</p> <p><b>River valley:</b> a long depression, or ditch, in the Earth's surface.</p> <p><b>Achievements:</b> a result gained by effort.</p> <p><b>Irrigation:</b> The supply of water to crops to help them grow.</p> <p><b>Fertile:</b> Able to produce many vegetation or crops.</p> <p><b>Hieroglyphics:</b> A writing system that uses pictures and symbols instead of letters and words.</p> <p><b>Development:</b> A process of creating growth, progress and positive changes.</p> | <p><b>Amarna art:</b> is a sense of movement and activity in images, with figures having raised heads, many figures overlapping and many scenes busy and crowded.</p> <p><b>Primary Evidence:</b> A piece of information about a specific period in time that gives original information.</p> <p><b>Secondary Evidence:</b> A piece of information about a specific period in time that gives information from someone who wasn't there at the time.</p> <p><b>Technological Development:</b> The process of improving and changing of technology over time.</p> <p><b>Papyrus:</b> A material prepared from the stem of a water plant, used as paper.</p> <p><b>Irrigation:</b> The supply of water to crops to help them grow.</p> <p><b>Ptolemaic Egypt:</b> Greek royal dynasty which ruled the kingdom.</p> | <p><b>Democracy:</b> A system of government elected by members of a state.</p> <p><b>Civilisation:</b> The advanced stage (as in art, science and government) in the development of society.</p> <p><b>Culture:</b> The way people live including food, language and celebrations.</p> <p><b>Law:</b> A set of rules that must be followed by a controlling authority.</p> <p><b>Justice:</b> Fair treatment, management or conduct.</p> <p><b>Ancient:</b> Very old or having existed for a long time.</p> <p><b>Modern:</b> Relating to the present time.</p> <p><b>Citizens:</b> Members of a certain civilisation.</p> <p><b>Interpretation:</b> Your showing an understanding for something.</p> <p><b>Myths:</b> A traditional ancient story that is fictional.</p> |



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|          | Core Activities   | Create an early civilisation timeline.   | Visit the Ancient Egypt exhibition at the National Museums, Liverpool.   | Ancient Greece day looking at the culture, food and dress during this period.  |
|          | Assessment Activities/Key Questions   | PRESENTATION: To consider which achievements were most important, giving reasons for your choices. Create a Powerpoint presentation explaining your reasoning.   | LEAFLET: To create a leaflet/tour pamphlet for people wanting a historical visit of Egypt highlighting the must visit locations and a variety of historical information  | DIAGRAM: Create a diagram to compare similarities and differences between life in ancient Egypt and Ancient Greece and have a debate on which civilisation contributed more to society today.  |
| Year 5/6 | Topic Heading:  | Non-European Society:<br>The Mayans  | The Changing Power of Monarchs in the UK   | Study of a theme in British History:<br>Crime and Punishment   |
|          | Link to themes/ key concepts  | Power & Changes in Society   | Power & Changes in Society   | Power & Changes in Society   |
|          | Key Knowledge<br>(This is what they will learn over the topic sessions and what they will be assessed on) | <p>The Mayan civilisation was prominent between 1100BC – 1500 AD.</p> <p>The Mayans lived in the rainforests and jungles of Southern Mexico, Guatemala and Belize.</p> <p>Like the Egyptians, the Maya wrote using glyphs and symbols. The Maya used logograms, glyphs and syllabograms when writing whereas the Egyptians used hieroglyphics.</p> <p>The Mayan calendar is a dating system that was used by the ancient Mayan civilization. It served as the basis for all other calendars used by ancient Mexican and Central American civilizations. The Mayan calendar was based on a ritual cycle of 260 named days and a year of 365 days.</p> <p>Maya mathematics constituted the most sophisticated mathematical system ever developed in the Americas. The Maya counting system required only three symbols: a dot representing a value of one, a bar representing five, and a shell representing zero.</p> | <p>Notable monarchs in British History include: William the Conqueror, King John, King Henry VIII, Queen Anne, Queen Victoria and Queen Elizabeth II.</p> <p>The Civil War began due to disagreements about religion, and discontent over the king's use of power and his economic policies. The consequence was the trial of and execution of Charles I (1649); the exile of his son, Charles II (1651); and the replacement of English monarchy with the Commonwealth of England.</p> <p>Monarchy is the oldest form of government in the United Kingdom. The king or queen are the head of state and have power within the Kingdom but as we are a constitutional monarchy the ability to make and pass laws is passed to</p> | <p>Romans – Society was both rich and poor. This meant conflict and crime. Running away was a crime. Major crimes would be punished by crucifixion, sent to fight in arenas or having molten lead poured down your throats.</p> <p>Anglo Saxons – Britain was not ruled by one person and the Anglo-Saxons were not united. They invaded as many different tribes and each took over different parts of Britain. The Anglo-Saxons didn't have prisons. People found guilty of crimes were either executed or punished with fines. If they ran away, they became 'outlaws' and anyone could hunt them down – unless they hid in a church. The fine for breaking into someone's home was five shillings (25p), paid to the home-owner. For minor crimes like stealing, a nose or a hand might be cut off.</p> <p>Tudors – Large gaps between rich and poor</p> |

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|  |                          | <p>The ancient Maya ballgame called pitz was part of Maya political, religious, and social life. Played with a rubber ball ranging in size from that of a softball to a soccer ball, players would attempt to bounce the ball without using their hands through stone hoops attached to the sides of the ball court.</p>   | <p>an elected parliament. The monarchy do have influence on matters though.</p> <p>Since the 11<sup>th</sup> century kings have passed on the throne to their first born son. This line of succession, known as primogeniture has been used ever since. However, in 2015, this all changed and it is now the first-born child, regardless of gender, who takes the throne.</p> <p>The role of a monarch in modern Britain is to fulfil duties as Head of State. They are responsible for constitutional and representational duties and fulfil the role of Head of Nation. The sovereign acts as a focus for national identity, unity and pride. They also give a sense of stability, continuity; reward success and excellence and also support the voluntary service.</p> | <p>meant crime was very common. Public executions were popular. These included beheadings, hangings, burning, pressings and boiling alive. Begging without a license would mean you would be whipped out of the town and theft resulted in having a limb chopped off.</p> <p>Victorians – Anyone accused of a crime would be put in a ‘lock-up’ until they could see a magistrate who would decide whether they could be released or if they needed to be sentenced by a judge. Court rooms were created where victim and the accused could defend themselves and the death penalty became less common with a limited number of hangings. A police force was introduced in 1829. Public executions ended in 1868 and jails were built to try to prevent people re-offending, although many were sent out to the Empire to serve sentences abroad.</p> <p>New Millennium / Modern Times – Crime ranges from physical (theft, assault, drink and drugs etc) to digital crime (fraud). Prisons now work hard to help rehabilitate people so that they do not re-offend and technological advances have meant catching criminals can be used by identifying finger prints and DNA.</p> |
|  | Objectives to be covered | <p>I can identify where Mayan civilization fits in to the wider chronology of ancient civilizations.</p> <p>I can identify when and where the Maya lived and the type of environment they lived in.</p> <p>I can identify similarities and differences between the Maya writing system, Ancient Egyptian writing and our own.</p> <p>I can compare similarities and differences between Mayan and Stone Age Society (in Britain)</p> <p>I can understand the Maya calendar and numerical system.</p> <p>I can compare the similarities and differences between the UK and Maya mathematical systems.</p> | <p>I can understand the sequence of notable monarchs in British History and sequence on a timeline.</p> <p>I can describe the concept of power and influence in relation to monarchy and government.</p> <p>I understand the cause and consequences of the British Civil War.</p> <p>I can understand the concept of primogeniture and give examples of this in British History.</p> <p>I can describe the difference between an absolute ruler and a constitutional</p>  | <p>I can describe ways in which crime has changed over time and give reasons for this.</p> <p>I can describe ways in which punishment has changed over time and give reasons for this.</p> <p>I can describe ways in which the law has changed over time and give reasons for this.</p> <p>I can compare the similarities and differences in crime and punishment in Roman Britain, Anglo-Saxon Britain, Victorian Britain and in Britain since World War II</p> <p>I can give examples, using dates, of key events in British History related to crime and</p>  |

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|  |  | <p>I can identify the importance of trade to Maya cities.</p> <p>I can describe key aspects of Maya culture and compare Maya sports with sports today.</p>   | <p>monarchy and when and how this changed in the UK.</p> <p>I can explain the differences in power in male and female monarchs.</p> <p>I can explore which monarch in the British History I view to have had the most and least power and give justifications for my choice.</p> <p>I can explain the role of the Monarch in modern Britain.</p>  | <p>punishment</p> <p>I can describe the witching trials in the UK and retell the story of the Pendle Witches.</p> <p>I can use a range of sources to describe the significance of Lancaster Castle in the history of Crime and Punishment</p> <p>I can use a range of sources of evidence to explain attitudes to crime at different points in British History</p> <p>I can make comparisons between crime and punishment today and in the past.</p> <p>I can identify the cause and consequence of the events around the Hanging of Derek Bentley and the impact it had on the abolition of hanging in the UK.</p> <p>I can make comparisons between different laws and punishments around the World with the UK in the area of Human Rights and Equality</p> |
|  | Key Subject Specific Vocabulary to be taught | <p><b>Glyphs:</b> Maya glyphs represented words or syllables that could be combined to form any word or concept in the Mayan language</p> <p><b>Codices:</b> Maya codices (singular codex) are folding books written by the pre-Columbian Maya civilization in Maya hieroglyphic script on Mesoamerican bark paper.</p> <p><b>Chichen Itza:</b> This was a large pre-Columbian city built by the Maya people.</p> <p><b>Cacao:</b> The seed from which cocoa and chocolate are made</p> <p><b>Ahau or Ahaw:</b> The main king or lord of a Maya city-state.</p> <p><b>Batab:</b> Mayan for 'Local village chief, chieftain' (plural: batabo'ob), was the name given to the chief of a town or village</p> <p><b>Tzolkin:</b> The 260-day Mesoamerican calendar originated by the</p> | <p><b>Primogeniture:</b> The firstborn legitimate child of the monarch succeeds to the throne.</p> <p><b>Constitutional Monarchy:</b> Although the Sovereign is Head of State, they laws are passed by an elected government.</p> <p><b>Representational Duties:</b> Undertaking visits and meeting people from different areas of the commonwealth as part of the Sovereign's job.</p> <p><b>Sovereign:</b> A supreme leader.</p> <p><b>Discontent:</b> Dissatisfaction with your circumstances.</p> <p><b>Government:</b> A group of people with the authority to take charge of the laws</p> | <p><b>Jury:</b> A group of people who listen to all the evidence and decide if someone is guilty.</p> <p><b>Judge:</b> A person who is in charge of a serious trial and decides what punishment a criminal gets.</p> <p><b>Trial:</b> A meeting where all the evidence about whether someone is guilty of a crime is read out and a decision is made.</p> <p><b>Lawyer:</b> A person who tries to persuade the jury that a person did or didn't commit a crime.</p> <p><b>Magistrate:</b> A person who is in charge of a trial that's not as serious.</p> <p><b>Transportation:</b> A punishment that meant being sent to live in America or Australia and work really hard.</p>   |

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|  |                                     | <p>Maya civilization.</p> <p><b>Huipil:</b> The most common traditional garment worn by indigenous women from central Mexico to Central America.</p> <p><b>Kin:</b> A day was called a “kin.”</p> <p><b>Kukulcan:</b> The name of a Mesoamerican serpent deity that was worshipped by the Mayan people.</p> <p><b>The Itza:</b> A Mayan ethnic group native to the Péten region of northern Guatemala and parts of Belize.</p> | <p>within that country.</p> <p><b>Absolute Ruler:</b> A monarch that has control of all the laws and power within a country and is not limited by anyone else.</p> <p><b>Commonwealth:</b> An international association consisting of the UK together with states that were previously part of the British Empire.</p> | <p><b>Pillory:</b> A punishment that meant being put in stocks so people could throw things at you.</p> <p><b>Deterrence:</b> The action of discouraging crime through installing doubt or a fear of consequences.</p> <p><b>DNA profiling:</b> From 1984, it identified someone from a crime scene through body fluids.</p> <p><b>Gallows:</b> A wooden structure with steps leading to a platform where criminals would be hung in front of an audience.</p> <p><b>Justice:</b> For someone to have fair treatment for their behaviour.</p> |
|  | Core Activities                     | <p>To take part in the Maya ball game</p> <p>To make a traditional feast in conjunction with our Geography topic on Mexico.</p>  | <p>To have a monarchs day in class and dress up as a monarch of our choice and have a medieval banquet fit for a king.</p>   | <p>To visit Lancaster Castle to find out about the crime and punishment that took place there.</p>  |
|  | Assessment Activities/Key Questions | <p><b>POSTER:</b> To create a poster which highlights the key knowledge learnt in the topic and advise someone of what it was like to be part of the Mayan civilisation.</p>   | <p><b>DEBATE:</b> Complete a class debate about who was the greatest King or Queen of England and back this up with facts and figures.</p>   | <p><b>PRESENTATION:</b> To compare crime prevention then and now via a Powerpoint presentation.</p>   |