

Year A	Ancient Greeks	Victorians and Inventors	Maya Civilisation
	<p><u>Concepts</u></p> <p>Building, city (city state), civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler (king), settlement, technology, trade, war (invasion, conflict).</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats.</li> <li>• Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and, after he died, the Romans slowly took over parts of it.</li> <li>• Many objects produced in Ancient Greece were made by enslaved people.</li> <li>• The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning.</li> <li>• Ancient Athens is where democracy began.</li> <li>• The Olympics were first held in Ancient Greece. The idea for the marathon also originates from this time.</li> <li>• The Ancient Greeks worshipped many gods and goddesses. Festivals and ceremonies were held to please them.</li> <li>• There are lots of myths that originate from this time, including the Trojan War.</li> </ul>	<p><u>Concepts</u></p> <p>Economy, entertainment, exploration, knowledge, monarchy, empire, technology.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• The Victorian age was an age of Empire where Britain exploited overseas territories.</li> <li>• The Industrial Revolution saw the introduction of steam engines, railways and industry. This impacted British society and led to social divide.</li> <li>• The poor in society were in workhouses. Work for children included chimney sweeping, mining and servants.</li> <li>• The Victorian era saw an introduction of compulsory education and a number of laws were enacted to eliminate working for children.</li> <li>• Queen Victoria reigned for 64 years. She had 9 children and was married to Prince Albert.</li> <li>• Famous inventors / engineers had an impact on Victorian life. E.g. Darwin, Bell, Brunel, Stephenson, Edison.</li> </ul>	<p><u>Concepts</u></p> <p>Building, city, civilisation, conquest, culture, exploration, farming, knowledge, religion.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• The ancient Maya developed an advanced number system for their time. This included the concept of zero as a placeholder.</li> <li>• The Maya had a writing system, and professional scribes wrote books called codices which included information about astronomy, gods, war and history. They used syllabograms.</li> <li>• The Maya believed in many gods. Each could help or hurt them. The Maya would dance, sing and make offerings to the gods as a sign of respect. They believed Earth was the Middleworld and was large and flat. Above was the Upperworld and below was the Underworld.</li> <li>• The Maya built cities, pyramids and ornate sculptures in the rainforest.</li> <li>• The Maya people mainly ate maize or corn. Maize was very important to them as they believed that the first humans were made from maize dough by the gods. They also drank cacao and the cacao beans were eventually used as a form of currency in the Maya civilisation.</li> <li>• The cities of the Maya civilisation fell into ruin when Spanish explorers arrived in the 16th century.</li> </ul>

	World War II	Neil Armstrong	Normans
Year B	<p><u>Concepts</u> Commemoration, nation, occupation (of territory), peace, power, propaganda, society, war (army, battle, conflict, invasion).</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>The Second World War (1939-1945) began because Hitler, the leader of Nazi Germany, invaded Poland. Britain and France had promised to protect Poland if this happened. There were many significant battles during the war, including the Battle of Britain and the Normandy Landings on D-Day.</li> <li>At the start of the war, the Allies were Britain, France and Poland. The Axis Powers were Germany, Japan and Italy.</li> <li>Many children were evacuated from cities to the countryside where it was safer. Cities were likely to be bombed during the Blitz.</li> <li>Food supplies from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food and to make sure that everyone was healthy.</li> <li>Many men fought in the Second World War and women often took on jobs to help the war effort. Some women joined the armed forces too.</li> <li>The Holocaust was a time during the Second World War when millions of people were persecuted and killed in Europe. It is commemorated on Holocaust Memorial Day on 27th Janu-</li> </ul>	<p><u>Concepts</u> Society, technology transport.</p> <p><u>Knowledge</u> This is a mini topic incorporated within Earth and Space studies in Science. The children also write a biography of Neil Armstrong.</p> <ul style="list-style-type: none"> <li>He was first man to walk on the moon.</li> <li>The moon landing was in July 1969.</li> <li>He landed on the moon with Collins and Aldrin.</li> <li>The moon lander was called the Eagle.</li> <li>The Space race was a form of competition to see who could walk on the moon first.</li> </ul>	<p><u>Concepts</u> Kingdom, trade, invasion, conquest, farming, settlement, trade, ruler, King, occupation of territory, government, monarchy, migration.</p> <p><u>Knowledge</u> The events of 1066:</p> <ul style="list-style-type: none"> <li>Edward the confessor died. Harold Godwinson claimed the throne. William of Normandy also had a claim to the throne.</li> <li>Harald Hardrada invaded northern Britain</li> <li>The Battle of Stamford bridge weakened the English army under King Harold.</li> <li>William's army invaded southern England and defeated Harold army at Hastings.</li> <li>William the Conqueror was crowned on Christmas Day 1066.</li> </ul> <p>The Bayeaux Tapestry is a detailed historical representation of these events.</p> <p>Castles were introduced by William . The first castles were Motte and Bailey castles.</p>

**Historical Enquiry:**

Interpretations Children can: find and analyse a wide range of evidence about the past; use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; consider different ways of checking the accuracy of interpretations of the past; start to understand the difference between primary and secondary evidence and start to question its reliability; show an awareness of the concept of propaganda; know that people in the past represent events or ideas in a way that may be to persuade others.

Investigations Children can: recognise when they are using primary and secondary sources of information to investigate the past; use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; select relevant sections of information to address historically valid questions and construct detailed, informed responses;

Chronology Children can: order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; understand how some historical events/periods occurred concurrently in different locations.

Knowledge and understanding of events and people. Children can: identify and note connections, contrasts and trends over time in the everyday lives of people; use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Presenting and communicating Children can: present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; plan and present a self-directed project or research about the studied period.

Substantive concepts and historical vocabulary. Children can: continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; start to recognise that some concepts, such as technology, will be different across different periods of history; continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.