****

**Stockham Primary School**

**Curriculum Planning – Knowledge and Skills Progression**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Humanities – History | | | | |
| EYFS - Foundation | | | | |
| EYFS Framework and development matters | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Begin to make sense of their own life story and family’s history  Comment on images of familiar situations in the past  Compare and contrast characters from stories, including figures from the past  Understand the past through settings, characters and events encountered in books and storytelling | Name members of their family and know that they are different ages.  Be able to name the different stages of development in humans (baby, toddler, child, teenager, adult, elderly)  Know that things that have already happened are in the past  Know that there was a time before they were born  Know that things change over time (humans, plants, technology)  Know that history is when we study things that have already happened  Know that we find out about the past in different ways - photos, books, museums, artefacts, people's memories | Be able to talk about experiences that are familiar to them  Talk about how experiences have changed over time, in the past – e.g. homes, transport, toys, holidays  Organise events using basic chronology  Be able to sequence events in order - events from their day, a story, instructions, or a life cycle  Talk about changes that have happened to them from comparing a baby photo to them today  Discuss how and why some characters look different in stories about the past  Discuss some historical objects in stories about the past e.g. cooking pot over a fire in The Three Little Pigs. | old, young, same, different, change/changed,  time, first, now, then, past, present, future, order, morning, afternoon, week, month, year, autumn, season, birthday, age, growing, cycle, artefact, evidence, history | Visit to a museum  Growing plants from seed.  Observing chicks hatching.  Observing a minibeast lifecycle. |
| Key facts for memory: | History is about things that have already happened. • Yesterday is the day before today. • Tomorrow is the day after today. • There are four seasons in a year. • We were babies in the past. • Our parents were born before us. | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 1 | | | | |
| Autumn 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Local history Significant person – King Alfred    **Main events, society, location**                Guy Fawkes – The Gunpowder Plot    **Settlements, beliefs, main events and artefacts** | Who King Alfred the Great is    Dates King Alfred lived/reigned    Why King Alfred is significant to Wantage            Who Guy Fawkes is    Why bonfire night is celebrated    Why is the gunpowder plot a significant event in history | * Organising events using chronology * Use primary evidence to find out more about the past * Questioning and inquiring about an historical figure * Use evidence from different sources to talk about events that have happened in the past * Placing key events on a simple timeline * Explain why the gunpowder plot is a significant event in history and how people today remember it | King, Queen, ruler, reign, past, kingdom, artefact, present and future                Treason, parliament, houses of parliament, persecuted | Local trip to Wantage    Wantage Museum    Museum artefact boxes |
| Key facts for memory: | Sources of evidence tell us about the past  King Alfred is a historical figure that is important to the local area  The key events of the gunpowder plot and how we remember it today (bonfire night) | | | |
| Spring 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Great inventions  Significant person – Tim Berners-Lee    **Main events, society, artefacts, culture and pastimes** | Who Tim Berners-Lee is  Significant achievements in Tim Berners-Lee life    What Tim Berners-Lee known for    What the internet is and what is invented for  What the internet has helped us to do    What TVs were like before    What phones were like before  Do artefacts always have to be old? | * Organising events using chronology * Placing key events on a simple timeline * Describe key changes in the world wide web * Use primary and secondary sources to find out more about the past * Questioning how people accessed information before the internet * Use evidence from different sources to support their thinking when considering whether artefacts always have to be old | Word wide web, internet, communication, influential, significant, information | Interview parents/grandparents about their past (specifically what TVs and phones they had and did they have the internet)    Visit from external to talk about past phones and TVs and what life was like without the internet. |
| Key Knowledge for memory: | Sources of evidence tell us about the past  How technology has changed over time (life was different in the past)  Listing the main changes, the world wide web has made to society  Artefacts can be from modern times | | | |
| Summer 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Queen Elizabeth II    **Main events, society, beliefs and culture and pastimes**                The First Flight  Significant person – Amelia Earhart    **Main events, location, travel and exploration and settlements**                The Moon Landing  Significant person – Neil Armstrong and Tim Peake  **Main events, location, travel and exploration, conflict and artefacts** | Who Queen Elizabeth II was    Key dates linked to Queen Elizabeth II’s reign such as coronation, wedding, death etc.    Why Queen Elizabeth II was a significant figure    What the key traditions linked to the royal family (Christmas TV message)    What is significant about the first flight    Which historical figures were involved in early flight?    Key events and dates from the early flight    Who Amelia Earhart was and why was she significant?      Key dates linked to The Moon Landing    Why was travelling to the moon important  Who Neil Armstrong was  Who Tim Peake is    Key dates in both careers    What Apollo 11 is | * Organising events using chronology * Placing key events on a simple timeline * Use primary and secondary sources to find out more about the past * Describe what those sources of evidence could be * Describe traditions which Queen Elizabeths took part * Use evidence from different sources to talk about events that have happened in the past * Questioning and inquiring about an historical figure * Explore locations and describe travel and settlements * Describe the impact that the first flight has had on the world | Monarch, coronation, decade, government, political, tradition                    Achievement, sustained, discoveries, ancient, centuries, influential, settlement                Astronaut, rivals, exploration, lunar, achievement, orbit, legacy, commander, achievements, breakthrough, plaque, exploration | Visit from external to discuss key events or information.  Class trip to Oxford Castle    A class tea party            Videos and information texts    Resources from the museum and Harwell  Visit from external to discuss key events linked to the moon landing |
| Key facts for memory: | Sources of evidence tell us about the past  Key events in Queen Elizabeth’s reign and the length of her reign – longest monarch  The significance of The First Flight and who Amelia Earhart was.  Key events linked to The Moon Landing  Know why the USA wanted to send someone to the moon | | | |
| Year 2 | | | | |
| Autumn 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Great Fire of London – **settlements, location, main events, artefacts.**  Queen Victoria contrast Queen Elizabeth II – **culture and pastimes, main events, society, artefacts**    WWI - **location, main events, conflict, society**  and invention of the radio – **culture and pastimes, main events** | Timeline of key events in 1666 fire of London  Sources of evidence (Samuel Peps diary) tell us about the past  Evidence tells us about London before and after the fire  Know that the materials and layout caused the fire to spread  **Lord and Lady Wantage are friends of Queen Victorian – shawl in the Town Museum.**  Events beyond living memory are significant nationally or globally – the significance of Victorias reign  Know about the life of Queen Victoria and her impact on modern life  Compare aspects of life in different periods to ours now  Museum websites/artefacts to find out about life then  Place events on a timeline  Victoria had an influence on culture – Royal Albert Hall.  The first world War saw fighting across Europe.  Destruction happened on a last scale.  Europe has allies and treaties.  Why it is important we remember.  The invention of the radio **(build on year 1)**  The radio helped with communication during the war | Use evidence form different sources to talk about changes that have taken place over time.  Place events on a simple timeline  Compare old and new buildings  Explain what evidence historians use to tell us about the past  Explain why the fire was so big and spread so fast  Organise information about why the fire spread.  Recount episodes from stories in the past.  Use the terms Monarch and politics correctly  Place events on a simple timeline  Compare and contrast the two Monarchs  Compare and contrast lives then and now  Explain why the Royal Albert Hall was built and it’s role in society  Place key events on a timeline  Organise information about the allies or Great Britain  Explain the legacy of WW1 on society  Compare and contrast communication before the radio  Explain how the radio was used in the war | Decades, congested, flammable, architects, eyewitness, extract  Monarch monarchy legacy politics  Influential communicate navigation essential broadcasts transmission  Conditions destruction invaded treaties | Introduction to the V&A musuem and exploring artefacts.  Meeting the firefighters. |
| Key facts for memory: | Sources of evidence tell us about the past.  Key events in Queen Victoria’s reign and the length of her reign – second longest monarch  Conflicts occur in society  Inventions can help changes people's lives  Differences between life then and now | | | |
| Spring 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Jethro Tull (local to Oxfordshire) - **food and farming, main events, society, settlements.**  Grace Darling – **location, main events, society, travel and exploration.** | Jethro Tull played a significant part in the agricultural revolution.  **He was from Oxfordshire.**  A seed drill improved farming and prevented waste.  Agriculture led to people living in settlements.  His inventions were important for cities to grow.  Know the key events in the Grace Darling rescue and be able to sequence them correctly;  give at least one reason for her actions;  recount the story of Grace Darling; be able in role to talk about the feelings of the characters in the story  Know sources of information provide evidence about the past. | Place some key events on a timeline  Organise information about modern and older farming methods.  Explain why Jethro Tulls invention was significant  Name types of settlement.  Suggest why Jethro Tull wanted to be a farmer.  Use the term agriculture correctly  Recount episodes from stories in the past.  Order events on a timeline.  Compare aspects of life in different periods to ours now  use pictures to find out about Grace Darling; | Significant agricultural revolution influential legacy permanent  Steamship heroine gallantry significant society Victorian Lighthouse | Viti to Wantage museum to explore inspiration people from Oxfordshire past.  Physical handling and exploration of old farming equipment.  RNLI introduction |
| Key Knowledge for memory: | Sources of evidence tell us about the past.  Knowledge of two key individuals from recent history.  Inventions and ideas have altered/shaped society today | | | |
| Summer 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Christopher Columbus – **travel and exploration, locations, main events.**  Seaside comparison study – **locations, settlements, culture and pastimes society.** | Christopher Columbus was a sailor and explored the seas to find other lands.  He was not the first person to find America.  Explorers liked to find ‘New Worlds’  Know the Seas he sailed and the places he found  Know some key seasides in the UK.  Know what the seasides were like in the past and why people travelled there. | Identify key events on a timeline  List reasons why sailors and explorers wanted to find new places.  Explore artefacts and justify reasons for what they may be.  Compare Christopher Columbus and Niel Armstrong (Year 1 link)  Understand that seaside resorts have changed over time and explain some simple features of seaside holidays in the past. | Explorer, civilisations, centuries, legacy, colonised | Trip to Bournemouth beach. |
| Key facts for memory: | People travel and explore new places and had an effect on the places they discovered.  People learn about the world around them through exploring and finding artefacts.  Seasides have been an important part on UK past times.  Seaside activities have changed over time (life was different in the past) | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 3 | | | | |
| Autumn 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| **Stone Age –** Settlements, Artefacts, Location | Explore Prehistoric Britain Stone Age  Explore the Stone age village in Okney Island, Scotland  Explore building structures  Place artefacts on a timeline  Know that there may be more than one explanation for a piece of evidence  The oldest period of the Stone Age, the Palaeolithic period which began aprox 2.5 million years ago  The Middle Stone Age is called the Mesolithic period  The Neolithic period, often called the New Stone Age, dates back approximately 8 – 10,000 years  During the Stone Age our ancesters started using tools and weapons made out of stone to help them hunt and eat food  The Stone Age humans started to farm the land  The Stone Age period ended when humans began to use metal to make tools and weapons | Understanding the importance of historical evidence  Describe how people found food during the Stone Age period  Explain the artefacts found at Skara Brae  Understand that humans have lived in Britain for a very long time – placing dates on a timeline  Use information gathered from a range of sources  Select appropriate information from a range of sources  Understand the importance of evidence in history | Ancestors: relatives from long ago  Consequence: result or effect    Nomadic: traveling from place to place  Communal: shared by a group of people  Historical sources: things that give information about the past  Climate: weather conditions of a place | Make Stone Age settlements using clay |
| Key facts for memory: | The stone Age began about 2.6 million years ago  The importance of Stonehenge and its purpose. Stonehenge was used to study the movements of the Sun and Moon, a place of healing.  The circles in Stonehenge played an important part in the religious life of the British people.  Settlements are places where people live and sometimes work.  During the early Stone Age period people moved around often compared to the later part of this period when the climate warmed people started building permanent homes to live in near land that they could farm | | | |
| Spring 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Bronze Age – travel and exploration, settlements, artefacts and beliefs    Iron Age – travel, settlements, conflict, food and farming and beliefs | People began to travel great distances trade with other settlements  The bronze Age was the period immediately after the Stone Age and when metals like bronze started to be used  The Bronze period started approximately 2100 BCE in Britain  As people travelled, they settled in new places, bringing their customs and beliefs with them  How Stonehenge was built  Exploring artefacts and the materials they were made from  People called the celts travelled across Europe to trade and many settled in Britain  Understand the Celts beliefs and culture and that it is still present today in Ireland, Scotland and Wales  Learn about how the use of iron is significant because of changes to farming and conflict.  Learn about hill forts and the style of houses in the Iron Age  Iron is found in rock called iron ore and is made by heating the ore to a very high temperature  Iron is harder than Bronze  Tools, axes, cooking equipment, weapons and artworks were made using Iron  Iron allowed for more land to be farmed including areas that had hard soil  Weapons made from Iron played a significant part in the conflicts between clans, tribes and civilisations  The development of Iron weapons is significant because it gave the celts, from Europe, a big advantage in battle | Describe what makes Bronze Age significant  Create and annotate a timeline of the bronze age and Iron age  Using a timeline and some historical language, provide an overview of the changes taking place in this time period  What is significant about the Iron Age  Name the tribes who settled in Britain during this era  Give an overview of the key changes from Stone Age to Iron Age, focusing on food, farming and settlements  Explain the effects of Iron Age tools and weapons had on society  Describe a round house  Describe the process by which iron is made  Explain the types of weapons the Iron Age worriers used and the affects this had of civilisation | Societies: people living together in organised groups  Ancient: from a long time ago  Trade: buy, sell or exchange goods  Custom: a traditional way of doing something  Archaeologists: people who study the past by examining remains and objects  Ore: a rock that metal comes from  Consequence: result or effect  Civilisation: organised groups of people with their own culture  Specialist: with knowledge in a particular field  Efficient: with minimum wasted energy  conquest: conquering a country or group of people  Legacy: something left behind after death  Fortified: protected against attack | Make and play knucklebones  Make weapons  The girls cook bread  The boy train as worriers (fencing) |
| Key Knowledge for memory: | The bronze age was the period immediately after the stone age, a time when metals like bronze was used. This era of history began in Britain approximately 2100 BCE.  The Iron Age was formed approximately 800 BCE until the Roman Conquest of 43 CE.  Understand how weapons and tools were developed due to the materials available and how this influenced the settlements.  Bronze was used during the Bronze Age and Iron was used during the Iron Age.  800 BCE the first hill forts were built in Britain  500 BCE the celts arrived in Britain | | | |
| Summer 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Egyptian clues from the past – location, artefacts, society, settlements, beliefs | The significance of the Rosetta Stone and the finding in 1799  Explore hieroglyphs and Egyptians use of papyrus  Know and understand the importance of pyramids and tombs and temples, decorating them with pictures, paintings and carvings  This great civilisation continued until the death of Cleopatra VII in 30BCE when Egypt fell to the Roman Empire  Explore the discovery of the Tutankhamun’s burial mask  Understand the method used to preserve the dead and who this was for. The Egyptians believed in immortality and developed complex burial rituals  Pyramids were built to bury Ancient Egyptian kings and queens. They were designed to be a comfortable place to enjoy the afterlife as well as acting as a display of power and wealth  2560 BCE Great Pyramid at Giza completed  2200 BCE ed of the pyramid era | Explain why the Ancient Egyptians were able to settle near the Nile  List some influential artefacts from the Ancient Egyptian era  Place Ancient Egypt on a timeline  Ask valid questions about changes, cause, similarity and differences  Understand the religious reason behind mummification  Label a timeline with dates from Ancient Egyptian era  Describe what an archaeologist does  Describe how a body was prepared for burial. Why was it important to preserve the body in this way?  List the things needed in order to enter the afterlife | Immortality: the ability to live forever  Rituals: religious services that follow set patterns  Archaeologists: people who study the past be examining remains and objects  Canopic jars: containers holding organs from a body  Sarcophagus: decorative containers for a body  Mummy: preserved body  Temples: places of worship  Architects: people who design buildings  Hieroglyphs, Tutankhamen, Pyramid, Temple, Tomb, God and Goddess, mummification | Ashmolean Musuem |
| Key facts for memory: | Egyptians were the first civilisation to invent writing – using hieroglyphs.  To understand the importance of pyramids, tombs and temples  The significance of the Tutankhamun’s mask.  Egyptians was from 3100BC – 30BC.  To know when and who found Tutankhamun’s mask and that he was a significant king because he ruled from such a young age.  The rich such as the Pharaohs, King and Queens were mummified.  Their insides were removed and replaced with nutrone to preserve their bodies.  The bodies were then wrapped in cloth and placed in a tomb.  The Rosetta Stone had three languages written on it.  2560 BCE Great Pyramid at Giza completed  2200 BCE ed of the pyramid era | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 4 | | | | |
| Autumn 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| The Roman Britain  **Artefacts, main events, culture and pastimes, society, beliefs, travel and exploration.** | Know when Romans conquered Britain.  Name the Roman Emperors who came to Britain.  Know how Roman society was structured.  Know what the word ‘territory’ means.  Know who Boudicca was and how she resisted the Roman invasion. | Place events, artefacts and historical figures on a timeline.  Understand the difference between primary and secondary sources.    The Roman influence in Britain.  Explain the reasons why the Romans left Britain.  To understand why Hadiran's wall was built.  Ask questions about Roman artifacts and explore what they can tell us about Roman life in Britain.  Plot significate events of the Roman invasion on a timeline.  Compare how the Romans lived with modern day lives. | Kingdoms, Empire, turmoil, frontiers, territory, constitution, dictator, assassinated, emperor, sanitation, resistance, archaeologists. |  |
| Key facts for memory: | Know the Romans came to Britain over 200 years ago and invaded in 55BC.  Know the Roman governments were organised into senates, assemblies and had an emperor.  Know Boudicca resisted Roman rule and the battles that were fought. | | | |
| Spring 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
|  |  |  |  |  |
| Key Knowledge for memory: |  | | | |
| Summer 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Anglo-Saxons  **Conflict, main events, beliefs, culture and pastimes, artefacts.**  Vikings  **Conflict, main events, beliefs, location, settlements.** | Know what the word ‘descendent’ means.  Know the impact King Alfred had on the Anglo-Saxon rule.  Know the tribes which made up Anglo-Saxon Britain.  Know where Anglo-Saxons were originally from.  To know how the Anglo-Saxons enforced law and order in Britain.  Know how Vikings brought Anglo-Saxon rule to an end.  Know why Viking longships made Vikings such capable raiders and invaders.  Know why some Vikings changed their beliefs to Christianity.  Know where the Vikings first raided in Britain. | Locate key periods on a timeline, showing how they overlap.  List the names of tribes that settled in Britain after the Roman army left.  Explain reasons why Anglo-Saxons came to Britain.  Explain how rule over England changed during Anglo-Saxon times.  Explore what the burial site at Sutton-Hoo tells us about Anglo-Saxon beliefs.  List values in the Anglo-Saxon heroic code.  Explore local links to Anglo-Saxton history with links to King Alfred.  Explore the impact the Battle of Ashdown had on the local area.  Identify the links between the Anglo-Saxons and Vikings.  Compare famous Anglo-Saxon and Viking rulers.  Explore where Vikings originated and navigated their expeditions.  Explain what made the Viking longboat such an important feature in battle.  List the materials Vikings traded.  Explain how Viking beliefs were different from Christian beliefs.  Compare and contrast a raid and a conquest. | King Alfred, Anglo-Saxon, Viking, invade, settle, Descendants, stability, collapse, conquered, chaos, allegiance, medieval, upheaval, Christianisation, literature, legacy, pagan, tribe.  Valhalla, warrior, Odin, Scandinavia, Danegeld, colonised, raid, navigation, longship, Battle of Hastings, Sutton Hoo, burial, Duke of Normandy, conquest, compare. |  |
| Key facts for memory: |  | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 5 | | | | |
| Autumn 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Ancient Greeks  Society, Artefacts, Main events, culture and pastimes, location, settlements, beliefs, conflict | * Where Ancient Greece was. * To understand how Ancient Greece was organised and governed. * What objects have survived from Ancient Greece * The impact of the Greeks writing things down * The influence that Greek culture had on Rome * To understand Ancient Greek democracy and its impact * Ancient Greek beliefs * Understand daily life in Ancient Greece * Know about Alexander the Great * To know about cultural achievements of Greece and the Olympic Games | Use evidence from various sources to talk about changes.  Ask questions about change, cause similarities and differences.  Understand the concepts of continuity and change overtime representing them along with evidence along a timeline.  Use appropriate historical vocabulary to communicate, including:  • dates  • time period  •Era  • chronology  • continuity  • change  • century  • decade  • legacy. | Democracy, citizens, historical sources, civilisations, democratic, generation, demi god, techniques, amphoras, lekythos, literature, architects, friezes, acoustics, engineering, inherited, empire, legacy, conquest, Hellenisation , Europe, city states, | History box, historic workshop, museum visit, virtual tours to major museums. |
| Key facts for memory: | * Europe, 1200BCE – 323BCE, Athens was the first direct democracy, The different city states that existed in Ancient Greece. Ancient Greeks believed in 3 generations of gods. Alexander III of Macedon was better known as Alexander the Great, He was undefeated in battle | | | |
| Spring 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| World War 2  Conflict, location, main events, society | The Anglo Saxons in 2023 due to children already having studied WW2. |  |  |  |
| Key Knowledge for memory: |  | | | |
| Summer 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| The Victorians  Society, location, main events, beliefs, travel and exploration, artefacts, culture and pastimes  Settlements, food and farming, conflict, artefacts | * The Victorian era was from 1837 until 1903. * The Industrial Revolution saw significant growth in steam-powered machinery. * To know that cities became overcrowded with factories and houses and that children had to work. * The lives of rich and poor were very different in Victorian times. * The Victorian era was a period of exploration and discovery. * Britain became the most powerful nation on Earth as the empire grew. | * Use a timeline to identify significant events in the Victorian era. * Compare and contrast conditions in factories and houses at the beginning of Victoria’s reign to those towards the end. * Describe the difference between the lives of the rich and the poor in the Victorian era. * List some significant technological innovations during the Victorian era. * Explain some of the consequences, positive and negative, of Britain’s empire. | Empire, revolution, innovations, workforce, economy, missionaries, uncharted, exploration | History box, historic workshop, museum visit, virtual tours to major museums. |
| Key facts for memory: | The Victorian era is the name given to the period of Queen Victoria’s reign.  New inventions and discoveries were made that changed the way in which people lived.  The British Empire grew, and Britain came to rule over a quarter of the world’s population.  Many children worked in mines and factories but lots more children also began to attend school. | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year 6 | | | | |
| Autumn 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| The Mayan  Location, artefacts, main events, culture and pastimes, settlements, beliefs | * Know where in the world The Ancient Maya lived. * Know when the Ancient Maya lived. * Know about the different time periods of the Ancient Maya civilisation and how life was different for the Maya at these different times. * Know how the landscape of the region affected trade. * Know how the Maya settlers survived and thrived in the rainforest. * Know how the Maya were organised into city states. * Understand how maize was so important to the Maya people. * Know that the Maya worshipped different gods. * Know some key inventions of the Ancient Maya. | * Be able to place events on a time line of Ancient Maya events. * Explain what makes The Maya a significant ancient civilisation. * Be able to describe some of the farming methods the Maya used. * Use evidence from various sources to talk about changes. * Explain, using historical language, the changes which took place between 1800 BCE and 900CE in Maya civilisation. * Be able to give an overview of the characteristic features of a Maya city. * Be able to compare and contrast with their knowledge of Central America today. | Architects, agriculture, expansion, yields, sacrifice, ceremony, anthropologists, innovations, codices, conquistadors, abandoned , overpopulated, uninhabitable, traditions, irrigation, terracing, architects, agriculture, expansion, yields, maize, |  |
| Key facts for memory: | * The Maya are native Americans of Central America, who built a great civilisation in the tropical rainforest that lasted for over 2000 years. * The earliest Maya settlements were built in about 1800 BCE. * The golden age of the Maya was between 250 and 900 CE. * The Ancient Maya civilisation was split up into: The Pre-Classic, The Classic, The Post-Classic and The Spanish conquest. * The Maya people became expert mathematicians and were skilful astronomers and architects. * They invented the game of Pok-A-Tok. * The Maya still live in the same areas of Central America today, continuing many of their historical traditions. | | | |
| Spring 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Medicine - A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.  Beliefs, travel and exploration, main events, society, artefacts |  | * Use sources of evidence to deduce info about the past * Select suitable evidence sources * Seek out and analyse evidence in order to justify claims about the past * Understand that no single sources answers all the questions. * Describe characteristics and features of the past – ideas, beliefs, attitudes towards men and woman. |  | Visit to King Alfred’s for a heart dissection lesson with their science department. |
| Key Knowledge for memory: |  | | | |
| Summer 1 and 2 Themes and focus schema | Knowledge | Skills | Key Vocabulary | Cultural Capital opportunities |
| Tudors  Society, conflict, main events, beliefs, travel and exploration, artefacts, culture and pastimes |  |  |  |  |
| Key facts for memory: |  | | | |