

Year Group	Substantive Knowledge	Disciplinary Knowledge	Vocabulary	Resources
<p>Reception autumn</p>	<p>Autumn - 1 <u>Communication and Language</u> -Know and begin to understand the words: past, present and history. - Know that questions require a response.</p> <p><u>Understanding the World</u> -Know who is in their family -Know that there are lots of different types of families. -Know that relatives are people they are related to. -Know Robert Peel is an important person in history. Know that Robert Peel is a local person of interest.</p> <p>Autumn - 2 <u>Communication and Language</u> -Know and understand the words: past, present and history.</p> <p><u>Understanding the World</u> -Know that events happened in the past, before they were born. -Know about the symbol of the poppy for Remembrance Day. -Know that soldiers who sadly died are remembered on Remembrance Day. -Know that taking part in Remembrance Day 1 minute silence is a sign of respect. -Know that Guy Fawkes is associated with Bonfire Night.</p>	<p>Autumn - 1 <u>Communication and Language</u> -Use a wider range of vocabulary from the vocabulary list. -Understand why questions.</p> <p><u>Understanding the World</u> -Talk about who is in their family. -Talk about what they do as a family. -Talk about what their parents and grandparents did in the past. -Find out about the life history of other people (relatives). -Find out about the life of Sir Robert Peel and the local connection to the Police and Hospital in Tamworth. -Find out about Guy Faulks and Bonfire Night.</p> <p>Autumn - 2 <u>Communication and Language</u> -Begin to express a point of view in regards to their likes and dislikes.</p> <p><u>Understanding the World</u> -Children watch video clips about remembrance that are age appropriate Talk about the soldiers and what they did to help us live as we do now. Take part in a 1 minute silence for Remembrance day. -Find out about Guy Faulks and Bonfire Night.</p>	<p>today, yesterday, tomorrow, the present, the past, the future, lifetime, calendar, next, birthday</p> <p>day, week, month, year, long ago, old, history,</p> <p>parent, grand-parent, great grand-parent,</p> <p>memory, remember, poppy, people, lives</p>	<p>Family dolls, puzzles, books,</p> <p>Remembrance video, Remembrance books, poppies, uniforms, helmet, bonfire display, bonfire video.</p>
<p>Reception spring</p>	<p>Spring 1 <u>Communication and Language</u> -Know new vocabulary about the past.</p> <p><u>Understanding the World</u> -Know that transport and vehicles were different in the past. -Know their personal life experiences and their own past (they used to be baby and have grown). -Know that people at different ages need different things, e.g. a baby compared to a school child.</p> <p>-Know that toys have changed over time (Victorian to modern day).</p> <p>-Know that Mary Anning found fossils which tell us about dinosaurs. - Know the meaning of extinct, and how dinosaurs do not exist anymore.</p>	<p>Spring 1 <u>Communication and Language</u> -Ask questions to find out more and to check they understand what has been said to them. -Describe events from the past</p> <p><u>Understanding the World</u> -Describe how vehicles were different in the past. -Talk about different family members and how they fit into their lives. -Compare old and new toys. -Find out about the life of Mary Anning. -Talk about how fossils are found.</p>	<p>the present, the past, the future, lifetime, long ago, old, new/recent, history, modern</p> <p>clue, artefact, memory, materials, same/different, change, people, lives, fossils</p>	<p>Different types of transport toys, a range of old toys, fossils, role play museum, clay, videos and books.</p>

Reception summer	<p>Summer 1 <u>Communication and Language</u> -Know that non-fiction books are factual. -Know that information can be retrieved from books, the internet and people.</p> <p><u>Understanding the World</u> -Know that all humans, plants and animals change as they grow up. -Know that David Attenborough makes programs about wildlife and done so for many years.</p>	<p>Summer 1 <u>Communication and Language</u> -Retell a story to build familiarity and understanding. -Use new vocabulary in different contexts. -Look at non-fiction books.</p> <p><u>Understanding the World</u> -Make observations about how they have grown up (changes since they started school) -Find out about the life of David Attenborough.</p>	<p>the present, the past, the future, lifetime, calendar, next, birthday, history, modern</p> <p>clue, artefact, memory, change, people, lives, nature</p>	<p>Non-fiction books, videos by David Attenborough, Learning journeys.</p>
Y1 autumn	<p>Autumn 1 –School Days – significant events beyond living memory. How has school changed since Victorian times?</p> <ul style="list-style-type: none"> - Know that Queen Victoria was queen from 1837-1901. -Before 1876, children in Britain did not have to go to school and many children would have worked. -1876 – The Sandon act changed the law so that all children between the ages of 5-10 had to go to school. -1891 – School was made free to all children. - Girls and boys were taught in separate classes. - Victorian people did not have electricity or central heating. -Children did not have access to stationery or modern technology. -Children were all taught in the same room. They were not divided into year groups. -Older children often helped younger children to learn. -Most children left school much earlier. -Teachers were much stricter and could use smacking or the cane to discipline children. 	<p>Autumn 1 –School Days – significant events beyond living memory.</p> <ul style="list-style-type: none"> -Describe similarities and differences between Victorian schools and schools today. -Use photographic evidence and historical books to find out about the past. -Describe what life was like for a Victorian child based on historical evidence. 	<p>Victorian, Britain, Similarities, Differences, Education Law</p>	<p>Images and artefacts from a Victorian classroom. Games and toys from the Victorian period. Photographs and accounts of classrooms and children from the past to compare and contrast.</p> <p>History Squad Visit - Victorians</p>
Y1 spring	<p>Spring 2- Magnificent Monarchs – significant individuals/ changes within living memory. What is a monarch? How has life changed during Queen Elizabeth II’s rule?</p> <ul style="list-style-type: none"> - A monarch is a king or queen and rules a kingdom. -Queen Elizabeth II is the longest reigning monarch in British history and has ruled during some of the biggest changes of the 20th and 21st centuries. -Monarchs’ names are followed by a number if there has been another king or queen with the same name. - Know her father was King George VI and her mother was called Elizabeth. -Know that the Queen married Prince Phillip in 1947. -Queen Elizabeth II became queen in 1952. -Know that her eldest son (Prince Charles) will be king after the queen. -Know some of the changes in Britain during the queen’s rule (focus on technology). 	<p>Spring 2- Magnificent Monarchs – significant individuals/ changes within living memory.</p> <ul style="list-style-type: none"> -Describe the main events of Queen Elizabeth II’s life. -Use photographic evidence and historical books to find out about the past. -Describe changes to technology in the last 100 years. -Create a physical timeline of technology over time. 	<p>Monarch, heir, King, Queen, Princess, Prince, succession / succeed, royal , crown.</p>	<p>A range of relevant, age appropriate historical texts. Vocabulary and key terms on display. Video of Coronation. Simple royal family tree.</p>

<p>Y2 autumn</p>	<p>Autumn 1 – Bright Lights, Big City - significant events beyond living memory. Why was the Great Fire of London a significant event? How did the city change as a result of the Great Fire? How are buildings from 1666 different to buildings from today?</p> <p>-The great fire of London broke out in 1666 in a Bakery on Pudding Lane. -It destroyed most of the city. -Buildings in 1666 were built closely together and mostly of wood. -The fire also helped to end an outbreak of plague (disease) in the city by killing a lot of the pests. -After the fire, all buildings in London had to be made out of stone. Streets were made wider to prevent fire from spreading.</p> <p>Autumn 2 - Significant People - lives of significant individuals How did these significant people change the world?</p> <ul style="list-style-type: none"> - Rosa Parks - Florence Nightingale - Robert Peel <p>-Rosa Parks was an activist who protested against the treatment of Black people in America. She was arrested for refusing to give up her seat to a white man on the bus. This caused many people in America to refuse to use buses. Her story helped to inspire the civil rights movement in America.</p> <p>-Florence Nightingale was a British nurse who helped to improve conditions in hospitals. She started making these changes during the Crimean war – making army hospitals cleaner and better equipped. During this period, she was given the nickname ‘the Lady with the Lamp’.</p> <p>-Sir Robert Peel was an MP and later became prime minister. He is famous for creating the first police force in London (the Metropolitan Police).</p>	<p>Autumn 1 – Bright Lights, Big City - significant events beyond living memory. -Understand the meaning of the term ‘significance’ within a historical context. -Be able to describe some of the causes of a historical event. -Be able to describe some of the consequences of an important historical event. -Make comparisons and describe changes between the past and the modern world.</p> <p>Autumn 2 - Significant People - lives of significant individuals -Be able to describe some of the ways in which historical figures impacted their contemporary societies. -Be able to describe some of the ways that significant historical figures have changed and influenced the modern world.</p>	<p>Disaster, parliament. cause, effect, reason, significance, importance, aftermath.</p> <p>Significant individual, impact, effect, importance, lifetime, discover, achieve succeed, awards.</p>	<p>-Map/picture of 1600s London. -Diary of Samuel Pepys adapted for KS1 (BBC bitesize) -Examples of historical fire-fighting equipment. -Different historical accounts of the Great fire.</p> <p>-Display with a range of portraits of famous historical individuals examined during the topic. -A timeline from c.1700 to modern day to place portraits on as each individual is introduced. -Vocabulary cards printed for display. (significance, impact, legacy, etc.)</p>
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<p>Y2 summer</p>	<p>Summer 1 - Land Ahoy! - events beyond living memory that are significant globally Who were the pirates and why were they important? How and why did people become pirates?</p> <p>-Pirates were sailors who illegally attacked other ships, stealing their cargoes, kidnapping people. -They were most prevalent between 1650 and 1730. -Many sailors became pirates after being stranded in the Caribbean when a war against Spain ended. -Edward Teach (Blackbeard) was a skilled sailor and pirate who became very rich through piracy. He did this by scaring the crews of the ships he attacked rather than killing them. He was eventually captured and killed by the British navy.</p> <p>Summer 2 - On the Beach - lives of significant individuals How did these significant people change the world? Grace Darling</p> <p>-Grace Darling was an English lighthouse keeper’s daughter who helped to rescue 9 members of the crew of the Forfarshire in 1838. -She helped to improve people’s awareness of safety at sea. She was awarded a medal for her bravery and was given a reward by the queen.</p>	<p>Summer 1 - Land Ahoy! - events beyond living memory that are significant globally</p> <p>-Be able to describe important events and groups from history using an increasing range of historical vocabulary. -Be able to place significant historical events on a timeline. -Be able to describe and understand some of the reasons which drove historical peoples and groups to act in the ways that they did.</p> <p>Summer 2 - On the Beach - lives of significant individuals</p> <p>-Be able to describe the actions of a historical figure and the effect that they had on their contemporary society.</p>	<p>Pirate, piracy, captain, sailor, ship, criminal, pardon, navy.</p> <p>Community, maritime, account / recount, significance, impact.</p>	<p>-Map of the Caribbean. -Images of and famous pirates and ships. -Flags from the period (Union Jack, Spanish, French, Dutch and Portuguese) -Dressing up resources for the children. -Cross-section diagram of a tall ship, -Different representations of pirates from different periods</p> <p>History Squad Visit – Pirates</p> <p>-Map and images of a coastal region of the UK. -Photographs, drawings and images of coastal life in the past. -Artefacts relevant to coastal life in the past.</p>
<p>Y3 autumn</p>	<p>Autumn 2 - Stone Age, Bronze Age and Iron Age - changes in Britain from the Stone age to Iron age How did Britain change from the Stone age to the Iron age?</p> <p>-The stone age took place over 4,500 years ago. It is split into 3 main periods: the Palaeolithic, Mesolithic and Neolithic periods. -The bronze age in Britain began around 2,300BC. Bronze is mixture of copper and tin. It could be cast and hammered to make tools and weapons. - Bronze does not rust, many artefacts have survived and been found by archaeologists. - The Iron Age began in Britain about 2,800 years ago. -Iron is a harder metal than bronze. It is more common, but harder to make. Iron rusts, so ancient iron has not survived as well as bronze.</p> <p><u>Stone age settlements (Skara Brae)</u> -Skara Brae is a Neolithic settlement in the Orkney Isles, Scotland. -It was discovered when a storm blew away a layer of soil which covered it. -Most things in the village, including beds, cupboards and chairs were built out of stone. This means that they have been preserved very well. -The settlement had running water, toilets and a sewage system which drained into the sea.</p> <p><u>Bronze age (Stonehenge)</u> -Stonehenge is a monument which was completed during the bronze age in Britain.</p>	<p>Autumn 2 - Stone Age, Bronze Age and Iron Age - changes in Britain from the Stone age to Iron age</p> <p>-Be able to describe some of the defining characteristics of a historical period. -Make judgements about artefacts in order to place them within a historical period. -Understand and describe some of the ways in which archaeologists and historians investigate the past. -Use historical information to imagine and describe what life in the past may have been like. - Understand how archaeologists use artefacts to support their ideas about what the past was like. - Be able to describe how changes in technology changed a historical society over time. -Begin to show understanding of key historical concepts such as war, invasion and settlements. -Understand and demonstrate how BC/BCE dates are used on a timeline.</p>	<p>Prehistoric Stone, Bronze, Iron Age Settlement Agriculture Society Artefacts Millennia BC Archaeologist</p>	<p>-Examples of Stone Age materials – leather, fur, flint, wood, bone, antler, granite. -Examples of cave paintings. -Images of Stone age settlements (Skara Brae, Stonehenge) -Relevant theme books focusing on the Stone Age, prehistory, Stonehenge, etc.</p>

	<p>-It was a religious centre for the people of Britain. Many historians believe that it was used as a place of healing, but there are many different historical interpretations about this.</p> <p>-Many artefacts have been found at Stonehenge, suggesting that prehistoric people journeyed there from all over Europe.</p> <p><u>Iron age hill forts (Maiden Castle)</u></p> <p>-With improved tools and weapons, the Celts in Britain farmed larger areas, built larger cities, fought bigger wars, and were able to build more impressive fortifications.</p> <p>-Maiden Castle is a hill fort in Somerset. It was built between 600 and 450BC and is the largest hillfort in Britain.</p> <p>-It was used to defend against attacks from other Celtic tribes and later, against the Roman invaders.</p>			
Y3 Spring	<p>Spring 2 - Rocks, Volcanoes and Earthquakes - Knowledge of the past is constructed from a range of sources, artefacts</p> <p>How does Pompeii help us to learn about the past?</p> <p>-Mount Vesuvius erupted in 79AD. It blasted millions of tonnes of rock, ash and lava into the sky, which rained down onto the city of Pompeii.</p> <p>-The eruption buried the city in ash. This coating of ash preserved the remains of hundreds of people and artefacts, which were later discovered by archaeologists.</p> <p>-These discoveries have given us a great deal of information about what life was like during this period of Roman history.</p>	<p>Spring 2 - Rocks, Volcanoes and Earthquakes - Knowledge of the past is constructed from a range of sources, artefacts.</p> <p>-Be able to match historical suppositions to the artefacts which informed them.</p> <p>-Describe, in increasing detail, how historical artefacts help inform the research of historians and archaeologists.</p>	<p>catastrophe, archaeologist, collapse, excavation, preserved, Roman.</p>	<p>-Biographical information and portrait of Mary Anning.</p> <p>-Example Roman artefacts and images of the excavations at -Pompeii (age appropriate – some can be upsetting!)</p> <p>-Mount Vesuvius location on World Map.</p> <p>-Possible mock-up of Pompeii excavation (sand, brushes, trowel, artefacts from history store).</p>
Y3 Summer	<p>Summer 1 Ancient Greece - (Greek life and achievements)</p> <p><u>How did the ancient Greeks impact the western world?</u></p> <p>-Ancient Greece existed from around 1200BC to around 600AD.</p> <p>-It was the most advanced civilization in Europe before the Romans.</p> <p>-Many of the ideas which we view as important today (democracy, mathematics, science, etc.) originated in ancient Greece.</p> <p><u>What did the ancient Greeks believe?</u></p> <p>-The ancient Greeks had many gods such as Zeus, Poseidon, Apollo and Aphrodite.</p> <p>-These gods were believed to live on Mt Olympus and interfered in the lives of people. They could be influenced by worship and sacrifices.</p> <p><u>Where did the Greek Empire spread to and how did it end?</u></p> <p>-Greece was not one country like today, but instead made up of many different 'city-states'. These were like small countries but based around one city. The most famous of these were Athens and Sparta.</p> <p>-The Greek empire spread over a wide area of the Mediterranean world, including Egypt, Persia parts of the Middle East and eventually spread as far as Northern India under Alexander the Great.</p> <p>-Ancient Greece was eventually taken over by the Romans, who spread many of their ideas into Europe and the wider world.</p>	<p>Summer 1 Ancient Greece - (Greek life and achievements)</p> <p>-Be able to place both BC and AD dates, in order, on a timeline.</p> <p>-Be able to describe the defining features of a historical period or society using an increasing amount of historical vocabulary.</p> <p>-Recognise and describe some similarities between a historical society and the modern world.</p> <p>-Describe the belief system of a historical society and be able to describe some of the ways which this influenced its people.</p>	<p>Democracy, myth/legend civilization, decline City-state, temple, warfare, battle, philosophy, belief, Empire.</p>	<p>-Map of the Ancient Greece</p> <p>-Images and diagrams of ancient Greek locations, people, art and artefacts.</p> <p>-Definitions for important Greek vocabulary.</p> <p>-Timeline of Ancient Greece</p> <p>-Relevant theme books focusing on the classical era</p> <p>-Names and images of Greek Gods and legendary figures.</p> <p>History Squad Visit – Ancient Greece</p>

<p>Y4 autumn</p>	<p>Autumn 1 - Roman Britain (the Roman Empire and its impact on Britain) <u>Invasion by Julius Caesar and Claudius.</u> -Britain was first invaded by Julius Caesar in 55BC and later in 54BC. Both times he stayed for a short period. -Claudius invaded Britain in 43AD and, after defeating the Celts, began to settle in Britain. <u>What made the Roman Army so powerful?</u> -The Roman army was well organised, supplied and trained. -They were divided into legions. A legion was made up of 5,600 soldiers and 200 auxiliaries (local fighters). These were divided into about 9 cohorts of 480 men. Each cohort was divided into 6 centuries of around 80 men, led by a centurion. These were also divided into 10 contubernia of 8 soldiers each. (Maths link) -Roman armies were also excellent builders, constructing roads and fortifications wherever they went. -Romans also used powerful siege weapons such as ballistae and catapults. <u>Boudica and the Celts.</u> -Boudica was the head of the Iceni tribe – a group of Celts based in what is now East Anglia / Norfolk. -Her husband Prastagus had been a friend to Rome, but when he died, the Romans took his lands and property for themselves. Boudica and her daughters were cruelly treated by the Romans when they protested. -In response, Boudica led a rebellion against the Romans. They completely destroyed Camulodunum (modern Colchester), and London, killing any Romans that they encountered. -Boudica’s army was later defeated by the Romans, led by Gaius Suetonius Paulinus. -Rather than face capture, Boudica poisoned herself. <u>Impact of the Romans on Britain.</u> -The Romans left a lasting impact on Britain including: -Founding many cities (Chester, London, Bath, York, Colchester, Cirencester and more). -Establishing the earliest roads (the A5 is built almost entirely on top of a Roman road). -Bringing Christianity to the British Isles and destroying the druid religion of the Celts. -Bringing the idea of money and coins. -Our calendar. -Latin and writing.</p>	<p>Autumn 1 - Roman Britain (the Roman Empire and its impact on Britain) -Be able to place both BC and AD dates, in order, on a timeline with increasing independence. -Be able to describe the defining features of a historical period or society using relevant historical vocabulary. -Begin to be able to explain the impact and effects that a historical civilization had on the people and places that it invaded. -Compare different contemporary historical civilizations, finding similarities and differences between them and beginning to give historical explanations for them. - Describe the significance of a historical civilization in relation to its effect on modern world. - Begin to make comparisons between different historical interpretations about a historical event, person or group.</p>	<p>Empire, Emperor, invasion, settlement, conquest, army, legion, century. Tribe, native, Briton, Celt, Iceni, Druid.</p>	<p>-Map of the Roman Empire with historical and modern day names of countries. -Images and diagrams of Roman and Celtic locations, people, art and artefacts. -Definitions for important Roman vocabulary. -Timeline of Roman Britain. -Images of famous historical figures such as Boudicca and Caesar. -Relevant theme books focusing on Roman Britain, the Celts, the Roman Empire, the legions, etc. -Names and images of Roman Gods -Examples of Roman / Celtic Artefacts.</p>
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<p>Autumn 2 - Anglo Saxons (Britain's settlement by Anglo-Saxons and Scots) <u>Why did the Romans leave?</u> -The Romans left Britain around 410AD. Increasing attacks against their homeland from a tribe called the Visigoths. To protect Rome, the Legions were called away from Britain – with Roman cities in Britain told to 'look to their own defences'. -After they left, Britain came under the control of local warlords and broke apart into small Kingdoms. <u>Scots invasion from Ireland to north Britain.</u> -With the Romans gone, tribes of Gaelic people from Ireland invaded parts of Western Scotland and settled there. They displaced many of the locals and formed their own villages and towns. They went on to form the kingdom of Scotland. <u>Who were the Saxons and where did they come from?</u> -Saxon is a broad term which is used to describe the peoples of North Western Europe. There were 3 main groups of Saxon peoples: the Saxons, Angles and Jutes. They came from what is now Germany, Denmark and the Netherlands. -After the Romans left, the large cities and towns of Britain were left undefended and vulnerable to attack by returning tribes of Gaelic peoples. -To defend against these raids, Saxon mercenaries (soldiers who fight for money or rewards) were hired to fight against the Gaels. <u>Invasion, settlements and the creation of the 4 kingdoms.</u> -The Anglo-Saxons soon decided to settle in Britain, migrating from their homes in Europe and taking over large parts of England – displacing many of the native British peoples into Wales and Scotland. -The different groups of Anglo-Saxons fought for control of Britain, forming over time into 4 major kingdoms: Wessex, Mercia, East Anglia and Northumbria. These kingdoms were constantly at war over land and resources. <u>Anglo Saxon art and culture.</u> -Anglo-Saxon art is mainly represented in metalwork and jewellery buried as grave goods or in hoards; or in the pages of illuminated manuscripts created after their conversion to Christianity. -Saxon metalwork uses a similar style to Celtic artefacts and often depicts animals, mythical figures or geometric patterns. -Anglo-Saxons elected their own kings from amongst their ealdormen (local lords) and were quite democratic compared to later medieval societies. They also held courts and meetings (witans) to decide the laws and hold trials. <u>Christian conversion.</u> - Anglo-Saxons were originally pagan – following the same gods and religion as the Vikings. Some early Saxon art shows these pagan figures in intricate metalwork and carvings. -The days of the week in English come from this pagan religion: Monday (moon day), Tuesday (Tyr's day), Wednesday (Woden's day), Thursday (Thor's day), Friday (Frige's day). Saturday comes from the Roman god 'Saturn', and Sunday is named after the Sun. -The Anglo-Saxons later converted to Christianity in the late 600s. This had a huge impact on the culture of the Saxons and brought written records. This conversion slowly spread to most of the Kingdoms of Britain and allowed for greater trade and communication between Britain and Europe.</p>	<p>Autumn 2 - Anglo Saxons (Britain's settlement by Anglo-Saxons and Scots) -Understand and make links between one historical group and another. -Make links between historical events and their causes. -Be able to describe the defining features of a historical period or society using relevant historical vocabulary. -Compare different contemporary historical civilizations, finding similarities and differences between them and beginning to give historical explanations for them. - Describe the significance of a historical civilization in relation to its effect on modern world. - Begin to make comparisons between different historical interpretations about a historical event, person or group.</p>	<p>Invasion, Conquest, Settle / settlers, pagan / heathen, Anglo-Saxon, Kingdom, Medieval, Dark Age, Migration, Christian, Conversion, Native, Britain.</p>	<p>-Map of Britain divided into Saxon Kingdoms – overlay onto modern map of UK. -Images / examples of Saxon art. -Vocabulary cards showing Saxon terms. -Saxon Runes and translation -Images of Saxon hoard / Sutton Hoo artefacts. -Timeline of the Saxon/Viking period – beginning with Roman withdrawal and ending with 1066. History Squad Visit – Anglo-Saxons</p>
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<p>Y4 Summer</p>	<p>Summer 1 - Vikings – Viking and Anglo-Saxons struggle for England <u>Vikings raids and invasions.</u> - The Vikings (also called, Danes, Norse, or Northmen) were a group of Germanic peoples from modern-day Denmark, Sweden and Norway. - They were skilled sailors, craftsmen and traders who were able to travel the coasts of Europe in long, shallow-hulled ships. - They were also renowned as particularly skilled and vicious fighters who were able to conduct quick, hit-and-run raids on coastal cities throughout Europe. -Viking raids on Britain were first recorded in the late 700s, focused in the North East of England and South of Scotland. The raids targeted coastal, religious communities for their abundance of treasure and lack of guards. -Later Viking raids brought settlers to Britain and, in 865AD, a large invading army of warriors landed in the North of England with the purpose of conquering as much of Britain as possible. This was called the ‘Great Heathen Army’. <u>Resistance by Alfred the Great and Athelstan.</u> -Alfred the Great was King of Wessex. After the Kingdoms of Northumbria, Mercia and East Anglia all fell to the Vikings, he was attacked by them and forced into hiding. He eventually managed to rebuild his army and defeated the Vikings at the battle of Edington. -Alfred fortified many towns in the south of England and created many religious centres and schools. -Athelstan was Alfred the Great’s grandson. He was King of Wessex from 924 until 939 and in that period, succeeded in conquering all of the Saxon kingdoms and driving out many of the Scandinavians who had made their homes in these lands. He was the first true king of England. -Viking influence on Britain. -Viking settlers remained in Britain after their leaders were eventually defeated. Their influence can be seen in much of our language and place names today – especially in East Anglia and the North of England. -Viking trade and exploration. -The Vikings were exceptionally talented and courageous sailors. -Their longships allowed them to sail both on the open sea and down rivers with ease, and they could even be dragged across expanses of land if needed. -These ships allowed the Vikings to travel far further afield than other contemporary societies. -Much of Russia was settled by Viking traders who used the rivers to reach Turkey, the Middle East, Africa and even parts of India. Chinese jade has even been found in a Viking woman’s grave in Sweden. -Later Vikings used their skills to discover and settle the far-off lands of Iceland, Greenland, and even parts of North America. -Edward the Confessor, William the Conqueror and 1066. -Edward the Confessor was King of England between 1042 and 1066. -He came to the throne after fighting against a new generation of Viking lords, and made important improvements to the security of England by winning victories against the Welsh, Scottish and Viking invaders from Dublin. -After his death, a power struggle in England saw his wife’s brother, Harald Godwinson, take the throne. -At the same time, Harald Hardrada, a powerful Viking King had decided to invade Northern England to take back lands lost to the Saxons. -The power vacuum also encouraged William, the Duke of Normandy, to attack England. He claimed to have been promised the throne by Edward, who had never had children. -Hardrada was defeated by Godwinson at the battle of Stamford bridge. His army was utterly destroyed and Hardrada was killed.</p>	<p>Summer 1 - Vikings – Viking and Anglo-Saxons struggle for England -Understand and make links between one historical group and another. -Make links between historical events and their causes. -Be able to describe the defining features of a historical period or society using relevant historical vocabulary. -Compare different contemporary historical civilizations, finding similarities and differences between them and beginning to give historical explanations for them. - Describe the impact that a historically significant event had upon contemporary historical societies. - Begin to make comparisons between different historical interpretations about a historical event, person or group. - Describe changes brought about by a significant historical individual and explain their importance within a historical context.</p>	<p>Invasion, Conquest, Settle / settlers, pagan / heathen, Anglo-Saxon, Kingdom, Medieval, Dark Age, Migration, Christian, Conversion, Native, Britain. Scandinavia, trade, slaves, raid, exploration.</p>	<p>-A map of 8th Century Britain and Scandinavia showing the Saxon Kingdoms of Northumbria, Mercia and Wessex and where the Vikings travelled. -Pictures and illustrations of Viking artefacts and creations (long ships, longhouses, weapons, jewellery, etc.) -Definitions of Viking vocabulary. -Runic alphabet (futhark) -Timeline of the Viking age, beginning with the end of Roman Britain and ending in 1066. -Relevant theme books focusing on Saxons, Vikings, Scandinavia, Norse gods, Iceland, etc</p>
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	<p>-Godwinson then had to march South to face the invading Normans, who had crossed the channel to land at Hastings.</p> <p>-The battle of Hastings was a defeat for Godwinson, who was hit in the eye with an arrow and died.</p> <p>-The Normans took control of England. 1066 is considered to be the end of the Viking period.</p>			
<p>Y5 Autumn</p>	<p>Autumn 2 - The Solar System – Significant events</p> <p><u>Why was the space race significant?</u></p> <p>-The Space Race was a contest between the USA and USSR to be the first to dominate space.</p> <p>-At the time of the race, tensions between the two superpowers were very high, with the threat of nuclear war possible.</p> <p>- The Space Race saw many enormous technological achievements and the development of technologies which are essential for today's society (satellites, gps, etc.)</p> <p><u>Who won the space race?</u></p> <p>-The USA is considered to have 'won' the space race with their Apollo 11 mission to the moon in 1969.</p> <p>-However, the USSR was first to reach many of the initial milestones – with cosmonauts like Yuri Gagarin and Valentia Tereshkova becoming the first man and woman in space.</p>	<p>Autumn 2 - The Solar System – Significant events</p> <p>-Describe and explain the principle causes behind a significant historical event.</p> <p>-Understand and explain the reasons why a historical event is viewed as significant.</p> <p>-Recognise opposing historical interpretations.</p> <p>-Form an opinion about a historical interpretation and justify with reference to evidence.</p>	<p>Superpower, cold war, technology, USA, USSR.</p>	
<p>Y5 Spring</p>	<p>Spring 1 – Plague and Pestilence - (Significant turning point in British history)</p> <p><u>What was life like in Britain before the Black Death? (feudal system)</u></p> <p>-The feudal system was a hierarchical system which divided medieval people based on their birth and wealth. It emphasised the power of kings and lords, and kept peasants tied to the lands with very little rights.</p> <p>-The system is often shown as a pyramid, with the king (or God) at the top, and the peasantry in at the bottom.</p> <p><u>How did the Black Death affect Britain?</u></p> <p>-The Black Death arrived in Britain in 1348 and spread rapidly.</p> <p>-The disease caused fever, chills, seizures and caused swellings, known as buboes, to appear on the afflicted person's bodies.</p> <p>-The disease killed between 30% and 50% of the population of Europe.</p> <p>-The Black Death was caused by a bacteria that was spread by lice which transferred the illness between animals and humans.</p> <p>-Medieval people believed that the disease was a punishment from God for sinful behaviour.</p> <p>-The disease disproportionately killed the peasantry. After the plague, the survivors pushed for more independence from the lords, as there was less labour to go around. (Peasant's revolt, 1381).</p> <p><u>What was the Great Plague and how did people react to it? (local study- Eyam - Derbyshire)</u></p> <p>-The great plague was a resurgence in plague which began in 1665 and lasted until 1666.</p> <p>-It took place mainly in London, but spread to other settlements such as Bristol and Eyam in Derbyshire.</p> <p>-In Eyam, the villagers voted to quarantine after they became ill. This protected other villages in the area, but at the cost of a third of Eyam's inhabitants.</p>	<p>Spring 1 - The Black Death - (Significant turning point in British history)</p> <p>-Be able to describe the defining features of a historical period or society using relevant historical vocabulary.</p> <p>- Describe the impact that a historically significant event had upon contemporary historical societies.</p> <p>- Be able to describe the impact that a significant historical event had upon a local area or group.</p> <p>- Describe changes brought about by a significant historical event and explain their importance within a historical context.</p> <p>-Make links and comparisons between historical periods / events and the modern world.</p>	<p>Monarchy, Nobility, Peasantry, taxes, clergy, Feudal system, Punishment, Plague, Quarantine, Reform, Rebellion.</p>	<p>-Artefacts relating to the Black Death and 14th century Britain.</p> <p>-Map of medieval Europe with the path taken by the Black Death.</p> <p>-Diagram of the medieval hierarchy.</p> <p>-Images of London in 1600s.</p> <p>-Contemporary accounts of the Black Death and the Great Plague.</p>

<p><u>How did the plague change Britain? (Black Death and the Great Plague).</u> -Both the Black Death and the great plague primarily killed the poor who had poor access to hygienic conditions, and were unable to isolate from the disease. -During the Black Death, this led to rebellions against the conditions of the Feudal system. -Following the great plague and the Great Fire of London, the city was rebuilt with many of the worst conditions made illegal (wooden buildings, open sewers, narrow streets, etc.) This made it harder for the disease to spread.</p> <p>Spring 2 - Inventions and Industry - (local history study) <u>What was the industrial revolution and how did it change Britain?</u> -The industrial revolution was a period of transition which saw Britain transition from a rural, agricultural economy, to a more, urban, industrialised one. -Before the revolution, most people lived in villages and small towns and worked in agriculture. -At the end of the revolution, many had moved to cities and worked in factories.</p> <p><u>How did industry change Birmingham and our local area? (Local study)</u> -Before the industrial revolution, Birmingham was a much smaller town. It was still a centre of manufacturing – especially in metal goods created from raw materials gathered from the surrounding areas. -With the inventions of canals and railways’ Birmingham’s central location and access to materials caused it to explode in size. By 1900, it was the second largest city in the UK. -The expansion of manufacturing in Birmingham also meant that mining and the use of coal spread across the local areas. -Mining in Polesworth began in the later 1700s to supply coal for this industry, and lasted in the 1990s.</p> <p><u>Why was coal so important?</u> -Coal was important to the industrial revolution because it provided a cheap, high-energy fuel which could be transported easily around the country. -Britain has a great deal of high-quality coal which is often found alongside useful metal ores and minerals. -Coal was used to burn to create steam power, smelt metal, warm homes, and eventually, to generate electricity. -Coal-powered trains and ships completely changed the way that people travelled around the world.</p> <p><u>Who was Isambard Kingdom Brunel??</u> -Isambard Kingdom Brunel was a British engineer who designed and oversaw the construction of many new railways, tunnels and bridges in Britain. -His innovations helped to transform Britain by linking towns and cities together with passenger railways. -His major achievement was the Great Western Railway, which linked London to Bristol. The railway was eventually linked to ships which could take passengers to New York on the first steel ocean liners.</p> <p><u>When and why did coal mining end in Britain?</u> -Coal mining in Britain ended in the 1970s, 80s and 90s as it was cheaper to import coal from overseas. -The closure of coal mines led to a lot of anger and strikes from miners up and down the country. -Nowadays, coal is known to be a major polluter, and is being phased out by many countries around the world.</p>	<p>Spring 2 - Inventions and Industry - (local history study)</p> <ul style="list-style-type: none"> - Understand some of the defining structures and features of a historical period. - Be able to understand and describe the ways in which these changed or stayed the same within a historical society over time. - Understand, identify and explain the main reasons that a historical event or person is seen as being significant. - Understand that historians often have different opinions about the significance of a historical figure or event. - Explain, with reference to knowledge gained, why an individual is seen as significant. - Recognise the order events occurred by their date. - Understand what a timeline is and how it is used. - Show confident understanding of the difference between BC and AD and how they are used. - Use days and months to order events that occurred within the same year. - Use a range of historical evidence and sources to research a historical question. - Understand that historians often have different opinions about events in the past. Be able to describe some of these different perspectives. - Begin to understand that opinions and ethics change over time and that modern people often view the world differently to people in the past. - Express an opinion about a question about the past, using historical evidence to support their ideas. 	<p>(local history study) Poverty, industrialisation, factory, class system, inequality, reform, import/export, profit, exploitation, manufacturing.</p>	<p>-Map showing the canals in England -Images of coalmining in the 1800s and 1900s. -Examples of tools and artefacts used by the miners and navigators. -Examples of canal art. -Relevant theme books focusing on the industrial revolution, canals and coal mining. -Display detailing relevant vocabulary and displaying children’s learning. -Map of the British Empire c.1880s -Images of Victorian Britain. -Artefacts and images/photographs from the Victorian era. -Timeline of Victorian Britain. -Images and recounts of Victorian cities and factories -Portrait of Queen Victoria. -Relevant theme books focused on Victorian Britain, children, inventions, the Empire, Queen Victoria, etc.</p>
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<p>Y5 Summer</p>	<p>Summer 2 - Ancient Egypt - (The achievements of an early civilisation) <u>Who were the ancient Egyptians and why were they so important?</u> -Ancient Egypt was one of the first advanced civilizations in the Mediterranean world -The ancient Egyptians were excellent builders, and have left monuments which have lasted for many thousands of years. -They also built upon earlier forms of writing to create hieroglyphs which can be read today. -Their well-preserved artefacts have told us a great deal about the ancient world.</p> <p><u>Why were the Pharaohs so powerful?</u> -Pharaohs were the rulers of ancient Egypt. They were both the monarch and were also worshipped as a god by their people. -Pharaohs were hereditary – the position was passed on to the eldest son. If there were no sons, then the position would pass to the daughter of a pharaoh. -Pharaohs were believed to have the power of bringing the floods each year, and so were worshipped by the people of Egypt and held absolute power. -Some pharaohs, like Ramses the Great, were powerful war leaders, whilst others led huge building efforts or reformed religion and learning in Egypt.</p> <p><u>How were the pyramids built?</u> -There are many different types of pyramids in Egypt. -Some are much older, and were built using primitive stone tools and labour. -Later pyramids were much larger and used an enormous number of workers as well as metal components and tools to achieve their size. -Pyramids are enormous tombs which were designed to symbolise the greatness and power of the pharaohs who are buried within them.</p> <p><u>What did the ancient Egyptians believe?</u> -The ancient Egyptians believed in many different gods and myths – many of which we know about due to the survival of their temples and writings. -The main Egyptian gods were Osiris, Horus, Amun-Ra, Isis, Set, Sekhmet and Thoth. -Ancient Egyptians believed that when they died, they travelled to the afterlife where they were judged based on the actions of their lives. If they had lived a good life, they would enter paradise. If not, their heart would be devoured and their soul destroyed. To prepare for this journey, important Egyptians were mummified to preserve their bodies.</p> <p><u>How do we know so much about the ancient Egyptians?</u> -Egypt is hot, dry country with little water. Without moisture, objects do not break down or decompose, meaning that many artefacts found from ancient Egypt are well-preserved. -The ancient Egyptians wrote a lot down. Was carved in stone, painted on walls or written on papyrus, and has been preserved by the climate. -Egypt’s contact with other civilizations such as the ancient Greeks and Romans has meant that archaeologists have been able to translate Egyptian writing into modern language. -Enormous archaeological finds such as King Tutankhamun’s tomb in 1912 have given us a wealth of artefacts and writing to examine for information about the past. -Because of this, we know far more about this much older civilization than more recent civilizations such as the Saxons or Vikings.</p>	<p>Summer 2 - Ancient Egypt - (The achievements of an early civilisation)</p> <ul style="list-style-type: none"> - Understand some of the defining structures and features of a historical period. - Be able to understand and describe the ways in which these changed or stayed the same within a historical society over time. - Draw comparisons between two figures from the same time period. - Begin to use their own historical knowledge and understanding to make judgements about historical individuals and events. - Begin to rank historical events and achievements in order of their significance. - Show confident understanding of the difference between BC and AD and how they are used. - Understand and be able to explain how beliefs and culture influences the decisions and events of a historical society. - Use a range of historical evidence and sources to research a historical question. - Express an opinion about a question about the past, using historical evidence to support their ideas. 	<p>Ancient, Millennia, BC/AD, Afterlife, Slavery, Beliefs, Hierarchy, Priesthood, Cult</p>	<p>-Map of Ancient Egypt with different landmarks shown (great pyramids, Alexandria, the Sphinx, Memphis, Thebes, etc.). -Images of the Great Pyramids. -Images of grave goods and treasure. -Names and images of ancient Egyptian gods -Examples of hieroglyphics and ancient Egyptian art. -Relevant theme books focused on the classical era (Egypt, ancient Greece, Rome, Cleopatra, etc.)</p>
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<p>Y6 Autumn</p>	<p>Autumn 2 - World War 2 (local history and extending pupil's knowledge beyond 1066)</p> <p><u>What caused WW2?</u></p> <ul style="list-style-type: none"> -World War 2 began as a response to the invasion of Poland by Germany in 1939. -Germany had been building up its armed forces and had already invaded and annexed the countries of Austria and Czechoslovakia as well as parts of Lithuania. -Germany was warned by Britain and France not to invade Poland, but after this happened, they were forced to declare war. -Russia (The Soviet Union) entered the war in 1941, after Germany invaded what is now Ukraine and Belarus. <p><u>Churchill and Hitler</u></p> <ul style="list-style-type: none"> -Winston Churchill became prime minister of the United Kingdom in 1940. -He had previously fought in the Boer war in South Africa, before becoming a politician and later fighting in WW1. -He was wartime leader of Britain throughout most of WW2, and is considered by many to have been very important in leading Britain to victory. -Adolf Hitler was the leader of the Nazi party and Germany between 1933 and 1945. -He rose to power after a period of economic and political turmoil in Germany. -Under his rule, Germany committed many atrocities, including the genocide of millions of Jewish people. -After his defeat in WW2, Hitler committed suicide with his partner Eva Braun. <p><u>Holocaust</u></p> <ul style="list-style-type: none"> -The holocaust was systematic extermination of millions of Europe's Jewish, gay, gypsy and disabled peoples by Germany and its allies. -These people were imprisoned, forced to work as slaves, and sent to concentration camps where they were starved to death or killed. -In total, around 6 million people, including women and children, were murdered. Around 2/3 of Europe's Jewish community died during the holocaust. <p><u>Blitz and evacuation in our area.</u></p> <ul style="list-style-type: none"> -Evacuation was the organised movement of children and families from densely populated cities such as London and Birmingham, to the countryside where they would be protected from German bombing. -Around 3,000,000 people were moved from their homes in the cities to rural areas, where they were placed in empty homes or with host families. -Some evacuees were sent to other parts of the British Empire, including Canada and Australia. -In our area, most children from Birmingham and Coventry were evacuated to Derbyshire or Worcestershire. -Evacuation highlighted some of deep problems in British society, with some children arriving at their new homes malnourished and dirty. Other children were poorly treated at their new homes. <p><u>Battle of Britain</u></p> <ul style="list-style-type: none"> -The battle of Britain was a conflict between the RAF and the German Luftwaffe to establish control of the skies over Britain. Hitler could not invade Britain whilst the RAF had control. 	<p>Autumn 2 - World War 2 (local history and extending pupil's knowledge beyond 1066)</p> <ul style="list-style-type: none"> - Be able to understand and describe the main reasons behind a historical event. - Be able to recognise and describe reasons why historical people may have supported or opposed a historical decision. - Understand and describe the effects that a historical event had upon people who lived in the past. - Understand and be able to explain the main reasons behind the rise of a significant individual in history. - Draw comparisons between significant historical individuals from the same historical period. - Understand why an event in living memory has great significance. - Understand and be able to explain the impact that a significant event within living memory has had upon the world. - Be able to understand and describe the main reasons behind a historical event. - Be able to recognise and describe reasons why historical people may have supported or opposed a historical decision. - Understand and describe the effects that a historical event had upon people who lived in the past. 	<p>Conflict, genocide, prejudice, fascism, nationalism, alliance, Nazi, resistance, military, evacuation, government, treaty, propaganda,</p>	<ul style="list-style-type: none"> -WW2 map with the different powers and countries marked. -Images and diagrams of WW2 landscapes, battles, machines, etc. -Definitions for important WW2 vocabulary. -Timeline of WW2. -Images of famous historical figures such as Churchill, Roosevelt, Stalin, Hitler, Mussolini. -Relevant theme books focusing on WW2, Nazi Germany, the Holocaust, The Blitz, evacuation.
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	<p>-The conflict lasted from 10th July to the 31st October 1940 and ended in defeat for the Germans. Because of this, Britain was not invaded by Germany.</p> <p>-The battle of Britain saw the bombing of many important industrial areas of Britain and eventually, homes and residential areas were attacked.</p> <p><u>Bombing of Coventry</u></p> <p>-The bombing of Coventry or Coventry Blitz was a series of bombing raids on the city of Coventry and its surrounding areas.</p> <p>-The main bombing took place over the course of one night – the 14th November 1940.</p> <p>-Coventry was a manufacturing centre which built cars, bicycles, aeroplane engines and ammunition. For this reason, it was attacked.</p> <p>-Two more raids took place in April and August of 1942 – killing roughly 1,236 people in total.</p> <p>-The casualties were quite low compared to other bombing raids on major cities due to Coventry’s residents’ habit of ‘trekking’ (moving to sleep in the surrounding villages overnight).</p> <p>-The raid destroyed most of the city centre – which had to be totally rebuilt following the end of the war.</p>			
<p>Y6 Spring</p>	<p>Spring 1 - Frozen Kingdoms (significant events and people)</p> <p><u>Why was the sinking of the Titanic so significant?</u></p> <p>-The Titanic was a transatlantic cruise liner built in Belfast by White Star and launched from Southampton in 1912.</p> <p>-It was travelling to New York when it struck an iceberg off the coast of Canada and sank.</p> <p>-The titanic had been carrying 2224 people, but only had room for 1,178 people aboard the 20 lifeboats.</p> <p>-The death toll of the disaster was between 1400 and 1600 people in total.</p> <p>-Following the disaster, there were major changes made to the laws governing ocean vessels. They had to carry enough lifeboats for all passengers and staff had to be trained rigorously in emergency procedures. An ice patrol was also establish in North America to warn ships of dangers.</p> <p><u>Who was Ernest Shackleton and why was his journey so important?</u></p> <ul style="list-style-type: none"> - Ernest Shackleton was an Anglo-Irish Antarctic explorer famous for his heroic rescue of all 22 members of the ill-fated <i>Endurance</i> expedition into the South Pole. - In 1916, the <i>Endurance</i> became stranded in sea ice as it froze during the winter. The pressures of the expanding ice crushed the ship and it sank, leaving the crew stranded in the Antarctic. - Shackleton managed to bring his crew to Elephant Island over the ice, and then embarked on a 720 nautical mile journey to South Georgia – off the coast of Argentina – to seek help. - He succeeded and was able to rescue all of his crew members. - Shackleton’s ship was recently discovered on the ocean floor – and because of the cold, it has not decomposed at all. It has been carefully photographed and is useful for archaeologists and historians. 	<p>Spring 1 - Frozen Kingdoms (significant events and people)</p> <ul style="list-style-type: none"> - Be able to confidently explain that some of the differing historical theories which explain a significant historical event. - Be able to make clear links between an historical event and the events that followed. - Be able to express an opinion about a historical idea with reference to their own historical knowledge as well as a range of different sources. Understand, identify and explain the main reasons that a historical event or person is seen as being significant. - Understand that historians often have different opinions about the significance of a historical figure or event. - Understand that a significant individual or event can have positive and negative effects. - Express an opinion about a historical figure or event – with reference to historical knowledge. 	<p>Exploration, Aftermath, Cause and consequence, reputation</p>	<ul style="list-style-type: none"> -Map of Shackleton’s journey, with events and dates. -Pictures of the ship and equipment used by Shackleton’s expedition. -Shackleton’s Journey book by William Grill. -Portrait of Shackleton -Images of the Antarctic. -Map of the Titanic’s journey. -Images of the Titanic, its rooms and facilities. -Artefacts and images/photographs from Titanic era. -Timeline of Titanic’s journey. -Accounts and newspaper articles about the sinking of the Titanic. -Cross section diagram of the Titanic. -Relevant theme books focused on The Titanic, maritime disasters, ocean rescues, the Arctic, etc.

<p>Y6 Summer</p>	<p>Summer 2 – Mayans (Non-European civilisation) <u>When and where did the Mayan civilisation emerge?</u> - The Maya civilization first emerged in what is now Mexico, Belize, Guatemala, Honduras and El Salvador. This area is called the Yucatan peninsula. - The Maya civilization first emerged around 2,000BC. They built villages and farmed maize, squash, beans and chillies. - The first Mayan cities were formed around 700BC. These cities had large, stone buildings and stelae (decorative stone statues). Around this time, the first Mayan writing was created. - The classic era of the Mayan civilisation took place between 250-900AD. This is when the majority of the large temples, pyramids and settlements were constructed. Some cities grew to have populations of between 50,000 – 120,000 people – far larger than most European cities of the time. <u>Mayan beliefs and rituals.</u> - The Maya believed in many gods who inhabited another world and needed to be pleased through sacrifice and rituals. Some of these gods included Itzamna – god of creation of the Sun, who had different representations – K'inich Ahua (day) and the Night Jaguar (night), the Pawatuns and Bacabs, who keep up the earth and sky, the four Chaacs (gods of storms). The names of many Mayan gods are unknown. - Mayans believed that their dead ancestors spoke to the gods for them. They worshipped these dead ancestors, leaving offering for them. This is the origin of the Dia De Las Muertos festival in Mexico. - Mayans buried their dead family members beneath the floors of their home to act as guardians of the home. The Royal families of the Maya extended this practise by building large pyramids to act as tombs for these dead family members. - The Mayans practised human sacrifice. Blood was considered the highest offering to the gods, so captives and slaves were regularly sacrificed during religious festivals. This was first done by decapitation, but later, the Mayans switched to removal of the heart, in imitation of the Aztecs. <u>Mayan art and architecture.</u> - The Mayans never developed the technology of making bronze or iron, so all of their buildings and sculptures were made from stone, wood and other natural materials. - Mayan cities were always built around a religious and administrative core, and spread out from there. Almost all of their buildings were painted on the outside in bright colours or with pictures. - Mayan cities also had large 'ballcourts' where a ritual game was played – sometimes for entertainment, sometimes for religious reasons. In the latter case, the losers were usually sacrificed. - Surviving Mayan art is almost exclusively that made for the rich Mayan elite. It is usually made from precious stones such as jade, and soft metals such as gold and copper. - The Mayans favoured the colours green and blue in their art – they used it commonly to represent the most important figures. - Intricate masks made to represent dead ancestors and the gods were especially prized by the Mayans.</p>	<p>Summer 2 - Mayans(Non-European civilisation)</p> <ul style="list-style-type: none"> - Examine historical sources from before, during and after a major historical event. - Identify and describe changes and continuity within the sources, using historical knowledge to describe possible reasons for these changes. - Recognise and be able to describe how one historical culture can change the circumstances of another. - Understand that a significant individual or event can have positive and negative effects. - Express an opinion about a historical figure or event – with reference to historical knowledge. - Be able to confidently explain that some of the differing historical theories which explain a significant historical event. - Be able to make clear links between an historical event and the events that followed. - Be able to express an opinion about a historical idea with reference to their own historical knowledge as well as a range of different sources. - Be able to confidently identify, examine and make comparisons between the different features of two historical groups. - Confidently explain how they have reached their ideas and give evidence to support them. - Express a well-informed opinion about a question about the past, using historical evidence to support their ideas 	<p>conquest, sacrifice, decline, culture, civilization, temple, tribute.</p>	<ul style="list-style-type: none"> - Map of South America with the Mayan, Inca and Aztec empires marked. - Images and diagrams of ancient Maya, Aztec and Inca locations, people, art and artefacts. - Definitions for important Mayan vocabulary. - Timeline of the Mayan civilization. - Relevant theme books focusing on the age of discovery, the Maya, - Names and images of Mayan gods and legendary figures. - Images and examples of Mayan art, architecture, clothes, etc.
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<p>-The Mayans also created huge murals and reliefs on their buildings. These represented themes from their mythology, battles or sometimes daily life.</p> <p><u>Excavation by archaeologists of Chichen Itza.</u></p> <p>-Chichen Itza was an enormous temple complex and city located in Eastern Mexico.</p> <p>-It was built between 750 and 900AD.</p> <p>-The city was abandoned around 1100AD after being attacked.</p> <p>-The ruins were later bought by an American (Edwards in 1894, and later, in 1923, American archaeologists began to excavate the site.</p> <p>-Many of the examples of Mayan art, architecture, textiles and jewellery come from this excavation.</p> <p>-In 1926, Thompson was charged with theft by the Mexican government – many of his artefacts had been sent to American museums. The case was dropped, but many Mexicans wish to see these items returned to Mexico.</p> <p><u>Downfall of the Mayan civilization.</u></p> <p>-The Mayan civilization collapsed over a period of around 100 years.</p> <p>-It is believed that this happened due to three major reasons: war between the different cities, climate change brought on by deforestation, and overpopulation.</p> <p>-After this collapse, the arrival of Europeans, primarily the Spanish brought a wave of war and disease which killed millions of American natives.</p> <p>-The Spanish language and Christian religion replaced much of the native culture.</p> <p>-Although the Mayan civilisation still influences Mexico and central America, it is greatly reduced.</p>			
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