

Birchwood History Curriculum



Year Group	Substantive Knowledge	Disciplinary Knowledge	Vocabulary (new in bold)	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 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 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 that events happened in the past, before they were born.</p> <p>-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> -Find out about the life history of other people (relatives).</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> -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.</p> <p>-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 Fawkes 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 <u>Communication and Language</u> -Know new vocabulary about the past.</p> <p><u>Understanding the World</u> -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 Mary Anning found fossils which tell us about dinosaurs. - Know the meaning of extinct, and how dinosaurs do not exist anymore.</p>	<p>Spring <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> - -Talk about different family members and how they fit into their lives. -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>Fossils, role play museum, clay, videos and books.</p>
<p>Reception summer</p>	<p>Summer <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>Summer <u>Communication and Language</u> -Retell a story to build familiarity and understanding. -Use new vocabulary in different contexts.</p>	<p>the present, the past, the future, lifetime, calendar, next, birthday, history, modern</p>	<p>Non-fiction books, videos by David Attenborough, Learning journeys.</p>

	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> -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>-Look at non-fiction books.</p> <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> -Make observations about how they have grown up (changes since they started school) 	<p>clue, artefact, memory, change, people, lives, nature</p>	
<p>Y1 autumn</p>	<p>Autumn 2 –School Days – significant events beyond living memory.</p> <p>What was life like in Victorian Times? Prior Learning: ‘past’ vocabulary (EYFS)</p> <ul style="list-style-type: none"> - Know that Queen Victoria was queen from 1837-1901. - Victorian people did not have electricity or central heating. - There were no cars and people travelled mainly on foot, by horse and later, by railway. -Many people were very poor and had to work very hard to earn enough money to survive. -Poor people lived shorter lives because of how hard they had to work and the lack of medicine and doctors. -Britain had an Empire which meant that it was in charge of a lot of other countries around the world. <p>How did children live in Victorian times? Prior Learning: ‘past’ vocabulary (EYFS)</p> <ul style="list-style-type: none"> -In Victorian times, most children had to work. Some would work with their parents, whilst others worked in factories or mines. - The poorest children were often sent to places called workhouses, where they were treated very badly. - Most children did not get an education, which meant they didn’t go to school. This meant that lots of people couldn’t read or write – even when they were adults. <p>How and why did schools in Britain start? Prior Learning: year dates (Y1 and EYFS)</p> <ul style="list-style-type: none"> -Schools were set up to help children gain an education and to protect them from some of the harsh conditions of the work they were forced to do. -1876 –The law changed so that all children between the ages of 5-10 had to go to school. -1891 – School was made free to all children and all children had to attend. <p>What was a Victorian school like and how has school changed since Victorian times? Prior Learning: changes in living memory (EYFS)</p> <ul style="list-style-type: none"> -Victorian schools were very different from those we see today. - Girls and boys were taught in separate classes. -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>

<p>Y1 spring</p>	<p>Spring 2- Monarchs – significant individuals/ changes within living memory. What is a monarch? - A monarch is a king or queen and rules a kingdom. - King Charles III is our monarch. He succeeded his mother, Queen Elizabeth II when she died in 2022. - Queen Elizabeth II was the longest reigning monarch in British history and 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</p> <p>Create a timeline of famous British Monarchs (Chronology) - Children to be taught how AD dates work. - Order 5 famous British Monarchs on a timeline: William I, Henry VIII, Elizabeth I, Victoria I, Elizabeth I, Charles III.</p> <p>Who is King Charles III? - King Charles is Queen Elizabeth II’s eldest son. - He has two brothers, Andrew and Edward, and a sister, Anne. - King Charles was born in 1948. - Charles became King after the Queen’s death in 2022. - He is married to Queen Camilla. - Know that he helps our country by carrying out visits to other countries, signing new laws, and speaking to the Prime Minister.</p> <p>How has life changed during King Charles III’s rule? Prior Learning: Changes in living memory (EYFS) Know some of the changes in Britain during the King Charles’ life (focus on technology).</p>	<p>Spring 2- Monarchs – significant individuals/ changes within living memory. - Describe the some of the main changes in Britain during King Charles’ 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>	<p>Monarch, heir, King, Queen, Princess, Prince, succession / succeed, royal, crown, kingdom, Britain, technology</p>	<p>A range of relevant, age appropriate historical texts. Vocabulary and key terms on display. Video of Coronation. (Elizabeth and Charles- when released) 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? -Add Great Fire to class timeline. (Chronology) - The great fire of London broke out in 1666 in a Bakery on Pudding Lane. - It destroyed most of the city. - The fire also helped to end an outbreak of plague (disease) in the city by killing a lot of the pests. - During the fire, houses were pulled down to create ‘firebreaks’ to slow the spread. - King Charles II even helped to fight the fire. - The fire changed the way that cities were built in Britain.</p> <p>How are buildings from 1666 different to buildings from today? Prior Learning: similarities and differences (Year 1) - In 1666, most buildings were built of wood, plaster and had thatched or wooden roofs. - Houses were heated with wood or coal fires which were usually open. - Glass windows were not common. Instead, people had wooden shutters. - Food was cooked and water heated over open fires. - Often, the only part of a house made of stone was the chimney.</p> <p>How did London change as a result of the Great Fire?</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>Disaster, parliament. cause, effect, reason, significance, importance, aftermath.</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>Prior Learning: changes and continuity (Year 1) -Buildings in 1666 were built closely together and mostly of wood. This meant that they burned easily. -Also, the direction of the wind had an impact on how the fire spread through the city. -After the fire, all buildings in London had to be made out of stone. Streets were made wider to prevent fire from spreading and to prevent the wind from rushing between narrow streets.</p> <p>Autumn 2 - Significant People - lives of significant individuals</p> <p>How did these significant people change the world? Prior learning: changes over time (Year 1) Robert Peel (Add to timeline – Chronology) -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>Florence Nightingale (Add to timeline – Chronology) 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 gained the nickname ‘the Lady with the Lamp’.</p> <p>Rosa Parks (Add to timeline – Chronology) 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>Autumn 2 - Significant People - lives of significant individuals</p> <p>-Be able to describe the 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. -Find out about the life of a current significant individual linked to current affairs (EG: Marcus Rashford, Greta Thunberg,)</p>	<p>Significant individual, impact, effect, importance, lifetime, , discover, achieve succeed, awards.</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>
<p>Y2 summer</p>	<p>Summer 1 - Land Ahoy! - events beyond living memory that are significant globally</p> <p>Who were the pirates and why were they significant? Add Age of Piracy to class timeline (Chronology) -Pirates were sailors who illegally attacked other ships, stealing their cargoes, kidnapping people and smuggling expensive goods. -They were most prevalent in the Caribbean between 1650 and 1730. -They were important because they created a major problem for people who made a living transporting valuable goods on the ocean.</p> <p>Why did people become pirates? -Many sailors became pirates after being stranded in the Caribbean when a war against Spain ended. -This left them a long way from home with no job and no money. Many turned to piracy to support themselves. -Some people became pirates to escape hard conditions on their ships or at home, whilst others simply wanted to become rich!</p> <p>Why was Blackbeard a significant pirate? Prior Learning: significance (Year 2 Autumn 2)</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 – Beside the Seaside - lives of significant individuals -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 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>-Edward Teach (Blackbeard) was a skilled sailor and pirate who became very rich through piracy.</p> <p>-He did this by scaring the crews of the ships he attacked rather than killing them.</p> <p>-He and his followers tried to set up their own country in Nassau – a Caribbean island that belonged to Britain.</p> <p>-He became so much of a problem, that the British Navy was sent to deal with him. He was captured and killed.</p> <p>-He is probably the most famous pirate of the period and has appeared in many stories and films since.</p> <p>Summer 2 – Beside the Seaside - lives of significant individuals Prior Learning: significance (Year 2 Autumn 2) Why was Grace Darling a significant figure? (Add Grace Darling to timeline – chronology)</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.</p> <p>-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>Y3 autumn</p>	<p>Autumn 2 - Stone Age, Bronze Age and Iron Age - changes in Britain from the Stone age to Iron age</p> <p>How did Britain change from the Stone age to the Iron age?</p> <p>Add Stone age, Bronze Age and Iron Age to timeline (Chronology)</p> <p>Prior Learning: changes over time (Year 1 and Year 2)</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.</p> <p>-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.</p> <p>- Bronze does not rust, many artefacts have survived and been found by archaeologists.</p> <p>- The Iron Age began in Britain about 2,800 years ago.</p> <p>-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>What were Stone Age settlements like?</p> <p>-Skara Brae is a Neolithic settlement in the Orkney Isles, Scotland.</p> <p>-It was discovered when a storm blew away a layer of soil which covered it.</p> <p>-Most things in the village, including beds, cupboards and chairs were built out of stone. This means that they have been preserved very well.</p> <p>-The settlement had running water, toilets and a sewage system which drained into the sea.</p> <p>What is Stonehenge?</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.</p> <p>-Make judgements about artefacts in order to place them within a historical period.</p> <p>-Understand and describe some of the ways in which archaeologists and historians investigate the past.</p> <p>-Use historical information to imagine and describe what life in the past may have been like.</p> <p>- Understand how archaeologists use artefacts to support their ideas about what the past was like.</p> <p>- Be able to describe how changes in technology changed a historical society over time.</p> <p>-Begin to show understanding of key historical concepts such as war, invasion and settlements.</p> <p>-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 culture</p>	<p>-Examples of Stone Age materials – leather, fur, flint, wood, bone, antler, granite.</p> <p>-Examples of cave paintings.</p> <p>-Images of Stone age settlements (Skara Brae, Stonehenge)</p> <p>-Relevant theme books focusing on the Stone Age, prehistory, Stonehenge, etc.</p>

	<p>-Stonehenge is a monument which was completed during the bronze age in Britain.</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>How did iron change our culture and buildings?</p> <p>Prior Learning: change in buildings – great fire of London (Autumn 1)</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>			
<p>Y3 Spring</p>	<p>Spring 2 - 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 - 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>
<p>Y3 Summer</p>	<p>Summer 1 Ancient Greece - (Greek life and achievements)</p> <p>Add Ancient Greeks to timeline (chronology)</p> <p>-Create timeline of Greek Empire’s rise and fall. (BC and AD dates)</p> <p>What was it like to live in Ancient Greece?</p> <p>Prior Learning: impact – Stone-Iron Ages (Year 3 Autumn 2)</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>-Ancient Greece was not ruled over by one group – it was many smaller lands and cities with a shared culture and history. Sometimes they were allied with each other, and sometimes they fought.</p> <p>-Despite being quite advanced in areas such as writing, science and mathematics, most Greeks lived rural lives focused around farming and their families.</p> <p>-Only free, male citizens were allowed to vote in ancient Greek elections.</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, culture, civilization, decline City-state, temple, warfare, battle, army, philosophy, belief, Empire, military, government</p>	<p>-Map of Greece and surrounding countries</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>What did the ancient Greeks believe?</p> <ul style="list-style-type: none"> -The ancient Greeks had many gods such as Zeus, Poseidon, Apollo and Aphrodite. -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>Why was Alexander the Great a significant historical figure?</p> <ul style="list-style-type: none"> - Alexander the Great was a Macedonian king who became the most powerful ruler in Greek history. - He united the Greek cities and invaded neighbouring Persia, defeating the Persian army in battle. - He went on to conquer many other countries in the Mediterranean, Middle East, Africa, and even invaded India. He created an Empire, allowing Greek culture to spread all across the Mediterranean world. - He inspired later rulers like Julius Caesar and his generals ruled over many of his conquests long after his death. <p>Where did the Greek Empire spread to and how did it end?</p> <ul style="list-style-type: none"> -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. -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. (Map activity) -Ancient Greece was eventually taken over by the Romans, who spread many of their ideas into Europe and the wider world. (Explanation – cause and consequence) 			
<p>Y4 Autumn</p>	<p>Autumn 1 - Roman Britain (the Roman Empire and its impact on Britain)</p> <p>When and why did the Romans invade Britain? Add Romans to timeline (Chronology.) Prior Learning: BC/AD dates (Year 3)</p> <ul style="list-style-type: none"> -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. -The Romans were attracted to Britain by the rich farmland and the important metals that could be mined here. <p>Create timeline of Roman Britain (Chronology BC-AD)</p> <p>Who were the Celts? Prior Learning: Bronze and Iron Age (Year 3 Autumn 2)</p> <ul style="list-style-type: none"> -The Celts were a group of people who had spread across Europe and settled in Britain around 1,000BC. -Many other Celtic groups existed around Europe – especially in Northern France. -They were grouped into different tribes. These tribes traded and fought amongst themselves for centuries before the Romans arrived. 	<p>Autumn 1 - Roman Britain (the Roman Empire and its impact on Britain)</p> <ul style="list-style-type: none"> -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>Empire, government, culture, Emperor, invasion, settlement, conquest, army, legion, century, slavery, resistance</p> <p>Tribe, native, Briton, Celt, Iceni, Druid.</p>	<ul style="list-style-type: none"> -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.

-The Celts were skilled metalworkers and artisans. Many of their artefacts have been found around Britain.

What made the Roman Army so powerful?

Prior Learning: Greek army (Year 3, Summer 1)

- 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.

Who was Boudicca and why is she significant?

Prior Learning: significant individuals (Y2 Autumn 2)

- Boudicca was the head of the Iceni tribe – a group of Celts based in what is now East Anglia / Norfolk.
- Her husband Prasutagus had been a friend to Rome, but when he died, the Romans took his lands and property for themselves. Boudicca and her daughters were cruelly treated by the Romans when they protested.
- In response, Boudicca led a rebellion against the Romans. They completely destroyed Camulodunum (modern Colchester), and London, killing any Romans that they encountered.
- Boudicca's army was later defeated by the Romans, led by Gaius Suetonius Paulinus.
- Rather than face capture, Boudicca poisoned herself.

What impact did the Romans have on Britain?

- 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>Y4 Spring</p>	<p>Spring 2- Anglo Saxons (Britain's settlement by Anglo-Saxons and Scots)</p> <p>Why did the Romans leave? -The Romans left Britain around 410AD. 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 broke apart into small Kingdoms. -With the Romans gone, tribes of people from Ireland invaded parts of Scotland and settled there. They went on to form the kingdom of Scotland.</p> <p>Who were the Saxons and where did they come from? Add Saxons to timeline (Chronology) Prior learning: Romans and Celts (Autumn 1) -Saxon is a word 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. -They were invited to Britain to help fight invaders from Scotland, Wales and Ireland, but then decided to settle in Britain, often fighting with the people already living there.</p> <p>What were the four Anglo-Saxon Kingdoms? -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.</p> <p>What was Anglo-Saxon Britain like? Prior Learning: Prehistoric and Roman Britain (Year 3 Autumn 2 and Year 4 Autumn 1) -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. -They had some very strange ways of carrying out justice – including trial by cake! -Most Anglo-Saxon people were farmers, craftsmen or traders.</p> <p>What did the Anglo-Saxons believe in? Prior Learning: Greek Gods (Y3 Summer 1) - 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>Spring 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>Decline, invasion, Conquest, Settle / settlers, pagan / heathen, Anglo-Saxon, Kingdom, Medieval, Dark Age, Migration, Christian, Conversion, Native, Britain, Government, culture</p> <p>Invasion, Conquest, Settle / settlers, pagan / heathen, Anglo-Saxon, Kingdom, Medieval, Dark Age, Migration, Christian, Conversion, Native, Britain, culture</p> <p>Scandinavia, trade, slaves/ slavery, raid, exploration.</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>Summer 1 - Vikings – Viking and Anglo-Saxons struggle for England</p> <p>Who were the Vikings and why did they invade? Add Viking Age to timeline (Chronology) Prior Learning: Roman invasion of Britain (Year 4 Autumn 1) - 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’.</p> <p>How did the Vikings change Britain? Prior Learning: Roman changes to Britain (Year 4 Autumn 1) -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.</p> <p>How far did the Vikings travel? -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 – the first Europeans to do so.</p> <p>How did the Anglo-Saxons fight the Vikings? Prior Learning: Romans vs Celts (Y5 Autumn 1) -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. Create timeline of Saxon and Viking Britain (Chronology – AD dates)</p> <p>Who was Aethelflaed and why was she significant? -Aethelflaed was the daughter of Alfred the Great.</p>	<p>Summer 1 - Vikings – Viking and Anglo-Saxons struggle for England</p> <ul style="list-style-type: none"> -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>Invasion, Conquest, Settle / settlers, pagan / heathen, Anglo-Saxon, Kingdom, Medieval, Dark Age, Migration, Christian, Conversion, Native, Britain, culture</p> <p>Scandinavia, trade, slaves/ slavery, 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 (futhork) -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> <p>Jorvik Viking Centre – trip.</p>
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	<p>-She married the Lord of Mercia – Aethelred and after he died, ruled Mercia as ‘the Lady of the Mercians’.</p> <p>-With her army, she defended Mercia against Viking raids and fortified many of the towns, including Tamworth.</p> <p>-She is most famous for conquering both Derby and Leicester and bringing them back under Saxon rule.</p> <p>-She is a famous figure in local history, and a statue of her can be seen in Tamworth castle.</p>			
<p>Y5 Autumn</p>	<p>Autumn 2 - The Solar System – Significant events</p> <p>Why was the space race significant? Add Space Race to timeline (Chronology) Prior Learning: significance events – Great Fire of London / Boudicca’s rebellion (Y2 Autumn 1, Year 4 Autumn 1)</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>Who won the space race?</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 – Polesworth Through time (previously The English Civil War) to be updated Spring 2025</p>	<p>Spring 1 – Polesworth Through time (previously The English Civil War) to be updated Spring 2025</p>		<p>-</p>

<p>Spring 2 – Polesworth and Coal Mining - (local history study)</p> <p>What was the industrial revolution and how did it change Britain?</p> <p>-Prior learning: Roman changes to Britain. (Y4 Autumn 1)</p> <p>-The industrial revolution was a period of transition which saw Britain transition from a rural, agricultural economy, to a more, urban, industrialised one.</p> <p>-Before the revolution, most people lived in villages and small towns and worked in agriculture.</p> <p>-At the end of the revolution, many had moved to cities and worked in factories.</p> <p>Why was coal so important?</p> <p>-Prior Learning: how Iron changed Britain (Y3 Autumn 2)</p> <p>-Coal was important to the industrial revolution because it provided a cheap, high-energy fuel which could be transported easily around the country.</p> <p>-Britain has a great deal of high-quality coal which is often found alongside useful metal ores and minerals.</p> <p>-Coal was used to burn to create steam power, smelt metal, warm homes, and eventually, to generate electricity.</p> <p>-Coal-powered trains and ships completely changed the way that people travelled around the world.</p> <p>How did industry change Birmingham and our local area? (Local study)</p> <p>-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.</p> <p>-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.</p> <p>-The expansion of manufacturing in Birmingham also meant that mining and the use of coal spread across the local areas.</p> <p>-Mining in Polesworth began in the later 1700s to supply coal for this industry, and lasted in the 1990s.</p> <p>When and why did coal mining end in Britain?</p> <p>-Prior Learning: end of Roman Britain (Y4 – Autumn 1)</p> <p>-Coal mining in Britain ended in the 1970s, 80s and 90s as it was cheaper to import coal from overseas.</p> <p>-The closure of coal mines led to a lot of anger and strikes from miners up and down the country.</p> <p>-Nowadays, coal is known to be a major polluter, and is being phased out by many countries around the world.</p> <p>Timeline of coal industry (Days, months, AD dates)</p>	<p>Spring 2 Polesworth and Coal Mining - (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)</p> <p>Poverty, industrialisation, factory, class system, inequality, reform, import/export, profit, exploitation, manufacturing.</p>	<p>-Map showing the canals in England</p> <p>-Images of coalmining in the 1800s and 1900s.</p> <p>-Examples of tools and artefacts used by the miners and navigators.</p> <p>-Examples of canal art.</p> <p>-Relevant theme books focusing on the industrial revolution, canals and coal mining.</p> <p>-Display detailing relevant vocabulary and displaying children’s learning.</p> <p>-Map of the British Empire c.1880s</p> <p>-Images of Victorian Britain.</p> <p>-Artefacts and images/photographs from the Victorian era.</p> <p>-Timeline of Victorian Britain.</p> <p>-Images and recounts of Victorian cities and factories</p> <p>-Portrait of Queen Victoria.</p> <p>-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) Who were the ancient Egyptians and why were they so important? Add ancient Egypt to timeline (Chronology) -Prior Learning: Greeks (Y3 Summer 1) Romans (Y4 Autumn 1) Why were they important? -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>Why were the Pharaohs so powerful? - Prior Learning: Roman Emperors (Y4 Autumn 1) and Saxon Kings (Y4 Summer 1) -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>How were the pyramids built? - Prior Learning: Stonehenge, Skara Brae, Maiden Castle (Y3 Autumn 2) -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>What did the ancient Egyptians believe? -Prior Learning: Greek, Roman and Viking Gods (Y3 Summer 1, Y4 Autumn 1 and Summer 1) -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>How do we know so much about the ancient Egyptians? -Prior Learning: Pompei (Y3, Spring 2) -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.</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 culture</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>-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.</p> <p>-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.</p> <p>-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.</p> <p>-Because of this, we know far more about this much older civilization than more recent civilizations such as the Saxons or Vikings.</p> <p>Create timeline of Ancient Egypt – (BC –AD dates.)</p>			
<p>Y6 Autumn</p>	<p>Autumn 2 - World War 2 (local history and extending pupil's knowledge beyond 1066)</p> <p>What caused WW2? Prior Learning: Outbreak of English Civil War (Y5 Spring 1) -World War 2 began as a response to the invasion of Poland by Germany in 1939. -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> <p>Who were Winston Churchill and Adolf Hitler and why were they important? -Prior Learning: Oliver Cromwell (Y5 Spring 1) -Winston Churchill became prime minister of the United Kingdom in 1940. -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. -Under his rule, Germany committed many atrocities, including the genocide of millions of Jewish people.</p> <p>How did the Blitz effect our area? -Prior Learning: Industry and manufacturing in our local area (Y5 Spring 2) -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.</p>	<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. - 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>	<p>-WW2 map with the different powers and countries marked.</p> <p>-Images and diagrams of WW2 landscapes, battles, machines, etc.</p> <p>-Definitions for important WW2 vocabulary.</p> <p>-Timeline of WW2.</p> <p>-Images of famous historical figures such as Churchill, Roosevelt, Stalin, Hitler, Mussolini.</p> <p>-Relevant theme books focusing on WW2, Nazi Germany, the Holocaust, The Blitz, evacuation.</p>

	<p>-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> <p>Battle of Britain -Prior Learning: Roman invasion of Britain (Y4 Autumn 1) -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. -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. -The battle of Britain saw the bombing of many important industrial areas of Britain and eventually, homes and residential areas were attacked. Create timeline of Battle of Britain (Days, months and years – AD dates)</p> <p>Bombing of Coventry -Prior Learning: Great Fire of London (Y2 Autumn 2) -The bombing of Coventry or Coventry Blitz was a series of bombing raids on the city of Coventry and its surrounding areas. -The main bombing took place over the course of one night – the 14th November 1940. -Coventry was a manufacturing centre which built cars, bicycles, aeroplane engines and ammunition. For this reason, it was attacked. -Two more raids took place in April and August of 1942 – killing roughly 1,236 people in total. -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). -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>Why was the sinking of the Titanic so significant? Add Titanic to timeline – (Chronology) Prior Learning: -Prior Learning: Great Fire of London (Y2 Autumn 2) -The Titanic was a transatlantic cruise liner built in Belfast by White Star and launched from Southampton in 1912. -It was travelling to New York when it struck an iceberg off the coast of Canada and sank. -The titanic had been carrying 2224 people, but only had room for 1,178 people aboard the 20 lifeboats. -The death toll of the disaster was between 1400 and 1600 people in total. -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>Who was Ernest Shackleton and why was his journey so important? Add Shackleton to timeline – (Chronology)</p>	<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>	<p>-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</p>

	<p>Prior Learning: The Space Race (Y5 Autumn 2)</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>journey.</p> <ul style="list-style-type: none"> -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 1 and 2 – Mayans (Non-European civilisation)</p> <p>When and where did the Mayan civilisation emerge?</p> <p>Add Mayans to timeline - Chronology</p> <p>Prior Learning: Ancient Egypt (Y5 Summer 2)</p> <ul style="list-style-type: none"> -The Maya civilization first emerged in central America in around 2,000BC. -The first Mayan cities were formed around 700BC. 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. <p>What did the Maya believe in?</p> <p>-Prior Learning: Ancient Egyptian beliefs (Y5 Summer 2)</p> <ul style="list-style-type: none"> - 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. <p>What was Mayan art and architecture like?</p> <p>-Prior Learning: Skara Brae (Y3 Autumn 2)</p>	<p>Summer 1 and 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.

<p>-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.</p> <p>- Almost all of their buildings were painted on the outside in bright colours or with pictures.</p> <p>-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.</p> <p>-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.</p> <p>-The Mayans favoured the colours green and blue in their art – they used it commonly to represent the most important figures.</p> <p>-Intricate masks made to represent dead ancestors and the gods were especially prized by the Mayans.</p> <p>What is Chichen Itza and why is it important?</p> <p>Prior Learning: King Tutankhamun's tomb (Y5 Summer 2)</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>Why did the Mayan civilization collapse?</p> <p>-Prior Learning: End of Roman Britain (Y4 Autumn 2)</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> <p>Create timeline – Maya Civilization (BC/AD dates)</p>			
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