

## History 2023-2024 Coit Primary

Disciplinary Concepts-how historians study the past and how they construct historical claims, arguments and accounts							
History 23-24	<b>Chronological Knowledge</b> Broader chronological frameworks and features of historical periods	<b>Change and Continuity</b> to create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might see as progress.	<b>Significance</b> how do historians choose what is most important in history as there are too many events to use everything? <b>5Rs Resulting in change, remarked upon, revealing resonated and remembered</b>	<b>Similarities and Differences and Diversity</b> This relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period.	<b>Interpretation of History</b> The study of historical interpretations relates to an understanding of how and why interpretations of the past are different.	<b>Cause and Consequence</b> how historians explain why things happened in history, how did people make a difference to what happened? What followed as a result of these?	<b>Historical Sources and Evidence</b> what do historians use to find out about the past? How do historians use this material safely to produce the best history that they can?
All lessons will begin with an orientation to a) where the place is b) providing the children with a sense of the period and knowledge of the broad characteristics of the period (s) c) How historians find out about the past before the unit of work begins							

## F2

<p><b>Children in Reception will be learning to develop knowledge of History through vocabulary</b></p> <p><b>0-3 Make connections between the features of their family and other families</b></p> <p><b>0-3 Notice differences between people</b></p> <p><b>3-4 Begin to make sense of their own life-story and family's history</b></p> <p>F2 Name and describe people who are familiar to them</p> <p>F2 Talk about members of their immediate family and community</p> <p>F2 Comment on images of familiar situations in the past</p> <p>F2 Compare and contrast characters from stories, including figures from the past</p> <p><b>F2 focus on vocabulary</b></p> <p>Language relating to the passing of time. For example: here, now, then, yesterday, last week, last year, x years ago, a long time ago, before I was born but when my parents were small, when my grandparents were my age</p> <p>Nursery Rhymes</p> <p>Polly put the kettle on</p> <p>Jack and Jill</p> <p>Wee Willie Winkie</p>							
	Autumn		Spring		Summer		Ongoing-different periods
<b>F2</b>	<p>Vocabulary</p> <p>Me Myself and I</p> <p>Once there were giants Book</p> <p>Before I was born but, in my Mum, and Dad's life time</p> <p>Older</p> <p>younger</p> <p>yesterday</p> <p>today</p> <p>tomorrow</p> <p>last week</p> <p>last year</p> <p>x years ago</p> <p>past</p> <p>present</p>	<p>How I have changed since I was a baby</p> <p>How do humans change as they grow?</p> <p>Size</p> <p>Ability</p> <p>Different phases</p> <p>Sequencing key life cycle stages</p> <p>lives discussing important events</p>	<p>Old and New Toys</p> <p>Vocabulary</p> <p>Peepo Book</p> <p>Old</p> <p>new</p> <p>used</p> <p>worn</p> <p>damaged</p> <p>made</p> <p>wear and tear</p> <p>design</p> <p>texture</p> <p>material</p> <p>unique</p>	<p><b>Naming different types of toys</b></p> <p>Toys from the past- what materials were used?</p> <p>How did they work?</p> <p>How do they compare to the toys that we have now?</p> <p>How and why has the same style of toy changed over time?</p> <p>Sorting toys from past and present. Which toys are no longer made?</p> <p>and how that has changed over time (e.g., battery powered).</p> <p>Toys from the past- what materials were used? Sorting how toys work</p>	<p>Vocabulary</p> <p>Who is in my Family</p> <p>Grandma's Bill Book</p> <p>Baby</p> <p>toddler</p> <p>child</p> <p>teenager</p> <p>adult</p> <p>old</p> <p>older</p> <p>young</p> <p>younger</p> <p>Generations</p> <p>Grandparents</p>	<p>Who is in my family?</p> <p>Who is in my wider family?</p> <p>Celebrations with families?</p>	<p>Nursery Rhymes</p> <p>Polly put the kettle on</p> <p>Jack and Jill</p> <p>Wee Willie Winkie</p>

	how Baby toddler child teenager adult Once upon a time A long time ago In the past When I was ...			Comparing – similarities and differences in what toys were made of	Great grandparents Relationships Special Past Present Birthdays# Weddings Christenings Parties generations		
<b>Understanding the World History</b> <b>Autumn</b> <b>Me Overview</b> <b>Children will learn to</b> <ul style="list-style-type: none"> <li>understand different life cycle stages, sequence stages and changes since the children were babies</li> <li>Knowing that they have changed in appearance, height, skills/learnt new skills since they were babies</li> <li>Recognise the transitions they have been through already</li> <li>Use a range of historical vocabulary time words in particular which shows passage of time</li> <li>Sequence stories centred around childhood (Once there were Giants)</li> <li>Retell past events linked to family</li> <li>Understand that there is a past and this is when things have already happened using language of earlier today, yesterday last week/month/year</li> </ul>		<b>Understanding the World History</b> <b>Spring</b> <b>Toys Overview</b> <b>Children will learn to</b> <ul style="list-style-type: none"> <li>Observe artefacts and compare to modern day counterpart-material/construction/operation</li> <li>Sort objects and look for signs which wear and tear</li> <li>Recognise how toys have changed over time (materials)</li> <li>Investigate how toys in the past worked compared to modern day toys</li> <li>Recognise how toys are bought now compared to the past</li> <li>Review how toys are played with now compared to grandparents/parents' time (indoor and outdoor toys)</li> </ul>			<b>Understanding the World History</b> <b>Summer</b> <b>My Family</b> <b>Children will learn to</b> <ul style="list-style-type: none"> <li>Use language related to families</li> <li>Discuss events linked to families birthdays/christenings/weddings and how long ago these events were-introducing simple timelines using photographs for sources. Use of comparative language and looking for similarities and differences in families</li> <li>Interpret pictures and ideas in nursery rhymes and talk about the past/present Use of Nursery Rhymes to compare past with the present Polly put the kettle on to show to the children how everyday objects, homes and houses were very different (Home corners)</li> <li>Explain how they have changed from the start of F2 to end of F2 sequence events (Height/confidence/adaptations to school life skills –reading writing etc)</li> </ul>		

<ul style="list-style-type: none"> <li>• Compare past and present using images</li> <li>• Understand that events happen each year and are celebrated /remembered (Bonfire Night/Remembrance Sunday)</li> </ul>		<ul style="list-style-type: none"> <li>• Recall events during the school year that they have enjoyed thinking about when they happened how many months ago, days ago</li> </ul>
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Y1

Disciplinary Concepts- how historians study the past and how they construct historical claims, arguments and accounts							
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Y1 <b>Homes Then and Now</b>  Our House - Rogers (200yrs of History of a family living in the same house Window Jeannie Baker  <b>Lifestyle Technology Society Invention Discovery</b>	Parents 1980-present Grandparents 1950-present	How has <b>technology</b> in the home changed over time?  Has the physical appearance of houses changed/stayed the same over time?	Who lives in these Famous old houses? London Buckingham Places Derbyshire Chatsworth Why are they famous-monarchy	How have homes changed since our grandparent's time? Identify similarities and differences household objects <b>technology</b> tv/cooking/computer s. Who lived in my house? Read /Watch Our House by Rogers Family who lives in a house over 200 years and changes that happen to the house.			How do historians know about homes from the past? Understand some of the ways that historians find out about the past-
<b>Overview Homes</b> Children will begin to find out about how and why homes have changed or stayed the same in the past 100 years. How families have changed and how their lifestyles have changed. The children will learn what technology grandparents/parents had in their homes when they were young and how and why this changed. Houses that are “famous” are studied with the introduction of terminology such as monarch, kings, queens and key events linked to these homes. Artefacts from homes in the past will be used to support discussions about the past and present.							
Y1 <b>Chapeltown High Street in the past Local Area Study</b>  <b>Trade Invention Agriculture Technology Discovery</b>	Shopping area changes over past 70 years 1950-present	What evidence do historians have about how the high street in Chapeltown has changed since the 1950s? How has it changed?		How were goods stored and packaged? How did customers pay before credit cards? How has the shopping experience changed? (Set up a shop-visit Asda)		Supermarkets or small shops-which is better?	What do historians know about what the high street was like when our grandparents were our age? How do historians know what was sold in shops in the past?

Lifestyle Society		Introduction of hypermarkets/de partment stores					
<p><b>Overview Shops</b></p> <p><b>The children will find out about -</b></p> <p>Where shops in Chapeltown fit into a chronological framework. Why and how the high street has changed or continued over time. (Chapeltown High Street photographs from 1950s).</p> <p>The impact of changes in culture/housing/jobs/lifestyle/society/agriculture will be considered in terms of what is sold in the shops now compared with the past.</p> <p>Local and global food sources will be briefly discussed and how over time food choices have increased as different foods come from other countries.</p> <p>How modern shops provide a service to their customers compared to the past. The advantages/disadvantages of service now and in the past will be compared.</p> <p>Changes in food packaging and storage will be studied. Payment for goods past and present will be looked at and how modern-day shops use technology to sell goods.</p> <p>The children will be introduced to the evidence historians use to find out about the past. Oral history from grandparents/parents will be a primary source of evidence alongside historical maps and photographs.</p>							
Y1 Schools in the past  Inventions Education Society Lifestyle	Schools from 1950-current	How has the school day changed over time? What has stayed the same? Recent past Buildings Classrooms Use of rooms Playtime games Technology lessons Equal rights girls and boys		Did our grandparents have the same lessons we have now?  Did boys and girls play the same games at playtime?		Did Jamie Oliver help to improve school dinners?	How do historians know what schools were like a long time ago? What do they use to find out about the past? Photographs Videos Books

<b>Overview School</b>  <b>Children will:</b>  Review how historians find out about the past. They will be introduced to sources that historians have used to find out about schools in the past. ((objects, photographs). Sequence classroom environments over the past 60 years and consider how they have changed or stayed the same using a range of sources. Undertake a simple inquiry as to the ways in which classrooms have changed with respect to lessons. Investigate how the use of electronic equipment in the classroom has changed over time. The children will understand how playtime games were played and children asked to consider why they are no longer played. The children will have a chance to play them. (elastic, whip and top, marbles, bulldog clapping games hide and seek hopscotch) The children will be introduced to several simple changes in culture/society/lifestyles over the past 50 years and how these changes have affected the ways that a school timetable now works: After school club, breakfast clubs, children staying for lunch and not going home, parents not coming into school etc. Uniform change over time will be sequenced and the changes discussed.							

Y2

Disciplinary Concepts how historians study the past and how they construct historical claims, arguments and accounts							
<b>History 23-24</b>	<b>Historical Skills Chronological Knowledge</b>	<b>Change and Continuity</b> to create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might	<b>Significance</b> how do historians choose what is most important in history as there are too many events to use everything? <b>SRs Resulting in change, Remarked upon, revealing</b>	<b>Similarities and Differences and Diversity</b> This relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period.	<b>Interpretation of History</b> The study of historical interpretations relates to an understanding of how and why interpretations of the past are different.	<b>Cause and Consequence</b> how historians explain why things happened in history, how did people make a difference to what happened? What followed as a result of these?	<b>Historical Sources and Evidence</b> what do historians use to find out about the past? How do historians use this material safely to produce the best history that they can? <b>HOW DO WE KNOW?</b>

		see as progress.	resonated and remembered				
Y2 It's a great big Ship Titanic 1912 Polar the Titanic Bear Society Technology Invention Migration Sacrifice	Edwardian era Period of reign 20 <sup>th</sup> century England Timeline of the sinking and subsequent events	What technological changes have happened since the Titanic disaster to improve ship safety? Do people in England still want to migrate? How do passenger ships now compare with the Titanic?  Life boats Radar Sonar Sprinklers Non-combustible materials Furniture secured to walls  What continued? Basic ship design Crew	Why was the sinking of the Titanic significant? Deadliest peacetime? Why was the ship built in the first place?	What similarities and differences were there between passengers? for different classes on board the Titanic Furniture/food/Accommodation entertainment Reasons for travelling on board the Titanic Different jobs  Why there were different reactions to the boat sinking from the passengers/crew?  What can historians tell us about the impressions people seemed to have of the Titanic at the time?	Why were there different versions of what happened on the night of the sinking?	What do historians know about what happened when the titanic hit the iceberg? Deaths Survivors	What can historians tell us about the different experiences a child might have on the Titanic? What do historians know about where the passengers on the Titanic going and why? Newspaper accounts Photographs Insurance companies The widespread use of the telegraph and photographs enabled the Titanic tragedy to be quickly and widely—although not always accurately—reported.



### Overview Titanic

Children will learn about the broad characteristics of the Edwardian period and the affluence/poverty of the families who decided to travel on the Titanic. The views that people around the world had about the Titanic before it left port (luxury and grandeur not safety) The children will learn about Immigration in its simplest terms in connection to the passengers who bought tickets for a passage to America to emigrate. The sequence of the events of the disaster and why it happened. The reasons for the ship sinking and why there were so many deaths. The reasons for the different accounts of the number of deaths and reasons for the differences will be investigated using a range of newspaper sources. The children will learn about the innovations in ship safety which followed this major peacetime event. A range of sources will be used to support the children's understanding of how an historian gathers evidence so that we can learn about the past.

<p>Great Fire of London 1666</p> <p>settlements Invention Architecture Monument Health</p>	<p>London in 17<sup>th</sup> Century King Charles II Events of the fire Pre and post</p> <p>What was the order of events of the Great Fire of London</p>	<p>How did London change post the GFOL? Types of houses /materials used pre and post fire.</p> <p>Building improvements materials and regulations Public health and medicine improvements</p> <p>What has continued? Population density</p> <p>Recent fires in London Grenfell- limited to one building but an issue with flats</p>	<p>Why do historians think that the GFOL was an important event at the time in London? Greatest tragedy of its time How do we remember the GFOL? monument</p>	<p>How was the architecture of homes pre and post fire different/same?</p>		<p>After the fire how do historians explain why life changed in London? Impact of the fire-city cleansing New London emerged. Removal of traces of the Plague</p> <p>Changes in population after the fire 25% did not return to London.</p> <p>Building improvements How did Londoners react to the fire? What did they do first?</p>	<p>What do historians think caused the Great Fire of London? (Pepys) What is an eyewitness account? What can historians tell us about what happened to London and the people who lived there after the fire? Do historians think that the fire might have been a positive event?</p> <p>How do historians know about the GFOL? Paintings Samuel Pepys diary Census data Primary sources- remnants of the fire</p>
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		<b>How do we remember the GFOL?</b>					
<b>Overview Great Fire of London</b>  The children will: Learn about London in the 16 <sup>th</sup> Century and the issues with housing at that time for both rich and poor people in London. Understand more about the chronological knowledge of dates and events before during and after the fire-sequencing the events. Learn more about the experiences of the fire from accounts/witnesses using different sources (Samuel Pepys diary as a primary source of evidence/accounts/Paintings/extracts). The children will compare accounts and note similarities/differences. The children will understand that various accounts at the time were different and reasons for the differences will be explored. Consider the cause and consequences of the fire alongside the innovations in developments for fire safety/insurance after the fire. Changes in rural and London communities post fire will be discussed and reasons for survivors not wanting to return to London.							
<b>Nurses Florence Nightingale and Mary Seacole</b>  <b>FN 1820-1910</b> <b>MS 1805-1881</b> <b>Crimean War 1853-1856</b>  <b>Monument Innovation Invention Health Women's rights Culture Society Empire hygiene</b>	<b>Victorian England 19<sup>th</sup> Century</b> <b>Jamaica in the 19<sup>th</sup> Century</b> <b>Crimea before war</b>  FN timeline of events MS timeline of events	<b>How do historians explain how nursing changed during FN lifetime?</b>  Infection control Statistics Hygiene Diet? Nursing Schools  <b>What has continued?</b> Public service	<b>Why was FN deemed to be an important character by historians?</b> FN was a social reformer/statistician and founder of modern nursing Infection controls developed  Historians view as to why FN was more significant than MS  <b>How do we remember</b>	<b>What were the barriers Florence Nightingale faced and how did she overcome them?</b>  <b>What can historians say about how treatment before and after FN arrived in the Crimea?</b>  Differences in FN and MS life and experiences in becoming a nurse		<b>What impact do historians think FN and MS on the nursing care for a) soldiers b) changed the way that nurses worked</b>	<b>Why do historians 1) think we should remember Florence Nightingale? 2) she acted as she did?</b> What were the barriers Florence Nightingale? Mary Seacole faced and how did she overcome them?  <b>What evidence is there to show how nursing has changed because of FN and MS work?</b> <b>Was MS considered to be as important?</b>

			<b>important people?</b> Plaques/statues /hospitals named after Nightingale for Covid	Difference between Scutari hospital and Sheffield hospital?			<b>How do historians know about FN/MS?</b> Diaries Newspaper accounts Stories Paintings Photographs
<b>Overview Florence Nightingale and Mary Seacole</b> Children will <ul style="list-style-type: none"> <li>locate the Victorian era using a timeline and learn about the broad characterisations of the Victorian period. Use various sources to find out more about what the two nurses looked like and how these sources can be interpreted. The events of both Florence and Mary's lives will be sequenced. Understand more about the background differences for both women in the period that they were born. Describe their achievements and the impact they had on modern day nursing and the changes which followed over the past two centuries: hygiene/diet. Learn about Florence Nightingale's developments with the use of statistics and why this was important then and now. Discuss and debate about the two nurses' importance; the children will consider each of the nurse's lives and achievements Was one more important than the other? Find out more about monuments/statues and plaques for the nurses and question why these are used: Who deserves to be remembered?</li> </ul>							

Y3

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<b>History 23-24</b>	<b>Historical Skills Chronological Knowledge</b>	<b>Change and Continuity</b> to create a sense of period and time, the sequence of when things happened, what	<b>Significance</b> how do historians choose what is most important in history as there are too	<b>Similarities and Differences and Diversity</b> This relates to historical analysis of the extent and type of difference between people,	<b>Interpretation of History</b> The study of historical interpretations relates to an understanding of how and why	<b>Cause and Consequence</b> how historians explain why things happened in history, how did people make a difference to what	<b>Historical Sources and Evidence</b> what do historians use to find out about the past? How do historians use this material safely to

		changed, how fast/slow it changed and what continued, what we might see as progress.	many events to use everything? <b>5Rs Resulting in change, Remarked upon, revealing resonated and remembered</b>	groups, experiences or places in the same historical period.	interpretations of the past are different.	happened? What followed as a result of these?	produce the best history that they can? <b>HOW DO WE KNOW?</b>
<b>Y3</b> <b>Ancient Egypt</b> <b>7500BC-51BC</b>  Dynasty Settlements Kingdom Inventions Civilisation Society Architecture Government Religion and Beliefs Archaeology Hierarchy Trade Rulers Myths and legends Culture King Noble man Peasant Social Structure	Egyptian dynasty start/end and key events Old kingdom Middle Kingdom New Kingdom	<b>What can historians tell us about how Egyptian life changed during the Egyptian dynasty?</b> <b>Society and hierarchy</b> <b>Culture</b> <b>Government</b>  <b>What modern day inventions are an Egyptian legacy?</b> Communication Maths Astronomy Medicine Egyptian Legacy <b>What is the role of the River Nile today?</b>	<b>How do historians know that the river Nile was so important to the Egyptians?</b> <b>Why was the discovery of the pyramids and texts important?</b> farming, settlements, trade, transportation	<b>Was religion important for all Ancient Egyptians?</b> <b>How do historians know this?</b> Many gods and goddesses-all AE lived their lives dictated by gods and goddesses  <b>What was the hierarchy in AE?</b> <b>Pharaohs,</b> <b>nobleman farmers</b> <b>scribes slaves</b>		<b>What reasons do historians put forward to explain why the AE dynasty come to an end?</b> Loss of power/natural resources and conflicts/economic/ Rise of the Roman Empire	<b>How did historians think that religion affected life in Ancient Egypt?</b>  <b>How do historians explain how the Egyptian civilisation adapted to the needs of Egyptian Life?</b>  Which tells us more about the religious beliefs of the ancient Egyptians?  <b>Do historians agree about how the pyramids were built?</b> Work of an archaeologist Egyptian artefacts Primary sources Secondary sources Historians

<p><b>Overview Ancient Egypt</b></p> <p><b>The children will learn about:</b> The Ancient Egyptian dynasties and the time that the dynasties cover and why there are different versions of when the period started and ended. The terminology BC/BCE AD/CE and how the Ancient Egyptian period can be divided into sub periods. Old Kingdom, Middle and New Kingdom. The Ancient Egyptian society and its complexities. The different roles/hierarchy- (Pharaoh/King government officials, nobles/priests, peasants/slaves) lifestyles of different Egyptians and how the AE civilisation and culture adapted to the needs of their way of life over time.</p> <p>Farming, the importance of the river Nile and trade will be studied alongside belief systems and the role of pharaohs /kings. The purpose of pyramids and who would have been placed in a pyramid. How the AE civilisation has influenced modern civilisation. The children will also learn about the possible reasons for the end of the AE civilisation and that there are different views about this. The children will understand more about the role of Archaeologists and Egyptologists in teaching us about AE; How historians have used a range of primary sources over time to find out more about AE and how gaps in our knowledge of AE can be partly answered with secondary sources (books).</p>							
<p><b>Y3</b></p> <p><b>Ancient Greece</b></p> <p><b>3500BC-AD1500</b></p> <p>Settlements</p> <p>Kingdom</p> <p>Inventions</p> <p>Civilisation</p> <p>Society</p> <p>Democracy</p> <p>Architecture</p> <p>Archaeology</p> <p>Trade</p> <p>Rulers</p> <p>Myths and legends</p> <p>Culture</p> <p>Social Structure</p>	<p><b>Classical Greece</b></p> <p><b>Hellenistic</b></p> <p><b>Greece and</b></p> <p><b>Roman Greece</b></p> <p><b>start/end and</b></p> <p><b>key events</b></p> <p>Explain variations in Greek Life in different places over time- dates/period labels</p>	<p><b>What changed and what stayed the same?</b></p> <p>Development of Governments laws</p> <p>Schools</p> <p>Buildings</p> <p>Communication</p> <p>Olympic Games</p> <p><b>Can we thank the Ancient Greeks for anything in our lives today?</b></p> <p>Democracy</p> <p>Government</p> <p>Olympic games</p>	<p><b>Which period of ancient Greece was most significant according to the Historians?</b></p> <p><b>Classic age</b> was most significant period of Greek Civilisation reasons art architecture theatre and philosophy developments and democracy and sport</p> <p><b>Who do historians say was a</b></p>	<p><b>What do historians know about life in Sparta and Athens?</b></p> <p><b>How was Society structured?</b></p> <p>Comparisons between schools in Athens and Sparta two city states (laws, money, rulers).</p> <p><b>What can Greek myths and legends tell us about everyday life?</b></p>		<p><b>Why do historians think that Ancient Greece came to an end?</b></p> <p>Drought</p> <p>Alexander the Great death</p>	<p><b>Achievements</b></p> <p><b>What can historians tell us about how the Ancient Greeks governed?</b></p> <p><b>Why do historians believe that Alexander the Great was great?</b></p> <p><b>How do historians know about Ancient Greece?</b></p> <p>Greek artefacts</p> <p>Primary sources</p> <p><b>Primary and Secondary sources</b></p> <p>statues/pottery/monuments</p> <p>hieroglyphs/archaeol</p>

		How does AE and AG compare?	significant Greek Figure? Alexander the Great Pythagoras				ogical sites/ friezes/greek myths
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**Overview Ancient Greece**

The children will learn about the Ancient Greek dynasty and the period it spans. Use a range of secondary sources: photographs of artefacts such as Greek Pottery/statues/ruins of temples etc to investigate what the photographs say about life in AG alongside other secondary sources linked to archaeological sites. (Temples, theatres). Study the lifestyles of the ancient Greeks and how the people of Athens and Sparta lived - similarities and differences will be compared. Learn about Greek inventions and discoveries and how they continue to be used today. (Geometry, alarm clocks medicine botany). Find out more about the origins of government, democracy and the AG origins.

Read and listen to a range of Greek myths to answer questions about everyday life. Find out why Alexander the Great was great and why he was classed as “important” by historians: his conquest of various lands and how the culture in the lands he conquered changed the course of the region’s history. Develop an awareness of the impact of AG on modern day life i.e. Olympics, architecture.

Compare the two dynasties Ancient Egypt and Ancient Greece. Understand the limitation of sources when researching an ancient civilisation. Discuss the use of museums and why they are important.

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<b>Y4</b> <b>The Stone Age</b> <b>The Boy with the Bronze Axe</b> <b>26,000BC-3000BC</b>  <b>Pre-historical</b> <b>Hunter gatherer</b> <b>Settlements</b> <b>Archaeologist</b> <b>Invention</b>	<b>Chronological Knowledge</b> 6 key history time period Prehistoric Ancient Late Middle ages Early Modern History Modern Age	<b>What changed over the Stone Age period?</b> <b>What were houses like in the Stone Age?</b> <b>Materials – strengths and weaknesses</b> homes, farming, use of materials	<b>Why do historians think that the stone age was an important period of time?</b> Marked transition from nomadic hunter- gatherers to the beginnings of	<b>What do historians think that Stone Age Humans looked like?</b> Skull size, noses and nostril <b>What dd the stone age people use for tools?</b> <b>How do historians know about Stone Age houses?</b>		<b>What caused the end of the Stone Age according to historians?</b> Humans started to work with metal and making tools and weapons from Bronze	<b>What can historians teach us about the development of skills during the stone age?</b>  <b>How do historians think that this knowledge affected daily life in the Stone Age?_</b>

	<b>Contemporary Age</b>  <b>Sequence, duration and chronology-</b> Old-new stone age BC/AD/CE/BCE meaning?  <b>What was Britain like after the last Ice Age according to historians?</b>	<b>What stayed the same?</b> Very little	agriculture, animal domestication and the use of tools.	<b>What sources do they use to explain the stone age?</b> No written evidence wall paintings/monuments hieroglyphs/archaeological sites/ bog bodies			
<b>Overview The Stone Age</b> <ul style="list-style-type: none"> <li> <b>The children will:</b> Learn about the difference between prehistoric history and ancient history including the use of BC AD CE BCE terminology. Find out what Britain was like after the last Ice Age and who lived in Britain in the Stone Age. The children will learn about hunter gathers and how their daily lives would have been dominated with the search for food. Discover more about how historians have found out about the Stone Age and the limitations of the evidence available. Understand how houses changed in the 3 periods Palaeolithic, Mesolithic and Neolithic their similarities and differences- how and why they changed. Understand that change during the stone age period took many 1000s of years and that change does not necessarily happen quickly. The children will use the Skara Brae settlement to investigate how historians have used the settlement to interpret how Stone Age people might have survived. They will Investigate the purpose of tools and weapons from the Stone Age to further develop their knowledge about their lifestyles, what they ate and how they farmed. The children will learn that discoveries of other materials led to the Bronze and Iron Age providing an explanation as to why the Stone age ended.         </li> </ul>							
<b>Bronze and Iron Age</b> <b>Bronze</b> <b>3000Bc=700BC</b>	<b>Chronological Knowledge</b> Sequence, duration and chronology	<b>How do historians know what changed over time during</b>	<b>Why was the discovery of Iron such a big deal according to historians?</b>	<b>What did historians think that Bronze/Iron Age humans looked like</b>		<b>What happened because of the discovery of iron ore?</b>	<b>Historical Enquiry- Evidence and Sources</b> <b>Which was better stone bronze iron?</b>



<b>Iron</b> <b>800BC-43AD</b>  Pre-historical Settlements Archaeologist Metal working Invention Innovation ruler	<b>Bronze-Iron Age</b>	<b>the Bronze and Iron Age?</b> tools, farming Increased variety of crops and leisure time introduced Trade started Population increases  <b>What stayed the same?</b> Style of Homes burials	iron weapons could be massed produced Other technological innovations Armour decorative supplies Building materials	<b>Hair colour/physical health</b> <b>Women/men similarities</b>		Had more time to do other activities than hunt for food- leisure time began  <b>Why did the Bronze and Iron Age end?</b> Human Culture advanced to new levels when Romans conquered ancient Britain	<b>Why</b> <b>What can historians tell us about the importance of the discovery of copper and tin for life in the Bronze and Iron Age?</b> <b>Were they religious?</b> <b>Where did they live- hillforts/roundhouses</b> <b>What have historians learnt from the Bog bodies?</b>  <b>Why are we not sure when the Iron age started/ended?</b> Roman and Greek Classical writers stories
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### Overview The Bronze age and the Iron Age

**The children will:** Learn where the Bronze age fits within a chronological framework and how the bronze/iron age followed on from the stone age. Understand more about the sources historians have used to tell us about what Bronze/Iron age people looked like. Investigate their religious beliefs by looking at burial sites drawing parallels with AE Y3. Consider what historians can tell us about the importance of the discovery of copper and tin for life in the Bronze and Iron Age. Understand more about the development of homes and tools alongside the development of communities: Learn using historical sources how the developments in tools enabled their daily lives to change so that they had some time to do other activities beyond hunting for food and what evidence historians have found which tell them about the other activities that they did. The children will learn about hillforts, armouries, granaries, animal pens and their purpose. Iron age settlements near water supplies/mines and farmland will be investigated using a range of sources. The reasons for the end of the Iron age will be discussed. The Roman invasion.

<p><b>Romans</b>  <b>AD43-AD410</b>  <b>The Eagle of the Ninth</b></p> <p>Settlements  Archaeologist  Invention  Empire  Emperor /general  Invasion  Ruler  Resistance  Conquest  Architecture  Lifestyle  Culture  Legions  wealth  Education</p>	<p><b>Britain before Roman Invasion</b></p> <p>Roman occupation lasted <i>from AD 43 to AD 410</i></p> <p><b>When did the Romans invade and why?</b></p>	<p>What do historians say changed in Britain during the Roman period?</p> <p>Buildings  Superior to Iron Age buildings  Art  Culture  Lifestyle  Coinage  Roads  <b>Contrast Iron age to Roman Britain</b>  <b>What changed?</b></p> <p><b>Did native Britain's welcome or resist the Romans and why?</b></p>	<p>Why do historians say that the Roman invasion of Britain was significant?</p> <p>Roman empire expansion more powerful  <b>Who were important figures in Roman Britain?</b>  Caezar  Claudius  Claudius</p>	<p>What discoveries have historians found to explain some of the differences/similarities between Romans and Celtic Tribes</p> <p>Physical appearances  clothes/  weapons  Crime and Punishment  Lifestyle  Culture  Crime and punishment</p> <p><b>Why might different people have had different views about the Romans?</b>  <b>How were their views informed?</b>  <b>What have historians used to form these views?</b></p> <p>Classical writers- stories and poetry</p>		<p>What can historians tell us about the reasons for the Romans invasion and what happened as a result in Britain at that time?</p> <p><b>How did life change in Britain under Roman rule?</b>  Buildings  Roads  Way of life  Food  Hygiene</p> <p><b>When did the Romans invade and why?</b></p>	<p>What impact do historians think that the Roman Empire has on modern day civilisation?</p> <p><b>How do historians know about life on the Hadrian's wall?</b></p> <p><b>What can historians say about how the native Britons welcomed or resisted the Romans and why?</b></p> <p><b>What evidence is there to suggest that the Romans influenced the culture of the people already there?</b></p> <p><b>Who were the key significant figures according to historians during the Roman Empire and why?</b></p>

				Artefacts Paintings Mosaics			
<p><b>Overview The Romans</b></p> <p><b>The children will learn:</b> where the Romans fit within the chronological events in Britain and why the Roman's invaded Britain. They will learn what an invasion and a conquest is and who the significant emperors were (Julius Caesar and Claudius) and why they were significant. The children will find out why JC was more successful in his conquests as a general than a dictator. The Roman Empire and its expanse will be investigated. The children will learn about the 2nd invasion by Claudius and why this was more successful than Caesar's. Resistance from the Celts will be discussed, and Hadrian's Wall will be used to explain the Roman's defence mechanisms and what life might have been like "on the wall" for the Roman soldiers. The children will learn about the culture changes that the Romans brought to Britain-Crime and punishment and aspects of their government. The Roman hierarchy and the roles of an emperor, nobles, common people (plebeians) farmers, craftsmen and traders will be studied. The Roman way of life, homes, sanitation, roads, the building of cities, the use of roman numerals, surgery tools and written news will be investigated. The children will use a range of sources to consider how the Romans were viewed: classical writers-stories/poetry/artefacts/paintings/mosaics and how historians have used these sources to create a view of the Romans.</p>							

## Y5

Disciplinary Concepts how historians study the past and how they construct historical claims, arguments and accounts							
History 23-24	Historical Skills Chronological Knowledge	Change and Continuity to create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued,	Significance how do historians choose what is most important in history as there are too many events to use everything? <b>5Rs Resulting in change, Remarkd</b>	Similarities and Differences and Diversity This relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period.	Interpretation of History The study of historical interpretations relates to an understanding of how and why interpretations of the past are different.	Cause and Consequence how historians explain why things happened in history, how did people make a difference to what happened? What followed as a result of these?	Historical Sources and Evidence what do historians use to find out about the past? How do historians use this material safely to produce the best history that they can? <b>HOW DO WE KNOW?</b>

		what we might see as progress.	upon, revealing resonated and remembered				
<p>Y5 Anglo-Saxons and Vikings Anglo-Saxons 410-1066AD Vikings 793-1066</p> <p>Settlements Archaeologist Invention Invasion Raids religion Ruler Resistance Conquest Lifestyle Culture Customs Laws/rules Agriculture Wealth Trade kingdom Sacrifice</p>	<p>England during AS era before Vikings came</p> <p>Viking England Before Norman invasion</p>	<p>How did life change during Anglo Saxon period and Viking period according to historian research? Were all Viking settlements the same? AS period replaced Roman stone buildings with wooded ones and spoke own language Vikings brought own laws/place names/customs/crafts and farming techniques Kingdoms 7 down to 1 What stayed the same during AS period and V period? Similar houses for both AS/V What legacy have AS left behind? Fines /laws</p>	<p>Why was Alfred the Great considered to be great? Only monarch to be called great. Defeated Vikings Law codes introduced. Translated books. Viking invasion significant they wanted to conquer and colonise England to expand trading routes, settle and farm. Unification of various kingdoms into one nation in England Why was William named 'The Conqueror'?</p>	<p>What evidence do historians have to show how the Anglo-Saxon and Viking people were similar/different? Lifestyle Law and order Hygiene Status Health-medicine Hobbies/past times Longships/narrow ships Religion/beliefs punishments</p> <p>What evidence is there to show how slaves were treated in the Viking era?</p> <p>What does Bede's account of the Vikings say about the Vikings?</p> <p>What did Pryor say?</p> <p>Why have the Vikings gained such</p>	<p>What evidence have historians used to tell us about the Viking image? Are they all the same view?</p>	<p>Was it a positive or negative change for Britain when the Romans left?</p> <p>What can historians tell us about the Anglo-Saxons and why they migrated, invaded and settled in Britain? Claimed land and resources. What was the impact on the Anglo-Saxons following Viking invasion? Vikings took over trade markets land/resources Why did the Vikings fail to conquer England Other communities became better able to defend themselves and Alfred the Great Who built better boats? Why the Viking skill at navigating and boat building led to</p>	<p>What can historians tell us about the AS/V and why they migrated/sett/ed in Britain. Their lifestyle and culture? How have recent excavations changed historians view of Vikings?</p>

				<b>a bloodthirsty reputation?</b> How have recent excavations changed our view of Vikings?		<b>success of Viking raids?</b> Knowledge of the sun and stars colour of the seas wave movements and wind direction Types of boats used Faster and lighter longships-rivers	
<b>Overview Anglo Saxons and Viking</b>  <b>Children will learn</b> what Britain was like pre-Viking invasion after the Romans left. (AS 410-1066AD) V 793-1066 CE and place the Vikings and the Anglo-Saxons on a timeline. The reasons for Anglo-Saxons/Viking migration from Germany and Scandinavia. How they travelled successfully by sea to England. About key events during the AS and V period. The similarities and differences between AS and V eras in terms of lifestyle/social life: languages/spoken cultures and social classes/ law and order/hygiene/status/health-medicine and hobbies-past times. Key historical figures Alfred the Great (A-Saxon King (871-886). About Bede's account of Viking appearance and why they have a bad reputation. They will learn about recent excavations which may alter this view of the Vikings. About the success of Viking longships in coastal invasions. The development of Viking trade using better longships and use of silver to trade. How the Vikings came to lose their control on England and about key historical figures involved in the final Viking invasions of England 1066. Harald Hardrada (last real Viking role in the Battle of Hastings) Harold Godwinson (last crowned AS king and William the Conqueror and their part in the Battle of Stamford Bridge and Hastings 1066. The Viking and Anglo-Saxon legacy: laws/rules/fines/names of places.							
<b>The Industrial Revolution Local Area Study (Sheffield Steel Industry)</b> <b>1760-1840</b>  <b>Inventions</b> <b>Industrialisation</b> <b>Wealth</b> <b>Innovation</b>	<b>Britain before IR</b> <b>1760-1840</b>	<b>According to historians what changed/stayed during the IR era?</b> homes, farming, growth of factories, businesses, inventions, tools,	<b>Why do historians think that the Industrial Revolution was so significant for Britain?</b> Huge Transformation to large scale industry,	<b>rural and urban households similar/different?</b> Social classes differences Homes Living conditions Livelihoods Industry-cottage industry		<b>Why did the Industrial Revolution start? 1750-1850?</b>  <b>How did improvements in agriculture support the IR?</b>	<b>Why do historians say that Britain was called 'the workshop of the world'?</b> <b>Why do historians think that invention of steam power was so significant to the industrialisation of Britain?</b>

<b>Industry</b> <b>agriculture</b> <b>Labour</b> <b>Social classes</b> <b>Lifestyle</b> <b>Culture</b> <b>Revolution</b> <b>Wealth</b> <b>poverty</b> <b>empire</b> <b>global</b> <b>parliament</b> Factory economy		materials work practices Steam/science and mass production/digital revolution? Healthier diets Better housing cheaper goods expansion of cities Population growth	mechanisation, power sources and organising work Homes Food Entertainment London becomes centre of the world	<b>How was life  during the IR  portrayed? What  sources have  historians used to  explain what life  was like?</b> <b>Are the versions  related to the  author of the  information?</b> Letters Pictures images of people Paintings Cartoons Census Eye-witness accounts		<b>What evidence do  historians have to  explain how  women's and  children's lives  changed  because of the IR?</b> were changed because of the IR <b>Why was coal mining  so important to  Britain's wealth and  place in the world</b> <b>How did steam  power support  industrialisation?</b>	<b>What do historians  say about the  importance of coal  mining to Britain's  wealth?</b> <b>Who do the  historians say  benefited most from  the Industrial  Revolution?</b>
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### Overview Industrial Revolution

The children will learn what Britain was like in the 1800s both in the countryside and the cities. Sources (paintings/film will be used to support the pupils' understanding of this period and understand that painting are interpretations of a particular period of time. The children will learn why the industrial revolution started and why it was so significant for Britain. Countryside and urban living developments will be explored with the children. The children will learn about changes during the Industrial Revolution-agriculture/factory development/ power supplies /transport developments/ empire expansion/changes in women's and children's lives. Reasons for the population increase will also be studied: improved health, vaccinations, improved diet, and better farming methods. The children will learn about the development of coal mines and how they impacted on Britain's wealth and place in the world. Steam power and its link to industrialisation will be studied. The meaning of the word empire and the origins of the British empire will be explained. The children will learn about trade with other countries in the world.

## Overview Victorian Britain

Child labour in factories/mines will be explored. Life in a workhouse will be investigated. Education for children and support for children from important people such as Barnardo and Salt will be studied. Comparisons between rich and poor Victorian children will enable the children to understand the differences in society for Victorian children: health, education, homes, clothes, food, toys and poverty. The children will learn how the introduction of the factory laws changed children's lives over time. A range of primary and secondary sources will be used to demonstrate these differences.

<b>Victorian Britain</b> <b>Children's Lives</b> <b>Rich and Poor</b> <b>Inventions</b> <b>Industrialisation</b> <b>Wealth</b> <b>Innovation</b> <b>Industry</b> <b>agriculture</b> <b>Labour</b> <b>Social classes</b> <b>Diversity</b> <b>Lifestyle</b> <b>Culture</b> <b>Revolution</b> <b>Poverty</b> <b>Education</b> <b>Capitalism</b> <b>Transportation</b> <b>Communication</b> <b>parliament</b> <b>Factory</b>	<b>Victorian Britain</b> <b>1837-1901</b>	<b>What can historians say about how life changed /stayed the same for children through the Victoria Period?</b>  Workhouses asylums- Homes Education Safety in mines and factories Public health End of slavery Arts Children's age of employment	<b>Why was the Education Act and Factory law so significant for children? Why was Titus SALT/Lord Shaftesbury/Barnardo important?</b> Promoted compulsory education Education act Changed the lives of all children	<b>What evidence do historians have to show how lives were different for rich/poor children?</b> Homes Clothes Food Education Employment Toys Boy Girl differences for poor children <b>How was life during the Victorian era portrayed? What sources do historians use?</b> Range of Primary and secondary sources Letters Pictures images of people Paintings Cartoons		<b>How did of the developments in Science improve children's lives?</b> Hygiene improved Diseases investigated Smallpox/tb/flu/cholera <b>How did attitudes change towards children and what caused them to change?</b> <b>How women's lives were changed during the VP</b> Role as wife/mother changed to that of worker/equal?	<b>What evidence/sources do historians use to explain what life was like for Victorian Children?</b> School/Medicine/Crime and Punishment/Toys/pastime/Health/disease  <b>What can historians say about how life changed for children through the Victoria Period?</b>  <b>What does the evidence say about life in the workhouses Good or bad? Is there an equivalent now?</b>
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				Census Eye-witness accounts Court reports <b>What was lifelike in the workhouse?</b>			
<b>Victorian Britain</b>  Child labour in factories/mines will be explored. Life in a workhouse will be investigated. Education for children and support for children from important people such as Barnardo /Salt will be studied. Comparisons between rich and poor Victorian children will enable the children to understand the differences in society for Victorian children: health/education/homes/clothes/food/toys/poverty. The children will learn how the introduction of the factory laws changed children's lives over time. A range of primary and secondary sources will be used to demonstrate these differences.							



Disciplinary Concepts how historians study the past and how they construct historical claims, arguments and accounts							
History 23-24	Historical Skills Chronological Knowledge	Change and Continuity to create a sense of period and time, the sequence of when things happened, what changed, how fast/slow it changed and what continued, what we might see as progress.	Significance how do historians choose what is most important in history as there are too many events to use everything? <b>5Rs Resulting in change, Remarkd upon, revealing resonated and remembered</b>	Similarities and Differences and Diversity This relates to historical analysis of the extent and type of difference between people, groups, experiences or places in the same historical period.	Interpretation of History The study of historical interpretations relates to an understanding of how and why interpretations of the past are different.	Cause and Consequence how historians explain why things happened in history, how did people make a difference to what happened? What followed as a result of these?	Historical Sources and Evidence what do historians use to find out about the past? How do historians use this material safely to produce the best history that they can? HOW DO WE KNOW?
Y6 WW1 <b>WW1 1914-1918</b> Invasion Battle Warfare Parliament Alliance Propaganda Treaty	Europe before the war WW1  Europe after WW1 and before WW11  Europe after WW11	<b>What was the soldier's experience of war WW1/- according to historians?</b> Investigate changes over time-soldier's experiences-	<b>What significant events explain the start of WW1?</b> Understand the difference between Europe in 1914 and 2019	<b>What was Europe like in 1914?</b> <b>How was life at the front depicted for soldiers/officers?</b> WW1. <b>What evidence do historians use?</b> /soldiers/officers songs		<b>What affect did the WW1 have on Europe according to historians?</b> winners and losers? international alliances + the changing face of	<b>How do historians explain why WW1 was called the Great War?</b>  <b>What can historians say about the effect the WW1 Peace treaties had on Europe?</b>

<b>Colony</b> <b>Assassination</b> <b>Armistice</b> economy factories		where the wars were fought and associated health risks Life in the trenches uniform/equipme nt/chemical warfare/medicine /artillery/machine s/airplanes ships tanks subs WW11 more destructive	<b>assassination of</b> Franz Ferdinand Sinking of Lusitania Battles Peace Treaty WW2	<b>Was the war a  negative  experience for  everyone?</b>		Europe, the treaty of Versailles	Eyewitness accounts Poems Newspaper accounts Royal Armoury photographs Images Paintings Songs Medals Museum visits Holocaust Museum Letters Stories adverts
<b>WW11</b> <b>Local Area Study</b> <b>Sheffield Blitz</b> <b>WW11 1939-'945</b> WW2 Invasion Battle Warfare Parliament Alliance International Annex/axis Propaganda persecution Treaty Colony Armistice economy factories		<b>What was the  soldier's  experience of -  WW11 according  to  historians?</b> Investi gate changes over time-soldier's experiences- where the wars were fought and associated health risks uniform/equipme nt/chemical ne/artillery/mac warfare/medici	<b>WW11</b> <b>What were the  significant  events which  led to the start  of WW11</b> Invasion of Poland  <b>Significant  battles</b> Normandy landings Battle of Britain Peral Harbour	<b>How do historians  show how life was  different for  women in WW2  using a range of  sources of  evidence</b> Factory/farm work <b>What do historians  know about the  impact of the blitz  for the people who  lived in London?  Sheffield?</b>  <b>How was life at  war depicted</b>		<b>Why did Germany  invade certain  countries and so  quickly and what  happened to the  countries that were  invaded?</b>  <b>What affect did the  WW11 have on UK  and groups of  people in society?</b>  To what extent were women affected by change during this period? What brought	<b>What information do  historians use  explain how society  was affected by  W11?</b>  Eyewitness accounts Poems Newspaper accounts Royal Armoury photographs Images Paintings Songs Medals Museum visits Holocaust Museum Letters

evacuation holocaust		hines/airplanes ships tanks subs WW11 more destructive		evacuees/ethnic groups/women? Parts of UK London /Sheffield Was the war a negative experience for everyone? Holocaust?		about the changes?  <b>What do historians know about the impact of the blitz for the people who lived in London? Evacuees?/Sheffiel d people</b>	Stories adverts
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### Overview WW1

**Children will** understand the causes and the chain of events which led to the start of WW1. Understand how soldiers may have felt before /during/after the WW1 battles (sources). Understand the terms alliance, imperialism, nationalism and militarism. Appreciate that there were class differences in the way that soldiers went into battle. Describe the purpose of the soldiers: equipment/uniform kit /artillery. Understand the conditions in the trenches and the health and safety risks from chemical warfare (range of sources). Explain why WW1 was called the great war. Who the key figures were. Understand USA's involvement in WW1 and Russia's withdrawal led to armistice. Explain the importance of the treaty of Versailles. Understand the legacy of WW1 to Britain (altered map of Europe) Describe how WW1 was a precursor to WW11.

### Overview WW2

**Children will** sequence the events which led to the start of WW2. Understand the reasons for the start of WW2 including reference to how WW1 led to WW2 and Hitler's rise to power. List the countries that were occupied using terms axis/allied/axis-controlled countries. Recognise that technological advances in weaponry and transport which enabled Germany's faster invasion (Blitzkrieg). Appreciate how life stayed the same or changed for families at home/soldiers who went away to fight. Describe how different groups of people within society (social classes/ethnicity/religion/race /gender were impacted by the war. Explain how Sheffield was affected by the war and why the city was targeted. Understand the term propaganda, its purpose and why propaganda is used in warfare. Discuss similarities and differences for soldiers in WW1/WW2. Understand that the war was depicted in positive and

negative ways (songs/posters/employment/careers). Recognise that WW2 was a world changing event which affected the lives of hundreds of millions of people. The consequences to the UK of winning the war.

<b>Mayans</b>  Civilisation Agriculture Monument/statue Hunter gatherer Trade Social structure Noble King Rulers pyramids sacrifice	<b>Ancient Civilisations 2000BC-AD 1500</b> <b>Where do Maya fit into the chronological framework?</b>	<b>How do historians explain how their civilisation changed/remained the same over time?</b> City development Scientific work Medicine Agriculture Present day  <b>What can we learn about the ancient Maya from the Maya people today?</b>  Continuation of ancient language Weave own clothes Grow and use corn to make bread  <b>Comparison AE/AG</b> <b>What items did the Mayans give</b>	<b>Who were the Mayans according to historians?</b> <b>Who were the Important Mayan Individuals and why?</b> <i>Lady K'abel</i> <i>Gonzalo Guerrero</i>  Statues of GG	<b>How do historians think that the Maya prospered in the rainforests?</b>  Cities/Scientific discoveries  <b>Rich and Poor Mayans-how were their lives different?</b>  <b>How do historians know that religion was important to the Maya</b>  <b>Comparisons to ancient Egypt/Greece</b>	<b>Why are there different interpretations put forward to explain the end of the Maya?</b>	<b>What reasons do historians put forward to explain the end of the Maya civilisation?</b>	<b>What types of evidence do historians have on the Maya?</b>  <b>How is the LIDAR technique revealing new aspects of Maya people?</b>  <b>How do historians know that religion was important to the Maya?</b>
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		<b>the world that we use today</b> Chocolate Vanilla Sweet potato					
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### Overview Mayans

Children will understand where the Mayans came from. Understand the chronology of the Mayan empire. Describe the different types of evidence available about the Maya and how archaeologists/historians have used this to build knowledge about the Maya. Understand that the Maya had social classes like the Ancient Egyptians /Ancient Greeks and compare similarities and differences between the civilisations. Understand that the Maya tribes fought each other -militarism /feuds. Explain how the Maya prospered in the rainforest a) by building sophisticated cities and b) their use of science c) food sources. Understand that the Maya religion involved several gods and goddesses, the names and types of gods/goddesses and how why and when sacrifices were offered to the gods/goddesses. Explain the possible reasons for the failure of the Maya civilisation a) famine b) climate change c) deforestation d) war/feuds. Explain the legacy from the Mayan civilisation and describe what can be learnt about the Mayan ancestors from the Mayan people today.

<https://www.youtube.com/watch?v=IAQAAJo1fIQ> how civilisations developed