

## History Curriculum Map

	<b>Vision for the subject:</b>  At Randwick our aim is to create knowledgeable, inquisitive historians from EYFS to KS2 through studying artefacts, cultures and pastimes and impact on life in Britain. Through an enquiry-based approach, the children will ask and answer questions so that all gain a deeper knowledge of local, national and international history.  We want our pupils to gain an appreciation and understanding of the past and the curiosity and motivation to find out more. Through their study of history pupils will develop their understanding of chronology so that they gain a coherent knowledge and understanding of Britain's past and that of the wider world. Pupils learn through an enquiry approach through research, analysis and evaluation using primary and secondary historical sources. They will gain an insight into how people around the world used to live and appreciate how interpretations may differ. Pupils will develop an understanding of historical concepts such as change, consequence and significance. They will develop their vocabulary to allow them to communicate their understanding using subject specific vocabulary.						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	End points for the year
Reception	Into the woods	Let's celebrate	Into the night sky	It's wild out there	Where adventures begin	What a journey	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.
Vocabulary		Celebration Diwali Diya Rangoli Birthday Christmas Remembrance Day	Chinese zodiac Lunar New Year			Baby Child Adult Change Today Yesterday Before I was born A long time ago Old New	
Assessment	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.						

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Buzzards Year A</b>	<b>Significant individuals – Mary Seacole and Florence Nightingale</b> <b>Skills</b> <b>Understand chronology</b> Label time lines with words of phrases such as: past, present, older and newer. <b>Investigate and interpret the past</b> Use artefacts, pictures, stories, online sources and databases		<b>Changes within living history. How has technology changed the way we communicate over the last 60 years?</b> <b>Skills</b> <b>Understand chronology</b> Place events and artefacts in order on a time line Label time lines with words of phrases such as: past, present, older and newer.		<b>Significant individuals – What was life like for children during the reign of ... Queen Victoria, Queen Elizabeth II</b> <b>Skills</b> <b>Understand chronology</b> Place events and artefacts in order on a timeline Use dates where appropriate <b>Investigate and interpret the past</b>	

	<p>to find out about the past. Ask questions such as: What was it like for people? What happened? How long ago?</p> <p><b>Build an overview of world history</b> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p> <p><b>Communicate historically</b> Show an understanding of concepts – war and peace</p> <p><b>Sticky Knowledge</b> Florence Nightingale became a nurse because she felt that God wanted her to help people.</p> <p>A war started in Crimea and Florence went to go and look after the soldiers who had been hurt.</p> <p>The hospitals where Florence worked were not very clean, the food was poor and they did not have many bed meaning infections spread.</p> <p>The soldiers that Florence treated called her 'The lady with the lamp' because she walked around the wards at night with a lantern.</p> <p>Florence was awarded the Order of Merit by Queen Victoria for her hard work.</p>		<p>Recount changes that have occurred in their own lives</p> <p><b>Investigate and interpret the past</b> Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p><b>Build an overview of world history</b> Describe historical events (invention of the internet)</p> <p><b>Communicate historically</b> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time</p> <p><b>Sticky Knowledge</b> In 1876, Alexander Graham Bell invented the telephone. Before this, people would write letters or speak in person.</p> <p>In 1989 Tim Berners-Lee invented the world wide web.</p> <p>After this, people could send messages via the computer.</p> <p>In 1988, Jesse Eugene Russell invented the concept of the digital smart phone. Before this, mobile phones were rare and could only make calls.</p> <p>In 2007, Steve Jobs shared the iPhone with the world. After this, everyone could carry the internet.</p>		<p>Ask questions such as: What was it like for people? What happened? How long ago? Identify some ways the past has been represented. Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p><b>Build an overview of world history</b> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p> <p><b>Communicate historically</b> Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy</p> <p><b>Sticky Knowledge</b> Queen Victoria was the Queen in Victorian times. Before Queen Elizabeth II she was the longest reigning monarch. Queen Victoria reigned for 63 years. Children didn't all go to school in Victorian times, many had to work. Queen Victoria brought in laws to stop children under 10 going down the mines or in factories. Queen Elizabeth II was the longest reigning monarch in the UK. Queen Elizabeth II reigned for 70 years. A coronation is when a King/Queen take the crown and first become the King/Queen.</p>	
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Vocabulary	<p><b>Infection</b>– An illness passed by spreading germs.</p> <p><b>Crimean War</b>– The war that Florence Nightingale and Mary Seacole served in.</p> <p><b>Patient</b> – A person that is ill in hospital.</p> <p><b>Order of Merit</b>– The award that Florence received for her amazing work</p> <p><b>Nurse</b>– A person who is trained to care for sick or injured patients.</p> <p><b>Herbal Remedies</b> – Medicine which has ingredients from parts of a plant.</p>		<p><b>Before</b>– At an earlier time</p> <p><b>After</b> – Later in time</p> <p><b>Past</b>– Having happened or gone by at an earlier time.</p> <p><b>Present</b>– Happening now, in this time.</p> <p><b>Old</b> – Something not new that has existed before.</p> <p><b>New</b> – Recently existed.</p> <p><b>Now</b> – In these times or at this time.</p> <p><b>Same</b> – Identical, similar, not different.</p> <p><b>Different</b> – Not the same as another.</p>		<p>castle, moat, drawbridge, servants, guards, towers, great hall, turrets, arrow-slit, Motte and Bailey, ramparts, portcullis, palace, lance, monarch, queen, king, royal.</p>	
	<p>Formative assessment: Low stakes quizzes throughout the unit</p> <p>Summative assessment: Teachers assessment against sticky knowledge</p>					

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Buzzards</b></p> <p><b>Year B</b></p>		<p>Changes within living memory – Edward Budding (lawnmower)</p> <p>Events beyond living memory – first aeroplane flight, IKB</p> <p><b>Key skills:</b></p> <p><b>Investigate and interpret the past:</b></p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p><b>Build an overview of world history:</b></p> <p>Describe significant people from the past.</p> <p><b>Understand chronology:</b></p> <p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p>		<p>Pus, warts and small pox: how did the discoveries of Edward Jenner impact on life in Britain?</p> <p><b>Key skills:</b></p> <p><b>Investigate and interpret the past:</b></p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p><b>Build an overview of world history:</b> Recognise that there are reasons why people in the past acted as they did.</p> <p><b>Understand chronology:</b></p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p><b>Communicate historically:</b></p> <p>Use words and phrases such as: a long time ago, recently, when</p>		<p>Lives of significant individuals – compare aspects of life of Christopher Columbus and Neil Armstrong</p> <p><b>Key skills:</b></p> <p><b>Investigate and interpret the past:</b></p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past</p> <p><b>Build an overview of world history:</b></p> <p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p><b>Understand chronology:</b></p> <p>Label time lines with words or phrases such as: past, present, older and newer.</p> <p>Recount changes that have occurred in their own lives.</p>

		<p><b>Communicate historically:</b> Show an understanding of the concept of nation and a nation's history.</p> <p><b><u>Sticky knowledge</u></b> Know the name of a famous person, or a famous place, close to where they live Organise a number of artefacts by age</p>		<p>my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p><b><u>Sticky knowledge</u></b> Know the name of a famous person, or a famous place, close to where they live Know that children's lives today are different to those of children a long time ago Know what we use today instead of a number of older given artefacts</p>		<p>Use dates where appropriate.</p> <p><b>Communicate historically:</b> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p><b><u>Sticky knowledge</u></b> Name a famous person from the past and explain why they are famous Know about a famous person from outside the UK and explain why they are famous Know the name of a famous person, or a famous place, close to where they live</p>
Vocabulary		<p><b>Invention</b> – Something new that has been created by someone.</p> <p><b>Inventor</b> – A person who has invented or created something new and usually useful to others.</p> <p><b>Engineer</b> – A person who designs and builds machines, systems or structures.</p> <p><b>Transport</b> – A way of travelling on a moving vehicle from one place to another.</p> <p><b>Chronology</b>– Past events that are in the order that they happened from oldest to newest. A timeline shows their chronology.</p>		<p><b>Smallpox</b> Virus which killed up 300 million people</p> <p><b>Vaccination</b> Having an injection which makes someone immune to a infection</p> <p><b>Edward Jenner</b> A doctor who created the vaccine for Smallpox</p> <p><b>Cowpox</b> A virus similar to Smallpox, which was spread by cows</p> <p><b>Vaccine</b> An injection to protect from some infections</p> <p><b>Virus</b> A type of bug/germ, which can't be cured with antibiotics</p> <p><b>Infection</b> When a virus or bacteria attack your body and make you poorly</p>		<p><b>Astronaut</b> a person who is trained to travel in space.</p> <p><b>NASA</b> the federal agency in charge of sending people to space.</p> <p><b>Earth</b> the planet where we live; the World.</p> <p><b>Moon</b> the national satellite of the world, reflecting light from the sun.</p> <p><b>Lunar Module</b> a small craft used to move between the moon's surface and orbiting spacecraft.</p> <p><b>Apollo II</b> the space vehicle that carried the astronauts to the first moon landing. <b>Flight</b> the journey on the Apollo II.</p> <p><b>Commander</b> helps manoeuvre the spacecraft with help from the pilot. Keeps the crew safe</p>
Assessment	<p>Formative assessment: Low stakes quizzes throughout the unit</p> <p>Summative assessment: Teachers assessment against sticky knowledge</p>					

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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<p>Kestrels Year A</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p><b>Key skills:</b> <b>Understanding chronology</b> Understand the concept of change over time, representing this, along with evidence, on a timeline. <b>Investigate and interpret the past</b> Use a range of historical sources to ask questions and find answers to questions about the past. Suggest causes and consequences of some of the main events and changes in history. <b>Build an overview of world history</b> Give a broad overview of life in Britain from ancient until medieval times. <b>Communicate historically</b> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology</p> <p><b>Sticky knowledge</b> The Stone Age came first and lasted for many thousand years. It is divided into three periods: Palaeolithic, Mesolithic and Neolithic. Palaeolithic people were hunter gatherers who roamed. Britain became an island in Mesolithic times following the last Ice Age. Neolithic people started farming crops and animals and lived in permanent settlements. In the Bronze Age, The Beaker People and other migrants brought new technology. Bronze was discovered which made for much better tools and weapons. Some Bronze Age</p>		<p><b>The Roman Empire and its impact on Britain</b></p> <p><b>Key skills:</b> <b>Understanding chronology</b> Place events, artefacts and historical events, artefacts and historical figures on a time line using dates. <b>Investigate and interpret the past</b> Use a range of historical sources to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history <b>Build an overview of world history</b> Describe the characteristic features of the past, including ideas, beliefs, attitudes and features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe changes that have happened in the locality of the school throughout history. Compare some of the times studied with those of other areas of interest around the world <b>Communicate historically</b> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology</p> <p><b>Sticky knowledge</b> Emperor Claudius lead a successful invasion of Britain. He also expanded the Roman Empire into parts of Africa and the Middle East.</p>		<p><b>Bronze Age – chronology, innovation, daily life and hierarchy</b></p> <p><b>Key skills:</b> <b>Understanding chronology</b> Use a range of historical sources to ask questions and find answers to questions about the past. Place events, artefacts and historical figures on a time line using dates. <b>Investigate and interpret the past</b> Suggest causes and consequences of some of the main events and changes in history. Suggest suitable sources of evidence for historical enquiry <b>Build an overview of world history</b> Describe changes that have happened in the locality of the school throughout history.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Give a broad overview of life in Britain from ancient until medieval times <b>Communicate historically</b> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p><b>Sticky knowledge</b> The Bronze age was between 4000BC and 2000BC. Britain</p>	
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	<p>people lived in roundhouses but, many were still nomadic. In the Iron Age, people lived in permanent settlements. Because there were wars between tribes, some people lived in hillforts.</p>		<p>Boudicca was a queen of the British Celtic Iceni tribe who led an uprising against the occupying forces of the Roman Empire, she was eventually defeated.</p> <p>The Romans invaded Britain in 43AD and ruled for around 400 years.</p> <p>Roman soldiers were strong and tough. They had to carry their equipment such as tents, weapons, cooking pots as well as wearing their armour.</p> <p>The impact of the Romans invading Britain - creating straight roads; a written language (which was Latin); introducing coins, laws and a legal system.</p>		<p>entered it between 2100BC until around 650BC.</p> <p>The Bronze Age was in the middle of the Stone Age and the Iron Age. ...</p> <p>People combined tin and copper to make bronze.</p> <p>Metals were found by people mining for them.</p> <p>The wheel was invented!</p> <p>The first forms of writing started.</p> <p>Bronze age people lived in round houses.</p>	
Vocabulary	<p><b>Prehistory:</b> A time before information was written</p> <p><b>Archaeologist:</b> A person who studies human history through excavating sites and examining artefacts.</p> <p><b>Chronology:</b> An arrangement of dates in order.</p> <p><b>BCE:</b> Before Common Era. Also known as BC (Before Christ)</p> <p><b>CE:</b> Common Era. Also known as AD ('In the Year of the Lord')</p> <p><b>Settlement:</b> A place where people lived.</p> <p><b>Roundhouse:</b> The circular houses used in the Bronze and Iron Age.</p> <p><b>Long Barrow:</b> Burial monuments.</p> <p><b>Hillfort:</b> a fortified settlement built on a hilltop, surrounded by banks.</p> <p><b>Tribe:</b> a group of people ruled by a chieftain.</p>		<p><b>Invasion:</b> One country attacking another to take it over</p> <p><b>Legion:</b> One unit of the Roman army; had 4,000 to 6,000 soldiers in. Lead by a centurion.</p> <p><b>Empire:</b> A group of countries ruled by a single person, government or country</p> <p><b>Emperor:</b> The leader of an empire. Similar to a king or queen.</p> <p><b>Amphitheatre:</b> Where the Romans would go to be entertained.</p> <p><b>Mosaic:</b> One picture made up of thousands of small tiles (tesserae)</p> <p><b>Infrastructure:</b> the basic facilities such as transport, communications, power supplies, and buildings, which enable it to work</p> <p><b>Senate:</b> The Roman government</p>		<p><b>BCE:</b> Before Common Era. Also known as BC (Before Christ)</p> <p><b>CE:</b> Common Era. Also known as AD ('In the Year of the Lord')</p> <p><b>Prehistoric:</b> A time before information was written</p> <p><b>Settlement:</b> A place where people lived.</p> <p><b>Stonehenge:</b> A Prehistoric ruin built in Wiltshire.</p> <p><b>Must Farm:</b> A well-preserved late Bronze Age settlement in Cambridgeshire.</p> <p><b>Round House:</b> The circular houses used in the Bronze and Iron Age.</p> <p><b>Long Barrow:</b> Burial monuments.</p>	

	<b>Nomadic:</b> people who wandered, rather than living in one place.					
<b>Assessment</b>	Formative assessment: Low stakes quizzes throughout the unit Summative assessment: Teachers assessment against sticky knowledge					

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Kestrels Year B</b>	<p>Britain’s settlement by Anglo-Saxons and Scots (Migration Focus) Were the Anglo-Saxons migrants, refugees or invaders? <b>Key skills:</b> <b>Understanding chronology</b> Understand the concept of change over time, representing this, along with evidence, on a time line. <b>Investigate and interpret the past</b> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. <b>Build an overview of world history</b> Give a broad overview of life in Britain from ancient until medieval times. Describe the social, ethnic, cultural or religious diversity of past society. <b>Communicate historically</b></p>		<p>The Viking and Anglo-Saxon struggle to the time of Edward the Confessor – Aethelflaed's battles with the Vikings (in context of King Alfred and Aethelstan) <b>Key skills:</b> <b>Understanding chronology</b> Place events, artefacts and historical figures on a time line using dates. <b>Investigate and interpret the past</b> Use evidence to ask questions and find answers to questions about the past. Suggest causes and consequences of some of the main events and changes in history. <b>Build an overview of world history</b> Describe the characteristic features of the past, including ideas, beliefs, attitudes and features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <b>Communicate historically</b> Use literacy, numeracy and computing skills to a good standard in order to</p>		<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Migration and the Windrush generation <b>Key skills:</b> <b>Understanding chronology</b> Use dates and terms to describe events <b>Investigate and interpret the past</b> Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ <b>Build an overview of world history</b> Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. <b>Communicate historically</b></p>	

	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"><li>• dates</li><li>• time period</li><li>• era</li><li>• change</li><li>• chronology.</li></ul> <p><b>Sticky knowledge</b> Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today Know how the lives of wealthy people were different from the lives of poorer people Use a time line to show when the AngloSaxons were in England Know how to place features of historical events and people from the past societies and periods in a chronological framework</p>		<p>communicate information about the past.</p> <p><b>Sticky knowledge</b> Christian conversion and Viking raiding of churches (Lindisfarne) Conflict between King Alfred and Vikings Innovation of burghs (reinforced networks of settlements) Know where the Vikings originated from and show this on a map Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons Use a time line to show when the AngloSaxons were in England Know that during the Know about how the Anglo-Saxons attempted to bring about law and order into the country</p>		<p><b>Sticky knowledge</b> Know why people migrated to Britain from the Caribbean. Know how life was different for migrants in Britain. Know why the Windrush generation are important. Know how they challenged prejudice and discrimination. Know how Britain has had a major influence on the world</p>	
Vocabulary	<p><b>Anglo-Saxons:</b> Farmer-warrior people from Germany, Denmark and the Netherlands. <b>Burh:</b> a network of fortified towns <b>Monastery:</b> A place where people who have dedicated their lives to religion, such as monks or nuns live. <b>Pagan:</b> A person who believes in many gods. <b>Invade:</b> Enter a place by force. <b>Migrate:</b> Move from one place to another. <b>Convert:</b> Change from one religion to another. <b>Chronology:</b> Time-ordered information.</p>		<p><b>Anglo-Saxons:</b> Farmer-warrior people from Germany, Denmark and the Netherlands. <b>Burh:</b> a network of fortified towns <b>Monastery:</b> A place where people who have dedicated their lives to religion, such as monks or nuns live. <b>Pagan:</b> A person who believes in many gods. <b>King Alfred the Great:</b> A great Anglo-Saxon King (and Aethelflaed's father) who took back large parts of Britain from the Vikings. <b>Vikings:</b> Seafaring warriors from Scandinavia (Denmark, Norway and Sweden) <b>Invade:</b> Enter a place by force.</p>		<p>British Empire Commonwealth Migration Caribbean Culture Discrimination Protest Boycott Colony Scandal Primary source Secondary source Chronology Change Era Time period Dates</p>	



	<b>Primary source:</b> An artefact from the time or created by a person who was there. <b>Secondary source:</b> An interpretation of information from a primary source		<b>Migrate:</b> Move from one place to another. <b>Convert:</b> Change from one religion to another. <b>Mercia:</b> The largest Anglo-Saxon Kingdom. It included Gloucester and the Midlands. <b>Chronology:</b> Time-ordered information. <b>Primary source:</b> An artefact from the time or created by a person who was there. <b>Secondary source:</b> An interpretation of information from a primary source			
<b>Assessment</b>	Formative assessment: Low stakes quizzes throughout the unit Summative assessment: Teachers assessment against sticky knowledge					

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Sparrowhawks Year A	<b>Achievement of earliest civilisations – Egypt</b> <b>Key skills:</b> <b>Understanding chronology</b> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) <b>Investigate and interpret the past</b> Understand that no single source of evidence gives the full answer to questions about the past. <b>Build an overview of world history</b> <b>Communicate historically</b> Use original ways to present information and ideas. <b>Sticky knowledge</b> The ancient Egyptian civilisation began in 3000bc and lasted.		<b>Non-European society that provides contrasts with British history – Mayans</b> <b>Key skills:</b> <b>Understanding chronology</b> Use dates and terms accurately in describing events. <b>Investigate and interpret the past</b> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. <b>Build an overview of world history</b> Describe social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and		<b>Chronology focus – monarchs</b> <b>Key skills:</b> <b>Understanding chronology</b> Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. <b>Investigate and interpret the past</b> Use sources of information to form testable hypotheses about the past. <b>Build an overview of world history</b> Give a broad view of life in Britain from medieval until the Tudor and Stuart times. <b>Communicate historically</b> Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past <b>Sticky knowledge</b>	

	<p>In the ancient civilisation there was a very strict social order that all lived by. A pharaoh was the leader of the empire and was seen as half man– half god by the people.</p> <p>The ancient Egyptians worshipped hundreds of different gods.</p> <p>A belief that Ancient Egyptians had was any person that died would travel through to an afterlife. Their bodies were preserved (mummified) before burial as part of this process.</p> <p>The Egyptians relied on the River Nile to support their existence.</p>		<p>experiences of men, women and children.</p> <p><b>Communicate historically</b> Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</p> <p><b>Sticky knowledge</b> The Mayans lived in South America which is a rainforest. They relocated due to prolonged flooding. Then, the Maya made their home in an area known as Mesoamerica (modern day Mexico and Central America).</p> <p>The Mayans believed in a number of gods and rituals. We know about the Mayans from finding their art and architecture – they built huge pyramids.</p> <p>The Mayans wrote using pictures, on paper made from bark.</p> <p>The Maya were expert mathematicians and astronomers. They used this expertise to make calendars. The Mayan's used a 52-year calendar.</p> <p>They used lines and dots to represent numbers. The higher these were stacked reflected their value.</p> <p>The Mayans played football, but neither team could use their hands or feet. The losing team was sacrificed to the Gods. The ball was very hard, and many players were injured.</p>		<p>William I's greatest legacy was the Norman architecture, which we can still see and touch today.</p> <p>Henry VIII established the Church of England and the Royal Navy. He had 6 wives.</p> <p>Elizabeth I was responsible for English exploration and making England a world power. During her reign the arts flourished especially literature and music.</p> <p>Charles II was known as the Merry Monarch. He dissolved the English Parliament and ruled alone.</p> <p>Queen Victoria is associated with Britain's great age of industrial expansion, economic progress and expanding empire.</p>	
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Vocabulary	<p><b>Pharaoh</b> – The supreme ruler of all of Ancient Egypt.</p> <p><b>Pyramid</b> – Stone tombs of Egypt's kings.</p> <p><b>Afterlife</b> – The place where Egyptians believed they would go after they died.</p> <p><b>Mummification</b> – The process of preserving a body after death in preparation for the afterlife.</p> <p><b>Canopic Jars</b> – Special jars that held the organs of a mummy including the lungs, intestines, liver and stomach.</p> <p><b>Sarcophagus</b> – A large stone box that held a mummy's coffin. Often richly decorated for Pharaohs.</p> <p><b>Rosetta Stone</b> – A broken part of a bigger stone slab. It was an important clue that helped researchers read hieroglyphics.</p> <p><b>Hieroglyphics</b> – A type of writing that used a combination of pictures and symbol.</p> <p><b>Papyrus</b> – A plant that grew on the banks of the Nile. It was used as an early version of paper.</p> <p><b>Akhet</b> The season of the year when the Nile river flooded. A very important time of year in the desert.</p> <p><b>Shaduf</b> – A device used for raising water, especially for irrigation, consisting of a long suspended rod with a bucket at one end and a weight at the other.</p> <p><b>Egyptologist</b> – An archaeologist who focusses on Ancient Egypt.</p>		<p><b>civilisation</b>—A human society with well developed rules and government, often where technology and the arts are considered important.</p> <p><b>Astronomy</b> – the study of space, planets and stars.</p> <p><b>Hierarchy</b> – A system that ranks things, often in order of power or importance.</p> <p><b>Sacrifice</b> – Giving up something as an act of worship.</p> <p><b>Temple</b> – a building devoted to the worship of a god or gods.</p> <p><b>codices</b> – Ancient handwritten texts. Maya codices could be unfolded like a concertina. One text is called a codex.</p> <p><b>Drought</b> – A long period of time with little or no rain.</p> <p><b>Mesoamerica</b> – The region in which the Maya lived, spanning over Mexico and parts of Southern America.</p> <p><b>Maya</b> – The collective noun for the Mayan people.</p> <p><b>Chichen Itza</b> – One of the best-preserved examples of a Mayan city.</p>		<p><b>Ruler</b> a person who rules or leads</p> <p><b>Monarchy</b> a kind of government where a monarch, a hereditary ruler (someone who inherits their position), is the head of state.</p> <p><b>Coronation</b> the act or ceremony of crowning a king or queen.</p> <p><b>Reign</b> rule by a king or queen</p> <p><b>Succession</b> the act or process of following or coming after something or someone else.</p> <p><b>Treason</b> when a person acts against his/ her country.</p> <p><b>Abdicate</b> to give up a position of power or authority</p>	
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<b>Assessment</b>	Formative assessment: Low stakes quizzes throughout the unit Summative assessment: Teachers assessment against sticky knowledge
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Sparrowhawks Year B	<p>A study of Greek life and achievements and their influence on the western world</p> <p><b>Key skills:</b> <b>Investigate and interpret the past:</b> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a wide range of evidence in order to justify claims about the past. <b>Build an overview of world history:</b> Compare some of the times studied with those of the other areas of interest around the world. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <b>Understand chronology:</b> Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. <b>Communicate historically:</b> Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"><li>• dates</li><li>• time period</li><li>• era</li><li>• chronology</li><li>• continuity</li><li>• change</li></ul>		<p>A study of an aspect in Bristish history that extends pupil’s chronology knowledge beyond 1066 – World War 2</p> <p><b>Key skills:</b> <b>Investigate and interpret the past:</b> Use sources of information to form testable hypotheses about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. <b>Build an overview of world history:</b> Identify continuity and change in the history of the locality of the school. <b>Understand chronology:</b> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). <b>Communicate historically:</b> Use original ways to present information and ideas. <b>Sticky knowledge</b> Know why WWII happened. Know how advancements in transport impacted on the way soldiers fought Know that there was a strong government campaign during the war Know how life changed during WWII Know why children evacuated and where to The major Axis powers were</p>			<p>Local history study – Gloucester (Romans and Mercia)</p> <p><b>Key skills:</b> <b>Investigate and interpret the past:</b> Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. <b>Build an overview of world history:</b> Describe the social, ethnic, cultural or religious diversity of past society. <b>Understand chronology:</b> Identify periods of rapid change in history and contrast them with times of relatively little change. <b>Communicate historically:</b> Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. <b>Sticky knowledge</b> Know about a period of history that has strong connections to their locality and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time Know how the Roman occupation of Britain helped to advance British society</p>

	<ul style="list-style-type: none"><li>• century</li><li>• decade</li><li>• legacy.</li></ul> <p><b>Sticky knowledge</b> Know about the influence the Gods had on Ancient Greece Know at least five sports competed in the Ancient Greek Olympics Know some of the main characteristics of the Athenians and the Spartans Know about, and name, some of the advanced societies that were in the world about 3000 years ago Know the legacy of the Ancient Greeks on the modern world Know how we can find out about ancient Greek culture</p>		<p>Nazi Germany, Italy and Japan. The major Allied powers were Britain, France, Russia, and the United States of America. The Axis had invaded many European countries including Austria, Czechoslovakia, Belgium, Poland and France. The United States had hoped to remain neutral during World War II, however, in 1941, the Japanese attacked Pearl Harbour in Hawaii, USA which then meant that the USA turned against the Axis and joined the Allies. In 1942, Nazi forces attempted to invade Russia – however, by doing so, lost an ally. The Nazis were also not prepared for the cold and they suffered heavy defeats. In 1944, the British landed on the French beaches of Normandy after a long planning operation to liberate German-occupied France. This was known as D-Day. The British were successful in liberating France. This alongside the disastrous battles in Russia, began the downfall of the Nazis</p>			<p>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today Know how Britain changed between the end of the Roman occupation and 1066</p>
Vocabulary			<p><b>ally</b> A country's ally is another country that has an agreement to support it, especially in war <b>Allies</b> The Allies were the armed forces that fought against Germany and Japan in the Second World War. They included the United</p>			<p><b>Anglo-Saxons:</b> Farmer-warrior people from Germany, Denmark and the Netherlands. <b>Burh:</b> a network of fortified towns <b>Monastery:</b> A place where people who have dedicated their lives to religion, such as monks or nuns live.</p>

			<p>Kingdom, the United States of America and France</p> <p><b>axis</b> The Axis were the armed forces that fought against the United Kingdom and the United States of America. The major Axis powers were Germany, Italy and Japan</p> <p><b>German occupied</b> countries that were occupied by Nazi Germany. Austria, Poland and France were all German occupied during WWII.</p> <p><b>invasion</b> to try and take over a place by force</p> <p><b>liberate</b> To liberate a place or the people in it means to free them from the political or military control of another country, area, or group of people</p> <p><b>military</b> relating to or belonging to the army</p> <p><b>Nazi</b> a member of the far-right political party in Germany</p> <p><b>occupied</b> under the control of an <b>occupying military</b> force</p>			<p><b>Pagan:</b> A person who believes in many gods.</p> <p><b>King Alfred the Great:</b> A great Anglo-Saxon King (and Aethelflaed's father) who took back large parts of Britain from the Vikings.</p> <p><b>Vikings:</b> Seafaring warriors from Scandinavia (Denmark, Norway and Sweden)</p> <p><b>Invade:</b> Enter a place by force.</p> <p><b>Migrate:</b> Move from one place to another.</p> <p><b>Convert:</b> Change from one religion to another.</p> <p><b>Mercia:</b> The largest Anglo-Saxon Kingdom. It included Gloucester and the Midlands.</p> <p><b>Chronology:</b> Time-ordered information.</p> <p><b>Primary source:</b> An artefact from the time or created by a person who was there.</p> <p><b>Secondary source:</b> An interpretation of information from a primary source</p>
Assessment	Formative assessment: Low stakes quizzes throughout the unit Summative assessment: Teachers assessment against sticky knowledge					