

Reception	Historical Content	Recurring ideas/themes...what is the point of the content?	Rationale (Why here? What is it preparing them for?)	The disciplinary training
<p>Term 2 Gunpowder plot 1605- specific to the plot</p>	<p>As part of our learning based on 'Festivals and Celebrations' we will introduce in simplified terms... Why do we have fireworks/bonfire night on 5th November every year? As part of 2020 EYFS Past and Present this will relate directly to their current experience, this learning will enhance their understanding. It will be relevant to all the children and their experiences. This is a chronological, relevant event.</p> <p>Discussing; what is a plot...with relevance to What was the Gunpowder plot? A plot to Kill King James 1 and his government by blowing up the houses of Parliament. Where? London, England. Who was involved? Robert Catesby, Guy Fawkes, Thomas Percy... it is now known 13 were involved in total. We will discuss why specifically Guy Fawkes- he was the gunpowder expert. Why were they plotting? Catholics were treated unfairly under James 1. Plotters all catholic and wanted him removed from the throne. We will discuss in simplified terms that not everyone agreed with the decisions James 1 made. How was it prevented? A letter warning the government of the plot was sent so this warned the King, who sent guards to search cellars. They found Guy Fawkes guarding gunpowder.</p>	<p>Relevant chronological series of events.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences.</p> <p>Beginning to appreciate that if the Houses of Parliament had been blown up, the landscape of London now maybe different.</p> <p>What are the recurring themes- lesson by lesson?</p> <ul style="list-style-type: none"> • Chronology 	<p>Specific Area: 2020</p> <p>Understanding of the World</p> <p><i>Past and Present</i></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class or experienced first-hand.</p> <p>Understand the past through settings, characters and</p>	<ul style="list-style-type: none"> • Knowledge of how historical events were recorded (diary) • Validity of evidence – learning about valid claims. <p>Evidence- Cause and effect- Significance-</p>

	<p>Why do we celebrate bonfire night? This annual event was under the order of King James so people should celebrate his survival on 5th November each year and feel warned of the consequence of traitors. People still light bonfires, have fireworks and burn guys to celebrate. One tradition of making 'Guys' to make money for fireworks is less common now.</p>	<ul style="list-style-type: none"> • People and objects from the past • The impact on the world – lasting legacy <p>Key vocabulary Guy Fawkes, gunpowder, plot, king, House of Parliament, fireworks, bonfire.</p>	<p>events encountered in books read in class and storytelling.</p> <p>Why? Understanding historical events. Why here? Children will be aware of fireworks night on the 5th November.</p> <p>What is it preparing them for? Preparing them for historical events in Y1 (Polar Exploration and first flight) Y2 (The Wright Brothers and the Titanic).</p>	
<p>Term 4 Jurassic Times</p>	<ul style="list-style-type: none"> • Pupils to know when dinosaurs roamed the earth? • Know that dinosaurs are - An animal alive in the prehistoric times lived on the earth 65 millions of years ago. They lived in the past (Something that has already happened). 	<p>Relevant chronological order</p> <p>Explore past and present. How landscapes have altered over time.</p>	<p>Specific Area: 2020 Understanding of the World <i>Past and Present</i> Know some similarities and differences between things</p>	<p>Bringing the knowledge to the present offers hope for new discoveries and an appreciation that historical</p>

	<ul style="list-style-type: none"> • Know they ruled the earth for about 150 million years. It is called the Mesozoic Era. Humans did not live on earth then. • Pupils to know what a dinosaur is? A group of reptiles which lived for over 150 million years. • Where are they now? Know that extinct means they are no longer live on earth. • How do we know about dinosaurs? Pupils to know that ... Paleontologists (A scientist who studies fossils) excavate (to dig the earth carefully to find buried items) and discover bones/fossils (the remains of a plant/animal left behind in rock) to find out information about dinosaurs. Their size, how they moved, protected themselves, diet...(what they ate- herbivore, carnivore, omnivore) <ul style="list-style-type: none"> • Who was a famous Paleologist? Pupils to know that Mary Anning was one of the first female paleontologists. • Pupils to know why the dinosaurs became extinct? Know that there are possible theories (guesses/reasons) as to why dinosaurs are no longer alive e.g. asteroid hit the earth, climate change-it got too cold, volcano eruption, competition from other animals, gradual extinction... • Did all dinosaurs become extinct? No- Pupils to know that some evolved (changes/develops). Birds are dinosaurs!! 	<p>Introducing new vocabulary will give the opportunity to discuss the awe of dinosaurs with more knowledge and facts.</p> <p>Develop Yr 1 Historical concepts such as; Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Develop an awareness of the past, using common words and phrases relating to the passing of time.</p>	<p>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. <u><i>The Natural World</i></u> Understand some important processes and changes in the natural world around them</p>	<p>facts are found in different ways/methods.</p> <p>Aspire children to want to explore, discover and question. Look at animals and birds and ask questions about their evolvment.</p> <p>Consider life on earth if dinosaurs had not become extinct?</p>
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<p>Term 5 Family History</p>	<p>During our learning about growing and changing we will explore;</p> <p>Pupils to know how have they changed since being a baby? Share memories of themselves as a baby asking parents/carers to recall significant moments/memories in their history. Bring in photos of themselves as babies, staff share theirs too-compare (black and white photos?) How are photos taken now? How were they taken then? Look at old cameras. Take photos and change the format to black and white.</p> <p>Has everyone got the same memories or family members? This will support the children in talking about past events. This also helps children to make comparisons of <i>then and now-past and present</i>. Investigate ways we find out about the past.</p> <p>Complete detective work to find out about the lives of family members. How can we discover more? Set up questionnaires for the children to send home to complete. Families will be challenged to send in family trees to discuss. Gather historical evidence about family members and share. Look at some famous families such as the Queen.</p>	<p>Changes in their own lives and the way of life of their family or others around them lived.</p> <p>To introduce the children to the idea of history as detective work. Asking questions to older family members to discover their past and history.</p> <p>To help the children to make comparisons and find similarities and differences between themselves now and at different times in their past (when they were babies, toddlers etc.). This is linked to science on growth and change.</p> <p>Develop Yr 1 Historical concepts such as; Develop an awareness of the past, using common words and phrases relating to the passing of time. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Specific Area: 2020 Understanding the World <u>People and Communities</u> Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Why? Introduction to history. Why here? Children know about their family and this will help with the historical language. What is it preparing them for? Preparing them for Toys in Y1.</p>	<p>Children begin to develop an appreciation of the sense of time and where they fit in history. Use different sources to gather information, such as photos and talking to family members.</p> <p>Understand everyone has a unique history and have an concept of time and time vocabulary.</p> <p>Evidence-1st hand experiences from family members. Cause and effect-Significance-</p>
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Year 1	Historical Content	Recurring ideas/themes...what is the point of the content?	Rationale (Why here? What is it preparing them for?)	The disciplinary training
<p>Term 2</p> <p>Toys</p> <p>Changes within living memory</p>	<p>How have toys changed?</p> <ul style="list-style-type: none"> • (1900-1929) Pupils to know that at the start of the 20th Century toys depended on gender and wealth. Know that toys began to be mass-produced for the first time e.g. teddy bears and crayons. • (1930-1959) Pupils to know that in this time period toys changed from being mostly made out of wood to plastic.(Dinky cars, Airfix models, wind up racing cars, Scaletrix) • (1960-1989) Pupils to know that more and more toys used batteries during this time period. Know that plastic figurines were also very popular. Know that towards the end of this era people began playing with games consoles e.g. Atari and Nintendo. What were our parents' and grandparents toys like? (Hornby (Triang) train sets, Chopper bikes, space hopper, Star Wars spaceships) • Know that modern toys have changed rapidly as different materials and technologies have been used. Explore toys that the children play with today. 	<ul style="list-style-type: none"> • Knowledge of recent history in living memory (their own and their parents) • Handling physical evidence to answer the 'how do we know' • Stories from living people • Enquiry – allows children to have conversations about the evidence / know about the changes (mass production of plastic) <p>THEMES Transport Entertainment Innovation Gender Technology Family History</p> <p>Key Vocabulary: Ancient, modern, material, wooden toys, metal toys, plastic toys, teddy bears</p>	<p>NC ~ Changes within living Memory</p> <p>Preparing for – understanding that knowledge of the past is constructed from a range of sources.</p> <p>Understand that different types of sources are used rigorously to make historical claims</p>	<p>Identify changes in living memory; recognise how toys have changed over time.</p> <p>Compare and contrast toys over a period of time. What are the most noticeable changes and how has the impact of technology affected the manufacture of toys in recent years.</p>

<p>Term 3 & 4 Polar Explorers</p> <p>NC: events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Who was Captain Robert Scott?</p> <ul style="list-style-type: none"> • Pupils to know that Robert Scott was an explorer (1868-1912) • Pupils to know about the Terra Nova Expedition. Know that he set out with a group of 12 men and along the way some of the men returned to base. Eventually, it was a team of five that completed the mission. Pupils to know that their names were; Scott, Wilson, Oates, Bowers and Evans. • Pupils to know that the Terra Nova team travelled over the ice and snow on foot, on skis, on motor sledges and on sledges pulled by both dogs and horses. • Pupils to know that in 1912 the team reached the South Pole but they had been beaten by a Norwegian named Amundsen. <p>Who was Roald Amundsen?</p> <ul style="list-style-type: none"> • Pupils to know that Roald Amundsen was born in Borge Norway on the 16th of July 1872. Know that he wanted to be the first person to reach the North Pole but was beaten by Robert Peary. • Know that Roald Amundsen, Helmer Hanseen, Sverre Hassel and Oscar Wishing were the first people to ever reach the South Pole. • Pupils to know that they arrived on the 14th of December 1911 and planted the Norwegian flag. It took them 57 days. • Pupils to know that no-one on Scott's Terra Expedition survived. <p>Who was Ernest Shackleton?</p> <ul style="list-style-type: none"> • Know that Ernest Shackleton was born in Ireland in 1874. • Pupils to know that Shackleton joined the Merchant Navy and became a sailor. By the age of 18 he had been promoted to first mate. He sailed all over the world. • In 1901 he went on his first Antarctic Expedition. Know that he joined another explorer, Robert Scott, and they came closer to the South Pole than anyone had before them. • Know that Shackleton's 2nd Expedition was in 1907. He was a leader on a ship called the Nimrod. • Pupils to know that despite appalling weather conditions Shackleton and his team managed to come within 180km of the South Pole. • On his return to England he received a medal from the Royal Geographical Society and also received a knighthood. • Pupils to know that Shackleton led another expedition in 1914 on the ship Endurance. The ship became trapped in the ice. Know that Shackleton and five others managed to escape and organise a rescue 	<ul style="list-style-type: none"> • Build Chronology placing significant events on a timeline. • Extend understanding of living memory and beyond living memory. • Fits in with school ethos (Ninja's) ~ aspiration, determination, inspiration, resilience and courage <p>THEMES Pioneers Transport Travel ~ Shrinking the World</p> <p>Key Vocabulary: Arctic, Antarctic, North Pole, South Pole, Robert Scott, Roald Amundsen, Ernest Shackleton, explorer, degrees Celsius, Glaciers, icebergs, expedition</p>	<p>NC – The lives of significant individuals in the past. How significant individuals have contributed to national and international achievement.</p> <p>Preparing for – understanding that knowledge of the past is constructed from a range of sources.</p> <p>Understand that different types of sources are used rigorously to make historical claims.</p>	<p>Reinforce living memory and beyond living memory; Where does Scott's achievements sit on the timeline and more recently where does Ranulph Fiennes achievements happen in relation to this?</p> <p>Significance Robert Scott and Ernest Shackleton are considered to be significant historical characters. Why is this the case? (Glorious in defeat, upholding British values, never say die attitude, stiff upper lip?)</p> <p>Sources Understand how we might learn about past events (Scott's diary/letters) Shackleton (photographic evidence) Ranulph Fiennes; TV evidence and newspaper</p>
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	<p>mission. Know that Shackleton and his men were on the ice for almost two years and that no-one died.</p> <ul style="list-style-type: none"> • Pupils to know that Ernest Shackleton is buried in South Georgia. <p>Are there modern day Polar explorers? Compare and contrast differences between explorers of the early 20th Century to those of the late 20th Century early 21st Century?</p> <ul style="list-style-type: none"> • Pupils to know that Sir Ranulph Fiennes is a modern day British explorer • Know that Ranulph Fiennes and his wife Ginny were the first people to circumnavigate the world along the polar axis during the Transglobe Expedition. Know that it took three years to complete and covered 52,000 miles. • Pupils to know that Raulph Fiennes went on the complete many other amazing feats of endurance including climbing Mount Everest. Know that he has also climbed the highest mountain on every continent. <p>Considering the evidence, which of the following polar explorers is the ultimate explorer?</p>			<p>coverage. Understand how evidence changes depending on time. Use evidence to answer questions.</p>
<p>Term 5 & 6 History of the Motor Car & Motor Racing (Bexhill ~ The birth of Motor racing)</p>	<ul style="list-style-type: none"> • Know that Benz invented the car using a petrol engine, which is the model still used now. Before he built this car, there were vehicles that used steam to move! • Pupils to know that Before Karl Benz invented the first car using a petrol engine, Nicolas-Joseph Cugnot had created a steam driven carriage in 1770, in France. • Pupils to know the Cugnot Steam carriage (1770) had two wheels at the back and one at the front. The steam created from the boiler at the front made the wheels turn. • Cugnot's steam carriage turned out to be very impractical. The boiler caused it to be too heavy at the front. Also the fire needed to be re-lit every 15 minutes to keep producing enough steam! • Benz Patent Motorwagen (1885) Know that the Motorwagen reached a top speed of 11mph. This is slightly slower than the average speed of a running person! From 1885 till 1893, 25 Motorwagens were built. In 1899, 572 were built in that year alone. • Know that 1908 In America, Henry Ford designed the Model T and began building lots of them in his factory. This was the first time making cars happened in this way 	<ul style="list-style-type: none"> • Build Chronology placing significant events on a timeline. • Extend understanding of living memory and beyond living memory. <p>THEMES Pioneers Transport Travel ~ Shrinking the World</p>	<ul style="list-style-type: none"> • NC - the lives of significant individuals in the past who have contributed to national and international achievements. <p>Preparing for – understanding that knowledge of the past is constructed from a range of sources.</p>	<p>Evidence Photographs, newspapers, journals.</p> <p>Cause and effect- First car to present day We now have cars that can fly.</p> <p>Significance- Major national events in history. Advances in Science has led to transport being developed</p>

	<ul style="list-style-type: none"> • Know that in 1922 the Austin 7 was manufactured by the Austin Motor Company in Britain. It was extremely popular and sold very well in Britain and abroad • Pupils to know the the Mini was built in Britain and became a very popular car in the 1960s. • Know that on Monday 19 May 1902 that British Motor Racing was born in Bexhill-on-Sea. The 8th Earl De La Warr had encouraged the Automobile Club of Great Britain and Ireland to organise the ‘Great Whitsuntide Motor Races’. With business interests in the tyre-making firm Dunlop, the Earl was led to create a Bicycle Boulevard on the seafront in 1896, which stretched from the Sackville Hotel in the west to Galley Hill in the east. He turned this bicycle track into a one-kilometre motor racing course in 1902 as, being his own private land, it was exempt from the national speed limit of 12 miles per hour. • The races helped bolster the Earl De La Warr's attempts to put Bexhill on the same level as Monte Carlo as a seaside resort for the jet set, and it was the first motor racing seen in the country. The 1902 races were won by French driver Leon Serpollet in his steam car Easter Egg, which reached a speed of 54 miles an hour (a replica can be seen at Bexhill Museum). The motoring events lasted until 1907, when the Brooklands motor racing circuit was opened in Surrey. • Know that Formula One (F1) motor racing started in the 1920s but F1 as we know it today, began in 1946, with the introduction of standardised rules. The first race under these new rules was the Turin Grand Prix in 1946, which was won by Achille Varzi, from Italy. • Know that the F1 world championship is one of the most well-known racing competitions in the world. It is held annually and consists of approximately 20 races in a season. The season usually begins in early spring and lasts until late autumn. Each race in the season is called a Grand Prix. These races are held all over the world and each lasts for around 90 minutes. • Know since the first world championship Grand Prix, 71 circuits all over the world have hosted a Grand Prix. Many of these circuits are purpose-built tracks but some are on city streets (which are closed for the purpose of the event). • Know that the first British Grand Prix was held in 1926 at Brooklands (a motor racing circuit in Surrey). The race has been held annually since 1948, where a crowd of 100,000 people turned out at 	<p>Key Vocabulary</p> <p>Petrol engine</p> <p>Steam</p> <p>Carriage</p> <p>Motor car</p> <p>Racing</p> <p>Formula 1</p> <p>Vehicle</p> <p>Wheels</p> <p>Tyres</p> <p>speed</p>	<p>Understand that different types of sources are used rigorously to make historical claims</p> <p>Link to The Wright Brothers ~ Expansion of travel and the development of transport.</p>	<p>with the advances of technology; steam cars, petrol, electric cars.</p> <p>Advances in Motor Racing from early racing to Formula One.</p>
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	<p>Silverstone to watch Italian competitor, Luigi Villorresi, claim victory in a Maserati.</p> <ul style="list-style-type: none">• Know that the 1950 British Grand Prix, which was held at Silverstone, was the first-ever world championship race. Silverstone is its primary home.• Pupils to know that Lewis Hamilton (born in 1985) is considered one of the most successful drivers in the history of F1. In 2007, he became the first Black driver for F1. The following year, he became world champion. Lewis has won a total of 86 Grands Prix and has won the world championship title six times. He holds the record for the most championship titles held by a British driver. Lewis is on track to overtake Michael Schumacher as the most successful F1 driver of all time. He has raced for Mercedes since 2013.			
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Year 2	Historical Content	Recurring ideas/themes...what is the point of the content?	Rationale (Why here? What is it preparing them for?)	The disciplinary training
<p>Term 1 & 2 Iceberg Ahead The story of the Titanic</p> <p>NC: events beyond living memory that are significant nationally or globally</p>	<p>Travel in the Past Pupils to know that today, if you want to travel from the United Kingdom to the USA, the easiest way to get there is on an aeroplane. It takes around eight hours. Know that In the days before aeroplanes, people had to travel from the UK to the USA on ships. It would have taken around seven days, so people had rooms they slept in called cabins. Because the journey took so long, the ships had lots of things to do; there were restaurants, hairdressers, libraries and sometimes even a swimming pool!</p> <p>What was the Titanic? Pupils to know that the Titanic was the largest ship ever built, and it took three years to make. It was built at the Harland and Wolff shipyard in Belfast in Northern Ireland. It was the largest ship of her time. It carried 2435 passengers and crew. Know that the Titanic was as long as three football pitches and as high as a building with 17 storeys. It cost hundreds of millions of pounds to build. People said the Titanic was so amazing it would never sink.</p> <p>Cabins on the Titanic First Class: Pupils to know that Titanic's first class passengers were rich and upper class. There were 39 private suites on the bridge deck and 9 on the shelter deck. The suites included bathrooms, private toilets and had up to 5 different rooms. Know that there were also 350 smaller first class cabins. The most expensive first class ticket cost £870 (around £300,000 in today's money). First class passengers had access to all the boat's facilities. First class passengers were accompanied by personal staff such as maids, nannies, chauffeurs and cooks. First class on Titanic was a whole new level of trans-Atlantic travel. Second Class: Pupils to know that second class accommodation was found over 7 decks. There was a second class dining room which could seat over 2000 people. The room was very elegant and there was a piano to entertain diners. Know that second class rooms were either two or four berth. Second class rooms had shared bathrooms. Know that second</p>	<p>NC: events beyond living memory that are significant nationally or globally</p> <p>Significant people, places</p> <p>Build chronology- living memory- beyond living memory</p> <p>Evidence How we find out about the past – Photos, newspaper coverage</p> <p>THEMES Travel – Shrinking the world Transport Innovation Economics and Technology</p> <p>Key Vocabulary: iceberg, collision, lifeboats, funnels, hull, flares, maiden voyage, wreckage, shipyard, cabin,</p>	<p>Building on themes covered in Polar Explorers</p> <p>Link to The Wright Brothers ~ Expansion of travel and the development of transport.</p>	<p>Sources Understand how we might learn about past events (Passenger and crew diary/letters) (photographic evidence); Media evidence ~ newspaper coverage. Understand how evidence changes depending on time. Use evidence to answer questions. Significance The Titanic is recognised as an iconic moment in time both nationally and globally</p>

	<p>class on Titanic was the same as first class standard on any other ship at the time.</p> <p>Third Class: Pupils to know that third class travel was much less luxurious than second class, but was still luxurious compared to other ships at the time. Third class passengers were called 'steerage passengers'. Many third class passengers were emigrants travelling to the United States from Ireland and Scandinavia. There were 33 nationalities represented in the passenger lists. Know that the cheapest third class ticket was £3. Third class passengers were not allowed to go to the first and second class areas of the ship. There was a third class general meeting room and a smoking room. The third class dining room could seat 470 passengers in each of 3 sittings. Know that third class passengers slept on bunk beds in crowded cabins of 4 to 6 people. There was 2 baths for the whole of the third class passengers</p> <p>The Titanic starts to sink Know that on April the 15th 1912, after hitting an Iceberg, the Titanic started to sink, people began to get into lifeboats. Lifeboats are little boats put on board a ship. If the ship gets into problems, passengers can get into lifeboats and sail away. Know that the problem was, there weren't enough lifeboats for everyone on board the Titanic.</p> <p>The ship goes down Pupils to know that a few hours after the Titanic hit the iceberg, it sank to the bottom of the sea. The people in the lifeboats waited in the freezing cold to be rescued. The passengers were taken to New York in the USA. The crew (the people who worked on the ship) were taken to Plymouth in the UK. Know that 1500 people died when the Titanic sank, making it one of the worst ocean disasters in modern history.</p> <p>The Titanic is found Pupils to know that for many years, people didn't know where the Titanic had sunk. People went deep sea diving to try to find the ship. Then a man called Robert Ballard found the Titanic. He discovered that the ship had broken into two pieces. Know there have been dives down to the wreck of the ship and many artefacts from Titanic have been found. The Titanic's wreck is slowly deteriorating and is home to many sea creatures. Know that the wreck is too deteriorated to raise from the ocean floor so continues to rust.</p>			
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<p>Term 3 & 4 The Wright Brothers and the First Flight</p> <p>NC: the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>Who were the Wright Brothers? Pupils to know that the Wright Brothers were American aviation pioneers who were generally credited with inventing, building and flying the world's first successful motor operated aeroplane. Know that their interest in flight began when their father bought them a toy helicopter which flew with the help of a rubber band. Know that as they grew older, they learned how to make efficient propellers and studied how birds flew to aid their wing designs.</p> <p>What did they do? Pupils to know that Orville Wright made the first controlled, sustained flight in North Carolina in December 1903. Know that he flew 120 feet, lasting 12 seconds. Know that as the day went on, both brothers had flights which lasted for increasingly periods of time. Know that in November 1904, using a newly designed aircraft named Flyer II, Wilbur took to the skies. This flight lasted for over 5 minutes.</p> <p>What other significant milestones happened with the story of flight post the Wright brothers? How did their invention change over time and what impact did this have? Pupils to know that the invention of powered flight impacted on the world in particular travel (holidays). Pupils to know that Amy Johnson was the first woman to fly solo to Australia. (pioneering) Know that in 1927, Charles Lindbergh took off from New York for the first non- stop flight across the Atlantic Ocean. Know that the jet engine was invented by a British inventor called Frank Whittle in 1930. (Legacy) Know that in 1939 the first helicopter flew Know that the first woman to fly a solo non-stop trans-Atlantic flight was called Amelia Earhart.(pioneering) In 1947, Charles Yeager piloted the first aircraft to exceed the speed of sound. Pupils to know that in 1961, the first manned flight into space took place. (legacy) Know that air travel became more popular and planes needed to be bigger. Know that in 1970 the first Boeing 747 entered service on Pan Am's New York London route. In the 1980's, the Space Shuttle is launched, the first reusable spacecraft. In the 1990's NASA sends the Mars Pathfinder to Mars to Commence the first exploration on the surface of another planet.</p>	<ul style="list-style-type: none"> Event beyond living memory that are significant – first flight Invention of the aeroplane (links to something our grandparents didn't travel in the same way) Changes over time before/over living memory <p>What are the recurring themes? The firsts – pioneers</p> <p>The impact on the world – lasting legacy</p> <p>THEMES Pioneers Innovation Transport Travel – Shrinking the world Economics and technology</p> <p>Key vocabulary: Flight Jet engine Powered flight Pioneer</p>	<ul style="list-style-type: none"> NC - the lives of significant individuals in the past who have contributed to national and international achievements. Continuing to learn about famous people in history. <p>Preparing for:</p> <ul style="list-style-type: none"> Year 5 –Space travel 	<p>Evidence Photographs, newspapers, journals. Disputed- There are separate cases that Alberto Santos-Dumont and Gustave Whitehead were actually the first to achieve flight.</p> <p>Cause and effect-First flight We now have planes that fly everyday around the world.</p> <p>Significance- Major national event in history. Advances in Science.</p>
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	<p>In 2011, the first world's flying car was invented. Know that in December 2019, the world's fully electric aircraft for commercial flight completed a test in Canada.</p>	<p>Aviation Aeroplane fixed-wing Wright brothers, aerodynamic Design Engineer flying machine, sustained controlled Space shuttle reusable</p>		
<p>Term 6 Changes Within Living Memory</p> <p>How has Hastings seaside changed over time? Is this the same as other seaside resorts?</p> <p>Local history- Smugglers</p>	<p>How has Hastings seaside changed over time?</p> <p>Pupils to know who used Hastings beach in the Past? Past- Smugglers Local people People of holiday-Victorians-came on trains and stage coaches Fisherman Soldiers- link back to Norman landing and Castle – 1066)</p> <p>Pupils to know who uses Hastings beach now? (Present) Local people Holiday makers- present day- cars Fisherman</p> <p>Pupils to know what and how it looked like in the past? Pier over time Cliffs- Castle- receding Recreational activities; punch and Judy, ice creams</p> <p>Pupils to know what Hastings seaside looks like now? Present Current images and draw comparisons.</p> <p>Has it changed? Highlight similarities and differences. Invite people in who have lived here all their life to tell us what it was like when they were young Community links</p>	<p>Changes over time (again links back to London then and now)</p> <p>Significant people, places</p> <p>Local history</p> <p>Build chronology- living memory- beyond living memory Recurring theme-How we find out about the past – Photos</p> <p>THEMES Entertainment Transport Travel</p> <p>Key vocabulary: seaside, cliffs, fishermen, smuggling, amusement arcades, beach, coast,</p>	<p>NC- Changes within living memory – used to reveal aspects of change in national life</p> <p><i>NC - significant historical events, people and places in their own locality</i></p> <p>Preparing them for Local study KS2</p>	<p>Continuity and change- identify similarities and differences between ways of life at different times</p> <p>Significance- Smugglers – beach to local area</p> <p>Historical enquiry- using evidence- past photos, maps, newspapers, artefacts from Victorian holidays (Visit Hastings Museum or arrange loan)</p> <p>Continue to build chronology by adding photos to timeline alongside other areas of</p>

	<p>Pupils to consider are all seaside locations the same?</p> <p>(Reveal changes in national life- holidays abroad)</p>	<p>Punch and Judy, contraband</p>	<p>learning. Reinforce living memory and beyond living memory.</p> <p>Gain historical perspective- place own local knowledge – see connection to different contexts.</p>
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Year 3	Historical Content	Recurring ideas/themes...what is the point of the content?	Rationale (Why here? What is it preparing them for?)	The disciplinary training
<p>Term 2 & 3 The Stone Age</p> <p>NC: changes in Britain from the Stone Age to the Iron Age</p>	<p><u>What was civilization like in the stone age?</u></p> <p>1. <u>Where in History did the Stone Age occur?</u> Pupils to know that there were three aspects to the Stone Age; Palaeolithic / Mesolithic / Neolithic</p> <p>2. <u>How do we know the Stone Age happened?</u> Pupils to know about evidence of cave paintings, fossils, tools, weapons. Skara Brae. Stonehenge</p> <p>3. <u>Everyday Life</u> <i>Pupils to know what did hunting / gathering look like? In Palaeolithic / Mesolithic periods they were hunter gathers (nomads). Where did they live? Evidence of Skara Brae discovered AD 1850 (Scotland, Orkney) built in Neolithic period. What did farming look like? Neolithic farming began around 3000 BC. Druids Celtic priest. They had the job of communicating to over 400 gods by conducting sacrifices of food and even people. Also seen as being Stone Age doctors often using herbs and plants as medicine.</i></p> <p>4. <u>Bronze Age</u></p> <ul style="list-style-type: none"> • Pupils to know that the Bronze Age represented a significant change. Pupils know bronze is an alloy of 90% copper and 10% tin. It can be poured into moulds to make different things like weapon or tools but it is also really hard and doesn't break into pieces easily • Pupils to understand that Bronze Age grave goods give us information about the past. These items can give us information about who the person was, such as how powerful or wealthy they were and what life was like in the Bronze Age. <p>5. <u>Iron Age</u></p>	<p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends overtime and develop the appropriate use of historical terms.</p> <p>Devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>To look at what constitutes the term civilisation.</p> <p>Themes Settlement Survival Status and hierarchy</p> <p>Key Vocabulary: Animal skins, bones, berries, bronze, copper, tribe, cave painting,</p>	<p>Sets an introduction for the future evolutionary ages (Bronze Age, Iron Age, Egypt and Romans Era).</p> <p>Contrast with other civilisations including Ancient Egypt and Ancient Greece</p> <p>They are being prepared to compare and contrast a different world civilization to their own.</p> <p>Science links to geological and dietary coverage.</p>	<p>Skara Brae's discovery informed researchers of the way Stone Age people lived and the tools they used.</p> <p>Cave paintings that inform 'us' of how they lived form their perspective.</p> <p>Mary Anning and the discovery of fossils helps build a chronological timeline.</p>

	<ul style="list-style-type: none"> • Pupils to know that iron replaced Bronze as the main metal for tools and weaponry. Know that iron is much harder than bronze and keeps a cutting edge for longer. • Pupils to know that Iron Age people lived in Round Houses. Pupils know that round houses usually contained a single room with a fireplace and an oven at its centre • Pupils to know about the diet of Iron Age people that included a range of animals and plants. Pupils o know that Iron Age people used grinding stones to grind flour to make bread. Pupils know that cereals such as wheat and barley were probably turned into bread, porridge and beer. • Pupils to know that Iron Age people lived in tribes and built hill forts for protection 	<p>weapons, mammoth, earthwork, flint, axe, round house</p>		
<p>Term 5 & 6 The Roman Empire</p> <p>NC: The Roman Empire and its impact on Britain</p>	<p>1. Where did the Romans come from? Pupils to know that Rome was founded in 750BC by Romulus and Remus. Know that in about 600BC the Romans first conquered Italy and then much of Europe and North Africa.</p> <p>2. What was life like in Britain before the Romans invaded? Pupils to know that Britain was inhabited by the Celts. Know that the Celts brought with them new farming methods and the ability to work with iron. They lived in houses made from wattle and daub and roofed with thatch. They only had one room but it was large enough for about 15 people and their animals. Pupils to know that the Celts constructed hill forts as a form of defence against their enemies.</p> <p>3. When did the Romans invade Britain? Pupils to know that Julius Caesar was the first Roman emperor to invade Britain and fought against the Celts in 55BC. Know that later in AD43 Emperor Claudius conquered Britain with 43,000 men. The next few years were spent Romanising Britain.</p> <p>4. Who was Boudicca? Pupils to know that Boudicca was the queen of the Iceni tribe. When her husband died (Praustagus), the romans demanded the whole kingdom. Boudicca objected and led a revolt. She burnt down St Albans and Colchester and also attacked London. Know that the Romans eventually defeated Boudicca (Suetonius). Know that Boudicca poisoned herself rather than be taken prisoner.</p>	<ul style="list-style-type: none"> • Recurring theme of significant importance; assimilation of language into native culture. • Invasion and settlement (Anglo Saxon, Viking) • Conflict and warfare (Cause and Effect) • Chronology ~ Where do these events sit within British and World history? <p>Themes Invasion Conquest Settlement Civilisation Religion and rituals Status and hierarchy</p>	<p>Why here? Prepare for future historical studies; Anglo Saxons, Vikings</p> <p>Preparation for comparing and contrasting with another dominant world civilisation (Mayans) Understand that knowledge of the past is constructed from a range of sources (Language, roads, primary and secondary sources)</p> <p>Pupils to revisit terms such as invasion and</p>	<p>Historical Enquiry Use source material to learn about the past</p> <p>Continuity and Change Similarities and difference between ways of life at different times. Pupils learn about change. Roman culture replaced the life of the Celts and assimilated Roman Britain into the Roman Empire.</p> <p>Significance How the effect of the Roman</p>

	<p>5. Was the Roman army the best of its time? Pupils to know that the Roman army was made up of two separate groups – legionaries and auxiliaries. They had been able to conquer their great empire because they had the best army. Know that the Roman soldier served for 25 years. Pupils to know they were organised into legion of about 5000 men. Know that the Roman soldiers equipment was the best of its time.</p> <p>6. What was the impact and legacy of the Roman conquest and settlement of Britain? Pupils to know that the Romans built the first real roads in Britain. It enabled the army to move quickly and also encouraged trade. Pupils to know that the Romans believed that to live in towns was essential to being civilised and so quickly went about establishing towns in Britain. Know that the Romans introduced bath houses. Every town had one or more public baths. Pupils to know that the Romans worshipped many gods and goddesses and later Christianity became the official Roman religion in AD 391. They also introduced the Julian Calendar. Know that conquered peoples of the Roman empire often became slaves. Slaves were used across the empire in different capacities; farming, fighting in the arena, household duties. Pupils to know that the Romans introduced the Latin language (Education) and Roman numerals.</p> <p>7. What was everyday life like for a Roman citizen? Pupils to know that lifestyles in Roman Britain depended on whether you were rich or poor. Life for the rich: know that the men wore togas and the women stolas. They spoke Latin. The children went to school or had a tutor. Slaves worked for the rich. Life for the poor: Know that many of the poor were slaves. They were sometimes the property of their rich owners. They lived in one or two rooms. They could not afford education or medical help.</p>	<p>Key Vocabulary: Emperor Iceni Legion / Legionnaires Army Soldier Bath house Slaves Farming Latin</p>	<p>settlement (Saxon) and how this impacts on the native/indigenous peoples. Preparation for further studies into invasion and conquest (Viking, Norman)</p>	<p>invasion and subsequent colonisation changed the landscape of Britain: fortified towns, roadway system, education, language and trade links.</p>
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Year 4	Historical Content	Recurring ideas/themes...what is the point of the content?	Rationale (Why here? What is it preparing them for?)	The disciplinary training
<p>Term 2 The Anglo-Saxons</p> <p>NC: Britain's settlement by Anglo-Saxons and Scots</p>	<p>1. Why did the Romans leave Britain? Pupils to know that by the 4th Century AD Roman Britain was no longer a safe place to live. Picts from Scotland raided across Hadrian's Wall. Know that the Scots from Ireland attacked the west coast of Britain and the Saxons attacked the east coast. Know that the Roman empire was no longer strong and able to defend itself. At the start of the 5th century, Roman soldiers left Britain to defend Rome from the Goths, Vandals and Huns.</p> <p>2. Why did the Saxons invade Britain? Know that a British king, Vortigern, paid German soldiers to fight for him against the Picts. Pupils to know that the Germans led by Hengist and Horsa decided to stay. Others came and soon parts of Britain were controlled by the Saxons, Angles, Jutes, Friesans and Franks (People from modern day Germany, Denmark, and the Netherlands). Pupils to know that they were attracted by wealth that could be stolen and for the rich farming land.</p> <p>3. How did the Anglo Saxons settle in Britain? Pupils to know that the Anglo-Saxons spread from the coast and established a number of kingdoms, each with its own king. Know that by the 7th Century there were 7 main kingdoms. In time, Mercia, Wessex and Northumbria became the strongest Saxon kingdoms. Know that the Anglo Saxons gained much of their land by conquest. Pupils to know that most warriors would have worn leather armour and fought with spears and large round shields.</p> <p>4. What was the impact of the Anglo-Saxon invasion? Pupils to know that much of the English language is based on the language of the Anglo-Saxons. Know that many of the towns and villages take their names from Anglo-Saxon origins; ham-village/meadow, den-hill, harrow-temple. Farming; know that the Saxons lived by farming the land. They shared out narrow strips of land from each field among the farmers of the village. Trade: Pupils to know that wool, metalwork, salt and embroidery were some of the goods sent overseas.</p>	<p>Invasion and settlement Invaders look to the wealth that could be acquired from the invaded country (wool, iron and other precious metals) Assimilation within local communities; farming methods, language, place names, legal system</p> <p>Conflict and warfare</p> <p>Chronology Where do these events happen within British and World history</p> <p>Revisit terms such as kingdom, ruler, trade, currency</p> <p>Religion / Beliefs The Saxons came with their own set of beliefs (Gods/Goddesses) which later gave way to Christianity. Compare and contrast with the Roman Empire</p>	<p>Links with other KS2 invaders: Roman, Viking, Norman</p> <p>Chronology Places Anglo Saxons in a time framework</p> <p>Pupils to understand that a period of conquest was followed by a period of settlement. (Trade with other countries)</p> <p>Links with changes in language</p> <p>Preparing for - Compare and contrast with other religious beliefs; Roman, Viking, Mayan</p>	<p>Change Pupils appreciate the historical significance of the Saxon invasion on Britain in terms of religion, the legal system, farming methods and the changes to language.</p> <p>Consider The significance of the Anglo Saxon influence on the way Britain is governed today.</p> <p>Links with our language ~ what aspects of Anglo Saxon language is still evident today?</p>

	<p>Saxon craftsmen; Pupils to know that the Saxons were not only warriors but also; blacksmiths, carpenters, cobblers, masons, weavers, goldsmiths and potters.</p> <p>5. What evidence was found at the Sutton Hoo burial site? What does this tell us about the Saxons?</p> <p>Pupils to know that Sutton Hoo was burial site called a barrow. Know that inside the burial chamber was a ship about 29m long. The soil was moved away to reveal one of the richest treasures ever discovered in this country. But no body was found. Know that it was thought the treasure belonged to a Saxon king.</p> <p>6. What did the Saxons believe in and how did this change over time?</p> <p>Pupils to know that the Saxons worshipped many gods. Know that the manes of certain days of the week come from some of these gods and goddesses; Tuesday comes from Tiw, Wednesday comes from Woden, Thursday comes from Thunor and Friday comes from Frig.</p> <p>Know that the Saxons believed in magic and some of the wealthy Saxons wore gold rings – the rings were groups of signs and numbers which the Saxons thought had magic powers. Know that the Saxons converted to Christianity. Pupils to know that in 597, Ethlebert the king of Kent allowed the monks to preach to his people about the teachings of Jesus. Know that in 635 the monks built a monastery at Lindisfarne (Ref also to Bede and Augustine)</p>	<p>Themes</p> <p>Invasion Conquest Settlement Kingdom Religion and rituals Status and hierarchy</p> <p>Key Vocabulary:</p> <p>Angles Saxons Warriors Sutton Hoo Craftsman Christianity</p>		
<p>Term 3 & 4 Vikings</p> <p>NC: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>a local history study~ 1066</p>	<p>1. Explain when and where the Vikings came from and why they invaded Britain?</p> <p>Pupils to know that the Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in boats called longships and first arrived in Britain around AD 787.</p> <p>2. Compare the significance of Anglo-Saxon kings during the Viking period.</p> <p>Know that the kings of Anglo-Saxon Britain each ruled their own kingdom and the people in it. They fought to defend their kingdom or take control of other kingdoms.</p> <p>3. Explain who King Ethelred II and say when and why Danegeld was introduced.</p> <p>Pupils to know the term Danegeld “Paying the Dane”. King Etherlred paid the Vikings 4500kg of silver to go home but they kept returning and were paid 22,000kg of silver in Danegeld altogether.</p> <p>4. Identify and explain key aspects of Viking life.</p> <p>Pupils to know the following: Farms - Vikings lived on farms and kept cows, pigs and sheep for milk, wool and meat. Houses - Walls made</p>	<p>Invasion: Understand why the Vikings chose to invade Britain (wealth of land, silver and precious metals, wool.)</p> <p>Rule of the land: Knowledge of how Britain was run as a country, how this was changed by the Vikings and the role of different Kings. Comparison with other monarchs.</p> <p>How invasion changed aspects of life in Britain.</p>	<p>Why here? NC – World history Change, cause, similarity and difference and significance. Develop the appropriate use of historical terms.</p> <p>Prepares for?</p> <p>Invasion in WW1 and WW2 in Years 5 and 6. Understanding of why a country will</p>	<p>Guidance notes: Evidence, causation, change *Pupils learn that people from other societies have been coming to Britain for a long time. *That a period of conquest was followed by a period of settlement. * In so doing, the Viking influence spread through different parts of the world over a period of years. * Pupils appreciate the historical</p>

	<p>of stone or wood. A straw roof. Wattle and daub (sticks and mud/dung) for the inside of the walls. Jewellery - Worn to show off how rich a person was. Pagans - Vikings arrived as pagans but eventually converted to Christianity. Sagas - Vikings used rhyme to tell stories about adventures and battles against monsters.</p> <p>5. Explain how the legal system worked in Anglo-Saxon Britain. Know that the Anglo-Saxon laws were very similar to some we have today, although the punishments were very different. These were often very brutal and would be carried in public to act as deterrents, to discourage others from committing such crimes. Stoning, whipping and exile were common punishments; as well as paying a fine (wergild), or receiving reparations in the form of hot or cold water ordeals.</p> <p>6. Explain how the last Anglo-Saxon kings shaped Britain. Pupils to know that in AD 1042 – Edward the Confessor became King. He was known as ‘the Confessor’ because he led a very religious life and was very kind and thoughtful. AD 1066 – Harold II tried to stop Harald of Norway from invading England and killed him in the Battle of Stamford Bridge. William, the Duke of Normandy, thought he should be king so came to fight Harold in the Battle of Hastings (AD 1066). Harold was shot through the eye with an arrow and died in the battle. William of Normandy, who became known as William the Conqueror, became King, bringing the Viking and Anglo-Saxon age to an end in AD 1066.</p>	<p>Chronology of the Kings and their rule.</p> <p>Themes Invasion Conquest Settlement Religion and rituals Status and hierarchy Law</p> <p>Key Vocabulary: Denmark Norway Sweden Scandinavia Saga Jewellery Danegeld Kingdom Wattle and daub</p>	<p>choose to invade another country. Understanding how a country is affected when it is invaded and how it can change the culture and religion.</p>	<p>significance of the Vikings on Britain in terms of language and place names.</p>
<p>Term5 & 6 The Golden Age of Exploration</p>	<p><u>The Tudors and the golden age of exploration</u></p> <ul style="list-style-type: none"> • Pupils to know that in 1485, Henry VII became King of England after defeating Richard III at the Battle of Bosworth Field. The Tudors ruled England until 1603 when Elizabeth I (the granddaughter of Henry VII) died. During this period, the age of exploration took place as many European explorers came in contact with other parts of the world. • Know that Henry VIII was not interested in discovering new lands or routes. His first wife, Catherine of Aragon, was a Spanish princess. This meant that Henry did not want to cause any unrest with the Spanish by interfering with their overseas exploration. • Know that after Henry VIII’s death in 1547, his son, Edward, was crowned King Edward VI. He was a lot more interested in exploration and discovery compared to his father, especially as he faced problems 	<p>Chronology Where do these events happen within British and World history</p> <p>Shrinking the world How the Tudor explorers opened up the world for later travel</p> <p>Significant people and places</p>	<p>Why here? NC: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 A significant turning point in British history (The Golden Age of Exploration)</p>	<p>Significance- The opening up of trade routes across the world led to the formation of Empire</p> <p>Historical enquiry- using evidence- past photos, maps of the world (How the world looked different during the time of the</p>

	<p>with cloth exports. He needed to find another route for trade. In 1553, three English ships set sail. Unfortunately, bad weather caused two of the ships to be destroyed. One ship finally managed to reach north-east Russia and a trade deal was agreed.</p> <ul style="list-style-type: none"> • Know that the Elizabethan era is known as the golden era of exploration. • Pupils to know that English merchants were keen to trade their goods around the world; however, they needed money from Queen Elizabeth to fund their trips. <p><u>Sir Walter Raleigh</u></p> <ul style="list-style-type: none"> • Pupils to know that Walter Raleigh was born around 1552 in Devon, England. He was born into a well-connected, wealthy family. He went to Oxford University and studied law in London. • Know that in 1578, Walter Raleigh sailed to America with his half-brother, Sir Humphrey Gilbert, who was also an explorer. It is possible that this trip whetted his appetite for further explorations of the world. • Know that in 1585, Queen Elizabeth I granted Raleigh permission to sail to America with the instruction to ‘explore, colonise and rule remote, heathen and barbarous lands, countries and territories, not actually possessed of any Christian Prince or inhabited by Christian People’. In return, Raleigh was allowed to keep a fifth of any gold or jewels mined in the area. He attempted to set up the first English colony in America on Roanoke Island, which is now known as North Carolina. The colony failed. He tried to set up another two years later but that was also unsuccessful. • Pupils to know it has long been said that Walter Raleigh introduced potatoes and tobacco to England. However, the Spanish had already introduced these items to the country. Raleigh is known to have made smoking popular in England. Apparently, when Raleigh’s servant first saw him smoking, he threw water on him because he thought he was on fire. • Know that 1592 was a challenging year for Walter Raleigh. Queen Elizabeth I discovered that he had secretly married one of her maids of honour, Elizabeth Throckmorton. Elizabeth was extremely jealous. She punished Raleigh by putting him in prison in the Tower of London. Upon his release, he tried to become one of the Queen’s favour again. He thought he could do this by finding El Dorado. This 'golden land' 	<p>Themes Status and hierarchy Wealth Conquest Exploration Transport Empire</p> <p>Key Vocabulary The Tudors Spanish Armada Trade Navigation Maps Charts</p>	<p>Prior Knowledge KS1 Exploring the world through exploration: Polar Exploration The First Flight The Titanic</p> <p>Shrinking the World The development of trade routes, links to other areas of the world</p> <p>Preparing for Concept of empire</p> <p>Yr 5 The Egyptians Yr 6 Ancient Greece The Mayans</p>	<p>Tudors to present day)</p> <p>Continue to build chronology by adding to timeline alongside other areas of learning.</p> <p>Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.</p>
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	<p>was supposed to be at the mouth of the Orinoco river in modern-day Venezuela. It was, however, an unsuccessful expedition.</p> <ul style="list-style-type: none"> • Know that Elizabeth I died on 24th March 1603. Unfortunately for Raleigh, her successor to the throne, King James I, distrusted him. The new King of England wanted to make peace with Spain. However, Raleigh had been popular with Elizabeth because he had raided Spanish ships. Raleigh was tried accused of plotting to dethrone James I. He was found guilty, sentenced to death and imprisoned in the Tower of London. • Walter Raleigh spent 12 years in prison. He lived comfortably with his family. During that time, he wrote a book called 'The History of the World' In 1616, Raleigh was released to search for El Dorado again. • The expedition, however, was another failure. During the expedition, Raleigh disobeyed the King and attacked Spanish territory. He returned in disgrace. Once again, he was immediately imprisoned in the Tower and sentenced to death. • Raleigh was executed in 1618. Apparently, he said to his executioner, "This is sharp medicine but it is a sure cure for all diseases. What dost thou fear? Strike, man, strike!" • Pupils to know that Walter Raleigh is remembered today, particularly in the USA. In North Carolina, their second-largest city was named Raleigh and a bronze statue has stood there in honour of him. Raleigh County in West Virginia, USA, is also named after him. <p><u>Who was Sir Francis Drake?</u></p> <ul style="list-style-type: none"> • Pupils to know that Sir Francis Drake was an explorer and a privateer. He was born around 1540 in Tavistock, England. He died in January 27th 1596 in Portobello Panama • <u>What part did he take in the Spanish Armada?</u> • Know that Drake was Vice Admiral during the attack by the Spanish Armada in 1588. Know he led the attack of the fire ships that scattered the Spanish ships from their crescent formation and allowed the British to attack. Know Drake devised the broadside positioning which proved very effective in defeating the Spanish. • <u>Circumnavigating the World</u> • Pupils to know that Drake was the first Englishman to sail around the world in his ship the Golden Hind (1577-1580). 			
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- Know his journey began from Plymouth in November 1577, passed through the Strait of Magellan (Southern tip of America) into the Pacific and finally returned to Britain on September the 26th 1580.
- **Privateer or Adventurer?**
- Know that during his life, Protestant England was often at war with Catholic Spain and there were rich rewards for capturing Spanish ships.
- Know Drake captured many Spanish ships. His pirate raids on Spanish ships off the coast of America which were encouraged by Queen Elizabeth I.
- Know that to the Spanish, Drake was nothing more than a pirate; they called him “El Draque” (The Dragon).
- **When did Drake die?**
- Know Drake died in 1595 near Panama in South America of dysentery (The bloody flux). He was buried in a lead coffin off the coast of Panama

Ferdinand Magellan

- Know that **Ferdinand Magellan** was a Portuguese explorer who organized the first expedition to circumnavigate the Earth. Magellan never made it entirely around the globe with his fleet of ships, but some of his crewmates did, and their story became a significant part of history.



	<p>Magellan's Voyage</p> <ul style="list-style-type: none"> • Ferdinand Magellan (Fernão de Magalhães) was born in 1480 in Northern Portugal. Know that from the age of 25, Magellan took part in several battles on behalf of Portugal. His participation in the conquest of Malacca led to him being promoted. • Know that after studying star charts and maps, Magellan put forward a proposal to the King of Spain to restart Christopher Columbus' plan to build a spice route to the west. In 1518, Magellan was chosen by King Charles I of Spain to sail westwards in search of the Maluku Islands, also known as the Spice Islands. In return for their expedition to the Spice Islands, the King promised Magellan a percentage of the profits from the trade route. • Pupils to know that Magellan organized a fleet of five ships and sailed through the Atlantic and Pacific Oceans to reach his destination. They returned via the Indian Ocean – thus completing a circuit of the entire globe. • Know that the five ships were named Trinidad, San Antonio, Concepción, Santiago and Victoria. Around 270 men took part in Magellan's expedition to the Spice Islands. The journey to the Spice Islands began on September 20th, 1519, in Seville, Spain. • Pupils to know that the expedition was a treacherous one and many crew members lost their lives. By 1521, only 150 crew members and three ships remained. When Magellan reached the Philippines, he arrived on the island of Cebu. He planted a Christian cross on the island, which is now known as Magellan's Cross. <p>Death and Legacy</p> <ul style="list-style-type: none"> • Know that the ruler of nearby island Mactan (Lapu-Lapu) was not Christian, and the Rajah of Cebu convinced Magellan to launch an attack on him. A battle ensued and Magellan lost his life. Magellan was killed at the Battle of Mactan in the Philippines in 1521. He was killed by a bamboo spear. • Know that the rest of the expedition's crew fled the Philippines in the remaining ships after Magellan had been killed, and arrived at the Spice Islands in November, 1521. They left the islands and headed back to Spain, laden with valuable spices. Only one of Magellan's ships (the Victoria) survived the entire expedition and completed the 			
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	<p>circumnavigation of the globe. There were only 18 crew members on board out of the original 270.</p> <ul style="list-style-type: none"> • Magellan is credited for naming the Pacific Ocean. He called it 'Mar Pacifico' meaning 'still sea'. • Know that the expedition is also responsible for the invention of the International Date Line: when the expedition returned, the ship's log was a day behind because of the Earth's rotation. This was exciting news at the time. <p><u>Christopher Columbus</u></p> <ul style="list-style-type: none"> • Know that Columbus was born in Genoa, Italy in 1451. He later lived in Lisbon where he worked as a trader. He learned how to make maps and navigate a ship <p>A Shortcut to China</p> <ul style="list-style-type: none"> • Columbus and his brother, Bartholomew, knew that there were great riches to be had in China and East Asia. However, travelling overland by the Silk Road was dangerous and a sea route around Africa seemed much too long. • Know that Columbus thought he could sail straight to China by crossing the Atlantic Ocean. It would turn out that Columbus was wrong. The Earth was much larger than he thought and there was another land, the Americas, between Europe and Asia. <p>Three Ships and a Long Voyage</p> <ul style="list-style-type: none"> • Know that Columbus spent years trying to convince someone to pay for his voyage. He first tried to get King John II of Portugal to pay for his journey, but the King was not interested. Finally, he was able to convince Queen Isabella and King Ferdinand of Spain to pay for the trip. • Pupils to know he set sail on August 3, 1492 with three ships named the Nina, the Pinta, and the Santa Maria. The voyage was long and difficult. At one point his men threatened to mutiny and wanted to turn back. Columbus promised them he would turn back in two days if they didn't find land. In his journal, however, he wrote that he had no intention of turning back. <p>Finding Land</p> <ul style="list-style-type: none"> • Know that on October 12, 1492 land was spotted. It was a small island in the Bahamas that Columbus would name San Salvador. He met 			
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	<p>natives there that he called Indians because he was convinced that he had landed on islands off the coast of East Asia. He also visited other islands in the Caribbean such as Cuba and Hispaniola.</p> <p>Returning Home</p> <ul style="list-style-type: none"> • Know that after making his discovery, Columbus was eager to return home to Spain and claim his riches. Only the Pinta and the Nina were able to return to Spain, however, as the Santa Maria wrecked off the coast of Hispaniola. • Know that Columbus left 43 men behind on the island to start up an outpost. Upon returning home, Columbus was treated like a hero. He presented some of the things he had found including turkeys, pineapples, and some natives he had captured. • Know that the King of Spain was pleased enough to fund future expeditions. <p>More Voyages</p> <ul style="list-style-type: none"> • Know Columbus would make three more voyages to the Americas. He explored more of the Caribbean and even saw mainland America. He had some difficulties in being the local governor and was even arrested for his behavior and for mistreating some of the colonists. Columbus died on May 20, 1506. • Pupils to know that he died thinking he had discovered a shortcut to Asia across the Atlantic Ocean. He never knew what an amazing discovery he had made. 			
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Year 5	Historical Content	Recurring ideas/themes...what is the point of the content?	Rational (Why here? What is it preparing them for?)	The disciplinary training
<p>Term 1 & 2 WWII</p> <p>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p><u>What was the impact of WWII?</u> Pupils to know how WWII started? Due to Hitler breaking the Munich agreement and invading Poland. The Allies declared war on Germany.</p> <p>Know why children were evacuated? Due to high bombings in cities children and other special groups were evacuated for their own safety.</p> <p>Pupils to know what the role of women was during WW11? During the war due to men being away fighting women were employed to carry out the jobs normal done by men. Weapon making, engineering farming to name a few. After war due to men returning and women losing their job they campaigned for equal rights.</p> <p>Pupils to know about the Holocaust? The term used for the killing of over 6 million Jews and other groups. Carried out by the Nazi's party throughout the war. These groups were persecuted and discriminated against in a variety of ways.</p> <p>Pupils to know why there was rationing and what that looked like for the ordinary person in the street? Due to living on an island, Great Britain's living supplies were disrupted/targeted. The government introduced rationing to make sure everyone had a fair share of limited supplies. Dig for victory/ make do and mend slogans.</p>	<p>Significant historical event that had effect on the world.</p> <p>Conflict and warfare (Cause and effect)</p> <p>Chronology~ timescale of events</p> <p>Themes Invasion Conquest /conflict Equality Status and hierarchy</p> <p>Key vocabulary: Invasion War Blitz Evacuation Rationing Battle Holocaust</p>	<p>Supports work previously done on invasions – Romans and Vikings</p> <p>NC- Prepares children for events that are beyond living memory. This extends children's chronological knowledge beyond 1066.</p> <p>Building on knowledge of a specific event in national history</p> <p>Prepares for? Year 6 WWI topic</p>	<p>Pupils develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history, and of the wide diversity of human experience. Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.</p> <p>Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.</p>

<p>Term 3 & 4 Space Exploration</p> <p>NC</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p>	<ul style="list-style-type: none"> • Pupils should know Albert II was the first monkey in space. Albert went into space on 14th June, 1949 in a specially adapted American V2 rocket, that flew to a height of 83 miles from earth. • Know that on 4th October 1957, Russia launched the first satellite into space; Sputnik 1, and the space age had properly begun! Sputnik was the first satellite in orbit around the earth. Today there are over 500 working satellites in space. Sputnik means "Satellite" in Russian. • Pupils to know that in November 1957, the Russian space dog Laika became the first animal to orbit the earth. Laika travelled in a spacecraft known as Sputnik 2. Laika means "Barker" in Russian, and her mission helped scientists understand whether people could survive in space. • Know that by 1959 Both American and Russian scientists were in a race to get a spacecraft to the Moon. The Russians made it first when their space-probe crash landed on the moon at a speed that would have killed an astronaut had they been travelling in it! • Pupils to know that on 12th April 1961, Russian Cosmonaut Yuri Gagarin became the first man in space. Gagarin's spacecraft, Vostok 1, completed one orbit of the earth, and landed about two hours after launch. • Know that on June 16, 1963 Cosmonaut Valentina Tereshkova (who is not a household name but she is revered in Russia) was the first woman to fly in space. • Know that on 20th July 1969, Neil Armstrong, and then Buzz Aldrin took "one small step" and became the first men on the moon. The first words said on the moon were "the Eagle has landed". Their spaceship, Apollo 11 worked perfectly, flying them 250,000 miles to the moon, and bringing them all the way back safely to earth. • Know that Armstrong's quote as he stepped on the lunar surface, "That's one small step for man, one giant leap for mankind," has become immortal. • Know that the first space station, Salyut 1, launched by the Soviet Union on April 19, 1971, achieved significant progress in humankind's ability to live and work in space. • Know that on April 12, 1981 NASA's shuttle Columbia became the first winged spaceship to orbit Earth and return to airport landing. 	<p>What are the recurring themes?</p> <p>The firsts – pioneers</p> <p>The impact on the world – lasting legacy</p> <p>Chronology ~ Timescale of events</p> <p>Significant people and places</p> <p>Rule of the land: Knowledge of the Native American tribal system. Comparison with European monarchs.</p> <p>Themes Exploration Pioneers Innovation Transport Travel – Shrinking the world Economics and technology Equality</p> <p>Key Words Astronaut – a person who has travelled in space Curiosity – a large rover sent to Mars by NASA to look for signs of life ESA – the European Space</p>	<p>Prior learning</p> <p>Year 1 T4 Polar Explorers Year 2 T1 Titanic (Shrinking the World) Year 2 T3 Aviation ~ The First Flight Year 4 T5 The Golden age of Exploration (Tudor)</p>	<p>Evidence</p> <p>Photographs, newspapers, journals.</p> <p>Disputed- There are conspiracy theories that the Moon landings did not take place.</p> <p>Cause and effect- First flight</p> <p>We now have space vehicles that can take tourists into space.</p> <p>Significance- Major national event in history. Advances in Science.</p>
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	<ul style="list-style-type: none"> • Know that on Nov. 20, 1998 The International Space Station, was launched in 1998It was a multinational habitable satellite located in the Earth's lower orbit. It is the biggest artificial body in space and at times can be seen with the naked eye. The ISS has played an important role in American and Russian space missions since its launch. • Know that on April 28th Dennis Tito, a millionaire businessman from California, became the first paying passenger to travel into outer space, opening up the commercialization possibilities of space flight. • Know that on Aug. 6, 2012 the Mars Rover Curiosity landed on Mars. It has sent detailed photographs of the Martian landscape, and scientists believe that the red planet likely had an environment that could have supported life a long time ago. • Pupils to know that Timothy Nigel Peake CMG (born 7 April 1972) is a British astronaut and former Army Air Corps officer. He is the first British astronaut for the European Space Agency (ESA). He is a former crew member of the International Space Station (ISS). He is also the second astronaut to bear the flag of the United Kingdom. 	<p>Agency, which consists of all the countries in Europe working together on missions to explore space</p> <p>NASA – the North American Space Agency, which is the organisation from the USA that explores and investigates space</p> <p>Orbit – When something goes into orbit, it is high enough that it keeps circling the Earth, instead of falling back to the ground.</p> <p>Rocket – Rockets burn a lot of fuel to get to very high speeds very quickly. You have to do this if you want to get from the surface of the Earth into orbit.</p> <p>Rover – a mobile robot sent to land on another planet or moon and explore</p> <p>Satellite – a machine put into orbit around the Earth, and often used for science or communications</p> <p>Spacecraft – a vehicle for travelling in space or into space</p> <p>Space Shuttle – Made by NASA, this is the most famous type of spacecraft to be made.</p> <p>Space station – a permanent structure in space where astronauts can live and work</p> <p>Spacesuit – special airtight clothes that keep an astronaut safe and warm outside their spacecraft</p> <p>Sputnik – the first satellite to be put into orbit around Earth</p> <p>Voyager I and Voyager II – spacecraft that were sent to explore the outer parts of the Solar System</p>		
<p>Term 5 & 6 Ancient Egyptians</p>	<p><u>What was the impact of the Ancient Egyptians on later civilisations?</u></p> <p>Pupils to know ~ What was mummification? Why and how was it done. The process of preserving the body for later use in the afterlife. Following a long process over 50 days (8 steps).</p>	<p>Look back at a significant historical period.</p>	<p>Supports work previously done on ancient civilisations – Stone Age and Romans</p>	<p>Knowledge of how things were recorded: hieroglyphics/ artefacts.</p>

<p>NC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</p>	<p>Know that the Gods/Goddesses were so important to the Ancient Egyptians? Ancient Egyptians believed in over 2000 Gods/Goddesses. Each God had a specific role and the Egyptians wanted to make sure they pleased the Gods so they had a peaceful afterlife. If the Gods were displeased the Egyptian would have a chaotic afterlife.</p> <p>Pupils to know why was the Nile essential to the Ancient Egyptians? People lived alongside the Nile and it was used for water/fishing and trade. Mud from the Nile was also used for bricks. Up until the Aswan dam was built the Nile flooded every year. This fertilised the land and allowed crops to grow.</p> <p>Pupils to know what writing was used by the Ancient Egyptians? Hieroglyphics was the writing used by the ancient Egyptians. It could not be deciphered until the discovery of the Rosetta Stone (1799). The Egyptians believed it was created by the god Thoth.</p> <p>Pupils know who discovered King Tut's tomb and why this was so significant to understanding the Ancient Egyptians? Howard Carter discovered King Tut's tomb in Nov 1922. It was the last fully intact tomb to be discovered and allowed archaeologists to piece together the burial process of a pharaoh.</p>	<p>Compare and evaluate sources of information to examine the past.</p> <p>Chronology: timescale of events.</p> <p>Themes Invasion Conquest Settlement Religion and rituals Status and hierarchy</p> <p>Key Vocabulary: Egypt Nile Rosetta Stone Mummification Canopic Jars Sarcophagus Gods Goddesses Howard Carter Pharaoh</p>	<p>NC- Prepares children for events that are beyond living memory. This extends children's chronological knowledge beyond 1066.</p> <p>Building on knowledge of a specific event in geographical history.</p> <p>Prepares for? Year 6 Ancient Greeks topic (Gods)</p>	<p>Considering the validity of this evidence.</p> <p>Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.</p> <p>Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.</p>
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Year 6	Historical Content <i>Best that has been said and thought</i>	Recurring ideas/themes...what is the point of the content?	Rational (Why here? What is it preparing them for?)	The disciplinary training
<p>Term 1</p> <p>Ancient Greeks</p> <p>1600BC- 800BC</p> <p>NC: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p><u>What was the impact of Ancient Greeks?</u></p> <p>1) Who were the Ancient Greeks? Pupils to know that the Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians. They lived in mainland Greece and the Greek islands, but also in colonies scattered around the Mediterranean Sea. The Greeks took their ideas with them and they started a way of life that's similar to the one we have today.</p> <p>2) Why were Athens and Sparta so different? Know that Athens and Sparta had very different ways of living. Athens wanted to control as much land as possible and this led to much war between Greek lands. Sparta although more powerful kept itself to itself unless its army was needed.</p> <p>3) What was Alexander the Great's impact on the Greek empire? Pupils to know that Alexander the Great conquered most of the known world of his time and became one of history's greatest military minds.</p> <p>4) Why did a small Greek army win the Battle of Marathon? Pupils to know that they planned their fight well by putting their stronger fighters on the flanks quickly attacked the much weaker Persian soldiers on their flanks. This left the Athenians free to close in and trap the rest of the Persian army.</p> <p>5) What were the Ancient Greek gods known for? Know that the Greeks believed that gods and goddesses watched over them. Each god and goddess had power over a different aspect of life or the world.</p>	<ul style="list-style-type: none"> ☑ <i>Significant historical event that had effect on the world.</i> ☑ <i>Conflict and warfare (Cause and effect)</i> ☑ <i>Chronology~ timescale of events</i> 	<ul style="list-style-type: none"> ☑ Contrast with other ancient countries (Egypt in Year 5) and modern times (Olympics) ☑ Prepares the children for events that are beyond living memory. This extends pupils' chronological knowledge to ancient times. ☑ Building on knowledge of understanding of the influence of ancient Greek life on the western world. *Links with the Roman Empire and imperialism (Conquest) 	<ul style="list-style-type: none"> ☑ Pupils develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history, and of the wide diversity of human experience. ☑ Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. ☑ Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.

<p>Ancient Greeks</p> <p>1600BC- 800BC</p>	<p><u>What was the impact of Ancient Greeks?</u></p> <p>6) What happened at the Ancient Greek Olympic Games? Pupils to know the Olympic Games were the biggest sporting event in the ancient calendar. The Olympic Games began over 2,700 years ago in Olympia. Every four years. The ancient games were also a religious festival, held in honour of Zeus, the king of the gods</p> <p>7) What was daily life like in Ancient Greece? Know that most people lived in villages or in the countryside. Many Greeks were poor and life was hard. Most people lived by farming, fishing and trade. Others were soldiers, scholars, scientists and artists. Cities had beautiful temples. Basic housing. Simple foods.</p> <p>8) How significant is the legacy of Ancient Greece for life today? Pupils to know that the ancient Greeks left a long standing mark on the modern world by developing new government systems called democracy, architecture, sports, art, theatre, philosophy, science, mathematics, and by inventing new technologies.</p>	<ul style="list-style-type: none"> • Significant historical event that had effect on the world. • Conflict and warfare (Cause and effect) • Chronology~ timescale of events <p>Themes Invasion Conquest Religion and rituals Status and hierarchy Law / Democracy</p> <p>Key Vocabulary: Athens Sparta Olympics Civilisation Marathon Alexander the Great</p>	<ul style="list-style-type: none"> • Contrast with other ancient countries (Egypt in Year 5) and modern times (Olympics) • Prepares the children for events that are beyond living memory. This extends pupils' chronological knowledge to ancient times. • Building on knowledge of understanding of the influence of ancient Greek life on the western world. • Links with the Roman Empire and imperialism (Conquest) 	<p>🔍 Pupils develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history, and of the wide diversity of human experience.</p> <p>🔍 Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.</p>
<p>Term 3 & 4</p> <p>The Aztecs (5 weeks)</p> <p>&</p> <p>The Mayans (7 weeks)</p>	<p>The Aztecs</p> <p>Who were the Aztecs and where and when did they exist?</p> <ul style="list-style-type: none"> • Pupils to know that between the 13th and 16th century, the Aztecs lived in the Valley of Mexico. They are believed to have originally been a nomadic tribe from northern Mexico and were known as 	<p>Chronology</p> <p>Where do these events exist within world history</p> <p>Revisit terms such as ruler, kingdom, trade,</p>	<p>Links with other ancient civilisations; Ancient Egyptians. Consider how that even though they lived at different times how there</p>	<p>Chronology</p> <p>Pupils develop a chronologically secure knowledge and understanding of world history establishing clear</p>

<p>NC: a non-European society that provides contrasts with British history</p>	<p>Mexica people. Their homeland was Aztlan, which meant 'White Land' in the Aztec language.</p> <ul style="list-style-type: none"> • Know that as they travelled, they saw an eagle perched on a cactus near Lake Texcoco. They took this as a sign from the gods to build their settlement there. • Know it was a swampy land. The Aztecs drained the swamp and built their capital city, which they named Tenochtitlán. • Know the Aztecs went on to build an empire. At their greatest, they ruled up to 500 small states and around 5 to 6 million people <p>Ruling an Empire</p> <ul style="list-style-type: none"> • Know that the Aztecs were ruled by a council of Tenochtitlán that was led by the Huey Tlatoani (high king) and overall leader. • Know the Huey Tlatoani was treated like a god. He was respected and supported by the council and government officials. • Each state that the Aztecs ruled was governed by their own government; this is similar to how large countries with states are ruled today. <p>Religion</p> <ul style="list-style-type: none"> • Know that the Aztecs worshipped many gods and built numerous pyramids and temples to honour them. • Pupils to know that the sun was very significant for the Aztecs and they followed a solar calendar. In Aztec times, a year was composed of 18 months, each lasting for 20 days. The Aztecs carved a sun stone (also known as a calendar stone), which contained the 20 names of the days. • Know that the Aztecs made human sacrifices, as well as animal sacrifices, to many of their gods. This was done to keep the gods happy. • Know that the Aztec temples were called teocalli, which meant 'god houses'. The priests would worship in the temples and make offerings to the gods. <p>Art, culture and food</p> <ul style="list-style-type: none"> • Know that music and songs were very important to the Aztecs. The children would learn from the elders, who passed on their culture through the teaching of songs. Songs were sung which honoured the gods and told of the great things they had done. There were also songs about life, which were more light-hearted. • Pupils to know the Aztecs used the following types of drums: the ayotl was a drum made from turtle shell; 	<p>numeracy and language systems</p> <p>Religious beliefs How the gods and goddesses had an integral effect on everyday life</p> <p>Communication Compare and contrast writing and numerical systems</p> <p>Themes Settlement Religion and rituals Status and hierarchy Civilisation</p> <p>Key vocabulary: Tzolkin Haab Lucida Yum Caax Cities Monuments Pyramids Hieroglyphics/glyphs Calendar Number system Central America Chocolate Chillies Chichen Itza</p>	<p>were similarities within their civilisations (Temples, hieroglyphic writing).</p> <p>Links to the Golden Age of Exploration and the exploitation of indigenous peoples by Western Powers.</p> <p>Compare and contrast the Mayan calendar with the Roman Julian Calendar. What were the similarities and differences. Also look at how the Mayan number system was different to western civilisation number systems (Roman, Viking)</p>	<p>narratives within and across the periods they study.</p> <p>Historical evidence Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand that our knowledge of the past is constructed from a range of sources and that different versions of past events may exist.</p> <p>CHANGE Devise historically valid questions about change, cause, similarity and difference. Note connections, contrasts and trends over time and develop their appropriate use of historical terms.</p>
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	<p>the teponaztli was a log drum that was played with mallets; the huehuetl was an upright skin drum that was played with the hands, not with drumsticks.</p> <ul style="list-style-type: none"> • Know that most art was based on nature and religion, with the gods displayed as animals, such as ducks, monkeys, snakes, deer, dogs and jaguars. • They would also create clothing, headdresses and jewellery using feathers and precious stones. The Aztecs also created masks, mosaics, pottery and knives • Know the Aztecs spoke a language called Nahuatl and it continued to be the main language in Mexico until the 1350s. • Know the Aztecs were skilled farmers and worked in the fields. Maize, or corn, was a common crop grown by the Aztecs. They were proficient hunters and ate deer, rabbit, fish and iguana. They kept bees for the honey and turkey for eggs and meat <p>The End of the Aztecs</p> <ul style="list-style-type: none"> • The Aztec empire ruled most of Mexico from around 1200 to 1521. • Know that In 1519, a Spanish fleet arrived that was led by Hernán Cortés. At first, he and the natives were on good terms and exchanged gifts. However, on 13th August 1521, Cortés attacked because he desired even more Aztec riches. The capital city was destroyed, along with many religious structures and buildings. It was the end of the Aztec empire <p>Who were the Mayans and where and when did they exist?</p> <ul style="list-style-type: none"> • Pupils to know where the Mayans lived. Use maps to locate Central America. Know when the Mayan civilization existed (2000BCE – 1697CE) <p>What were the religious beliefs and practices of the Mayan people?</p> <ul style="list-style-type: none"> • Pupils know that the Mayans believed in many gods, each representing a different aspect of life. Know that communities made regular offerings to them in the form of animal and sometimes human sacrifices. Pupils know that the Mayans believed the Earth had the form of a giant turtle that floated on an endless ocean and the sky was held up by four gods called Bacales. Know that the sky was made up of 15 levels. Those who were sacrificed or died in battle went to the top levels. Know that those who died of natural causes went to Xibalba, the shadowy underworld, which had nine levels. <p>What was the number system that the Mayans used?</p>			
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	<ul style="list-style-type: none"> • Pupils to know that the Mayans used a base 20 number system with symbols that represented the values of 0,1,5. In this system 0 is represented by a shell, 1 is represented by a dot and 2 is represented by a bar. Numbers after 19 are written vertically in multiples of 20. • Pupils to know that the Mayans had TWO kinds of Calendar, a religious one called the Tzolkin and a solar calendar called the Haab. Know that the Haab had 18 months of 20 days each. Know that there were five extra unlucky days in the 19th month to get to 365 days in a year. The religious calendar was a 260 day calendar. <p>How do we know about the Mayan cities?</p> <ul style="list-style-type: none"> • Pupils to know that the first explorers found Mayan ruins in the 1800's. • Know that Frederick Catherwood explored and documented Mayan ruins in 1839 with a fellow travel writer called John Lloyd Stephens. Catherwood created atmosphere, finely detailed lithographs with the help of a camera lucida. <p>What did the Mayan writing system consist of?</p> <ul style="list-style-type: none"> • Pupils to know that the Mayans recorded their writing in the form of symbols called hieroglyphics. Know that each symbol or glyph was able to represent particular words, ideas or sounds. • Know that sentences and even whole stories could be formed by placing several glyphs together. • Pupils to know that writing was reserved for the rich people who became priests. Know that the priests would write on long sheets of paper that could be folded together to make a book called a codex. <p>What foods did the Mayans eat and why were certain foods significant?</p> <ul style="list-style-type: none"> • Pupils to know that the Mayans ate maize along with beans, pumpkins, squash, tomatoes, chillies, papaya. They also ate fresh meat. • Know that the Mayans also grew chocolate. • Know that one of the most important gods was the maize god, Yum Caax. • Know that cacao was a sacred gift of the gods. Mayans were the first to make hot chocolate. <p>What evidence is left behind that showed the Mayans built impressive cities and were an advanced civilization?</p> <ul style="list-style-type: none"> • Pupils to know that the Mayans built Chichen Itza (Means at the edge of the well of Itza/water) 			
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	<ul style="list-style-type: none"> • Know that the city was well planned with pyramids and temples. It covered 5 square kilometres. Know also there were 13 ballcourts in Chichen Itza. • Know that it is now regarded as one of the seven wonders of the New World. • Pupils to know that many of the people were skilled craftsmen including; sculptors, weavers, jewelers and potters. 			
<p>Term 5 &6 Native American</p> <p>NC: a non-European society that provides contrasts with British history</p>	<ul style="list-style-type: none"> • Know that the Native Americans were often grouped into tribes or nations. These groupings were generally based on peoples that shared the same culture, language, religion, customs, and politics. There are over 1000 Native American Tribes in the United States. • Know that one of the most famous tribes was the Sioux. The Sioux lived in the northern Great Plains in lands that are today the states of North Dakota, South Dakota, Wisconsin, and Minnesota. • Pupils to know that one of the most important aspects of the Sioux Indian life was the bison. They used all of the bison, not just its meat for food. They used the skin and fur for blankets and cloths. They tanned the hides to make the coverings for their teepees. Bones were used as tools. The bison hair was used to make ropes and the tendons could be used for sewing thread and bow strings. • Whereas Native Americans used every part of the bison, when the white man came he destroyed the bison by the thousands for their hide – and left the bodies to rot on the plains. The wastage was appalling. • Know the Apache peoples are made up of a group of American Indian tribes that are similar in culture and speak the same language. There are six tribes that make up the Apache: the Chiricahua, Jicarillo, Lipan, Mescalero, Western Apache, and Kiowa. • Know that the Apache lived in two types of traditional homes; wikiups and teepees. • Know that most of the Apache clothing was made from leather or buckskin. The women wore buckskin dresses while the men wore shirts and breechcloths. Sometimes they would decorate their clothing with fringes, beads, feathers, and shells. They wore soft leather shoes called moccasins. • Pupils to know that The Apache ate a wide variety of food, but their main staple was corn, also called maize, and meat from the buffalo. They also gathered food such as berries and acorns. Another traditional food was roasted agave, which was roasted for 	<p>Chronology Where do these events exist within world history</p> <p>Religious beliefs How the native American Indians religious beliefs had an integral effect on everyday life</p> <p>Status and Hierarchy Tribal organisation</p> <p>Equality Roles of women in tribal society</p> <p>Themes Religion and rituals Status and hierarchy Civilisation Harmony with nature</p> <p>Key Vocabulary Buckskin Canoe Ghost Dance Cradleboard Moccasin Medicine Man</p>	<p>Supports work previously done on The Golden Age of Exploration; Other American civilisations that suffered at the hands of the Europeans, the Aztecs and the Incas.</p> <p>Preparing for: Links with other American civilisations. Consider how the tribal organisation differs to the ruling structures of other civilisations.</p> <p>Links with geographical studies concerning conservation and working in harmony with nature.</p>	<p>Considering the validity of this evidence.</p> <p>Engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.</p> <p>Develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>

	<p>many days in a pit. Some Apaches hunted other animals like deer and rabbits.</p> <ul style="list-style-type: none"> • Know that to hunt, the Apache used bows and arrows. Arrowheads were made from rocks that were chipped down to a sharp point. Bow strings were made from the tendons of animals. • Know that to carry their teepees and other items when they moved, the Apache used something called a travois. The travois was a sled that could be filled with items and then dragged by a dog. When the Europeans brought horses to the Americas, the Apache started using horses to drag the travois. Because horses were so much bigger and stronger, the travois could be bigger and carry a lot more stuff. This also allowed the Apache to make larger teepees. • Know that the Apache women wove large baskets to store grain and other food. They also made pots from clay to hold liquids and other items. • Know that the Apache social life was based around the family. Groups of extended family members would live together. The extended family was based on the women, meaning that when a man married a woman he would become part of her extended family and leave his own family. • Know that a number of extended Apache families would live near each other in a local group which had a chief as the leader. The chief would be a man who had earned the position by being the strongest and most capable leader. • Pupils to know that in the late 1800s the Apache's fought a number of battles against the United States government. They were trying to fight back from the aggression and take over of their land. Several great Apache leaders arose such as Cochise and Geronimo. They fought with ferocity for decades, but finally had to surrender and were forced into reservations. • Today many of the Apache tribes live in reservations in New Mexico and Arizona. Some also live in Oklahoma and Texas. • Native Americans had the greatest respect for the natural world and believed that no-one could own land – people or animals. • Earth respected them and gave them everything they needed to survive – in turn they respected the earth. • They believed there were spirits in every plant and animal. <p>Grey Owl</p>	<p>Reservation Totem Pole Tomahawk Wampum Travois</p>		<p>Understand that our knowledge of the past is constructed from a range of sources and that different versions of past events may exist.</p>
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	<ul style="list-style-type: none"> • Know that Archibald Stansfeld Belaney, alias Grey Owl, writer, conservationist (born 18 September 1888 in Hastings, England; died 13 April 1938 in Prince Albert, SK). Grey Owl was a well-known conservationist and writer in the 1930s. • Raised by two maiden aunts and his grandmother, Belaney had an unhappy childhood. As a boy he was fascinated with North American Aboriginal people and dreamed of becoming one. At 17 he left for Northern Canada where, apart from his war service, he spent the remainder of his life. Through his association with the Ojibwa of Northern Ontario he learned about the wilderness. • Shortly after his arrival he imaginatively presented himself as the son of a Scot and an Apache and began to use the name Grey Owl. As Grey Owl he published his first book, <i>The Men of the Last Frontier</i> (1931). Anahareo, his Iroquois wife, convinced him of the need for conservation, and that became the central theme of his writings. • Shortly after his death, the <i>North Bay Nugget</i> published an article on 13 April 1938 in which it was revealed that Grey Owl had in fact been born in England. Other newspapers picked up the story, and in the ensuing uproar his contributions as a conservationist were largely forgotten. Only a generation later were they again recognized. 			
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Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		The Gunpowder Plot Guy Fawkes and Bonfire night		Jurassic times	My Family History	
1		Changes within living memory Toys	The lives of significant individuals in the past POLAR EXPLORERS		The History of the Motor car and Motor Racing	
2	Iceberg Ahead The Titanic		The Wright Brothers The First Flight			Significant historical events, people and places in local area The seaside/ Smugglers
3		Stone Age, Bronze Age, Iron Age			Romans	
4		Britain's settlement by Anglo Saxons and Scots	Vikings Local History study 1066		The Golden Age of Exploration	
5	World War II		Space Exploration And Tim Peake		Ancient Egyptians	
6	Ancient Greeks		The Aztecs and the Mayans		Native Americans (Grey Owl)	



