



Teacher Topic Packs

Within this extensive document you will see a repeated pattern in terms of the layout and content. This is to provide consistency, clarity and to ensure that the same kinds of information have been passed onto each teacher. This means that each teacher should know:

- What the reasoning behind the placement and the content of the topic is
- What has been learnt previously and how that feeds into the current topic
- Background information and subject knowledge for comparison to previous topics
- How the content of this topic will impact on the following year's learning

PLEASE NOTE: These have been created with my OWN staff and school in mind. Therefore, some of the placing of topics or content may not be the same in your own school. I have left in the Local Study element as an example of how we conduct our local study, the rationale behind it, the links we foster and the skills we expect them to learn from doing it. Additionally, lots of local links are made throughout each topic where possible to reinforce the notion of history connecting us and our area throughout time, not just in one specific period or study. I have NOT included our post-1066 study though.

Feel free to use these as they are or adapt them to suit your own school and share them with staff, but please don't upload them to Facebook groups, websites etc. as your own work. They have taken a considerable amount of time to produce and my goal, as always, is to help teachers and coordinators achieve the best quality of history teaching as possible for FREE!

If you haven't already, please take a look at my website (address at the foot of the page) and make sure to like and follow my page on Facebook:

<http://www.facebook.com/historyrocksuk>

Glenn Carter

History Rocks - Creative Primary History



Y3 Stone Age to Iron Age

Rationale for studying it in Y3

Given that this is the start of all human history and is a KS2-specific topic, it makes sense to study this in Y3 as their first historical topic. This allows children to understand the progression of chronology easier as they start at the beginning. Also, it allows children to understand how human life started, human's first achievements and the growth of civilisation as a whole. This can then be referred back to throughout other historical topics which have similar starting points or existed at similar times such as the Egyptians, Greeks, Romans and Maya. Structuring the unit so that every lesson compares the advancements throughout the Stone, Bronze and Iron Ages allows children to see the developments of each of the given aspects in each lesson, rather than glossing over them in a few lessons on the Bronze Age and a few on the Iron Age. This then leads well into the Y4 starting topic of the Romans.

Previous learning in Y2

Children have learnt about significant individuals such as Captain Cook and his impact locally, nationally and internationally. They have looked at the theme of remembrance and national identity, but this will be the first time that they will have looked at a 'period' of history as a whole. Children have learnt that artefacts and sources can be split into primary and secondary, what those mean and how they both have their uses.

Children have learnt about the idea of significance and understanding why it is important that we remember certain people and events. This will serve them well for understanding why we remember certain periods.

They have placed the lives of individuals and some periods into chronological context but not yet had the opportunity to formally compare periods against each other.

Children have learnt about achievements and the impacts that they had on people in the past and now. This can be carried over into this topic by understanding how the achievements of the 3 ages impacted the people of the past and today.

Children have conducted a semi-independent enquiry regarding the importance of Captain Cook's voyages. Information was pre-selected for them and they gave a simple viewpoint with some supporting evidence about why his voyages were significant.

Comparative links with Y2 topics

Achievements - Once children have learnt about the major achievements in the Stone, Bronze and Iron Ages, these can be compared with those of Captain Cook so that they can see that he would not have achieved what he did without the advancements made in these ages.

Comparisons can be made about the significance of these achievements and which they think is more impressive; Cook sailing around the world and charting new lands, or the ability to control fire? Which do they think has more impact on *them* now?

Society - Obviously societies were immeasurably different between prehistoric and more modern times, but themes can be drawn out to offer comparison. When looking at the development of social power in the Bronze Age, this could be related back to Cook's claims on

land for Britain and the disregard for those who lived there - did he have the right to do that? What does that suggest about the attitudes towards 'lesser' people at the time? Comparisons could also be made about contact and communication. Given the limited communication channels during prehistoric times and the likelihood of meeting or even knowing about people half-way around the world, this could be compared with Cook's travels and his interactions with indigenous people - did they know each other existed? What were their attitudes towards each other?

Progression of skills

<u>Skill</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>
Constructing the past	Chn have identified that significant events and individuals from the past have helped shaped the present locally, nationally and internationally - Captain Cook and his voyages/George Stephenson and the railways	Chn should build a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on: <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs 	Being able to understand the development of human history within the Stone, Bronze and Iron Ages will help children to see the dramatic changes in Roman Britain Chn will be able to build a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations in comparison with Prehistoric Britain
Sequencing the past/Chronology	Chn have identified and compared periods of time - Captain Cook and George Stephenson; when they existed and the relationships between them Chn have identified how periods of time can impact on individuals and events Chn have demonstrated a basic understanding of why certain events happened at certain times with some reasoning - 'Captain Cook voyaged around the world because not much was known and new ships allowed them to'	Chn should be able to place the Stone, Bronze and Iron Ages into wider chronological contexts - they might be able to make reference to other civilisations who lived concurrently to them Chn should develop an understanding of concurrence of civilisations around the world during these times and articulate this Chn should begin to understand the ideas of 'duration' and 'scale' when looking at the lengths of the various ages	Placing Stone, Bronze and Iron Ages into wider contexts will allow the chn to understand the achievements of the Earliest Civilisations and the Romans against those of Prehistoric Britain This will also help form the basis for a deeper understanding of concurrent civilisations around the world and their impact on later civilisations
Continuity and change	Chn have identified that changes throughout history have had important consequences - housing, safety, understanding of the world from Captain Cook etc. Chn have identified WHY some things have stayed the same or changed throughout history - people living in towns/cities, explorers trying to find new things etc.	Chn should identify the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of: <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	Using this system in Y3 will form the foundations of the vast majority of comparison throughout KS2 history. Direct comparison of each facet will be made from the Iron Age to the Romans. This will then be replicated between the Romans and the Egyptians. Some of these facets will also be referenced in later parts of KS2.
Cause and effect	Chn have identified that certain events and individuals have had major consequences in history - Captain Cook's voyages expanded our knowledge of the world, some of his maps are still used today etc. George Stephenson's development of the railway are still seen today.	Chn should identify what caused the shift in hunter-gathering to farming - communicating the reasons for it and the impact on life Chn should identify what brought about each age and the effects of this	Understanding that certain events brought about new ages will help the chn understand the age of Roman Britain, what caused it and what the effects of it were This will also help the chn identify the importance of the Nile for the Ancient Egyptians and make links between natural resources and humans (incl. early civilisations)
Significance and interpretation	Chn have identified why certain people/events are significant in the wider context of history - Captain	Chn should identify why advancements in the Stone, Bronze and Iron Ages were	Chn will build on their knowledge of primary and secondary sources to begin questioning the validity of

	<p>Cook's voyages and their impact on the rest of the world etc.</p> <p>Chn have identified that certain individuals and events have had an impact locally, nationally and internationally</p>	<p>significant to the development of Britain</p> <p>Chn should identify why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p>	<p>primary sources through Boudica. Being able to identify what makes a primary or secondary source will also be revisited in UKS2.</p> <p>Understanding that our interpretations of Prehistory are limited will contrast well with our interpretations of the Romans, but will build a basis about whether we can trust these interpretations or not and why they are fundamental to our understanding of the past</p>
Carrying out a historical enquiry	<p>Chn have carried out a simple guided enquiry based upon their knowledge of their topic studied, making semi-independent decisions and using evidence provided to justify</p>	<p>No explicit enquiry in this topic, however, chn should build on their skills from Y2 to question knowledge in lessons, agree or disagree with statements and provide evidence for why they think this</p>	<p>Chn will conduct their first independent enquiry with the Romans so maintaining that sense of agreement/disagreement and use of evidence is vital in doing this successfully</p>
Using sources as evidence	<p>Chn have identified the differences between primary and secondary sources</p> <p>Chn have made reasoned interpretations about individuals and events by using a small selection of focused sources</p>	<p>Chn should be able to identify primary and secondary sources - artefacts, books, internet etc.</p> <p>Chn should articulate why sources are limited for the Stone, Bronze and Iron ages</p>	<p>Chn will begin to question different primary sources and understand how the viewpoints of the writers needs to be understood first</p> <p>Chn will start to understand how sources of evidence can contradict each other and how we must look for more evidence to be certain</p>
Vocabulary and communication	<p>Chn have used phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Chn have used words and phrases to describe events and people from the past - e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'</p>	<p>Chn should use phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Chn should use words and phrases to describe events and people from the past - e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'</p>	<p>Chn will build on their use of phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>Chn will build on their topic-specific vocabulary by using words and phrases to describe events and people from the past - e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>



Y3 Ironstone Mining - Local Study

Rationale for studying it in Y3

This topic provides stark contrast to the Stone to Iron Ages topic studied earlier in the year and offers some comparisons to mining techniques that can be explored. It also follows on from the concept of expanding the children's local historical knowledge to a larger area. This started with Stockton, Redcar and Saltburn in Y1, Middlesbrough and Whitby in Y2 and now the entire Tees Valley in Y3 through the development of the steel works. It also allows for a development of the learning on seaside resorts when looking at the steelworks in Redcar. Comparisons between George Stephenson and Dorman Long regarding their influences on the growth of our area can also be made.

Previous learning in Y2

Children have learnt about significant individuals such as Captain Cook and his impact locally, nationally and internationally. They have understood how individuals can be remembered and why studying them is essential to the understanding of the local area.

They have placed the lives of individuals and some periods into chronological context and will now be able to add individuals such as Dorman Long to that list too.

Children have learnt about a variety of achievements and the impacts that they had on people in the past and now. They have identified how those impacts can be seen today and how certain achievements, advancements or ideas have been built on since the original conception.

Children have conducted a semi-independent enquiry regarding the importance of Captain Cook's voyages. Information was pre-selected for them and they gave a simple viewpoint with some supporting evidence about why his voyages were significant.

Comparative links with Y2 topics

Achievements - Once children have learnt about the achievements of Dorman Long and the international influence that his company had, they can begin to compare these with George Stephenson and Captain Cook. Given that many of the landmarks that Long's company created are still standing and visible, do the children think that this is more impressive? Is it more impressive for a PERSON to travel the world (like Cook) or for a product (like Long's steel)? Comparisons should also be made to Stephenson given that his timeline was actually much closer and more direct. The original uses of trains were for industry and moving heavy materials, materials which will have been used by various mining companies around Teesside. The question could be asked that if Stephenson hadn't achieved what he had, would the growth of industry on Teesside been as great? How much did trains play a role in the growth of Teesside and its facilities and seaside resorts?

Society - Given the difference in time periods between Cook and the growth of industry on Teesside, this gives rise to a lot of comparisons. But most societal comparisons should be made with the formation of 'mining' communities and housing estates like Dormanstown. How different were these groups of communities to today? Do they still exist? Have they changed? The roles of workers could also be compared between those of industry and those of sailing - what kind of jobs do you think most of the population of Whitby had? What kind of jobs do



you think most of the population of Teesside had in the beginning? What happened to these roles and how did they change?

Progression of skills

<u>Skill</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>
Constructing the past	Chn have identified that significant events and individuals from the past have helped shaped the present locally, nationally and internationally - Captain Cook and his voyages/George Stephenson and the railways	Chn should understand how Ironstone mining impacted on Teesside and the growth of the area, placing this into a chronological framework	Understanding that Teesside and the immediate location grew from virtually nothing will help the children understand that there hasn't always been a huge populace in the area, although there have been settlements dating from prehistory
Sequencing the past/Chronology	Chn have identified and compared periods of time - Captain Cook and George Stephenson; when they existed and the relationships between them Chn have identified how periods of time can impact on individuals and events Chn have demonstrated a basic understanding of why certain events happened at certain times with some reasoning - 'Captain Cook voyaged around the world because not much was known and new ships allowed them to'	Chn should place the industrialisation of Teesside into chronological context through a comparison of George Stephenson and Captain Cook Chn should also understand how many structures and landmarks created on Teesside have lasted for so long and can still be seen today	Chn will understand the relatively quick growth of Teesside and be able to compare this with the growth of Britain as a country when studying the Romans Chn will further their understanding of concurrent periods, events and individuals
Continuity and change	Chn have identified that changes throughout history have had important consequences - housing, safety, understanding of the world from Captain Cook etc. Chn have identified WHY some things have stayed the same and some have changed throughout history - people living in towns/cities, explorers trying to find new things etc.	Chn should identify the continuity and changes to the local area through Ironstone Mining including: <ul style="list-style-type: none"> • population • jobs • local significance 	Chn will be able to identify how a single event, or a number of connected events, can change an entire area, much like the Romans did for Britain Chn will be able to compare the relatively quick changes in Teesside with those of Roman Britain and compare the length of time that it took Chn can compare the sizes of populations between industrial Teesside and Roman Britain to see how population sizes have increased and what may have been a huge city back then, may be a large town now
Cause and effect	Chn have identified that certain events and individuals have had major consequences in history - Captain Cook's voyages expanded our knowledge of the world, some of his maps are still used today etc. George Stephenson's development of the railway are still seen today.	Chn should identify the effects of industrialisation of Teesside - explaining the local and national impacts Chn should note how local families have been affected by closures within living memory and the effects of these	Having learnt about the effect of industrialisation on Teesside and its effects on the growth of it, chn will be able to identify the changes and effects that the Romans made to Britain Chn will be able to understand how a single event, or a number of connected events, can have huge implications to an area or a country
Significance and interpretation	Chn have identified why certain people/events are significant in the wider context of history - Captain Cook's voyages and their impact on the rest of the world etc. Chn have identified that certain individuals and events have had an	Chn should identify the industrialisation of Teesside as being possibly the most significant event in Teesside's history and the sole reason for its growth Chn should identify the significance of industry on	Having learnt about the significance of major individuals, events and achievements, the chn should be able to identify the significance of the Roman invasion of Britain Chn should be able to identify why we have more evidence of the

	impact locally, nationally and internationally	Teesside and its international impact and reach	growth of Teesside than of Roman Britain and Prehistoric Britain
Carrying out a historical enquiry	Chn have carried out a simple guided enquiry based upon their knowledge of their topic studied, making semi-independent decisions and using evidence provided to justify	<p>Did Ironstone Mining improve our area?</p> <p>Chn should conduct a small independent enquiry using pre-selected primary and secondary sources</p> <p>Chn should begin to make independent decisions and use evidence to justify</p>	Having conducted a small independent enquiry, chn should be able to begin to find sources of evidence from their own work and confidently make a decision about an enquiry/question and use the evidence to justify their opinion
Using sources as evidence	<p>Chn have identified the differences between primary and secondary sources</p> <p>Chn have made reasoned interpretations about individuals and events by using a small selection of focused sources</p>	<p>Chn should begin to cite some primary sources as evidence in a simple and age-appropriate manner:</p> <p>'We know the population grew because the census tells us'</p> <p>'We know that steel from Teesside has been used all over the world because of...'</p>	Chn should be able to start assessing some of the primary source material through Roman Britain and begin to cite it with more confidence
Vocabulary and communication	<p>Chn have used phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Chn have used words and phrases to describe events and people from the past - e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe events and people from the past - e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD' 'growth' 'population' 'industrialisation' 'ironstone'</p>	<p>Chn should build on from Y3s vocabulary by using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>Chn will be able to use phrases like 'cause' and 'effect' with greater accuracy and confidence. They will be able to articulate their opinions and reasoning with greater fluency.</p> <p>Chn will use appropriate topic-based words and phrases to describe events and people from the past - e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>



Y4 The Ancient Romans and Roman Britain

Rationale for studying it in Y4

Chronologically, the Roman invasion and occupation of Britain followed on from the Iron Age in Britain and allows direct comparisons to be made, building on from previous learning and showing how Britain progressed just like the children have. Given some of the drastic changes that were influenced by the Romans from the Iron Age and the lasting Roman legacy, studying this topic in Y4 makes perfect sense. It will also provide a great deal of comparison in later topics throughout Y4 and Y5.

Previous learning in Y3 - Stone Age to Iron Age

Children have learnt about the development of Britain from the Stone Age to the Iron Age. Within this, they have looked at the core elements as laid out for most KS2 topics:

Achievements - The first achievements of Stone Age people and began to rank these in order of importance. A simple reason should have been given for these.

Housing - Noted the changes from caves to roundhouses, including the materials, shape, size, and features.

Society - Investigated the changes in society from fairly equal Stone Age tribes to more power-based societies through the Bronze Age and then Celtic tribes with kings/leaders during the Iron Age.

Food - Understood the differences between hunter-gatherers and farmers and the importance of the development of farming.

Entertainment - Identified the continuities and changes in entertainment from Stone Age to Iron Age through music, art and social gatherings.

Beliefs - Identified the changes in beliefs from Stone Age to Iron Age and understanding why we know so little about them due to the lack of evidence. Chn will note how Celtic religion was polytheistic (pagan - many gods)

Stonehenge - Investigated the potential uses for it and understanding this as an achievement of prehistoric Britons.

Comparative links - Romans with Iron Age Celts

Housing - Celtic roundhouses were made from wood, straw (thatch) and wattle and daub (sticks mixed with mud and animal dung) that just had a single room, sparse furniture and a fire in the middle. Sometimes animals might be brought in over the winter. The entire family would live in the one room and it would be used for everything. Comparatively, Roman villas were made from stone, brick and possibly marble with tiled roofs. They had multiple rooms and were decorated with mosaics, furniture and stone/marble flooring. Some villas had an underfloor heating system (hypocaust) depending on the size and wealth of the owner. Most Britons tended to live in roundhouses though as the Romans didn't try to force them to live in Roman villas. Poorer Romans would have lived in wooden apartment-style buildings in towns which were cramped and not very clean.

Society - The Romans didn't change the social structures of the Celts as they knew they wouldn't like this. They mainly changed society through town planning, laws and taxes. The Romans built large towns that were often based on a square/rectangular shape rather than Celtic hill forts. These had stone walls and had roads connecting north, south, east and west, largely through the middle. Taxes meant that everybody had to use the same coinage (Roman) which had not been done before, people just traded random things like a pig for two sheep etc. Roman laws were also introduced which meant that any Roman citizen had to follow them - most people were not Roman citizens though because they were too poor. Laws stopped citizens from being killed as a punishment though, so most people were encouraged to try to become Roman citizens. As Celts were tribal, the laws of each tribe differed and were not universal. Which type of society would the chn prefer to live in?

Food - Iron Age farmers farmed the land around them and would provide for themselves, and perhaps the community within the hill fort or village. Romans, however, imported lots of food from across the empire and introduced lots of new foods and drinks to Britain. Farming remained the biggest source of food though. This was often collected from conquered territories and dispersed amongst the population. Would the chn prefer to grow all of their own food that could be grown just in Britain or buy international foods from shops like today?

Entertainment - We know little about Iron Age entertainment other than they seemingly enjoyed music, art, sports, poetry and feasts. Celtic feasts were often a celebration of something or religious. On the other hand, we know that Romans enjoyed the same as the Celts, but the feasts that they had were more social and designed to show off status. The Romans also brought gladiators, chariot racing and board games with them to Britain. These were not on the same scale as in Rome though. What does this tell us about the values of each set of people?

Beliefs - We don't know much about Stone or Bronze Age religion other than burial methods and that there was some belief in a higher power. With the Celts though, we know that they believed in lots of different gods, but these might be different for each individual tribe. They also believed that everything had a soul and nature was well respected. The Romans also had many gods and built temples to them. They didn't particularly try to push these onto the Celts as this would have been unpopular, but the adoption of Christianity towards the end of Roman Britain introduced Christianity to Britain on a large scale. This would then fizzle out when the Romans left shortly after. Why do the chn think that Christianity didn't last when the Romans left?

Progression of skills

<u>Skill</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>
Constructing the past	<p>Chn have built a coherent knowledge of life from the Stone Age through to the Iron Age focusing on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs 	<p>Chn should continue to build a coherent knowledge of British history from the Iron Age to Roman Britain by comparison of:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs 	<p>Placing Roman Britain into chronological context, and understanding the changing nature of Britain under Roman rule, will help them understand the development of Britain under Anglo-Saxon and Viking occupation</p> <p>Understanding Roman ways of life and culture will help provide useful comparison to the Ancient Greeks who existed at a similar time to the</p>

			Romans and enjoyed a strong relationship with each other
Sequencing the past/Chronology	<p>Chn have placed Stone, Bronze and Iron Ages into wider chronological contexts - they may have made references to Ancient Egypt and pyramids/achievements</p> <p>Chn have started to develop an understanding of concurrence of civilisations around the world during these times</p>	<p>Chn should now be able to place Stone Age, Bronze Age, Iron Age, Ancient Romans and Roman Britain into wider chronological contexts</p> <p>Chn should develop a deeper understanding of concurrent civilisations around the world and their impact on later civilisations by comparing Ancient Rome and Roman Britain with the Iron Age in terms of duration etc.</p>	<p>Placing Roman Britain and Ancient Rome into chronological context will allow chn to understand how Britain developed after the Iron Age and what preceded the Anglo-Saxons and Vikings in Britain</p> <p>Comparisons to Ancient Greece will become more meaningful as they existed at similar times</p>
Continuity and change	<p>Chn have identified the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	<p>Chn should identify the continuities and changes throughout Roman Britain from the Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Chn should make reasoned judgements for which they feel are positive or negative changes and how they contributed to Britain</p>	<p>Successful identification of continuity and change throughout Roman Britain will allow the chn to make meaningful comparisons to Anglo-Saxon and Viking Britain and to see whether Britain continued to develop or regress</p> <p>Successful identification of Roman culture will provide meaningful comparison to Ancient Greek culture and decide whether either people simply copied the other, pioneered or changed something and why</p>
Cause and effect	<p>Chn have identified what caused the shift in hunter-gathering to farming and the importance of it</p> <p>Chn have identified the shifts into the various periods from Stone to Bronze To Iron Ages</p>	<p>Chn should identify the reasons for the invasion of Britain by the Romans and the impact that it had on Britain - noting the abundance of cattle and resources, building on from last year's shift from hunter-gatherers to farming</p> <p>Chn should begin to question whether the settlement of the Romans was a positive or negative effect and how it has impacted us today</p>	<p>Understanding why and when the Romans left will allow for an understanding of why the Anglo-Saxons invaded Britain not long after the Romans left and why the Vikings began to attack the Anglo-Saxons</p> <p>Identifying the location of Rome and its Empire will allow chn to see the potential relationships that it could foster with other countries in both positive and negative manners</p> <p>Understanding the growth of the Roman Empire will allow chn to understand why the classical Greek era ended when Rome invaded Greece</p>
Significance and interpretation	<p>Chn have identified why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Chn have identified why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p>	<p>Having learnt about interpretations and primary and secondary sources in Y3, chn should study primary sources about Boudica to understand that that is one viewpoint and cannot be verified</p> <p>Chn should identify why Boudica is such a significant individual for both British and Romano-British history</p> <p>Chn should identify why interpretation of these sources is critical to our understanding of the past</p>	<p>Learning about viewpoints and interpretation in Y4 will allow chn to explore the idea of 'bias' in Y5 and understand how we must be critical of evidence, understanding the nature of it, the reason behind its creation and assessing its usefulness in certain contexts</p>
Carrying out a historical enquiry	<p>Chn have conducted a small independent enquiry using pre-selected primary and secondary sources and begun to make</p>	<p>Having conducted a small independent enquiry in Y3, chn should conduct an independent enquiry referring to a small range</p>	<p>Previous experience of an independent enquiry means that chn should be able to independently select (most) sources for</p>

	independent decisions, using evidence to justify them	of primary and secondary sources about the impact of the Romans on Britain, making independent decisions and using evidence to justify	themselves and make independent decisions using a wider range of evidence to justify it
Using sources as evidence	Chn have identified primary and secondary sources - artefacts, books, internet etc. and understood why sources are limited for the Stone, Bronze and Iron ages	<p>Having identified primary and secondary sources in Y3, chn should now begin to start questioning the validity of sources and noting any contradictions, using Tacitus and Cassius Dio as examples when looking at Boudica</p> <p>Chn should also identify why sources can be useful in a variety of ways - inaccuracies can tell us more about those who produce evidence</p>	Understanding that sources must be analysed and questioned, chn can begin to independently interpret primary sources more critically. This will allow them to understand how evidence can be seen from different viewpoints and why these viewpoints occur. Chn will also be able to state why the amount of written primary sources varies according to different periods of history.
Vocabulary and communication	<p>Chn have used phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Chn have used words and phrases to describe events and people from the past - e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'</p>	<p>Chn should build on from Y3s vocabulary by using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>Chn should use appropriate topic-based words and phrases to describe events and people from the past - e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>	<p>Embedding key chronological and topic-based vocabulary will allow chn to articulate the passing of time and comparisons with greater fluency.</p> <p>Particular phrases like 'invasion', 'peasant' and 'rebellion' will also reappear during the Anglo-Saxon and Viking topic</p>



Y4 Early Civilisations and Ancient Egypt

Rationale for studying it in Y4

Having learnt about the achievements of the Stone Age in Y3, this provides the children with great opportunities for comparative work and to form judgements on the advancements of other societies and civilisations around the world. It also stretches their understanding of concurrence and that different people lived around the world at the same time. Providing an overview of the earliest civilisations before an in-depth study of Ancient Egypt will allow the children to place their learning into context and see how, geographically for the most part, Africa, the Middle East and Asia were the hub of human growth and development. Links can also be made to the Ancient Romans, studied previously in Y4, as there is an overlap in their history and relationships between Rome and Egypt were fairly pronounced. They also provide interesting comparisons in terms of housing, religion and food.

Previous learning in Y3 and Y4

Children have learnt about the development of Britain through the Stone Age to the end of Roman Britain. Within these topics, they have looked at:

Achievements - The first achievements of Stone Age people and the achievements of the Romans and their impact on Britain. An expanded judgement has been made about the biggest and least impactful achievements.

Housing - Noted the changes from caves to roundhouses and then Roman villas, comparing the materials, shapes, sizes, and features.

Society - Investigated the changes in society from Stone Age tribes to Celtic tribes with kings/leaders during the Iron Age and then the Roman influence of town planning, laws and taxation.

Food - Investigated the differences between hunter-gatherers and farmers and the importance of the development of farming, the foods that the Romans introduced to Britain and the collection methods associated with importation.

Entertainment - Identified the continuities and changes in entertainment from the Stone Age to the Iron Age through music, art and social gatherings and comparing those with Roman entertainment and the impact that it had on Britain.

Beliefs - Chn have learnt about Celtic religion being polytheistic (pagan - many gods) and compared that to Roman polytheistic religion and the change to Christianity.

Stonehenge - Investigated the potential uses for it and understanding this as an achievement of prehistoric Britons - useful for comparing the pyramids and society in general.

Comparative links - Egyptians with Romans and Stone Age Britain

Achievements - Comparing the achievements of Stone Age people along the lines of Stonehenge with that of the Ancient Egyptian pyramids allows chn to make a judgement on what was more impressive and the techniques being used. Understanding that these were potentially built for similar reasons (religion and burial) but that they would not have had

contact with each other makes for an interesting analysis of religious ideology at that time. Who do the chn think had the most impressive or most important achievements? Have any of them impacted on us today?

Housing - Comparisons to Roman villas should be made due to the shapes, sizes, materials and features that were found amongst Egyptian housing. Egyptian housing often used mud-bricks and featured light colours so as to reflect the heat. Balconies and rooftop areas were common in Egypt due to the heat. How much did the geography of each place affect their designs of housing and other buildings?

Society - Comparing the social structures of Rome with those of Egypt is interesting because both had a sense of stature and power. Stone Age societies were fairly equal, Celtic tribes usually had leaders but not so much in terms of hierarchy, unlike the Romans and Egyptians. Comparisons between emperors/pharaohs/tribal kings gives context to power in different places. Which society would the chn want to be a part of and why?

Food - Comparing the types of foods and collection methods of Romans and Egyptians links heavily to the geographical locations of each civilisation. The importance of the Nile in producing food for the Egyptians was paramount to their survival and exploiting the floodplains and the rich soil that was left over helped feed most of the country. This can then be compared with Roman expansion and empire and the importation of foods through boats and roads. Which do they think had a more varied diet? Which collection technique is the most useful or impressive?

Entertainment - Roman entertainment was similar in many respects to Egyptian, where feasts and social gatherings were used for celebration, religion and to show status and power. Sports, music and art were all valued forms of entertainment in both, but events such as gladiatorial fighting was not prevalent in Egypt. What does this suggest then about each set of people? Why did Roman forms of entertainment not take hold as strongly in places like Egypt?

Beliefs - Comparing Roman paganism with Egyptian provides great opportunities to understand the similarities and differences between them. The Romans took a lot of influence from the Greeks with their gods and had lots of deities for different aspects of life. Similarly, the Egyptians held a lot of gods and goddesses, but they were centred around different aspects, namely geography. Egyptian gods also featured more animal-hybrids than Roman gods. There are a number of similarities and differences around the afterlife too, with both the Egyptians and Romans spending a great deal of their lives preparing for death and the afterlife. However, their interpretations of the afterlife and the journey there were very different. Why didn't the Romans use mummification? What does the process of mummification tell us about the Egyptians? How much did religion impact on the daily lives of each set of people?

Stonehenge and achievements - Comparing the achievement of Stonehenge with the Egyptian pyramids provides great links about methods, techniques and allows chn to form a judgement on which they think was more impressive. The mathematical precision of the pyramids, along with their sheer size and complexity of tunnels and networks, shows an understanding of science, maths and engineering and a devotion to those who they were built for. The potential methods for the construction of Stonehenge are impressive for the time. The movement of the largest stones over hundreds of miles without roads and motorized transport means that

considerable effort would have had to have been made, suggesting that the stones were of great significance. The shapes of the stones and their mathematical and scientific alignment, which matches perfectly with the Summer and Winter solstices (longest and shortest days of the year), should not be overlooked. Both structures share potential uses in being created for religious and ceremonial purposes, but the reasoning behind Stonehenge remains an unexplained mystery.

Progression of skills

<u>Skill</u>	<u>Y3/Y4</u>	<u>Y4</u>	<u>Y5</u>
Constructing the past	<p>Chn have built a coherent knowledge of life from the Stone Age through to the Iron Age focusing on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p><u>Y4</u> Chn have built a coherent knowledge of British history from the Iron Age to Roman Britain by comparison of:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs 	<p>Chn should build a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations</p>	<p>Placing Ancient Egyptian achievements into context will allow chn to compare and contrast with the achievements of the Greeks, Anglo-Saxons and Vikings and begin to form judgements on which they feel was more significant</p> <p>Understanding Egyptian ways of life and culture will help provide useful comparison to the Ancient Greeks. Several Greek scientists and philosophers studied at the Great Library of Alexandria, providing links between their outlook on education and enlightenment</p>
Sequencing the past/Chronology	<p>Chn have placed Stone, Bronze and Iron Ages into wider chronological contexts</p> <p>Chn have started to develop an understanding of concurrence of civilisations around the world during these times</p> <p><u>Y4</u> Chn can place Stone Age, Bronze Age, Iron Age, Ancient Romans and Roman Britain into wider contexts</p>	<p>Chn should place early civilisations into chronological context with a focus on Ancient Egypt in particular</p> <p>Chn should develop a deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p> <p>Chn should begin to identify the impressive achievements of the Earliest Civilisations through an understanding of chronology</p>	<p>Placing the earliest civilisations and Ancient Egypt into chronological context will allow chn to contextualise the achievements of the Greeks and how Mediterranean civilisations may have taken some influences</p> <p>They will also see how ideas may have been spread and developed and how later civilisations had not developed in the same ways, or to the same level, as some of the Earliest Civilisations</p>
Continuity and change	<p>Chn have identified the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p><u>Y4</u> Chn have identified the continuities and changes throughout Roman Britain from the Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	<p>Chn should identify the continuities and differences between the Ancient Egyptians and Roman Britain through:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Chn should note why there are similarities and differences between them based upon the relationships of Egypt and Rome</p>	<p>Comparing the similarities and differences of Ancient Egypt and Ancient Rome will allow chn to understand some of the geographical reasoning behind each civilisation's choices and development, allowing a perspective on the Greeks to be more fruitful</p> <p>Noting the influences of Rome on the development of Ancient Egypt will foster enquiry on the potential influence of Greece on Egypt and vice-versa</p>
Cause and effect	<p>Chn have identified what caused the shift in hunter-gathering to farming and the importance of it</p>	<p>Chn should identify the importance of the Nile for the Ancient Egyptians - identifying the links</p>	<p>Understanding that geographical features like the Nile can impact so heavily on the development of a civilisation, chn will be able to</p>

	<p>Chn have identified the shifts into the various periods from Stone to Bronze To Iron Ages</p> <p>Y4 Chn have identified the reasons for the invasion of Britain and looked at the expansion of the Roman Empire across the world, including Africa</p>	<p>between natural resources and humans (incl. early civilisations)</p> <p>Chn should identify the significance of Egyptian achievements and their impact on future civilisations</p>	<p>ascertain why the geographical features of Greece helped to develop Athens and Sparta into the city-states that they did - the mountains of Sparta shielded it; the ease-of-access to the sea allowed for trading of goods and knowledge in Athens</p> <p>Chn will begin to see how the achievements of one civilisation can be spread, followed and developed by others when looking at the impact of the Greeks on the western world</p>
Significance and interpretation	<p>Chn have identified why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain</p> <p>Chn have identified why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p> <p>Y4 Chn have studied primary sources about Boudicca to understand that that is one viewpoint and cannot be verified</p> <p>Chn have identified why Boudicca is such a significant individual for both British and Roman British history</p> <p>Chn have identified why interpretation of these sources is critical to our understanding of the past</p>	<p>Chn should learn about the significance of Egyptologists and the ways in which Ancient Egyptian life and culture has been interpreted through excavations</p> <p>Chn should learn how to interpret primary sources through inference and deduction, making judgements and assertions about the civilisation</p> <p>Chn should learn to appreciate the significance of translating Egyptian hieroglyphics in allowing us to know more about them</p>	<p>Chn will be able to build on their ability to infer assertions about civilisations with greater ease when analysing primary sources relating to the Greeks, Anglo-Saxons and Vikings</p> <p>Chn will see how important the translation of hieroglyphics was when looking at Anglo-Saxon and Viking sources of evidence and the lack of them</p>
Carrying out a historical enquiry	<p>Chn have conducted a small independent enquiry using pre-selected primary and secondary sources and begun to make independent decisions, using evidence to justify them</p> <p>Y4 Chn have conducted an independent enquiry using a range of primary and secondary sources about the impact of the Romans on Britain, making independent decisions and using evidence to justify</p>	<p>Chn should conduct a small enquiry about the importance of the Nile on the achievements of the Ancient Egyptians, using knowledge from the topic and a small amount of pre-selected primary and secondary sources</p>	<p>Making a judgement on the impact of the Nile will highlight how certain elements can impact others, in preparation for a judgement on the impact of the Greeks on western world</p> <p>Chn will then become more confident in answering questions and responding to statements using evidence to support their arguments</p>
Using sources as evidence	<p>Chn have identified primary and secondary sources - artefacts, books, internet etc. and understood why sources are limited for the Stone, Bronze and Iron ages</p> <p>Y4 Chn have begun questioning the validity of sources and noting any contradictions, using Tacitus and Cassius Dio as examples when looking at Boudicca</p> <p>Chn have also identified why sources can be useful in a variety of ways</p>	<p>Chn should understand the importance of mummification and preservation in giving us a clear insight into a variety of aspects of Egyptian life</p> <p>Chn should be able to explain how mummification and preservation allowed us to understand more, linking to the Bronze Age mummies of Ingleby Barwick</p>	<p>Understanding that mummification and preservation allowed for the discovery of more human remains, chn will be able to identify why fewer human remains, but more material remains, have been found relating to the Ancient Greeks, Anglo-Saxons and Vikings</p> <p>The deeper understanding of primary source analysis will allow chn to make much more assertive interpretations of civilisations based on limited resources - the details on pottery, inscriptions, statues etc.</p>
Vocabulary and communication	<p>Chn have used phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century'</p>	<p>Chn should use phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent'</p>	<p>Embedding key chronological and topic-based vocabulary will allow chn to articulate the passing of time and comparisons with greater fluency</p>



<p>'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Chn have used words and phrases to describe events and people from the past - e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'</p> <p><u>Y4</u></p> <p>Chn have built on from Y3 and Y4 vocabulary by using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>Chn have used appropriate topic-based words and phrases to describe events and people from the past - e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>	<p>'during this time' 'previously' 'compared to'</p> <p>Chn should use words and phrases to describe events and people from the past - e.g. 'ancient' 'mummification' 'hieroglyphics' 'pharaoh' 'cause' 'effect' 'slave' 'innovation' 'advancements' 'preservation'</p>	<p>Particular phrases like 'cause' 'effect' 'slave' and 'innovation' will also reappear during the Ancient Greek topic</p>
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Y5 Ancient Greece and its impact

Rationale for studying it in Y5

The impact of the Ancient Greeks upon the Western world is an overview study and the first historical topic within Y5. This has been placed here so as to make comparisons with the Ancient Romans as they existed at similar periods and had a very close relationship with them. It also offers opportunities to compare the impacts of Rome with those of the Greeks on Britain and the Western world. Due to the nature of the topic, as set out by the National Curriculum, some elements of the comparative structure will be either lost or combined so as to make room for a deeper understanding of the impact of Greek achievements on the western world. Themes such as democracy and philosophy work well in Y5 due to the maturity of the children and more explicit links to PSHE and Citizenship can be made with more meaningful impact. This topic also allows for primary source work to question validity, bias and perspective, allowing the children to understand that sources can be biased and change depending on viewpoint.

Previous learning in Y4

Children have learnt about the development of Britain through Roman Britain and the Ancient Egyptians. Within these topics, they have looked at:

Achievements - The major achievements of the Romans and Egyptians. In particular, the impacts of the achievements of the Romans on Britain. For the Egyptians, they have compared why some of their achievements were different from Rome or Prehistoric Britain.

Housing - Noted the differences in housing from the Iron Age to Roman Britain, identifying materials and continuity and change. They have also compared Roman and Egyptian housing, noting the similarities and differences due to geographical and material implications.

Society - Investigated the impacts of Roman society on Britain and the development of laws, town planning and taxation. Chn have also quickly viewed the social hierarchies of Rome and the dominance of men. They have also looked at the social structures of the Egyptians and how they compared to Rome and Britain.

Food - Identified the differences in food collection from the Romans and the variety of foods on offer due to trading across the empire. Identified the diets and collection methods of the Egyptians and noted the geographical implications of food and collection methods.

Entertainment - Identified the forms of entertainment of the Romans and the entertainment within Roman Britain. Identified the forms of entertainment in Egypt and began to compare these to those of Rome.

Beliefs - Identified the changes in Roman religion from paganism to Christianity and its impact on Britain. Compared the beliefs of the Egyptians with those of the Romans, noting similarities and differences.

Comparative links - Egyptians with Romans and Stone Age Britain

Achievements - Comparing the achievements of the Greeks with those of the Romans helps chn see the relationship between the two societies. Noting how a lot of the ancient Greek ideas were passed on by the Romans and the spread of their empire helps chn understand how

the Greek's contemporaries viewed their ideas. Understanding that Greek achievements often varied depending on the city-state also shows a difference with Roman achievements, as most Roman achievements became universal.

Housing - Noting the similarities and differences to Roman and Greek housing is interesting because the chn should be able to see the Greek influence on Roman housing in terms of design and structure. Both styles of Roman and Greek 'villa' were made from stone and often included 2 levels, supported by columns and lintels. Separate rooms were common across both styles of housing, including separate areas for slaves. Interestingly though, depending on the city-state, Greek houses may have had separate women's quarters too. In that case, which type of house would the chn prefer to live in?

Society - Comparing the social structures of Athens with Sparta shows the differences in attitudes to education, gender and fundamental principles like philosophy. Making comparisons between these to Rome will help chn to understand that different civilisations had different structures. Similarities can be drawn between Rome and Athens, whilst those of Sparta provide a stark contrast. However, the more militaristic focus of the Spartans links well to the might of the Roman military machine and similar attitudes can be compared. Which society would the chn prefer to live in and why? Was one fairer than another? Was everybody equal?

Entertainment - Greek entertainment compares well to Roman as the Romans featured similar styles and took influence from the Greeks. The Greek invention of theatre was replicated across the Roman Empire with huge theatres being built to house numerous plays and shows. The Greeks, like the Romans, liked to throw feasts and parties. However, comparing the various aspects of entertainment and the attitudes towards women's participation in certain forms of Greek entertainment compares well to that of the Romans and Egyptians. Greek women were not allowed to take part in or even view the Olympics, whereas women were allowed to take part in Roman entertainment. How do the girls feel about that? How do the boys? Do they think that this should be the case today? How are things different today?

Beliefs - Given that a lot of Roman beliefs were adopted from the Greeks, direct comparisons between the two are inevitable. As many Roman and Greek gods are very similar but with different names, it is easy to see the influence that they had with each other. It also goes to highlight that both sets of civilisations were happy to adopt new gods and goddesses. Comparison to Egyptian deities helps to highlight the geographical implications, particularly when comparing gods related to the Nile with the idea of the Greek gods living on Mount Olympus. Are there any crossover gods? Are there mythologies similar and how?

Progression of Skills

<u>Skill</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Constructing the past	<p>Chn have built a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs 	<p>Chn should identify the impact of the Ancient Greeks on the western world and their chronological place in the context of world history</p>	<p>Understanding the achievements of the Greeks will allow the chn to understand how those achievements impacted on Victorian life and how they were similar or different</p> <p>It will also allow them to compare with the achievements of the Maya as they lived concurrently for a period of time and to assess which they think was more impressive,</p>

	They have also built a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations		which had more impact and why they think that is
Sequencing the past/Chronology	<p>Chn have placed Stone, Bronze and Iron Ages into wider contexts</p> <p>They have placed the early civilisations into chronological context and made comparisons between them</p> <p>They have placed the Ancient Romans and Roman Britain into the wider context of historical chronology, comparing them with the Egyptians and Iron Age Britain</p> <p>They have deepened their understanding of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Chn should place the Ancient Greeks into a chronology context through comparison with other periods that they have previously studied such as:</p> <ul style="list-style-type: none"> • Stone, Bronze and Iron Age Britain • The Earliest Civilisations • The Romans and Roman Britain 	<p>Placing the <i>Greeks</i> into chronological context will allow the chn to understand the gravity of Greek achievements in comparison with the Maya and of the Victorians</p> <p>It will also help to embed the chronological contexts of the previously learnt periods of history</p>
Continuity and change	<p>Chn have identified the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Chn have identified the continuities and differences between the Ancient Egyptians and Roman Britain through:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	<p>Chn should identify the continuities and changes of Greek achievements and inventions from then to now through:</p> <ul style="list-style-type: none"> • democracy • society, • entertainment, • beliefs <p>Chn should also note the continuities and changes in various aspects of life between the Greeks and the Romans</p>	<p>Chn will understand how continuities and changes in terms of democracy, society, entertainment and beliefs were spread by Greek and Roman influence and why this possibly wasn't the case for the Maya (not to the same extent anyway)</p> <p>Contrasts can also be made with the British Empire during the Victorian era and how ideas were spread that way</p> <p>Comparing the similarities and differences between the city-states of Athens and Sparta will help chn understand the differences between the city-states of the Maya</p>
Cause and effect	<p>Chn have identified the reasons for the invasion of Britain by the Romans and the impact that it had on Britain and identified the effects on following civilisations and today</p> <p>Chn have identified the importance of the Nile for the Ancient Egyptians - identifying the links between natural resources and humans (incl. early civilisations)</p>	<p>Chn should identify the effects and influence of Greek achievements on the Western world - democracy, philosophy, medicine, language etc.</p> <p>Chn should identify what caused some of these ideas to spread to the rest of the world and their lasting effects</p>	<p>Identifying the effects of Greek achievements on the western world will help chn understand how a single civilisation can affect so many people, comparing this with the Victorians and their study of inventions that impact us today</p>
Significance and interpretation	<p>Chn have used primary sources about Boudicca to understand that that is one viewpoint and cannot be verified</p> <p>They have identified why Boudicca is such a significant individual for both British and Roman British history</p> <p>Chn have identified why interpretation of these sources is critical to our understanding of the past</p>	<p>Chn should identify why interpretations can change in light of new evidence or how words can change in meaning such as the word 'barbarian'</p> <p>Chn should identify why the Greeks were so significant to the development of the western world and how this has been interpreted over time</p>	<p>Understanding just how significant the <i>Greeks</i> were on the development of the western world can be compared with the Maya and the development of Mesoamerica, looking at their spread of ideas and knowledge</p> <p>Understanding how sources need careful examination and interpretation will allow the chn to conduct their debate of the greatest Victorian inventions with greater accuracy and analysis of evidence</p>

<p>Carrying out a historical enquiry</p>	<p>Chn have carried out an independent enquiry about the Roman impact on Britain, using their own work as evidence and drawing on some primary sources from their work on Boudicca</p>	<p>Chn should carry out an independent enquiry on the impact of the Greeks on western civilisation: Were the Ancient Greeks all that important for us now?</p> <p>Chn should independently select a variety sources to provide evidence and make independent decisions using a range of evidence to justify</p>	<p>Chn will now be able to conduct their own enquiries finding their own sources of evidence and making independent decisions, leading to a historical debate</p>
<p>Using sources as evidence</p>	<p>Chn have questioned the validity of sources and contradictions through Boudicca, Tacitus and Cassius Dio</p> <p>Chn have identified why sources can be useful in a variety of ways - inaccuracies can tell us more about those who produce evidence</p>	<p>Chn should use sources to interpret viewpoints, including bias by looking at the Battle of Thermopylae and the writers Herodotus and Tacitus</p> <p>Chn should identify why viewpoints differ and why bias might skew these viewpoints</p> <p>Chn should identify why the amount of written primary sources varies depending on individual time periods - Romans/Greeks/Anglo-Saxons/Vikings</p>	<p>Chn will be able to analyse sources of evidence with greater skill and question the credibility of the sources that they choose</p> <p>They will be able to understand more linguistically challenging primary sources when studying the Maya and interpret these with greater effect</p>
<p>Vocabulary and communication</p>	<p>Chn have used phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>Chn have used words and phrases to describe events and people from the past - e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>	<p>Chn should build on their use of phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...'</p> <p>Chn should learn topic-based words and phrases to describe events and people from the past - e.g. 'democracy' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'</p>	<p>Embedding key chronological and topic-based vocabulary will allow chn to articulate the passing of time and comparisons of civilisations with greater fluency in both their written work and in a group debate</p>

Y5 Anglo-Saxons and Vikings

Rationale for studying it in Y5

This chronologically follows on from the Roman topic studied in Y4 and allows children to see the development of British history in chronological order. Whilst most lessons will centre around comparing Anglo-Saxons with Vikings, references to the Romans will be made to contextualise their understanding and to see how, in many ways, Britain actually regressed. The topic will combine the study of Anglo-Saxons and Vikings, but will begin with a few lessons on the Anglo-Saxons, their settlement in Britain and their struggles against the Picts and Scots. This is due to the Anglo-Saxons' arrival to Britain before the Vikings. The Vikings will then be introduced and continual references to both Anglo-Saxons and Vikings will be made in lessons to depict their similar/varying natures when living with each other and fighting for control over Britain. This topic will then provide the knowledge needed for the comparative study of the Ancient Maya with the Vikings in Y6.

Previous learning in Y4 and Y5

Achievements - Chn have investigated the achievements of the Romans, the Earliest Civilisations and the Egyptians in-depth in Y4. They have studied the achievements of the Greeks in Y5. Children have made judgements about these achievements as to which they feel is more impressive, significant and given reasoning for these.

Housing - Chn have compared the styles of housing between the Romans and Egyptians in Y4, noting the geographical influences on the style of housing and the materials and specialities of craftsmanship using certain materials like stone and mud-brick. They also learnt about Greek housing in Y5 and compared that with Roman housing, noting the similarities and differences and why these might be.

Society - Investigated the social systems between the Romans and Egyptians in Y4, noting the similarities and differences between them and why this was. They highlighted how Roman social structures had little effect on Britain itself, but aspects such as law, taxation and town planning had much larger social consequences. In Y5, chn compared the societal structures of the Greek city-states Athens and Sparta against Ingleby Barwick to give some contextualisation.

Food - Chn compared the variety of foods on offer and collection methods of the Romans and Egyptians in Y4 and noted how the Earliest Civilisations all developed around rivers which were useful for producing food. Special attention was paid to the significance of the Nile as a complete source of life for the Egyptians in virtually every aspect.

Entertainment - Identified the different forms of entertainment from the Romans and Egyptians in Y4, noting how some different forms of Roman entertainment made their way to Britain, but not to the same extent as in Rome. They also learnt about Egyptian feasts and parties and the types of entertainment involved with that such as music, decoration and religion. In Y5, chn learnt about the Greek forms of entertainment and how they impacted the western world, focusing largely on theatres and plays.

Beliefs - Chn learnt about and compared the pagan belief systems of the Romans and Egyptians, highlighting any gods that were similar and identifying why they might have had



different deities based on geography, chronology and creation stories. In Y5, chn learnt about the Greek gods and goddesses and the relationships between them and the Roman gods.

Comparative links - Anglo-Saxons and Vikings with Roman Britain

Achievements - Comparing the achievements of the Anglo-Saxons and Vikings with those of the Romans helps to contextualise both sets of learning and give the chn some perspective. Taking a focus on the national and international differences between the Anglo-Saxons and Vikings shows how much impact each one had. Contrasting this with the Roman achievements, chn can begin to see how the advancement of Britain ebbed and flowed in various ways and the reasons for that. Anglo-Saxons are largely credited with helping to create the Great Britain that we know today, whereas the Vikings are credited more with innovative exploration and ship-building. Comparing both of these ideas with Roman influence is interesting because of the idea of 'empire'. The Roman Empire allowed for the spread of knowledge and advancements across most of their lands fairly quickly, but neither the Anglo-Saxons nor Vikings had their own 'empires', so how did they manage to influence so many people over such a vast amount of land? Does this idea make Anglo-Saxon and Viking achievements more or less impressive?

Housing - Comparing Anglo-Saxon and Viking housing with Roman housing (villas rather than wooden apartments and houses) provides a stark contrast and often makes it seem like Britain took a step backwards in terms of housing. Whilst the Romans were keen to use brick, stone and marble, the Anglo-Saxons and Vikings were masters of woodcraft and built most of their towns using wood and thatch as geographically, this is what they had been used to in their native lands of Scandinavia. Comparing the interior of housing also marks serious changes as Roman villas had many rooms, were beautifully decorated and sometimes had small rainwater pools and courtyards. Anglo-Saxon and Viking houses were often single rooms with sparse furniture. This was largely because Anglo-Saxons and Vikings were farmer-warriors and spent most of their times outdoors, whereas the Romans (who lived in villas) would use the home for entertainment and as a status of stature.

Society - Anglo-Saxon and Viking societies were very similar in their setups but had slightly different names for each class. Both started with slaves at the bottom, then freemen, nobles and finally a king/chieftain. This is quite different from the Roman societal setup which had a great number of steps with varying powers. Ultimately, one of the greatest differences was in their attitudes to women. Women in Roman times seldom had opportunities of power and education for them was limited beyond basic reading and writing. They could not hold political offices but were often useful in portraying the 'supporting wife' for the 'family man' image for their husband's campaigns. However, Viking women in particular had much more freedom and power. They could hold lands, divorce their husbands and enjoy equal opportunities to a point, but they weren't allowed to appear in court or receive a share of the man's inheritance. Also, Anglo-Saxons and Vikings were usually much more hands-on with their daily lives and most of their time was spent farming or creating crafts, tools or essential supplies. Interestingly, Roman social status was fixed to a point; once you reached a certain level, you could neither move up nor down, which was essentially tied into marriage as there were strict laws about which types of people could be married to stop lower classes marrying into higher ones and 'dirtying the pool.' In contrast, Anglo-Saxon and Viking societies were much more free-flowing

and you could easily advance or fall from one class to another, although the role of king or chieftain was usually resigned to blood-relations, but not always.

Entertainment - There are a number of similarities and differences between the various forms of entertainment. The Romans famously enjoyed blood-sports in arenas, theatre, music, feasts and art in different forms. The Anglo-Saxons and Vikings also enjoyed similar forms of entertainment such as music and feasts. Feasts for the Anglo-Saxons and Vikings usually had a sense of significance to them for a special occasion such as wedding, a religious event or the returning of explorers or raiders. Whilst the Romans did of course observe religious and ceremonial events with feasts, they also enjoyed them as social activities and as a chance to show off their wealth and stature. As a direct comparison, board games were very popular for each set of people. Remains of board games have been found in military installations across Roman Britain and the Scandinavian game of Hnafetafl (similar to a cross between chess and draughts) has been well-documented. Why do the chn think that board games were so popular with all of these groups of people at this time? Do they think that they all played the SAME board games or were there variations? Do they think that board games more or less popular now and why?

Beliefs - They all started off as pagans, believing in a multitude of gods and goddesses, but all of them converted to Christianity at some point. Anglo-Saxon and Viking religions were very similar in their beliefs and shared gods but with slightly different names. Some gods and goddesses were universal whereas others may have had more local significance. The Norse mythology that they followed was rich in story, character and fantasy, but stemmed from the ideals of a world tree called Yggdrasil which had 9 realms to it. There was also a creation story involving giants, ice-licking cows and fire. The Norse gods mingled with the humans and their stories played a fundamental part of daily life. The gods were revered and tales of them were told as entertainment. As a stark contrast, many Roman gods were adopted from the Greeks and given different names, but Roman deities were often based upon objects like the Sun, wine, hunting etc. unlike their Greek counterparts who were largely based on human qualities such as love, honour or hatred. The Romans did have a creation story based upon their gods, but the more widely known story revolves around the creation of Rome, rather than the world, a comparison between the sets of people that can be made. The afterlife for them all was interesting too. The Vikings in particular believed that if you died valiantly, you would go to Valhalla with the gods and fight, eat and drink with them all day every day. Similarly, the Romans believed that good deeds on Earth would see you rise to heaven, but not with the gods as you would need to be a god yourself to bestow that honour. As all of them were initially pagans, they often welcomed new gods and goddesses that they thought might hold favour with them, essentially allowing for Christianity to take hold. What is interesting though is that Christianity was rejected across all 3 sets of people for hundreds of years before taking hold and becoming the dominant religion.

Progression of skills

<u>Skill</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Constructing the past	Chn have built a coherent knowledge of British history from the Iron Age to Roman Britain by comparison of: <ul style="list-style-type: none"> • achievements, 	Chn should build a coherent knowledge of British history from Roman Britain through to Anglo-Saxon and Viking Britain by comparison of:	Understanding the various facets of Viking life will enable a much more successful comparison with the Maya

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	<ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>They have also built a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and their impact on future civilisations</p>	<ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>The should understand how different groups of people had different ideals and ways of life that impacted the country</p>	<p>Understanding how the Viking culture grew, essentially, on one side of the world compared to the Maya on the other side, will help demonstrate the achievements of both and help them question whether their similarities meant that they had contact with each other</p>
Sequencing the past/Chronology	<p>Chn have placed Stone, Bronze and Iron Ages into wider contexts</p> <p>They have placed the early civilisations into chronological context and made comparisons between them</p> <p>They have placed the Ancient Romans and Roman Britain into the wider context of historical chronology, comparing them with the Egyptians and Iron Age Britain</p> <p>They have deepened their understanding of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Chn should place the Anglo-Saxons and Vikings into a chronology context through comparison with other periods that they have previously studied such as:</p> <ul style="list-style-type: none"> • Stone, Bronze and Iron Age Britain • The Earliest Civilisations • The Romans and Roman Britain • The Ancient Greeks <p>Chn should begin to use their chronological understanding to make reasoned judgements and opinions about how 'advanced' a civilisation was</p>	<p>Understanding the chronological context of the Vikings means they will be able to understand how the Maya lived concurrently with the Vikings at certain points</p> <p>Chn should then be able to confidently make reasoned judgements about the achievements of each civilisation and how advanced they thought each one was</p>
Continuity and change	<p>Chn have identified the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Chn have identified the continuities and differences between the Ancient Egyptians and Roman Britain through:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs 	<p>Chn should identify the continuities and changes throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>Chn should understand how and why these changes occurred and their impact on the advancement of Britain</p>	<p>Chn will be able to make more informed comparisons about the similarities and differences between the Vikings and the Maya if they have covered the Vikings well in Y5</p> <p>Chn should be able to then identify how certain achievements and changes were made as a result of the contexts of each civilisation and the impacts that they had</p>
Cause and effect	<p>Chn have identified the reasons for the invasion of Britain by the Romans and the impact that it had on Britain and identified the effects on following civilisations and today</p> <p>Chn have identified the importance of the Nile for the Ancient Egyptians - identifying the links between natural resources and humans (incl. early civilisations)</p>	<p>Chn should identify the causes and effects of Anglo-Saxon and Viking invasion on Britain such as changes in housing, religion, language etc.</p> <p>Chn should clearly identify why the Anglo-Saxons and Vikings chose to raid, invade and settle in Britain</p> <p>Chn should identify the roots of British heritage from this period</p> <p>Chn should identify the reasoning for the shift in the use of building materials relating to geography</p>	<p>Identifying the causes and effects of invading Britain and the impacts that that had on both Britain and the Vikings themselves, will allow the chn to make comparisons between the influence of the Maya and the effects of neighbouring civilisations and invaders like the Spanish</p>
Significance and interpretation	<p>Chn have used primary sources about Boudica to understand that that is one viewpoint and cannot be verified</p>	<p>Chn should identify the significance of the Roman departure of Britain and it being the cause for invasion</p>	<p>Chn will be able to see that there were volatile periods in the history of the Maya and times of peace, just like the Vikings in Britain, and start to make comparisons for why that is</p>

	<p>They have identified why Boudicca is such a significant individual for both British and Roman British history</p> <p>Chn have identified why interpretation of these sources is critical to our understanding of the past</p>	<p>Chn should identify the significance of the struggles between the Anglo-Saxons and Vikings for control of the country and the instability that it brought during these times</p> <p>Chn should interpret this period of history as having a volatile nature, but one that brought many elements to our lands that still remain today such as place names etc.</p>	
Carrying out a historical enquiry	<p>Chn have carried out an independent enquiry about the Roman impact on Britain, using their own work as evidence and drawing on some primary sources from their work on Boudicca</p>	<p>No discreet historical enquiry in this topic but chn should be able to identify certain elements of bias when looking at primary sources such as the Lindisfarne Gospels and the language used to describe the Vikings</p>	<p>The questioning of bias in ecclesiastical texts will serve the chn well when looking at texts of the Maya who write very negatively about the invading Spaniards, helping them to pick out the key vocabulary that determines whether the writer is for or against the subjects that they write about</p>
Using sources as evidence	<p>Chn have questioned the validity of sources and contradictions through Boudicca, Tacitus and Cassius Dio</p> <p>Chn have identified why sources can be useful in a variety of ways - inaccuracies can tell us more about those who produce evidence</p>	<p>Chn should identify texts like the Lindisfarne Gospels as proof that the Anglo-Saxons were skilled and creative</p> <p>Chn should identify why ecclesiastical texts are of significance in understanding about this period as they are one of the only sources of information</p>	<p>Having understood the importance of ecclesiastical texts from the Anglo-Saxons and Vikings, the chn should then appreciate the significance of texts and writing found from the Maya and how that gives us a much better idea of their culture</p> <p>Comparing the runes of the Vikings to the hieroglyphs of the Maya will highlight the varying natures of language and communication</p>
Vocabulary and communication	<p>Chn have used phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>Chn have used words and phrases to describe events and people from the past - e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>	<p>Chn should confidently use phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...'</p> <p>Chn should use words and phrases to describe events and people from the past - e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'</p>	<p>Chn will be able to make the direct comparisons between the Vikings and the Maya with greater efficiency and with better articulation if they have been using the appropriate terminology and topic-specific vocabulary in Y5</p>



Y6 Comparative non-European Study - the Ancient Maya and the Vikings

Rationale for studying it in Y6

Studying the Maya offers fantastic opportunities to link with the Vikings. Whilst the Maya started earlier as a civilisation, they did live concurrently with each other for a long period of time and share many similar traits. With the children having learnt about the Vikings in Y5, following up with this in Y6 helps to reinforce their Y5 learning by revisiting knowledge already acquired and using it to contextualise their learning about the Maya.

Previous learning in Y5

Achievements - Chn have investigated the achievements of the Vikings and looked at how they have impacted our world today. They noted the international presence of the Vikings and their skills in exploration, navigation, raiding, trading and craftsmanship. They also noted the legacy left in Britain through features like place names.

Housing - Investigated the structures of Viking houses and settlements, noting the changing nature of building materials compared to the Romans and the reasons for this. They highlighted the different ways of living in houses compared to the Romans and the fact that they may have kept animals in their houses as well. They also learnt how Viking houses were usually for sleeping in and not much else, as they would mainly be farming or fighting.

Society - Chn highlighted the free-flowing nature of Viking society and how people could move between classes, rather than being stuck in one single class. Chn also noted how Viking society was very communal and tribal rather than united. They also looked at how women had more rights and responsibilities in Viking culture than those of the Romans.

Food - Looked at how raiding and trading was essential in acquiring new and exotic items such as foods and treasures. They identified that most Vikings were farmer-warriors who had to grow their own crops and prepare themselves for winter.

Entertainment - Chn identified how the Vikings enjoyed various forms of entertainment such as feasts, music and board games. They learnt that feasts were usually for ceremonial purposes rather than just entertainment, but they would recognise events such as weddings, religion or the return of a successful raid.

Beliefs - Investigated the rich and detailed pagan beliefs of the Vikings, including their creation story, the gods and goddesses and the world tree Yggdrasil. They learnt how religion was a major factor of everyday life and how the Vikings converted to Christianity.

Comparative links -Maya with the Vikings

Achievements - Given that there is only a very small smattering of evidence to suggest that the two groups ever met, it is surprising to see how much each group managed to achieve. The Maya were very impressive considering that they were essentially a 'Stone Age' society and didn't have access to metals, unlike the Vikings. However, this didn't stop them achieving just as much, or even more, than a lot of other civilisations. A major difference though was the travelling and trade networks that the Vikings built. Whilst the Maya did trade throughout Central America and possibly further, the Vikings truly had an international presence and were

successful in forging relationships with distant civilisations. The Vikings never really set up great cities, not at least in comparison to the Maya, who managed to build flourishing metropolises with populations in the tens of thousands. These then pose interesting questions about who the chn think was more advanced and what they consider an 'essential' to be considered and 'advanced' society.

Housing - Both Viking and houses of the Maya were very similar in terms of the look and the materials used. They were both very simplistic and mainly served for sleeping. Chn should think about the geographical settings of each and why they used similar materials - the Vikings in Scandinavia had good access to forests and tress, as did the Maya who lived in lush rainforests. Geography should also be considered when thinking about why the Maya may not have used the indoors as much as others, given the climate. The settlements of both the Vikings and the Maya can be similar at times, both setting up farming communities, but the difference being in the Maya cities.

Society - This is an interesting one to compare between the two because of the difference in the rigidity of each system. The Viking society was free-flowing and allowed people to move between each of the classes, essentially allowing the lowliest peasant to acquire the means to become a noble. However, the system of the Maya was known as a 'caste' system which meant that you were born into a particular class and stayed there for your entire life. Asking the chn which they would prefer makes things interesting as many will choose the Viking one, allowing them climb up to the top, but suggesting that you might be born into Maya royalty would lead to a much better life? You could also climb to the highest class of Viking society and be toppled by someone much lower than yourself. Both systems had a number of classes ranging from slaves to kings, but the Maya had a few more rungs including priests, which highlights the importance of religion in society.

Food - An interesting comparison between the two comes from the farming techniques and methods of collection. The Vikings raided and traded across the world to experience new luxuries and foods, and whilst the Maya certainly traded too, the Maya used very different techniques to make the most efficient use of the land, employing terraced farming and slash and burn too. Asking the chn why the Vikings may not have used these, certainly to the same extent as the Maya, makes them think more about the geography of each group of people. Seeing that the main occupation of both societies was farming tells us how important it was to both of them. Comparing the types of typical foods that they would collect though shows another striking difference, notably due to geography. Whilst thinking about luxurious foods that the Vikings may have acquired on their travels, the Maya had the luxury of chocolate. So revered it was, that it was sometimes used as a currency. Would the chn think about using anything other than money to pay for something today? What does that tell us about how we value certain items and their worth and what that meant about chocolate to the Maya?

Religion - Given that there is little evidence that the two ever met, it is incredible to see to how many religious similarities there are between the Maya and the Vikings. Both had a creation story about the very beginnings of the world, but they varied wildly. However, both featured trees as having a central role in their worlds. Both had different realms (although different numbers of them) with different types of lands within them and both were pagan/polytheistic. Chn should note the differences in some of the gods and why those were -

why didn't any Viking gods resemble jaguars? Why didn't the Maya have gods linked to ice and snow? Contrasts can also be made with the nature of the various deities, as Viking gods often took the form of humans with special powers and abilities, whereas the gods of the Maya were more supernatural and sometimes possessed animal qualities or characteristics, or could even morph into them. Both have supernatural elements to them and include animals in one way or another, but Viking gods had pets or spirit animals rather than turning into them per se. A major contrast between them though is in their attitude towards Christianity. Whilst many missions were sent to Scandinavia to convert them to Christianity and failed, they did eventually convert through their own will. On the other hand, extracts from the sacred text of the Maya the Chilam Balam shows their incredible disdain for Christianity when the Spaniards arrived, stating, 'When misery came, when Christianity came...' Comparisons could be drawn about how Christianity had spread widely across Europe and so the Vikings were sure to have had contact with it in various forms before embracing it, whereas the Maya would have had very limited knowledge of it before seeing it as a driving force behind an invading menace and forcing them to convert. How does this make the chn feel about the spread of Christianity?

Progression of skills

<u>Skill</u>	<u>Y5</u>	<u>Y6</u>	<u>Before leaving Y6</u>
Constructing the past	<p>Chn have built a coherent knowledge of British history from the Anglo-Saxon and Viking periods by comparison of:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>They have learnt about the struggles of each to settle in Britain and the fractious nature of their relationship</p>	<p>Chn should build a coherent knowledge of the Maya by comparing Viking Britain with the Maya civilisation through:</p> <ul style="list-style-type: none"> • achievements, • housing, • society, • food, • entertainment, • beliefs <p>and understanding the reasoning for similarities/differences between each civilisation</p> <p>They should be able to identify the achievements of both and how they managed similar feats without making contact (most likely)</p>	<p>Chn should be leaving school with a strong understanding of how British and world history history developed through the key themes in each topic that have been studied throughout KS2, allowing them to revisit previous topics in more detail and build on their long-term learning</p> <p>They should also be able to identify some of the key individuals that they have studied, their significance in history and place them into the wider contexts of history so that they can compare them with those that they will learn about in KS3</p> <p>Chn should leave school understanding that there is a 'narrative' to history which is based upon our understanding of the past and how we must keep learning about it to understand the future</p>
Sequencing the past/Chronology	<p>Chn have placed Stone, Bronze and Iron Ages into wider contexts</p> <p>They have placed the early civilisations into chronological context and made comparisons between them</p> <p>They have placed the Ancient Romans and Roman Britain into the wider context of historical chronology, comparing them with the Egyptians and Iron Age Britain</p> <p>They have deepened their understanding of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Chn should be able to place the Ancient Maya into chronological context and in direct comparison with the Vikings, noting the duration and also making comparison to other civilisations that lived concurrently to them</p> <p>Chn should be using key terminology to do so like 'concurrent' 'duration' 'period'</p>	<p>Chn should enter KS3 with confidence in their abilities to identify certain periods of history in a timeline</p> <p>They should be able to talk about the durations of certain periods of history and the causes of period start and end dates</p> <p>Chn should also be able to identify a selection of key dates from a multitude of periods</p> <p>Chn should leave school with a solid understanding of the concurrent nature of history and articulate why it is important to study history in the contexts of other periods, and not just in isolation</p>

	Chn have placed the Anglo-Saxons and Vikings into a wider chronological context		
Continuity and change	<p>Chn have identified the continuity and change from Roman Britain to Anglo-Saxon and Viking Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>They have noted the return to more agrarian ways of life compared to the Romans and the relatively unstable period of time that they settled here</p>	<p>Chn should note the similarities and differences between the Ancient Maya and Viking Britain through comparison of:</p> <ul style="list-style-type: none"> • housing, • society, • food, • entertainment, • beliefs <p>They should note that geography played an important role in the differences of both sets of people</p> <p>Chn should also note how the lifestyle of the Maya changed over time, particularly regarding the sudden, currently unexplained, decline of the Maya and the arrival of the Spaniards</p>	<p>Chn should be able to identify both major and minor changes and continuities throughout history, demonstrating their understanding of the key themes that they have studied throughout KS2</p> <p>Chn should be able to identify trends throughout periods of history and begin to articulate why some of these were limited to particular periods of history or crossed into different eras</p> <p>Chn should be able to articulate their preferences and opinions regarding continuity and change over a number of topics and periods of history, whether they felt that innovations (or the lack of) made life better or worse for the people of the time and for the people of today</p>
Cause and effect	<p>Chn have identified the reasons for the invasion of Britain by the Anglo-Saxons and Vikings, the impact that it had on Britain and identified the effects on following civilisations and today</p> <p>Chn have identified why Vikings were successful in raiding, trading and exploration and the vast trade network that was created as a result</p>	<p>Chn should identify what caused the major achievements of the Maya and their effects, noting how they were similar or different to the Vikings</p> <p>They should also identify the causes of Spanish invasion and the effect of it, such as the forced change of religion</p>	<p>Chn should leave school understanding that certain events have led to much larger events and even entire periods of historical change</p> <p>Chn should be able to identify a variety of causes for certain events and demonstrate their understanding of the impacts that these had on the people of the past and on people today</p> <p>Chn should be able to identify multiple effects from a single event and understand how these effects were felt by any number of people around the world</p>
Significance and interpretation	<p>Chn have identified how this period of history was so significant in the development of Britain as it is today</p> <p>Chn have learnt how the interpretations of the Anglo-Saxons and Vikings has been skewed by popular culture and is often misrepresented - i.e. horns on helmets, bloodthirsty savages, not as advanced/intelligent etc.</p>	<p>Chn should identify how significant the achievements of the Maya were given the lack of precious metals and the difficult terrain and climate that they lived in</p> <p>They should identify the similarities to the Vikings, particularly in terms of housing and religion, and how unusual this is given that they most likely never met and shared ideas with each other</p> <p>Chn should make interpretations about the Maya and compare them to other known civilisations, deciding whether they thought that they were more or less advanced</p>	<p>Chn should leave school knowing that certain individuals, events and civilisations have had an incredible amount of influence on history and the formation of the world we know today</p> <p>Chn should be able to identify certain events, individuals and civilisations for their significance, explain their significance and the effects that it had</p> <p>Chn should be able to interpret a growing number of primary and secondary sources with the knowledge that sources must be examined carefully to ensure that our interpretations of the past are correct</p>
Carrying out a historical enquiry	<p>Chn have routinely questioned the interpretations of Anglo-Saxon and Viking Britain and formally responded to the statement: The Vikings were the same as the Anglo-Saxons and were nothing but vicious raiders</p>	<p>Chn should make deep and meaningful comparisons between the Maya and the Vikings in every lesson, thereby allowing them to contextualise the learning from each topic</p>	<p>Chn should leave school with the ability to carry out an enquiry using a growing range of sources that they have identified and selected themselves</p>

	<p>They used their own learning to respond and gave their own opinions</p>	<p>They should give reasoned and articulate responses to their choices using appropriate terminology and evidence</p>	<p>They should be able to begin sharing their thoughts and opinions using reasoned arguments and understand debating decorum</p> <p>Chn should identify why asking questions and providing reasoned answers is imperative in deepening our understanding of history</p>
<p>Using sources as evidence</p>	<p>Chn looked at primary sources about the Lindisfarne Gospels and the language used within it to describe the Viking attacks</p> <p>Chn identified how ecclesiastical texts are very important in understanding this period as they are one of the only sources of information</p>	<p>Chn should evaluate more challenging primary sources relating to the Maya such as the Popol Vuh and the Chilam Balam, identifying why these are critical in our understanding of the Maya</p> <p>Chn should also identify that the hieroglyph-based writing made translation difficult and that the burning of important texts by the Spanish irrevocably destroyed some of the best written sources for understanding the Maya</p>	<p>Chn should enter KS3 knowing the different types of sources (primary and secondary), be able to identify which type of source something is and begin to explain its usefulness in helping to understand the past</p> <p>Chn should be able to ask questions of a variety of sources to help give them a better understanding of the past</p> <p>Chn should be able to begin interrogating sources, knowing that they may contain elements of bias, contradictions or inaccuracies</p> <p>Chn should be able to use a variety of sources as evidence to make reasoned judgements and responses to statements and enquiries</p>
<p>Vocabulary and communication</p>	<p>Chn used phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...'</p> <p>They used words and phrases to describe events and people from the past - e.g. 'farmer-warrior' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'trade'</p>	<p>Chn should be confidently using phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history'</p> <p>Chn should be using words and phrases to describe events and people from the past - e.g. 'significance' 'discovery' 'achievements' 'comparative' 'indigenous' 'prosperous'</p>	<p>Chn should be able to articulate various elements of history using appropriate and accurate terminology both in writing and orally, such as major themes, key skills and topic-specific vocabulary</p> <p>Chn should be able to discuss the passing of time in the context of entire periods of history using appropriate chronological vocabulary, both in writing and orally</p> <p>Chn should be able to identify and use a growing vocabulary of topic-specific and general terminology to identify particular periods of history, events, civilisations and individuals in both writing and orally</p>