



History Sequencing

Concepts	Constructing and Sequencing the Past (Chronology)	To understand 'then', 'now' and 'next'. Use visual timetables and discuss things they have experienced in the past.	
	Change and Development	To recognise and explain how they have changed since they were a baby, how life has changed e.g. starting school, learning to walk and talk, and how this has helped them.	
	Cause and Effect	To begin to think about how our own actions shape the future and peoples actions from the past has shaped our present.	
	Significance	To recognise who is significant to them and how they have impacted their life.	
	Interpretation	To form an opinion based on information from an adult.	
	Historical Enquiry	To investigate how and why things have changed. Why do they need to change? Why do children grow to walk and talk?	
Time Period I	Key Question: I wonder what has changed..		
Knowledge	Children begin their historical thinking about wondering how things have changed. They begin by exploring how they have changed and the world around them has changed in the time they have been alive. They begin to ask questions about how things have changed and why.		
Concepts	Children should begin to understand the concept of time. This then leads on to the them learning about how things change over time both to themselves and the world around them. They begin to understand how time changes each day and how yesterday is now part of the past.		
Enquiry	Children should investigate how and why things change. They should begin to understand why certain changes are important. They should start to use sources such as pictures and stories to tell the difference between past and present.		
Local History	Understand Family history		
Knowledge	Children should be able to talk about the people in their family and extended family. They will begin to create a family tree, knowing some people are older and younger than others.		
Concepts	Children should look at the history of their family, exploring who is in their family and how their lives have changed, including their own life.		
Enquiry	Children could begin to find out what life was like for their parents and grandparents. They should begin to ask have they always lived in Ravenshead or have they moved from elsewhere.		
Skills application	Children should apply the skills they have learnt across a range of subjects. History impacts the children's reading and writing development, through looking at a range of sources. History is vitally important for developing the children's P4C, oracy and reasoning skills. The children should learn appreciation of the wider curriculum through history.		
Recap	Own life chronology, chronology of school, predicting the future. This block will create the building blocks for historical interest and enquiry for the themes in KSI.		

F2 recap "I wonder what's changed?" How have I grown since being a baby? Past, present, future.  
Visual timetables. Now, Next, Then, Before, After.

Historical Knowledge: Constructing and sequencing the past.

Historical Concepts: Change and development, cause and effect, significance and interpretations.

Historical Enquiry: Planning and Carrying out historical enquiry and using sources as evidence.

### Development Matters and History Coverage in FS Links:

Children will know how they have changed from being a baby to being 4/5.

Children will explore images, stories and artefacts from the past.

Children will know who Mary Anning is and why she is important.

Children will know that Remembrance Day is to remember soldiers who died in the war.

Children will talk about how they have celebrated Christmas in the past.

Children will understand the word 'past'.

Children will look at images of transport and machines from the past and identify similarities and differences.

Children will know who David Attenborough is and why he is important.

Children will know that the present is now.

Children will look at images of seaside holidays from the past and present and identify similarities and differences.

Children will know about Remembrance Day.

Children know they were a baby and how they have changed.

Children know that some things happened a very long time ago - dinosaurs

Children will know similarities and differences between old and new toys.

Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn.

Children will find out about St. George's day and how we celebrate.

Children will begin to understand that at the moment they attend Nursery but soon they will go to 'big school.'



# History

## Curriculum Overview

### Year 1



<b>Concepts</b>	<b>Constructing and Sequencing the Past (Chronology)</b>	Children should understand the concept of time and a timeline.	
	<b>Change and Development</b>	Children should understand how change happens and how it supports development.	
	<b>Cause and Effect</b>	Children should look at how things happen and the effect those events have.	
	<b>Significance</b>	Children should understand how people and events are significant and how they have shaped the world we live in.	
	<b>Interpretation</b>	Children should learn to look at sources and interpret information from them. This interpretation should be examined and explored.	
	<b>Historical Enquiry</b>	Children should learn where to find historical sources, how they can be used and the validity of them.	
<b>Events within Living Memory</b>	<b>Explore events within living memory - Changes through the decades.</b> <b>Key Question: What is 'Once Upon a Time'?</b>		
<b>Knowledge</b>	Children should understand how things have changed and the effect change can have. Children should be able to talk about changes through time, using experiences from a range of sources, such as the experiences of grown-ups and their own experiences.		
<b>Concepts</b>	Children should look at how change has made some things better and made some things worse. They should develop an opinion on change and how it affects the world. They should understand the significance of these changes. They should be able to use a simple timeline to show how things have changed through time.		
<b>Enquiry</b>	Investigate how things have changed through time, using events and sources to show and explain how things have changed. For example, how toys have changed through time. Children should confidently talk about the music, key events and culture that they and their parents have experienced and how these are similar and different.		
<b>Beyond Living Memory</b>	<b>Explore a significant event beyond living memory - Florence Nightingale</b> <b>Key Question: How can one person change the world?</b>		
<b>Knowledge</b>	Children should learn about a significant event beyond living memory. They should be able to recount the key information about the event.		
<b>Concepts</b>	Children should understand how the event relates in relation to timelines and where we are now. They should learn about the impact of the event and how it has shaped our lives now understanding how knowledge of the world has changed.		
<b>Enquiry</b>	Children should look at the events through a range of different sources, such as diaries, paintings, story books, historical information sources. They should discuss what they can find out about the past from these sources and which sources they like and why.		
<b>Skills application</b>	Children should apply the skills they have learnt across a range of subjects. History impacts the children's reading and writing development, through looking at a range of sources. History is vitally important for developing the children's P4C, oracy and reasoning skills. The children should learn appreciation of the wider curriculum through history.		

**Recap** Own life chronology, chronology of school, predicting the future.

Historical Knowledge: Constructing and sequencing the past.

Historical Concepts: Change and development, cause and effect, significance and interpretations.

Historical Enquiry: Planning and Carrying out historical enquiry and using sources as evidence.

At KSI, Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

### Vocabulary

year	decade	century	ancient	timeline	living memory	inventions
detective	parents/ grandparents' time	drawing	painting	photograph	different	similar
artefact	remember	recall	generation	What...?	When...?	Where...?



## History Curriculum Overview Year 2



Concepts	Constructing and Sequencing the Past (Chronology)	To use timelines to sequence the events of the Great Fire of London and place significant individuals on a timeline to understand their chronology.	
	Change and Development	To understand how The Great Fire of London changed London forever and how this has shaped London today.	
	Cause and Effect	To know that that peoples actions can affect the future. Recounting what the significant individual did and the impact they had.	
	Significance	To recognise why certain people from the last 100 years are significant and the effect they have had on todays' world.	
	Interpretation	To be able to explain why they believe a certain individual was significant, considering both viewpoints.	
	Historical Enquiry	To use more than 1 source to gain information about significant individuals from Nottinghamshire. Children should look at The Great Fire of London through a range of different sources, such as SP's Diary, paintings, story books, historical information sources. They should examine how accurate they think these sources are.	
Events within Living Memory	Explore events within living memory - Lives of Significant People of the 20 <sup>th</sup> Century		
Knowledge	<ul style="list-style-type: none"> <li>Know about the lives of significant individuals in the last 100 years who have contributed to national and international achievements, these should be used to reveal aspects of change in national life.</li> <li>Name a famous person from the past and explain why they are famous (using the Little People, Big Dreams series of books)</li> <li>Know about a famous person from outside the UK (e.g. Floella Benjamin) and explain why they are famous.</li> </ul>		
Beyond Living Memory	Explore a significant event beyond living memory - The Great Fire of London. Key Question: Should we be forgiven for the mistakes we make?		
Knowledge	<ul style="list-style-type: none"> <li>Know about a significant event (or events) that happened long ago, even before their grandparents were born..</li> <li>Recall events beyond living memory that are significant nationally or globally.</li> <li>Know that children's lives today are different to those of children a long time ago.</li> <li>Know what we use today instead of a number of older, given artefacts.</li> <li>To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> </ul>		
Local History	Understand the importance of a local people - What significant people come from Nottingham?		
Knowledge	<ul style="list-style-type: none"> <li>Know the name of a famous person close to where they live (e.g. Ada Lovelace - Newstead Abbey) and their impact on the world.</li> </ul>		

<b>Skills application</b>	Children should apply the skills they have learnt across a range of subjects. History impacts the children's reading and writing development, through looking at a range of sources. History is vitally important for developing the children's P4C, oracy and reasoning skills. The children should learn appreciation of the wider curriculum through history.
<b>Recap</b>	Own life chronology, chronology of school, predicting the future. Beyond living memory: Pirates and explorers. How has life changed? Link ages of famous people to parents/grandparents to support chronology.

### Vocabulary

chronological order	era/period	evidence	historians	impact	artefact
significant	research	investigate	letters	newspapers	websites
opinion	memorial	What...?	Why...?	When...?	Where...?

<b>Concepts</b>	<b>Constructing and Sequencing the Past (Chronology)</b>	To sequence different eras on a timeline in relation to where we are now. To understand that humans have existed for millions of years.	
	<b>Change and Development</b>	To understand how life has changed from Stone Age to Greek Civilisation to the present day. To explore how tools were created, comparing to Greek and modern day civilisations.	
	<b>Cause and Effect</b>	To understand how the actions of the Stone Age and Greek Civilisations have impacted today's society. Be able to discuss whether this has had a positive effect on society.	
	<b>Significance</b>	To understand how the inventions from the Stone Age and Greek civilisation has shaped life today. To recognise that these inventions are significant and has shaped our modern day technology.	
	<b>Interpretation</b>	To be able to share an opinion and explain why they agree/disagree with the opinion of others.	
	<b>Historical Enquiry</b>	To begin to explore a range of sources, such as historical recounts, experts opinions and the use of pottery and art to depict history. To examine how accurate they think these sources are.	
<b>Time Period 1</b>	<b>The Stone Age</b> <b>Key Question: In the past, did people just survive or did they thrive?</b>		
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Know how Britain changed between the beginning of the stone age and the iron age. This could include: Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture.</li> <li>Know the main differences between the stone, bronze and iron ages.</li> <li>Know what is meant by 'hunter-gatherers'.</li> <li>Understand how the earliest civilizations survived</li> <li>Know about the culture of a specific group of people. Describe what a typical day would be like for men, women and children within a period in history, thinking about their culture.</li> </ul>		
<b>Vocab</b>	Archaeologist, artefact, Neolithic, B.C., chronology, Tribal, hunter-gather, shelter, civilisation, settlement, prey <i>Beaker, Celt, HillFort, Smelting, Druid, Borer, Bronze, Roundhouse, Quern, Domesticate, prehistory, Hunter-gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic, Tribe, Neanderthal, Homosapiens, Pelt</i>		
<b>Time Period 2</b>	<b>Civilisations and the Greeks</b> <b>Key Question: In the past, did people just survive or did they thrive?</b>		
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Greek life and the influence on the western world.</li> <li>Know some of the main characteristics of the Athenians and the Spartans.</li> <li>Know about the influence the gods had on Ancient Greece.</li> <li>Know at least five sports from the Ancient Greek Olympics.</li> <li>Know how the lives of wealthy people were different from the lives of poorer people within society.</li> <li>Name important figures from periods in history.</li> <li>Identify the differences between two periods of history.</li> </ul>		

	<ul style="list-style-type: none"> <li>Know about the culture of a specific group of people. Describe what a typical day would be like for men, women and children within a period in history, thinking about their culture.</li> </ul>	
<b>Vocab</b>	Philosophy, Athenians, Spartans, Democracy, Olympics, plague, truce, Zeus, loincloth, Apollo, sacred truce, temple. <i>Mythology, Column, Hoplite, Peninsula, Oracle, Terraced, Democracy, Acropolis, City-state, Parthenon, Marathon, Olympics, Citizen, Philosopher, Alphabet, Tragedy, Agora, Hellenistic, Phalanx, Aristocrat</i>	
<b>Local History</b>	Understand the importance of a local landmark - Newstead Abbey.	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Children should be able to talk about a local landmark and the importance of it in the community.</li> <li>Study an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>	

<b>Skills application</b>	Children should apply the skills they have learnt across a range of subjects. History impacts the children's reading and writing development, through looking at a range of sources. History is vitally important for developing the children's P4C, oracy and reasoning skills. The children should learn appreciation of the wider curriculum through history.
<b>Recap</b>	<p>Own life chronology, chronology of school, predicting the future.</p> <p>The Stone Age links to artwork the children will have looked at in KS1.</p> <p>The Greeks relate to significant people of the 20<sup>th</sup> Century in KS1, when the children look at Olympians.</p> <p>Newstead Abbey links to history of Ravenshead.</p>

Concepts	Constructing and Sequencing the Past (Chronology)	To build on previous knowledge of chronology and time periods to recognise time in relation to where we are now and that of the past. To be able to understand time periods in relation to each other.	
	Change and Development	To understand and explore how life has changed since the Egyptian Era to the Roman Era to now. Taking into context previously learnt time periods.	
	Cause and Effect	To investigate and understand the impact that the Roman Era has had on today's society. To debate the use and impact of war in the Roman Era.	
	Significance	To know about a local landmark and the importance of this landmark to the community.	
	Interpretation	To explore the difference between right and wrong and how this impacted on the lives of Romans and how it still impacts us now. To investigate the rich and poor divide during Egyptian civilisation and explore whether this is still true now.	
	Historical Enquiry	To use sources to investigate more information about a local landmark and relate this to their own experience of it. The children should then link this to their learning about the Egyptians and The Romans, when looking at rich and poor and right and wrong. Investigate what life was like and how that compares to life now in the modern world as well as how their achievements have influenced and affected modern life to be able to make an informed response to the big question.	
Time Period 1	The Egyptians Key Question: Have we progressed or regressed since ancient times?		
Knowledge	<ul style="list-style-type: none"> <li>Know about, and name, some of the advanced societies that were in the world around 3000 years ago.</li> <li>Know about the key features of Ancient Egypt.</li> <li>The achievements of the earliest civilisations- an overview of where and when the first civilizations appeared and a depth study them.</li> </ul>		
Vocab	Archaeologist, pharaohs, tombs, pyramid, hieroglyphs, vizier, scribe, sarcophagus, mummy, papyrus, scarab. <i>Mummification, Irrigation, Shaduf, Sphinx, Oasis, Egyptologist, Ankh, Pyramid, Barter, Rosetta Stone, Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics</i>		
Time Period 2	The Romans Key Question: Have we progressed or regressed since ancient times?		
Knowledge	<ul style="list-style-type: none"> <li>Know how Britain changed from the Iron Age to the end of the Roman occupation.</li> <li>Know how the Roman occupation of Britain helped to advance British society.</li> <li>Know how there was resistance to the Roman occupation and know about Boudicca.</li> <li>Know about at least one famous Roman emperor.</li> <li>Know the Roman Empire and its impact on Britain, including: Julius Caesar's attempted invasion in 55-54BC, The Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall, British</li> </ul>		

	<p>resistance, for example, Boudica, 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p> <ul style="list-style-type: none"> <li>• Know how Britain changed between the end of the Roman occupation and 1066.</li> </ul>	
<b>Vocab</b>	Centurion, emperor, aqueduct, gladiator, Londinium, conquer, invade, Romanisation, senate, Roman baths. <i>Mosaic, Arch, Chariot, Hypocaust, Tunic, Aquila, Pantheon, Testudo, Circus Maximus, Legionary, Empire, Toga, Aqueduct, Coliseum, Centurion, Emperor, Amphitheatre, Senate, Gladiator, Republic</i>	
<b>Local History</b>	<b>Understand the importance of a local landmark - Sherwood Forest and Robin Hood.</b>	
<b>Knowledge</b>	<p>Children should be able to talk about a local landmark and the importance of it in the community.</p> <ul style="list-style-type: none"> <li>• Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</li> <li>• A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> </ul>	
<b>Tier 2 words</b>	Link, Previous, Prior, Research, United, Cease	

<b>Skills application</b>	Children should apply the skills they have learnt across a range of subjects. History impacts the children's reading and writing development, through looking at a range of sources. History is vitally important for developing the children's P4C, oracy and reasoning skills. The children should learn appreciation of the wider curriculum through history.
<b>Recap</b>	Own life chronology, chronology of school, predicting the future. The children will make links between their learning of different time periods in Year 3. This will then link to their learning in Year 5 of different civilisations and the concept of war in Year 6.



# History

## Curriculum Overview

### Year 5



Concepts	Constructing and Sequencing the Past (Chronology)	To understand where two time periods eras fit onto a timeline in relation to today and previously learnt time periods. Begin to develop a chronologically secure knowledge and understanding of British, local and world history.	
	Change and Development	To understand the impact of invasion and how it affects different people in a variety of ways. Explain how this changes life for everyone involved.	
	Cause and Effect	Understand what it means to conquer and the effect it has had on life today. Consider how life would be different if this never happened.	
	Significance	To understand the importance of mining and the impact it had on our community. Be able to debate the positives and negatives impact of this.	
	Interpretation	To investigate what it means to conquer and form a two sided argument debating the morality of this.	
	Historical Enquiry	To use a range of primary and secondary sources to investigate more information about mining in the local area and relate this to their own experience. They should explore the Miner's Strike and how it impacted British Society.	
Time Period 1	Anglo Saxons Key Question: What does it take to conquer?		
Knowledge	<ul style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots: This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire, Scots invasions from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion - Canterbury, Iona and Lindisfarne, Anglo-Saxon laws and justice Edward the Confessor and his death in 1066</li> <li>• Know about how the Anglo-Saxons attempted to bring about law and order into the country.</li> <li>• Know that during the Anglo-Saxon period, Britain was divided into many kingdoms.</li> <li>• Know that the way the kingdoms were divided led to the creation of some of our country boundaries today.</li> <li>• Use a timeline to show when the Anglo-Saxons were in England.</li> </ul>		
Vocab	Archaeologist, Anglo-Saxon kingdom, Shires, Shire Reeve, thane, legacy, Wessex, Witan or witenagemot, wergild, churl, Mercia. <i>Angles, Saxons, Jutes, Mead, Rune, Wattle-and-daub, Thatch, Farmer-warrior, Sutton Hoo, Lindisfarne, Hengest and Horsa, Monk, Illumination, Manuscript, Weregild, Athelstan, Christianity, Augustine, Alfred the Great, Aethelred the Unready</i>		
Time period 2	Vikings Key Question: What does it take to conquer?		
Knowledge	<ul style="list-style-type: none"> <li>• Know where the Vikings originated from and show this on a map.</li> <li>• Know that the Vikings and Anglo-Saxons were often in conflict.</li> <li>• Know why the Vikings frequently won battles with the Anglo-Saxons.</li> </ul>		

	<ul style="list-style-type: none"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: Viking raids and invasion, resistance by Alfred the Great and Athelstan (first king of England), further Viking invasions and Danegeld,</li> </ul>	
<b>Vocab</b>	<p>Archaeologist, raids, vicious, longhouse, berserkers, longship, Odin, Scandinavia, Danelaw, misconception, Jorvik</p> <p><i>Longboat, Longhouse, Chieftain, Berserker, Danegeld, Thing, Feast, Raid, Trade, Yggdrasil, Runes, Farmer-warrior, Pagan, Danelaw, Asgard, Jarl, Karl, Figurehead, Chainmail, Valhalla</i></p>	
<b>Local History</b>	<b>Understand the importance of a local history - The impact of mining in our community</b>	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Know about a period of history that has strong connections to their locality and understand the issues associated with this period.</li> <li>Know how the lives of wealthy people were different from the lives of poorer people within society and how crimes and the punishments they received were affected.</li> </ul>	
<b>Tier 2 words</b>	Authority, Exist, Hierarchy, Highlighted, Phase, Retained, Influence, revolution	

<b>Skills application</b>	Children should apply the skills they have learnt across a range of subjects. History impacts the children's reading and writing development, through looking at a range of sources. History is vitally important for developing the children's P4C, oracy and reasoning skills. The children should learn appreciation of the wider curriculum through history.
<b>Recap</b>	Own life chronology, chronology of school, predicting the future. This block continues the learning of the Romans in Year 4 and how invasions and conquests impact where people live. It will then link to the concept of war in Year 6.



# History

## Curriculum Overview

### Year 6



Concepts	Constructing and Sequencing the Past (Chronology)	To understand how to very different time periods fit on a timeline, in relation to previously learnt time periods. To have a chronologically secure knowledge and understanding of British, local and world history.	
	Change and Development	To research and understand the different inventions of the Mayans and how this has impacted life today. Make links to knowledge of today's society.	
	Cause and Effect	Understand events leading up to WW2, the war itself and the consequences of war. Discuss whether the consequences are positive or negative, whilst also taking into consideration the long term effects. Link back to present day.	
	Significance	To understand the significance of an event that has impacted on British history. Explain what impact this had on the world and the positive and negative outcomes of war on today's society.	
	Interpretation	To use sources to investigate more information the time period. This could involve primary and secondary sources. Begin to explore how the reliability of the information changes over time.	
	Historical Enquiry	To investigate the time periods using a wide range of sources. Be able to offer a balanced viewpoint about a world event using sources and evidence to back up their opinion and challenge the views of others.	
Time Period 1	<b>World War II</b> <b>Key Question: Who suffers the most during war?</b>		
Knowledge	Children learn about a major event of the 20 <sup>th</sup> Century. They should understand the events leading up to the war, the war itself and the subsequent downfall of Nazi Germany and the consequences of the war. <ul style="list-style-type: none"> <li>Know about a theme in British history which extends beyond 1066 and explain why tis was important in relation to British history.</li> <li>Know how to place historical events and people from the past societies and periods in a chronological framework.</li> <li>Know how Britain has had a major influence on the world.</li> </ul>		
Vocab	Axis, Allies, Nazi, evacuation, evacuee, Blitz, propaganda, Holocaust, Luftwaffe, RAF, refugee, Kindertransport. <i>Axis power, Allies, Blitzkrieg, Evacuee, Evacuation, Rationing, Refugee, Invasion, Chancellor, troops, Anderson Shelter, Air raid, Home Guard, Propaganda, Blitz</i>		
Time Period 2	<b>The Mayans</b> <b>Key Question: How is a civilisation in a different place similar and different to ours?</b>		
Knowledge	<ul style="list-style-type: none"> <li>Know about the impact that one of the following ancient societies had on the world.</li> <li>Know why they were considered an advanced society in relation to that period of time in Europe.</li> <li>Know about A non-European society that provides contrasts with British history - one study chosen- Mayan civilization c. AD 900;</li> <li>Identify the key aspects of the culture of civilizations from the past.</li> </ul>		
Vocab	Glyphs, codices, Chichen Itza, cacao, ahau or ahaw, batab, Itzamna, huijil, Kin, Kukulcan, Uinal <i>Ahau, Dynasty, Maize, Codex, Hieroglyphics, Stela, Scribe, Haab, Jade, Sacrifice, City-states, Terraced, Pyramid, Peasant, Bloodletting, Cacao, Cenote, Huijil, Popol Vuh, Tzolk'in</i>		

<b>Local History</b>	Understand the impact of war on our local community.	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</li> <li>• Know how the lives of wealthy people were different from the lives of poorer people during this time.</li> </ul>	
<b>Tier 2 words</b>	Evidence , Military, Period, Significant, Transport, Subsequent	

<b>Skills application</b>	Children should apply the skills they have learnt across a range of subjects. History impacts the children's reading and writing development, through looking at a range of sources. History is vitally important for developing the children's P4C, oracy and reasoning skills. The children should learn appreciation of the wider curriculum through history.
<b>Recap</b>	Own life chronology, chronology of school, predicting the future. The WWII study culminates lots of different aspects of learning from areas throughout KS2. The Mayans links with aspects of other cultures the children have been learning about.