

	Links to Research (History)	
Publication	Selected Recommendations	How are we applying these to our Curriculum?
<i>Research Review Series: History</i> (Ofsted 2021) Accessed from: https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history	• Emphasis on substantive and disciplinary knowledge • Substantive concepts e.g. invasion, tax and monarch, are revisited using meaningful examples • Challenging texts (sources) to be read/heard • Emphasis on chronological knowledge – building a ‘mental’ timeline • Opportunities to look at a wide range of sources • Support for SEN pupils so that all children can receive the same curriculum	• Our curriculum has been designed to make sure that knowledge is built on through each phase and so that key information has been made evident • Our curriculum is designed so that key themes run throughout and can be revisited • Opportunities to interact with a range of sources • Our curriculum has been designed so that chronological knowledge is returned to often and built on • Teaching is adapted to make learning open for all

Intent <i>Why do we teach this?</i>	Our Humanities curriculum is designed so that learners are: • curious and understanding about Britain’s past and that of the wider world • able to research further, to question what they’ve learnt and to begin to understand how historical sources are used to learn about the past • understanding of different historical periods, with a ‘mental timeline’ of the past. Why this? Why then? Our history curriculum is designed so that children are given the foundations of historical knowledge and understanding in KS1 before moving to KS2 where the curriculum is taught chronologically. Early history such as the changes from Stone Age to Iron Age and Ancient Greece are taught in LKS2 before moving to a later history such as the Vikings and the Blitz in UKS2.
Implementation <i>What do we teach?</i> <i>What does this look like?</i>	Our history curriculum has been designed on a rolling 2-year cycle to take into account our mixed year groups classes. History is taught every other half term to ensure all of the National Curriculum requirements are covered. Key knowledge has been made evident for each unit and the children work towards answering a unit question. Learning from previous units and years is revisited each half term in starter activities to ensure the consolidation of key information and encourage retrieval. Pupils will develop a secure understanding of key historical and disciplinary knowledge to help them to build a ‘mental’ timeline of the past. In EYFS, children begin to learn about their own past and use vocabulary such as ‘yesterday’ and ‘before’ to discuss this. The focus of KS1 is predominantly on significant events and people and beginning to introduce sources as a way of learning about the past. The focus of KS2 is to begin to place the significant events and people into a coherent narrative and continuing to build their knowledge of key concepts and how a historian might use evidence to build a picture of the past.

Bloom's Taxonomy

- create**
Produce new or original work
Design, assemble, construct, coordinate, develop, formulate, author, investigate
- evaluate**
Justify a stand or decision
Appraise, argue, defend, judge, select, support, value, weigh
- analyze**
Draw connections among ideas
Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, analyze, find
- apply**
Use information in new situations
Execute, implement, solve, use, demonstrate, adapt, operate, perform, choose
- understand**
Explain ideas or concepts
Identify, describe, discuss, explain, identify, locate, recognize, report, select, summarize
- remember**
Recall facts and basic concepts
Identify, explain, list, describe, name, state

We have used Bloom's taxonomy to underpin our unit questions to ensure that children are diving deep into their learning. T

SEND in Humanities

We support our SEN students in history by

- Using clear language (verbal and written)
- Using high-quality questioning
- Regularly checking in with students
- Using visual prompts to support learning
- Allowing time to process learning
- Modelling of tasks and activities.

British Values in History and Geography

We aim to promote British values, those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, by embedding them in our history curriculum. Pupils explore issues such as democracy in their historical context and relate them to the modern day through studying periods such as Ancient Greece. This enables the students to understand how, overtime, changes happened and to evaluate their impact. By looking at the achievements of famous British people like Florence Nightingale, pupils develop an awareness of how these historically significant people have influenced and shaped the country in which we live. This includes an appreciation of their work.

Understanding the World	Understanding the world involves guiding children to <u>make sense of their physical world and their community</u> . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	Me and My World All About Me/ Our Selves and Our Bodies/The World Around Us Pets Yom Kippur/Navratri Halloween Superheroes	Let’s Celebrate Wild animals Autumn Harvest/Farms Christmas/Bonfire Night/Diwali St Andrews Day/ Hanukkah/ Remembrance Day/ Thanks Giving Fairy Tales – Tradition	We’re Out of This World Polar Animals Space People who help us Winter New Year/Chinese New Year Valentine’s Day/Burns Night	All Things Bright and Beautiful Minibeasts Fairies Shrove Tuesday Easter Spring Mother’s Day/St Patricks Day April Fool’s Day	Let’s Dive Under! Pond life Spring/Summer Under the Sea Mermaids Ramadan/Eid St Georges Day	We’re all going on a Summer Holiday Let’s go on holiday! Summer Pirates Zoo animals Father’s Day
	Children In Reception:					
	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past Draw information from a simple map. Understand that some places are special to members of their community.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. Recognise that people have	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map. Recognise some similarities and differences between life in this country

	Key History Geography RE	Recognise some similarities and differences between life in this country and life in other countries.	Recognise that people have different beliefs and celebrate special times in different ways.	different beliefs and celebrate special times in different ways.	different to the one in which they live.	and life in other countries.
	Learning objectives Can I share information about my own family using photos? (Past/present) (SA) Can I recognise that things happened before I was born? (GA) Can I discuss images of homes in the past? (CA) Can I discuss images of schools in the past? (CA) Can I discuss images of transport in the past? (CA) Can I discuss similarities and differences between the past and present (using pictures, stories, artefacts and accounts?) (KRA) Can I name the road on which the school is located? (GA) Can I name the village in which the school is located? (GA) Can I identify parts of the school building? (GA) Can I identify man-made features at school? (GA) Can I identify natural features of the school ground? (GA)	Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Learning objectives Can I identify man-made features at school? (GA) Can I identify natural features of the school ground? (GA) Can I discuss how children's lives in other countries are similar to ours? (SA, KRA, CA) Can I discuss how children's lives in other countries are different to ours? (SA, KRA, CA) Can I describe locations that are different to ours? (GA)	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Learning objectives Can I share information about my own family using photos? (Past/present) (SA) Can I recognise that things happened before I was born? (GA) Can I discuss images of homes in the past? (CA) Can I discuss images of schools in the past? (CA) Can I discuss images of transport in the past? (CA)

		Can I discuss images of transport in the past? (CA) Can I discuss similarities and differences between the past and present (using pictures, stories, artefacts and accounts?) (KRA) Can I name the road on which the school is located? (GA) Can I name the village in which the school is located? (GA) Can I identify parts of the school building? (GA) Can I identify man-made features at school? (GA) Can I identify natural features of the school ground? (GA) Can I discuss how children’s lives in other countries are similar to ours? (SA, KRA, CA) Can I discuss how children’s lives in other countries are different to ours? (SA, KRA, CA) Can I describe locations that are different to ours? (GA)	before I was born? (GA) Can I discuss images of homes in the past? (CA) Can I discuss images of schools in the past? (CA) Can I discuss images of transport in the past? (CA) Can I discuss similarities and differences between the past and present (using pictures, stories, artefacts and accounts?) (KRA) Can I name the road on which the school is located? (GA) Can I name the village in which the school is located? (GA) Can I identify parts of the school building? (GA) Can I identify man-made features at school? (GA) Can I identify natural features of the school ground? (GA) Can I discuss how children’s lives in	Can I discuss similarities and differences between the past and present (using pictures, stories, artefacts and accounts?) (KRA) Can I name the road on which the school is located? (GA) Can I name the village in which the school is located? (GA) Can I identify parts of the school building? (GA) Can I identify man-made features at school? (GA) Can I identify natural features of the school ground? (GA) Can I discuss how children’s lives in other countries are similar to ours? (SA, KRA, CA) Can I discuss how children’s lives in other countries are different to ours? (SA, KRA, CA) Can I describe locations that are		Can I discuss similarities and differences between the past and present (using pictures, stories, artefacts and accounts?) (KRA) Can I name the road on which the school is located? (GA) Can I name the village in which the school is located? (GA) Can I identify parts of the school building? (GA) Can I discuss how children’s lives in other countries are similar to ours? (SA, KRA, CA) Can I discuss how children’s lives in other countries are different to ours? (SA, KRA, CA) Can I describe locations that are different to ours? (GA)
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			other countries are similar to ours? (SA, KRA, CA) Can I discuss how children's lives in other countries are different to ours? (SA, KRA, CA) Can I describe locations that are different to ours? (GA) Can I name natural features of our school? (field, nature reserve, trees, flowers, pond) (GA)	different to ours? (GA)		
	Three and Four Year Olds:					
	Use all their senses in hands-on exploration of natural materials. / Explore collections of materials with similar and/or different properties / Talk about what they see, using a wide vocabulary. / Explore how things work. / Plant seeds and care for growing plants. / Understand the key features of the life cycle of a plant and an animal. / Begin to understand the need to respect and care for the natural environment and all living things. / Talk about the differences between materials and changes they notice					
	Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people. Key History Geography RE Learning objectives Can I talk about memories? (SA) Can I tell my life-story so far? (SA) Can I discuss what I know about my family's history? (SA)	Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Continue developing positive attitudes about the differences between people. Learning objectives	Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

					Learning objectives Can I talk about holidays I have been on? (SA, CA, GA) Can I talk about places around the world that I have visited on holidays? (GA, CA) Can I discuss images of holidays I have been on? (GA, CA, SA) Can I discuss different countries in the world, using displays and photos? (KRA, GA, CA)	Learning objectives Can I talk about holidays I have been on? (SA, CA, GA) Can I talk about places around the world that I have visited on holidays? (GA, CA) Can I discuss images of holidays I have been on? (GA, CA, SA) Can I discuss different countries in the world, using displays and photos? (KRA, GA, CA)		Learning objectives Can I talk about holidays I have been on? (SA, CA, GA) Can I talk about places around the world that I have visited on holidays? (GA, CA) Can I discuss images of holidays I have been on? (GA, CA, SA) Can I discuss different countries in the world, using displays and photos? (KRA, GA, CA)	Learning objectives Can I talk about holidays I have been on? (SA, CA, GA) Can I talk about places around the world that I have visited on holidays? (GA, CA) Can I discuss images of holidays I have been on? (GA, CA, SA) Can I discuss different countries in the world, using displays and photos? (KRA, GA, CA)
Early Learning Goal	Past and Present ELG Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling; People Culture and Communities ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World ELG Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.								
Links to Humanities Curriculum Map	Links to Humanities	Links to Humanities Let’s Celebrate	Links to Humanities	Links to Humanities	Links to Humanities Let’s Dive Under			Links to Humanities	

	Me and My World		We're out of this World	All Things Bright and Beautiful		We're all going on a Summer Holiday
		Cycle A Y1/2 Autumn 1- What is it like here? (maps)	Cycle A Y1/2 Autumn 1- What is it like here? (maps)	Cycle B Y1/2 Spring 1- What is the weather like in the UK? (studying the world around us)	Cycle B Y1/2 Spring 1- What is the weather like in the UK? (studying the world around us)	Cycle A Y1/2 Autumn 1- What is it like here? (maps)
		Cycle B Y1/2 Spring 1- What is the weather like in the UK? (studying the world around us)	Cycle B Y1/2 Spring 1- What is the weather like in the UK? (studying the world around us)	Cycle A Y1/2 Summer 1 – why is our world wonderful? (seas and continents)	Cycle A Y1/2 Summer 1 – What is it like to live in Shanghai? (comparing different places)	Cycle B Y1/2 Spring 1- What is the weather like in the UK? (studying the world around us)
		Cycle A Y1/2 Summer 1 – why is our world wonderful? (seas and continents)	Cycle A Y1/2 Summer 1 – why is our world wonderful? (seas and continents)	Cycle A Y1/2 Summer 1 – What is it like to live in Shanghai? (comparing different places)		Cycle B Y1/2 Spring 1- What is the weather like in the UK? (studying the world around us)
		Cycle A Y1/2 Spring 2 – Which is the most important Victorian invention?	Cycle A Y1/2 Spring 2 – Which is the most important Victorian invention?	Cycle B Y1/2 Autumn 1 – Would you prefer to live in a hot or cold place? (different environments)		Cycle A Y1/2 Summer 1 – What is it like to live in Shanghai? (comparing different places)
		Cycle B Y1/2 Spring 2 – Should we call Grace O'Malley a pirate?	Cycle B Y1/2 Spring 2 – Should we call Grace O'Malley a pirate?	Cycle A Y1/2 Autumn 2 – How has Lincoln Castle changed over time?		Cycle B Y1/2 Autumn 1 – Would you prefer to live in a hot or cold place?
						Cycle A Y1/2 Summer 2 – how has our high street changed over time?
						Cycle B Y1/2 Summer 2 – how has our high street changed over time?
						Cycle A Y1/2 Summer 2 – who had the most significant role in medicine:

	Cycle A Y1/2 Autumn 1 – Who was the most significant explorer: Christopher Columbus or Neil Armstrong?	medicine: Florence Nightingale, Mary Seacole and Edith Cavell?	Autumn 1 – Who was the most significant explorer: Christopher Columbus or Neil Armstrong?	Summer 2 – how has our high street changed over time? Cycle A Y1/2 Summer 2 – who had the most significant role in medicine: Florence Nightingale, Mary Seacole and Edith Cavell?		Florence Nightingale, Mary Seacole and Edith Cavell? Cycle A Y1/2 Spring 2 – Which is the most important Victorian invention? Cycle B Y1/2 Spring 2 – Should we call Grace O’Malley a pirate? Cycle A Y1/2 Autumn 1 – Who was the most significant explorer: Christopher Columbus or Neil Armstrong?
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Enquiry Questions

Cycle A

<u>Term</u>	<u>Y1/2</u>	<u>Y3/4</u>	<u>Y5/6</u>
<u>Autumn 2</u>	Who was the most significant explorer: Neil Armstrong or Christopher Columbus?	How did Britain change from the Stone Age to the Iron Age? Workshop: Enrichment Through Archaeology	Were books more important in the past?
<u>Spring 2</u>	Which is the most important Victorian invention? Visit: Museum of Lincolnshire Life	How did Ancient Greece influence the western world?	How significant was the Blitz? Visit: Eden Camp
<u>Summer 2</u>	Who had the most significant role in medicine: Florence Nightingale, Mary Seacole or Edith Cavell?	What impact did the Romans have on Ancient Britain? Workshop - British Museum Virtual Visit	Local History study – How has Lincoln changed over time? Visit: The Collection and Lincoln University

Cycle B

<u>Term</u>	<u>Y1/2</u>	<u>Y3/4</u>	<u>Y5/6</u>
<u>Autumn 2</u>	How has Lincoln Castle changed over time? Visit: Lincoln Castle	How important have numbers been over time?	What was the impact of the Anglo-Saxon, Viking and Scot settlement of Britain? Visit: Jorvik
<u>Spring 2</u>	Should we call Grace O'Malley a pirate?	What do all the ancient civilisations have in common?	
<u>Summer 2</u>	How has our high street changed over time? Visit: Brigg High Street	How did the civilisation of Egypt wax and wane? Visit: The Collection, Lincoln	Why should we study the Maya? Workshop: Maya Archaeologist

Year 1 and 2 - Cycle A

<u>Term</u>	Autumn 2	
<u>National Curriculum</u>	<i>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</i>	
<u>Learning Objectives</u>	1. LO: to investigate what life was like in the time of Christopher Columbus (GA) Can I explain what life was like in the time of Christopher Columbus? 2. LO: to discuss why Christopher Columbus was significant (GA) Can I identify who Christopher Columbus was? Can I identify why Christopher Columbus was important? 3. LO: to investigate what life was like in the time of Neil Armstrong (GA) Can I explain what life was like in the time of Neil Armstrong? Can I explain why space travel became so important at this time? 4. LO: to discuss why Neil Armstrong was significant (GA) Can I identify who Neil Armstrong was? Can I identify why Neil Armstrong was important? 5. LO: to compare the times of Christopher Columbus and Neil Armstrong (GA) Can I identify similarities and differences between the times of Neil Armstrong and Christopher Columbus? 6. Who was the most significant explorer: Neil Armstrong or Christopher Columbus? (GA, KRA) Can I find similarities between Neil Armstrong and Christopher Columbus? Can I find differences between Neil Armstrong and Christopher Columbus?	
<u>Key Themes</u>	Innovation Voyage Monarchy Determination	
<u>Disciplinary Knowledge</u>	- o Develop an awareness of the past - o Use common words and phrases relating to the passing of time - o Know where all the people/events studied fit into a chronological framework	

	○ Identify similarities/differences between periods ○ Use a wide vocabulary of everyday historical terms ○ Ask and answer questions ○ Understand some ways we find out about the past ○ Choose and use parts of stories and other sources to show understanding ○ Identify similarities and differences between ways of life at different times (continuity and change) ○ Recognise why people did things, why events happened and what happened as a result (cause and consequence) ○ Talk about who was important in a simple historical account (significance of events and people)
<u>Key Vocab</u>	astronaut, cosmonaut, explorer, Apollo 11, America, map, ship, navigate, New World
<u>Curriculum Drivers</u>	Globally Aware Culturally Aware Key Stage Ready and Ambitious

<u>Term</u>	Spring 2	
<u>National Curriculum</u>	<i>events beyond living memory that are significant nationally or globally</i>	
<u>Learning Objectives</u>	1. LO: to investigate how life in the Victorian times (CA) Can I identify why life changed in the Victorian times? Can I identify who the queen was in Victorian times? 2. LO: to discuss the invention of the telephone (KRA, GA) Can I recall when the telephone was invented? Can I recall who invented the telephone? Can I evaluate the benefits of the telephone? 3. LO: to discuss the invention of the photographic camera (KRA, GA) Can I recall when the camera was invented? Can I recall who invented the camera? Can I evaluate the benefits of the camera? 4. LO: to discuss the invention of the gramophone (KRA, GA) Can I recall when the gramophone was invented? Can I recall who invented the gramophone? Can I evaluate the benefits of the gramophone?	

	5. LO: to discuss the invention of the light bulb (KRA, GA) Can I recall when the light bulb was invented? Can I recall who invented the light bulb? Can I evaluate the benefits of the light bulb? 6. Which was the most important Victorian invention? (KRA)
<u>Key Themes</u>	Innovation Determination Monarchy
<u>Disciplinary Knowledge</u>	- o Develop an awareness of the past - o Use common words and phrases relating to the passing of time - o Know where all the people/events studied fit into a chronological framework - o Use a wide vocabulary of everyday historical terms - o Ask and answer questions - o Understand some ways we find out about the past - o Recognise why people did things, why events happened and what happened as a result (cause and consequence) - o Talk about who was important in a simple historical account (significance of events and people) - o Make simple observations about different types of people, events, beliefs within a society (similarity and difference with a period/situation (diversity))
<u>Key Vocab</u>	invention, Queen Victoria, telephone, light bulb, camera, Industrial Revolution
<u>Curriculum Drivers</u>	Globally Aware Culturally Aware Key Stage Ready and Ambitious

<u>Term</u>	Summer 2	 individual liberty, respect and tolerance
<u>National Curriculum</u>	<i>The lives of significant individuals in the past who have contributed to national and international achievements.</i>	
<u>Learning Objectives</u>	1. LO: to explain what a significant person is (SA) Can I explain what significant means? Can I name any people who are significant to me? 2. LO: to discuss why Florence Nightingale was significant (SA, CA, GA) Can I explain who Florence Nightingale was? Can I explain why Florence Nightingale was significant?	

	3. LO: to discuss why Mary Seacole was significant (SA, CA, GA) Can I explain why Mary Seacole was? Can I explain why Mary Seacole was significant? 4. LO: to discuss why Edith Cavell was significant (SA, CA, GA) Can I explain why Edith Cavell was? Can I explain why Edith Cavell was important? Can I describe what life was like in the time of Edith Cavell? 5. Who had the most significant role in medicine: Florence Nightingale, Mary Seacole or Edith Cavell? (SA, CA, GA, KRA) Can I identify similarities between Florence Nightingale, Mary Seacole and Edith Cavell? Can I identify differences between Florence Nightingale, Mary Seacole and Edith Cavell?
Key Themes	Determination War
Disciplinary Knowledge	- o Develop an awareness of the past - o Use common words and phrases relating to the passing of time - o Know where all the people/events studied fit into a chronological framework - o Use a wide vocabulary of everyday historical terms - o Ask and answer questions - o Understand some ways we find out about the past - o Choose and use parts of stories and other sources to show understanding
Key Vocab	Crimean War, Britain, WW1, nursing, tolerance, medicine, hospital
Curriculum Drivers	Globally Aware Culturally Aware Self-Aware Key Stage Ready and Ambitious

Year 1 and 2 - Cycle B

Term	Autumn 2	 Rule of Law
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National Curriculum	<i>significant historical events, people and places in their own locality</i>
Learning Objectives	1. LO: to investigate why Lincoln Castle was built (GA, CA) Can I recall when Lincoln Castle was built? Can I explain why Lincoln Castle was built? Can I recall what type of castle Lincoln Castle was when it was first built? Can I recall who ordered Lincoln Castle to be built? 2. LO: to investigate the development of Lincoln Castle (GA) Can I identify major events that took place at Lincoln Castle? Can I identify developments that have changed Lincoln Castle? 3. LO: to discuss the battle of Lincoln Fair (GA, CA) Can I recall when the battle of Lincoln Fair was? Can I explain why the Battle of Lincoln Fair happened? Can I recall who won? Can I explain why the battle of Lincoln Fair was important? 4. LO: to investigate why Lincoln Castle became a prison (GA, CA, SA) Can I recall when Lincoln Castle became a prison? Can I explain why Lincoln Castle became a prison? 5. How has Lincoln Castle changed over time? (KRA) Visit – Lincoln Castle
Key Themes	Invasion and Settlement Monarchy Determination
Disciplinary Knowledge	- o Develop an awareness of the past - o Use common words and phrases relating to the passing of time - o Know where all the people/events studied fit into a chronological framework - o Use a wide vocabulary of everyday historical terms - o Ask and answer questions - o Understand some ways we find out about the past - o Choose and use parts of stories and other sources to show understanding - o Identify similarities and differences between ways of life at different times (continuity and change) - o Recognise why people did things, why events happened and what happened as a result (cause and consequence) - o Make simple observations about different types of people, events, beliefs within a society (Similarity/difference within a period/situation (diversity))

	o Talk about who was important in a simple historical account (Significance of events/people)
<u>Key Vocab</u>	motte and bailey, keep, protection, jail, Victorian, William the Conqueror, Nichola de la Haye
<u>Curriculum Drivers</u>	Globally Aware Culturally Aware Self-Aware Key Stage Ready and Ambitious

<u>Term</u>	Spring 2	
<u>National Curriculum</u>	<i>the lives of significant individuals in the past who have contributed to national and international achievements</i>	
<u>Learning Objectives</u>	Should we call Grace O'Malley a pirate? (Historical Association Scheme of Work) 1. LO: to identify what a pirate is (CA) Can I identify what a pirate is from pictures? Can I compare Grace O'Malley to images of pirates from the past and present? 2. LO: to identify the main events of Grace O'Malley's life (GA) Can I sequence events from Grace's life? 3. LO: to describe what happened when Grace met Elizabeth I (CA) Can I understand the key features of the event? 4. LO: to investigate what it was like to live in the time of Elizabeth I (CA) Can I fit people and events into a chronological framework? Can I identify similarities between the 16th Century and modern day? Can I identify similarities between the 16th Century and modern day? 5. Should we call Grace O'Malley a pirate? (GA) Can I explain that Grace O'Malley has been represented in different ways?	
<u>Key Themes</u>	Monarchy Determination	

<u>Disciplinary Knowledge</u>	○ Develop an awareness of the past ○ Use common words and phrases relating to the passing of time ○ Know where all the people/events studied fit into a chronological framework ○ Identify similarities/differences between periods ○ Use a wide vocabulary of everyday historical terms ○ Ask and answer questions ○ Understand some ways we find out about the past ○ Choose and use parts of stories and other sources to show understanding ○ Identify different ways in which the past is represented ○ Make simple observations about different types of people, events, beliefs within a society (similarity/difference within a period/situation) ○ Talk about who was important in a simple historical account ○ Talk about who was important in a simple historical account (significance of events/people)
<u>Key Vocab</u>	Pirate, queen, Ireland, England, trade, chieftain, century
<u>Curriculum Drivers</u>	Globally Aware Culturally Aware

<u>Term</u>	Summer 2	
<u>National Curriculum</u>	○ <i>Changes within living memory</i> ○ <i>Significant events, people and places in their own locality</i>	
<u>Learning Objectives</u>	The Story of our High Street (Historical Association Scheme of Work) – focus high street: Brigg in the 1950s 1. LO: to investigate what Brigg high street was like in the past (1950s- 60s) (GA) Can I create a timeline from the 1950s to present day? Can I identify if a photo has been taken in the past? 2. LO: to investigate how Brigg high street has changed since the 1950s (CA) Can I identify how Brigg high street was similar in the 1950s to modern day? Can I identify how Brigg High Street was different in the 1950s to modern day? 3. LO: to investigate what it was like to shop for food (GA) Can I explain what shopping for food in the 1950s would have been like?	

	4. LO: to investigate how goods were packaged and stored (GA) Can I describe how eggs were packaged in the past and how they are packaged in the modern day? Can I explain why these differences arose? 5. LO: to investigate how items were paid for (GA, SA) Can I identify how items were paid for in the past? Can I compare how items were paid for in the past to how they are paid for now? 6. How has our high street changed over time? (SA, CA)
<u>Key Themes</u>	Trade Innovation
<u>Disciplinary Knowledge</u>	- o Develop an awareness of the past - o Use common words and phrases relating to the passing of time - o Know where all the people/events studied fit into a chronological framework - o Identify similarities/differences between periods - o Use a wide vocabulary of everyday historical terms - o Ask and answer questions - o Understand some ways we find out about the past - o Choose and use parts of stories and other sources to show understanding - o Identify different ways in which the past is represented - o <i>Identify similarities and differences between ways of life at different times (continuity and change)</i> - o <i>recognise why people did things, why events happened and what happened as a result (cause and consequence)</i>
<u>Key Vocab</u>	Shopping, Brigg, past, goods, packaging, high street, shops, sources
<u>Curriculum Drivers</u>	Globally Aware Culturally Aware Self Aware

Y3 and 4 - Cycle A

<u>Term</u>	Autumn 2	
<u>National Curriculum</u>	<i>Changes in Britain from the Stone Age to the Iron Age</i>	
<u>Learning Objectives</u>	Changes in Britain from the Stone Age to the Iron Age (Historical Association Scheme of Work)	

	1. LO: to investigate how people lived in the Palaeolithic era (GA) Can I explain what Britain was like after the last ice age? Can I explain how people fed and clothed themselves? Can I explain where the evidence about the Stone Age comes from? 2. LO: to investigate how life changed during the Neolithic era (GA) Can I identify how life changed in the Neolithic era? Can I identify how life stayed the same in the Neolithic era? Can I explain the impact this had on settlement? 3. LO: to investigate where bronze came from (GA) Can I explain where bronze came from? Can I explain how bronze is made? 4. LO: to investigate where iron came from (GA) Can I explain where iron came from? Can I explain what iron was used for? 5. LO: to evaluate the impact iron and bronze tools had on life in Britain (CA) Can I describe the impact that iron and bronze tools had on life in Britain? 6. LO: to investigate the Roman invasion of Britain in 55BC (GA) Can I explain where evidence of this comes from? Can I identify what Roman people said about Britain? Can I recall who led the Roman invasion of Britain in 55BC? 7. How has Britain changed from the Stone Age to the Iron Age? (GA, CA)
<u>Key Themes</u>	Invasion and Settlement Innovation Civilisation Determination
<u>Disciplinary Knowledge</u>	○ Continue to develop chronologically secure knowledge of history ○ Establish clear narratives within and across periods studied ○ Note connections, contrasts and trends over time

	○ Develop the appropriate use of historical terms ○ Regularly address and sometimes devise historically valid questions ○ Understand how knowledge of the past is constructed from a range of sources ○ Construct informed responses by... ○ Selecting and organising relevant historical information ○ Understand that different versions of the past may exist, giving some reasons for this ○ Describe/make links between main events, situations and changes within and across different periods/societies (continuity and change) ○ Identify and give reasons for, results of, historical events, situations, changes (cause and consequence) ○ Describe social, cultural, religious and ethnic diversity in Britain and the wider world (Similarity/difference within a period/situation (diversity))
<u>Key Vocab</u>	Iron Age, Bronze Age, Stone Age, invasion, Roman, Julius Caesar, nomad, farming
<u>Curriculum Drivers</u>	Globally Aware Culturally Aware

<u>Term</u>	Spring 2	 Democracy
<u>National Curriculum</u>	<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i>	
<u>Learning Objectives</u>	Ancient Greece: life, achievements and its legacy (Historical Association Scheme of Work) 1. LO: to investigate who the Ancient Greeks were (CA) Can I locate Ancient Greece, Athens and Sparta on a map? Can I place Ancient Greece in time? 2. LO: to investigate what life was like in Ancient Greece (CA) Can I use artefacts to understand what life was like in Ancient Greece? Can I use archaeological sites to understand what life was like in Ancient Greece? 3. LO: to use different sources to identify the most important achievements of Alexander the Great (CA) Can I use a range of sources to identify information? Can I use evidence to justify my opinion? 4. LO: to investigate the influence of the Ancient Greek language on modern English (CA, SA)	

	Can I explain the influence of the Ancient Greek language on modern English? 5. LO: to investigate the similarities between how the Ancient Greeks were governed and how we are governed today (CA, SA) Can I describe similarities between how Ancient Greece was governed and how we are governed today? Can I describe differences between how Ancient Greece was governed and how we are governed today? 6. How did Ancient Greece influence the western world? (CA, SA. KRA)
<u>Key Themes</u>	Innovation Civilisation Rules/Law Determination
<u>Disciplinary Knowledge</u>	- o Continue to develop chronologically secure knowledge of history - o Establish clear narratives within and across periods studied - o Note connections, contrasts and trends over time - o Develop the appropriate use of historical terms - o Regularly address and sometimes devise historically valid questions - o Understand how knowledge of the past is constructed from a range of sources - o Describe/make links between main events, situations and changes within and across different periods/societies (continuity and change) - o Describe social, cultural, religious and ethnic diversity in Britain and the wider world (similarity/difference within a period/situation (diversity))
<u>Key Vocab</u>	Ancient Greece, Athens, Sparta, government, democracy, archaeology, sources
<u>Curriculum Drivers</u>	Culturally Aware Self Aware Key Stage Ready and Ambitious

<u>Term</u>	Summer 2	
<u>National Curriculum</u>	<i>The Roman Empire and its impact on Britain</i>	
<u>Learning Objectives</u>	The Roman Empire and its Impact on Britain (Historical Association Scheme of Work)	

	1. LO: to investigate why the Romans invaded Britain (GA, CA) Can I recall when the Romans invaded Britain? Can I explain why the Romans invaded Britain? Can I explain why we know so little about his period? 2. LO: to investigate why the Roman Army was so successful (GA, CA) Can I recall the requirements to join the Roman Army? Can I explain why the Roman Army was so successful? 3. LO: to investigate what life was like in Roman Britain (GA, CA) Can I explain why the Vindolanda tablets are so important? 4. LO: to investigate the Britons' response to the Roman invasion (GA, CA) Can I recall the story of Boudicca? Can I research some tribes within my locality? 5. LO: to investigate how the Celtic people lived (GA, CA) Can I explain how the Celtic people lived? 6. What impact did the Romans have on Britain? (GA, CA, SA)
<u>Key Themes</u>	Invasion and Settlement Trade Civilisation Determination
<u>Disciplinary Knowledge</u>	○ Continue to develop chronologically secure knowledge of history ○ Establish clear narratives within and across periods studied ○ Develop the appropriate use of historical terms ○ Regularly address and sometimes devise historically valid questions ○ Understand how knowledge of the past is constructed from a range of sources ○ Construct informed responses by...

	○ Selecting and organising relevant historical information ○ Identify and give reasons for, results of, historical events, situations, changes (cause and consequence) ○ Describe social, cultural, religious and ethnic diversity in Britain and the wider world (Similarity/difference within a period/situation (diversity)) ○ Identify historically significant people and events in situations (significance of events/people)
<u>Key Vocab</u>	Briton, Celtic, Boudicca, army, exports, Vindolanda
<u>Curriculum Drivers</u>	Globally Aware Culturally Aware Self Aware

Y3 and 4 Cycle B

<u>Term</u>	Autumn 2	
<u>National Curriculum</u>	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	
<u>Learning Objectives</u>	How important have numbers been over time? (Historical Association Scheme of Work) 1. LO: to investigate whether numbers were used in prehistoric times (CA) Can I place numbers on a number line? Can I identify the prehistoric period? Can I draw inferences from sources about prehistoric people and counting? 2. LO: to investigate how ancient civilisations used numbers (CA, GA) Can I count using ancient systems? Can I identify which system is the closest to the one we know today? Can I identify which features of ancient civilisations might have required counting? 3. LO: to investigate how people in the past counted in large numbers quickly (CA, GA) Can I identify which aspects of life might have required counting in large numbers? Can I count using ancient methods and reach a judgement about which is preferable? 4. LO: to investigate why Romans were used in Britain until the 12th century (CA) Can I count in Roman numerals? Can I identify who the Romans were and when they existed? Can I analyse a historical source and draw conclusions from it? 5. LO: to investigate the impact numbers had upon the Renaissance (CA, GA, KRA) Can I explain what the Renaissance is and what it means? Can I place the Renaissance in a chronological framework? Can I explain how people used maths and number to make progress?	

	6. How important have numbers been over time? (GA, CA)
<u>Key Themes</u>	Civilisation Innovation
<u>Disciplinary Knowledge</u>	- Continue to develop chronologically secure knowledge of history - Establish clear narratives within and across periods studied - Note connections, contrasts and trends over time - Develop the appropriate use of historical terms - Regularly address and sometimes devise historically valid questions - Describe/make links between main events, situations and changes within and across different periods/societies (continuity and change) - Identify and give reasons for, results of, historical events, situations, changes (cause and consequence)
<u>Key Vocab</u>	Civilisation, number, numeral, prehistory, abacus
<u>Curriculum Drivers</u>	Globally Aware Culturally Aware Key Stage Ready and Ambitious

<u>Term</u>	Spring 2	
<u>National Curriculum</u>	The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an depth study of the one of the following: Ancient Sumer; the Indus Valley; Ancient Egypt; the Shang Dynasty of China	
<u>Learning Objectives</u>	What do all ancient civilisations have in common? (Historical Association Scheme of Work) 1. LO: to identify the first civilisations and where they started (2 lessons) (GA) Can I name the four civilisations? Can I make comparisons between the four civilisations? Can I explain where these civilisations started? Can I explain how long the four civilisations lasted? 2. LO: to identify what ancient civilisations would need in order to function as a city (2 lessons) (GA, CA) Can I identify what ancient civilisations would need to function as a city? Can I retrieve information about a civilisation from a source? 3. LO: to identify the greatest achievements of each civilisation (GA, CA) Can I identify the greatest achievements of each civilisation? Can I justify my opinion?	

	4. What do all ancient civilisations have in common? (GA), CA)
<u>Key Themes</u>	Civilisation Innovation Determination
<u>Disciplinary Knowledge</u>	- Continue to develop chronologically secure knowledge of history - Establish clear narratives within and across periods studied - Note connections, contrasts and trends over time - Develop the appropriate use of historical terms - Regularly address and sometimes devise historically valid questions - Understand how knowledge of the past is constructed from a range of sources - Construct informed responses by... - Selecting and organising relevant historical information - Describe social, cultural, religious and ethnic diversity in Britain and the wider world (similarity/difference in a period/situation (diversity)) - Identify historically significant people and events in situations (significance of events/people)
<u>Key Vocab</u>	Civilisation, dynasty, location, river valley, irrigation, achievements
<u>Curriculum Drivers</u>	Globally Aware Culturally Aware

<u>Term</u>	Summer 2	
<u>National Curriculum</u>	<i>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an depth study of the one of the following: Ancient Sumer; the Indus Valley; Ancient Egypt; the Shang Dynasty of China</i>	
<u>Learning Objectives</u>	How did the civilisation of Egypt wax and wane? (Historical Association Scheme of Work) 1. LO: to investigate who built the Great Pyramid (GA) Can I use information from a variety of sources to explain how the pyramids came to be built? Can I evaluate the usefulness of Herodotus a source? 2. LO: to investigate why Hatshepsut sent an expedition to Punt (CA, GA) Can I explain why the Egyptians traded? 3. LO: to investigate why Akhenaten was hated (CA)	

	Can I explain that the past can be represented in different ways? Can I explain that there are different viewpoints about Akhenaten’s actions? 4. LO: to investigate the achievements of Ramesses II (CA) Can I give reasons why Ramesses II ensure that only his version of events should be remembered? 5. LO: to investigate how Ptolemy II contributed to trade (GA, CA) Can I show how the Ancient Greek civilisation became fused with that of Egypt? 6. How did the civilisation of Egypt wax and wane? (CA, GA)
Key Themes	Civilisation Trade Innovation Determination
Disciplinary Knowledge	○ Continue to develop chronologically secure knowledge of history ○ Establish clear narratives within and across periods studied ○ Note connections, contrasts and trends over time ○ Develop the appropriate use of historical terms ○ Regularly address and sometimes devise historically valid questions ○ Understand how knowledge of the past is constructed from a range of sources ○ Understand that different versions of the past may exist, giving some reasons for this (interpretations of history) ○ Identify and give reasons for, results of, historical events, situations, changes (cause and consequence) ○ Identify historically significant people and events in situations (significance of events/people)
Key Vocab	Civilisation, trade, pharaoh, pyramid, Greek, Egypt
Curriculum Drivers	Globally Aware Culturally Aware

Y5 and 6 Cycle A

Term	Autumn 2	
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<u>National Curriculum</u>	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>
<u>Learning Objectives</u>	Were books more important in the past? (Historical Association Scheme of Work) 1. LO: to analyse what books were like in the past (CA) Can I identify different ways in which information was recorded? Can I reach a judgment about what I consider the characteristics of a book to be? Can I draw comparisons between the modern perception of the book and past perceptions? 2. LO: to investigate how the first civilisations recorded and traded information (CA) Can I identify different ways in which information was recorded in different civilisations? Can I explain how I know that some information was considered important? 3. LO: to investigate how books were made in the Middle Ages (GA) Can I explain how books were made in the Middle Ages? Can I identify key factors involved in book production? Can I identify the main types of texts produced and give reasons for this? 4. LO: to investigate how valuable books were in the Middle Ages (CA) Can I analyse and select evidence to make a judgment about the value of books in the Middle Ages? Can I identify that the value of books would have been different in different groups in society? Can I identify similarities and differences between the Middle Ages and today? 5. LO: to investigate the impact that printing books had in Britain (CA, GA) Can I assess the impact that printing books had in Britain? Can I explain how printing might affect the value of books? Can I explain why more printed material did not necessarily mean that more people could read and write? 6. Were books more important in the past? (SA, CA, KRA)
<u>Key Themes</u>	Innovation Civilisation
<u>Disciplinary Knowledge</u>	○ Continue to develop chronologically secure knowledge of history ○ Establish clear narratives within and across periods studied ○ Note connections, contrasts and trends over time ○ Develop the appropriate use of historical terms ○ Regularly address and sometimes devise historically valid questions

	○ Understand how knowledge of the past is constructed from a range of sources ○ Construct informed responses by... ○ Selecting and organising relevant historical information ○ Identify historically significant people and events in situations (significance of events/people)
<u>Key Vocab</u>	Scrolls, tablets, wall paintings, book, William Caxton, printing
<u>Curriculum Drivers</u>	Globally Aware Culturally Aware Self Aware Key Stage Ready and Ambitious

<u>Term</u>	Spring 2	 Individual Liberty
<u>National Curriculum</u>	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>	
<u>Learning Objectives</u>	How significant was the Blitz? (Historical Association Scheme of Work) 1. LO: to investigate what caused the Blitz (GA) Can I recall when the Blitz happened? Can I explain what the Blitz was? Can I explain why it happened? 2. LO: to investigate who was involved in WW2 (GA) Can I identify which countries were involved in WW2? 3. LO: to investigate what it was like to be a child in WW2 (GA) Can I identify similarities and differences between different children's experiences in war? Can I explain the causes of Kindertransport? 4. LO: to investigate the impact of WW2 on women (GA) Can I understand the significance of WW2 on the role of women? Can I identify jobs that women did in WW2? 5. LO: to investigate the jobs that men did in WW2 (GA)	

	Can I identify similarities and differences in men's experiences in WW2? Can I identify jobs that men did in WW2?
	6. How significant was the Blitz? (GA)
<u>Key Themes</u>	War
<u>Disciplinary Knowledge</u>	- Continue to develop chronologically secure knowledge of history - Establish clear narratives within and across periods studied - Note connections, contrasts and trends over time - Develop the appropriate use of historical terms - Regularly address and sometimes devise historically valid questions - Understand how knowledge of the past is constructed from a range of sources - Construct informed responses by... - Selecting and organising relevant historical information - Understand that different versions of the past may exist, giving some reasons for this - Identify and give reasons for, results of, historical events, situations, changes (cause and consequence) - Identify historically significant people and events in situations (significance of events/people)
<u>Key Vocab</u>	Blitz, evacuee, Kindertransport, WW2
<u>Curriculum Drivers</u>	Globally Aware

<u>Term</u>	Summer 2	 Rule of Law
<u>National Curriculum</u>	<i>A local history study</i>	
<u>Learning Objectives</u>	1. LO: to investigate what Roman Lincoln (Lindum Colonia) was like (CA) (2 lessons) Can I explain why the Romans decided to settle in Lincoln? Can I describe what Roman Lincoln looked like? Can I recall how long the Romans stayed in Lincoln? Can I explain why the Romans left Lincoln? 2. LO: to investigate why Lincoln was important in WW1 (GA, KRA) (2 lessons) Can I explain why Lincoln was so important to the war effort? Can I explain why Lincolnshire became known as the 'Bomber County'?	

	3. LO: to investigate what Modern day Lincoln is like – trip to Lincoln University (KRA, SA) Can I compare what Lincoln was like in the past to what it is like now? 4. How has Lincoln changed over time? (CA, GA)
<u>Key Themes</u>	Innovation Civilisation Invasion and settlement
<u>Disciplinary Knowledge</u>	- o Continue to develop chronologically secure knowledge of history - o Establish clear narratives within and across periods studied - o Note connections, contrasts and trends over time - o Develop the appropriate use of historical terms - o Regularly address and sometimes devise historically valid questions - o Construct informed responses by... - o Selecting and organising relevant historical information - o Identify and give reasons for, results of, historical events, situations, changes (cause and consequence) - o Identify historically significant people and events in situations (significance of events/people)
<u>Key Vocab</u>	Celtic, Witham Valley, Lindum Colonia, William the Conqueror, Norman, Industrial Revolution
<u>Curriculum Drivers</u>	Globally Aware Culturally Aware Self Aware Key Stage Ready and Ambitious

Year 5 and 6 Cycle B

<u>Term</u>	Autumn 2 and Spring 2	 Rule of Law
<u>National Curriculum</u>	<i>Britain's settlement by Anglo-Saxons and Scots</i> <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>	
<u>Learning Objectives</u>	The Effects of Anglo-Saxon, Viking and Scot Settlement in Britain (Historical Association Scheme of Work) 1. LO: to investigate where the Angles, Saxons, Jutes and Frisians came from (GA)	

	Can I recall why the Romans left Britain? Can I locate where the Angles, Saxons, Jutes and Frisians came from? Can I explain why the Angles, Saxons, Jutes and Frisians came to Britain? 2. LO: to investigate the Scottish invasions from Ireland (GA) Can I locate where the Scots came from? Can I explain why the Scots invaded Britain? 3. LO: to compare the Anglo-Saxons, Vikings and Scots (GA, CA) Can I explain where our information about Anglo-Saxons, Vikings and Scots come from? Can I identify differences between Anglo-Saxons, Vikings and Scots? Can I identify similarities between Anglo-Saxons, Vikings and Scots? 4. LO: to investigate why the Vikings were so successful at raiding (GA, CA) Can I identify why the Vikings were so successful at raiding? 5. LO: to complete a case study of Alfred the Great (CA) Can I use evidence to find information about Alfred the Great? Can I explain the contributions of Alfred the Great to Anglo-Saxon Britain? 6. LO: to investigate the Danelaw (CA) Can I draw the Danelaw? Can I explain what the Danelaw was? Can I explain the impact the Danelaw had? 7. LO: to investigate Anglo-Saxon and Viking law and justice (CA) Can I investigate Anglo-Saxon and Viking law and justice? Can I identify any similarities or differences to our modern legal system? 8. LO: to evaluate the importance of Athelstan in shaping Britain (CA, SA, KRA)
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	Can I identify Athelstan's achievements? Can I evaluate the importance of Athelstan in shaping Britain? 9. LO: to investigate the religion of the Anglo-Saxons and the Vikings (CA) Can I investigate the religion of the Anglo-Saxons and Vikings? Can I identify similarities? Can I identify any differences? Can I investigate the conversion to Christianity? 10. LO: to investigate the battle of Stamford Bridge (GA) 11. What was the impact of the Anglo-Saxon, Viking and Scot settlement of Britain? (GA, CA, SA)
<u>Key Themes</u>	Invasion and settlement Innovation Determination
<u>Disciplinary Knowledge</u>	- o Continue to develop chronologically secure knowledge of history - o Establish clear narratives within and across periods studied - o Note connections, contrasts and trends over time - o Develop the appropriate use of historical terms - o Regularly address and sometimes devise historically valid questions - o Understand how knowledge of the past is constructed from a range of sources - o Construct informed responses by... - o Selecting and organising relevant historical information - o Understand that different versions of the past may exist, giving some reasons for this - o Identify and give reasons for, results of, historical events, situations, changes (cause and consequence) - o Describe social, cultural, religious and ethnic diversity in Britain and the wider world ((Similarity/difference within a period/situation (diversity)) - o Identify historically significant people and events in situations (significance of events/people)
<u>Key Vocab</u>	Anglo-Saxon, Viking, Scot, settlement, invasion, achievement, effective
<u>Curriculum Drivers</u>	Globally Aware Culturally Aware Self Aware Key Stage Ready and Ambitious

<u>Term</u>	Summer 2	
<u>National Curriculum</u>	<i>A non-European society that provides contrasts with British history – one study chosen from: early Islamic Civilisation, including a study of Baghdad c. AD 900; Mayan Civilisation c. AD 900; Benin (West Africa) c. AD 900 -1300</i>	
<u>Learning Objectives</u>	1. LO: to investigate when and where the Maya lived (CA, GA) Can I say when the Maya lived? Can I locate where the Maya lived on a map? Can I understand the difficulties of sustaining a civilisation in a rainforest? 2. LO: to investigate the Maya writing system (CA) Can I identify the Maya writing system? Can I compare the Maya writing system to our own? 3. LO: to investigate the Maya calendar (CA) Can I explain how the Maya marked time? 4. LO: to investigate how and what the Maya traded (CA) Can I identify where Maya trade items came from? Can I explain what the Maya did with their trade goods? Can I explain what the Maya used as currency? 5. LO: to investigate Maya culture (CA) Can I learn about anything about Ancient Maya from the Maya alive today? Can I create my own historical enquiry questions? Can I identify any Maya gods? Can I explain why the Maya had so many gods? Can I compare Maya society to other societies that I have learnt about? 6. Why should we study the Maya? (CA, GA)	
<u>Key Themes</u>	Civilisation Innovation Trade Determination	
<u>Disciplinary Knowledge</u>	Continue to develop chronologically secure knowledge of history	

	○ Establish clear narratives within and across periods studied ○ Note connections, contrasts and trends over time ○ Develop the appropriate use of historical terms ○ Regularly address and sometimes devise historically valid questions ○ Understand how knowledge of the past is constructed from a range of sources ○ Construct informed responses by... ○ Selecting and organising relevant historical information ○ <i>Describe social, cultural, religious and ethnic diversity in Britain and the wider world ((Similarity/difference within a period/situation (diversity))</i>
<u>Key Vocab</u>	Culture, trade, gods, cacao beans, rainforest, glyphs
<u>Curriculum Drivers</u>	Globally Aware Culturally Aware