



History Curriculum Progression

Unit plans and Coverage

Unit Overview

Cycle A	Autumn	Spring	Summer
Mousehole Year 1&2	Personal History & Toys The great fire	Moon landings	The Titanic
Fistral Year 2&4	Stone Age to Iron Age	Local History Study	The Roman Empire and its impact on Britain
Godrevy Year 5&6	Saxon and Scot Settlers	World War 2	Vikings

Cycle B	Autumn	Spring	Summer
Mousehole Year 1&2	Personal History & Toys	Florence Nightingale	Grace Darling
Fistral Year 2&4		The Victorians	Ancient Egypt
Godrevy Year 5&6	Ancient Greece	The Space Race	Maya

Unit plans

Early years' framework expectations - Within understanding the world.		
	Framework	What pupils will know
Past and Present	<ul style="list-style-type: none"> - 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. 	<p>As pupils progress through our EYFS curriculum they will be given regular opportunities to develop their understanding of past and present and develop language to describe differences and similarities. This exact context and substantive content will vary from year group to year group as planning is developed to meet the specific needs of each cohort. Examples of how this will be achieved are as follows:</p> <ul style="list-style-type: none"> - Through daily storytelling e.g. reading, 'The Pirate Cruncher' by Johnny Duddle links to local history, reading 'The Sea of Tranquillity' by Mark Haddon, which is used in teaching the moon landings in KS1. - Through looking at people who help us as a half termly theme in spring, pupils understand roles in society and how these developed, linking to the study of Grace Darling and Florence Nightingale in KS1



		- Pupils will develop an understanding of timelines and chronology by looking at their families and ordering events using the 'Timebox' which is a corner stone of history curriculum throughout KS1 & 2.	
Year	Autumn	Spring	Summer
Year 1/2 cycle A	<p>Intent: This unit is designed to follow on directly from the children's knowledge developed in EYFS. It extends it by introducing the discreet subject of History and introduces key concepts such as chronology and evidence, which will be returned to throughout their primary school study.</p> <p>Personal History: KS1 - changes within living memory</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> 1.What is history? 2.What does chronological mean? 3.Can you order events in your own and others' lives chronologically?. 4.What is a family tree and what does it show? 5.What similarities are there between our childhoods and that of our grandparents? 6.What differences are there between our childhoods and that of our grandparents? <p>Composite A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary History, Chronology, chronological, evidence, difference, similarity, old, new, now, then, past, present, recently, a long time ago, ancient, historic.</p> <p>N/C Coverage Changes within living Memory.</p>	<p>Intent: This unit builds upon the personal history unit studied in the previous term. Widening the pupils' knowledge of key events in recent history and living memory. Key skills introduced then are developed further in this unit.</p> <p>Moon Landings- Significant historical events, people and places in their own locality.</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> 1. Has man ever been to the moon and how can we know for sure? 2. Why did the astronauts risk their lives to go to the Moon? 3. How were the spacemen able to get there and back safely? 4. What did they do when they got to the Moon and how do we know? 5. Does everyone agree that we should continue to send men to the moon? 6. How should we commemorate this great achievement? <p>Composite A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Astronaut, Apollo 11, NASA, Neil Armstrong, Buzz Aldrin, Michael Collins, Moon, Earth,</p>	<p>Intent: This unit builds upon understanding developed in Autumn term in use of evidence and understanding of cause and effect when studying an historical event. They will again compare lives now and then whilst studying the event through its narrative. It also offers opportunities to develop worthwhile historical concepts such as diversity, causation, consequences, interpretations and source analysis. Chronologically, this event is between just beyond living memory and develops a richer timeline, building on understanding developed whilst studying the great fire and the moon landings, making clear the vast differences in peoples' lives between these times.</p> <p>Land Ahoy! – Sinking of the Titanic- Significant historical events, people and places in their own locality.</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> 1. What do we already know about the Titanic and what can we work out from a picture? 2. What was so special about the Titanic and what was life on board like? 3. Why and how did the 'unsinkable' Titanic sink? 4. How should we show the sinking of the Titanic? 5. Why weren't more people saved from the Titanic? 6. How did they stop a disaster like the Titanic happening again? <p>Composite</p>



	<p>Intent: Children will learn about how the great fire developed and affected the lives of people who lived in London in 1666. They will compare lives then and now, reconstruct events using evidence and learn about cause and effect. This unit will extend chronological understanding 1st established in EYFS.</p> <p>The Great Fire of London – Events beyond living memory</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none">1. How can we work out how the great fire started?2. What actually happened during the Great Fire and how can we know for sure 350 year later?3. Why did the Great Fire burn down so many buildings?4. Could more have been done to stop the fire?5. How did people manage to live through the great fire?6. How shall we rebuild London? <p>Guy Fawkes – Events beyond living memory</p> <ol style="list-style-type: none">1. Who is Guy Fawkes?2. Why is he remembered? <p>Composite</p> <p>A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>N/C coverage</p> <ul style="list-style-type: none">- Events beyond living memorySignificant historical events <p>Vocabulary</p>	<p>crater, dock, gravity, lunar, module, orbit, surface, footprint,</p> <p>N/C coverage</p> <ul style="list-style-type: none">- Changes in living memory- Significant historical events, people and places in their o, wn locality	<p>A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary</p> <p>Titanic, Southampton, Belfast, New York, White star line, Iceberg, Morse Code, SOS, 1st 2nd 3rd Class, Maiden voyage, Captain Smith, Rivets, Radio, Lifeboats,</p> <p>Boats: how have boats changed through the years? What are they used for?</p> <p>N/C coverage</p> <ul style="list-style-type: none">- Changes in living memory- Significant historical events, people and places in their own locality
--	---	--	--



	<p>London, Fire, Samuel Pepys, Diary, Charles II, Bakery, Smoke, Leather buckets, Axe, Bread, Wind, Houses, Pudding lane, Fire hooks, Fire breaks, Thomas Farynor</p>		
<p>Year 1/2 cycle B</p>	<p>Intent: This unit is designed to follow on directly from the children’s knowledge developed in EYFS. It extends it by introducing the discreet subject of History and introduces key concepts such as chronology and evidence, which will be returned to throughout their primary school study.</p> <p>Personal History: KS1 - changes within living memory</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> 1.What is history? 2.What does chronological mean? 3.Can you order events in your own and others’ lives chronologically?. 4.What is a family tree and what does it show? 5.What similarities are there between our childhoods and that of our grandparents? 6.What differences are there between our childhoods and that of our grandparents? <p>Composite</p> <p>A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary</p> <p>History, Chronology, chronological, evidence, difference, similarity, old, new, now, then, past, present, recently, a long time ago, ancient, historic.</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> - Changes within living Memory. 	<p>Intent: Through the Study of Florence Nightingale’s life pupils will develop key historical skills such as sequence, duration, consequence, interpretation. This study also provides good context in both substantive knowledge and chronology for studying Victorians in year 3&4.</p> <p>Florence Nightingale – The lives of significant individuals</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> 1. Why is Florence Nightingale remembered today and what did she do in her life? 2. Why do you think Florence Nightingale took the brave decision to go to the Crimea and who influenced her? 3. What did Florence do to help the soldiers and did everyone have the same opinion of her? 4. What were the most important achievements of Florence’s life? 5. How do we know so much about Florence’s life when she lived so long ago? 6. Should the statue outside St Thomas’ hospital of Mary Seacole be replaced by one of Florence Nightingale? Focus on historical reasoning. <p>Composite</p> <p>A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of</p>	<p>Intent: Building upon the previous study of Florence Nightingale from a similar time period, studying Grace Darling provides children with a further opportunity to develop key historical skills of enquiry and interpretations of History. It expands the range and breath of the pupils’ knowledge about this time period, readying them for the study of Victorians in KS2. It lays foundations for further studies of local history through connections with the RNLI and the sea.</p> <p>Grace Darling – The lives of significant individuals</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> 1. What did Grace do that made her famous and why is she remembered today? 2. Why did Grace do what she did and what made her actions so special? 3. Did Grace really carry out this brave rescue on her own? 4. How do we know about Grace’s actions which happened so long ago? 5. How did sea rescue improve after her heroic act? 6. How should we remember Grace Darling today 180 years after she died? <p>Composite</p> <p>A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p>



		<p>work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Florence Nightingale, War, Crimea, Nursing, Victorian, Soldier, Hospital, Scutari, Mary Seacole, Museum, Curator</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> - Events beyond living memory - The lives of significant individuals 	<p>Vocabulary Wreck, rescue, famous, lighthouse, keeper, RNLI, lifeboat, heroic, storm, survivors, rowing boat, newspaper,</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> - Changes in living memory - Events beyond living memory - The lives of significant individuals - Significant events, people and places in their own locality.
<p>Year 3/4 cycle A</p>	<p>Intent: Children will learn about the earliest days of human History in Britain. This will allow them to develop their existing chronological understanding, developed in KS1 and build their knowledge of the history of Britain, providing them with context for later studies on Saxons and Vikings for example.</p> <p>Stone age to iron age</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> 1. Was Stone Age man simply a hunter and gather, concerned only with survival? 2. How different was life in the stone age when man (correct term?) started to farm? 3. What can we learn about life in the Stone age from a study into Skara Brae? 4. Why is it so difficult to work out how Stonehenge was built? 5. How much did life really change during the Iron Age and how can we possibly know? 6. Can you solve the mystery of the 52 skeletons of Maiden Castle? Source based History. <p>Composite</p> <p>A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of</p>	<p>Intent: Pupil's will gain a clear understanding of Historical events that have shaped the landscape and culture of their local area. They will see how other studies of periods in British History cover important events which impacted locally. Such as the Victorian era.</p> <p>The History of Cornish mining – Local History study</p> <p>Must develop our own 6 questions which fit with the others</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <p>History of mining</p> <ul style="list-style-type: none"> -Daily life of a miner and how it has changed compared to modern life -The impact of mining on Cornwall. -Understanding of local heritage <p>Geevor trip</p> <p>Composite</p> <p>A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary</p>	<p>Intent: This unit builds children's chronological understanding of the history of Britain connecting units on the iron age to Saxon settlement. Pupils will study the lasting effect of the Roman invasion of Britain and its effect at the time. They will also investigate what caused the Roman Empire to fall. Mirroring studies on Ancient Egypt and Maya elsewhere in the KS2 curriculum.</p> <p>The Roman Empire and its impact on Britain</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> 1. Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of their empire? 2. Why did Boudica stand up to the Romans and what image do we have of her today? 3. How were Romans able to keep control over such a vast empire? 4. How did the Roman way of life contrast to the Celtic one when they arrived? How do we know? 5. How can we solve the mystery of why this vast empire came to an end? 6. How much of our lives today can possibly be influenced today by the Romans who lived 2000 years ago?



	<p>work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Stone age, Bronze age, Iron age, Hunter gathers, farmers, Chronology, Palaeolithic, Mesolithic, Neolithic, Archaeologist, tools, pottery, wheat, barley, Skara Brae, Settlement, Stonehenge, Hill fort.</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> - Changes in Britain from the Stone Age to the Iron Age. 	<p>Tin, Mine, Wheal, Ore, Copper, Bal Maiden, Shaft, Geology, communities, Tribute, industrial, Richard Trevithick, Beam engine, Man-engine, Engine House, Lode</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> - A local history study - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<p>Composite A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Rome, Roman, Empire, Claudius, Caesar, Invasion, Legion, Briton, BC, AD, Settlement, Iron age, General, Conquer, Slaves, Boudica, Celts, Rebellion, soldiers, armour, Centurion, Gladius, amphitheatres, baths, forum, Villa, Roads, Latin, Calendar, Money</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> - The Roman Empire and its impact on Britain.
<p>Year 3/4 cycle B</p>		<p>Intent: Pupil's will study the major societal changes that took place during the Victorian era in Britain. This study builds understanding and context for local studies of History, where major change also happened during this period. Pupils will consider daily life in this era and compare it to previous studies. Chronologically understanding the society created by the Victorian era prepares children for studies of more recent past later in the curriculum.</p> <p>Victorians – A study of British History that extends chronological knowledge beyond 1066.</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <p>1. What were the main changes that took place during this time and who were the most important people responsible?</p> <p>2. What were the effects of changes in industry, especially factories?</p>	<p>Intent: Children will learn about the achievements of the Ancient Civilisation of Egypt and an overview of Ancient Sumer, Indus Valley, Shang Dynasty. This study will also provide opportunities to compare life in Britain at this time, linking to earlier studies on stone age to iron age. It supports a developing chronological understanding about the diversity of History around the world at different chronological points. The study also provides good context to compare daily life in other Ancient Civilisations studied.</p> <p>Ancient Egypt</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <p>1. What can we quickly find out to add to what we already know about ancient Egypt?</p> <p>2. How can we discover what ancient Egypt was like over 5000 years ago?</p> <p>3. What sources of evidence have survived and how were they discovered?</p>



		<p>3. How did town life compare to life in the countryside at this time? 4. What were the main changes in transport and what effect did this have on the lives of the rich and poor? 5. How was going to school different for Rich and poor? 6. Were the Victorian times a dark or golden age? Focus on historical interpretations.</p> <p>Composite A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Queen Victoria, Reign, Transport, Railways, Industry, Factories, Mines, Mill, Workhouse, Social care, Medical care, Barnardo, Shaftsbury, Nightingale, Industrial revolution, Urban, Rural, Charles Dickens, Isambard Kingdom Brunel, Class system, 1870 Education Act,</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<p>4. What does evidence tell us about everyday life for men, women and children? 5. What did the ancient Egyptians believe about life after death and how do we know? 6. What did ancient Egypt have in common with other ancient civilisations from that time?</p> <p>Composite A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Ancient Egypt, Civilisation, Anachronism, River Nile delta, Hieroglyphics, Pharaoh, Sphinx, Papyrus, Sarcophagus, Mummy, Pyramid, Sumer Mesopotamia, Indus Valley, Shang Dynasty, archaeologists, desert, tomb, The Valley of the Kings, Sir Howard Carter, Tutankhamun, Slaves, Afterlife, Mummification, Hierarchical society, Embalmer, Canopic jar,</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
<p>Year 5/6 cycle A</p>	<p>Intent: Children will learn about the Saxon settlement in the UK and how they lived their lives. This study builds pupils chronological understanding of the history of Britain, developed through units in lower KS2. It provides crucial context for subsequent units of study about the history of Britain. Comparisons of daily</p>	<p>Intent: Pupils will study daily life in Britain before and during WW2. This study bring pupils chronological understanding of Britain closest to the present day within the ST Erth curriculum. It also provides important context the study of local history at different points throughout the curriculum.</p>	<p>Intent: This study continues to develop pupils understanding of the history of Britain linking closely to units on Saxons and Roman Britain. Pupils will not only study daily life in this period but importantly look at perceptions of history and how these can be shaped by narrow and selective evidence. They will also consider how</p>



	<p>life with previous units help to secure understanding.</p> <p>Saxon and Scot settlers 0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead. 1. Why did the Anglo-Saxons invade and how can we possibly know where they settled? 2. What does the mystery of the empty grave tell us about Saxon Britain? 3. How did people's lives change when Christianity came to Britain and how can we be sure? 4. How were Saxons able to see off the Viking threat? 5. Just how great was King Alfred really? 6. Just how effective was Saxon justice?</p> <p>Composite A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Saxons, Angles, Jutes, Homeland, Settlement, Hoard, Wessex, Mercia, Christianity, Sutton Hoo, Bede, Monasteries, Churches, Ministers, Lindisfarne, Monks, Viking, Pagan, St Cuthbert, St Augustine, Danelaw, Alfred the Great, Edward the Confessor, Cnut, Chronicle, Hoard</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> - Britain's settlement by Anglo-Saxons and scots - 	<p>World War 2 – 0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead. 1. Why did Britain have to go to war in 1939? 2. Why was it necessary for children to be evacuated and what was evacuation really like? 3. How was Britain able to stand firm against the German threat? 4. How did people manage to carry on normal life during the war and how do we know? 5. Why is it so difficult to be sure what life on the home front was really like? 6. What was VE day really like?</p> <p>Composite A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Neville Chamberlin, Adolf Hitler, Nazi Germany, Poland, Allies, Appeasement, Evacuation, Invasion, Gas masks, Home Guard, Battle of Britain, Blitz, Rationing, Air Raid Shelter, Censorship, Propaganda, Home Front, VE day,</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> - A study of British History that extends chronological knowledge beyond 1066. 	<p>perceptions are changed by the discovery of new evidence.</p> <p>Vikings – 0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead. 1. What image do we have of Vikings 2. Reasons for the Vikings bad reputation 3. How did the Vikings try to take over the country and how close did they get? Link to Anglo-Saxons KQ4 4. How have recent excavations changed our view of the Vikings? 5. What can we learn about Viking settlements from a study of place names? 6. Raiders or settlers: How should we remember the Vikings?</p> <p>Composite A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Viking, longboat, Norway, Denmark, Sweden, Scandinavian, Homeland, Settlement, Raid, Lindisfarne, Monks, Danelaw, Cnut, Alfred the Great, Jorvik, Trade, Hoard, Runes, Sagas</p> <p>N/C coverage the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>
Year 5/6 cycle B	<p>Intent: This unit builds upon previous studies of ancient civilisations and draws comparisons. The pupils developed chronological understanding enables them to see how Ancient Greece, Rome</p>	<p>Intent:</p> <p>The Space Race</p>	<p>Intent: Pupils will study the rise and fall of the Ancient Mayan empire and daily life in this period. This unit provides an important contrast to other ancient civilisations studied within the</p>



	<p>and Egypt overlapped and how their societies interacted. Comparisons will also be draw to life in Britain at this time. Pupils will study everyday life and how Ancient Greek society was structured and its lasting impact upon our world today.</p> <p>Ancient Greece</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> How can we possibly know so much about the ancient Greeks who lived over 2,500 years ago? What can we work out about everyday life in Ancient Athens from the pottery evidence that remains? Why was Athens able to be so strong at this time? What was so special about life in 5th Century BC Athens that makes us study it? What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics? In what ways have the Ancient Greeks influenced our lives today? <p>Composite</p> <p>A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary</p> <p>Greece, Crete, Athens, Sparta, Athens, The golden age, City State, myths and Legends, Pottery, Theseus and the Minotaur, Trojan wars, Olympics, Marathon, Parthenon, Colonies, Slaves, Persia, Democracy, Democratic, Politician, Citizen, Philosophers, Ostracon, Gods, Theatre,</p> <p>N/C Coverage</p>	<p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> Who was involved in the Cold War The events leading to first man on the moon The first words on the moon The future of Space Travel We will find out about how the telescope was created Report on famous astronauts and moon landings <p>Composite</p> <p>A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<p>KS2 curriculum, with significant differences in chronology and geography. Pupils will contrast what they know about life in Britain in this time period and consider the reasons for the differences they find.</p> <p>Maya</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> Why do you think we study the Mayan empire in school? When the area they lived in was mainly Jungle, how on earth were the Maya able to grow so strong? What was life like at the height of the Mayan civilization? How can we possible know what it was like there 100 years ago? If the Maya were so civilized, why did they believe in human sacrifice? How can we solve the riddle of why the Mayan Empire ended so quickly? <p>Composite</p> <p>A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary</p> <p>Maya, Mayan, Civilisation, Empire, Observatories, Eclipse, Hieroglyphs, calendar, mathematics, architecture, pyramids, gods of sun, moon, rain, maize, Palenque, Uxmal, Copán, Tikal, Chichén Itzá, jungle, farming, irrigation, hunting, hierarchical society, temple, plaza, ball court, chocolate, chilli, lords, priests, sacrifices, pottery, obsidian, jade, codices, Spanish Conquest</p>
--	--	---	---



	<ul style="list-style-type: none"> - A study of Greek life and achievements and their influence on the western world - 		<p>N/C Coverage</p> <ul style="list-style-type: none"> - a non-European society that provides contrasts with British history
--	--	--	--

National Curriculum Coverage extracted from the above table.

Cycle A = **A** Cycle B = **B**

KS1 – All in Mousehole Class	Autumn	Spring	Summer
Changes within living Memory. Where appropriate, these should be used to reveal aspects of change in national life.	A B	A	A B
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]	A	B	B
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]		B	B
Significant historical events, people and places in their own locality.		A	A B
KS2 – Year 3&4	Autumn	Spring	Summer
Changes in Britain from the Stone Age to the Iron Age	A		
The Roman Empire and its impact on Britain			A
A local history study		A	



A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		A	B	
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China				B
KS2 – Year 5&6				
Britain's settlement by Anglo-Saxons and Scots		B		
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		B		
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		A	B	
Ancient Greece – a study of Greek life and achievements and their influence on the western world				A
A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300				A