



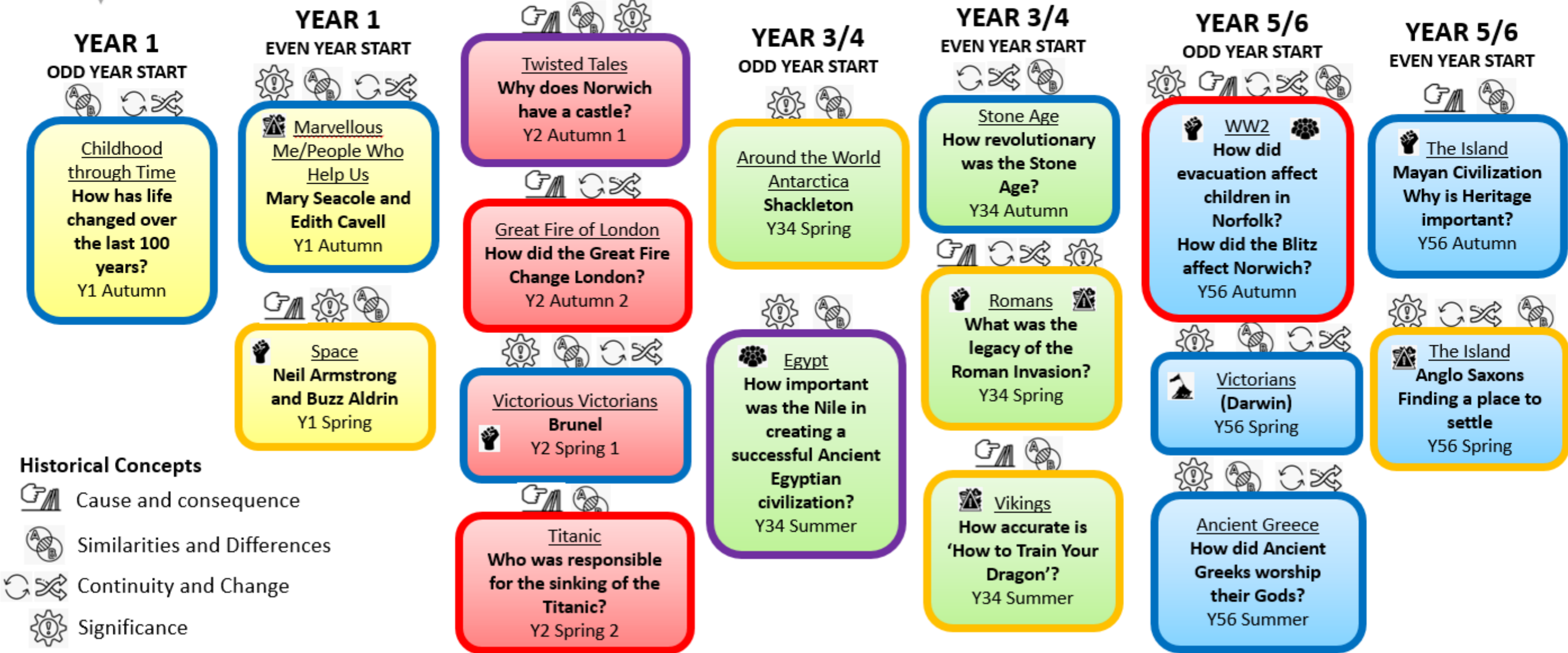
History Curriculum

Early Years
Understanding the World
Past and Present

Succession of Learning in History

Historical Themes

- Society and Community
- Exploration and Invasion
- Power
- Conflict and Disaster







Historical Concepts

- Cause and consequence
- Similarities and Differences
- Continuity and Change
- Significance

Historical Themes

Our historical themes are revisited throughout the school so that new learning is built on previous knowledge and understanding to help children successfully remember more. At the start of each unit, children recall what has been learnt before to help new knowledge 'stick' to the previous learning.

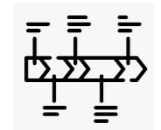
	EYFS	YEAR 1 ODD YEAR START	YEAR 1 EVEN YEAR START	YEAR 2	YEAR 3/4 ODD YEAR START	YEAR 3/4 EVEN YEAR START	YEAR 5/6 ODD YEAR START	YEAR 5/6 EVEN YEAR START
 Society and Community	Childhood Through Time Mary Seacole Edith Cavell	Childhood Through Time	Mary Seacole Edith Cavell	Brunei	How important was the Nile in creating a successful Ancient Egyptian civilization?	How revolutionary was the Stone Age?	World War 2 (Evacuation-Blitz-Impact-) Ancient Greece Darwin	Mayan Civilization Why is Heritage important?
 Exploration and Invasion	Neil Armstrong Buzz Aldrin		Neil Armstrong Buzz Aldrin	Why does Norwich have a castle?	Shackleton	What was the legacy of the Roman Invasion? How accurate is 'How to Train Your Dragon'?	Darwin	Anglo Saxons
 Power	Neil Armstrong Buzz Aldrin		Neil Armstrong Buzz Aldrin	Why does Norwich have a castle? Brunei	How important was the Nile in creating a successful Ancient Egyptian civilization?	What was the legacy of the Roman Invasion?	World War 2 (Evacuation-Blitz-Impact-)	Mayan Civilization Why is Heritage
 Conflict and Disaster	Mary Seacole Edith Cavell		Mary Seacole Edith Cavell	How did the Great Fire Change London? Who was responsible for the sinking of the Titanic?		What was the legacy of the Roman Invasion? How accurate is 'How to Train Your Dragon'?	World War 2 (Evacuation-Blitz-Impact-)	Anglo Saxons

Key Stage End Points

History KS1



As a Thurton CE Primary School Historian at the end of Year 2,
I will be able to:



Chronological Understanding

Sequence a small number of events or artefacts that are close together in time (E.g. the Titanic, Gt Fire of London).
Order a small number of events from earliest to latest on a time-line.
Describe and sequence changes that have happened in my own life and my family's life.
Use words to show the passing of time.



Historical Enquiry

Compare stories about the same event.
Explain that there are different types of evidence which can be used to find out about the past (E.g. photographs, diaries & objects).
Use pictures and artefacts to ask simple questions about the past.
Sort artefacts into old and new (then and now).



Cause and Consequence

Explain what happened before a historical event, linked to the themes of power and disaster.
Explain what happened after a historical event, linked to the themes of power and disaster.



Similarities and Differences

Give examples of how life was different for people in the past.
Give examples of how life was similar to today for people in the past.



Continuity and Change

Identify old and new artefacts.
Begin to recognise that some things change over time, and some things stay the same.



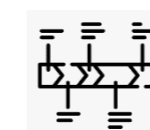
Historical Significance

Explain why an event or person might be important.
Name an important historical figure and explain what they did.
Name a significant historical event and explain what happened.

History KS2



As a Thurton CE Primary School Historian at the end of Year 6,
I will be able to:



Chronological Understanding

Recall knowledge of key features of historical situations and chronology.
Place events, artefacts and historical figures on a timeline using dates.
Use BC or BCE and AD or CE.
Use dates and terms, such as decade, century, period and era, accurately in describing events and people within and across the periods studied.



Historical Enquiry

Gather, analyse and use a range of relevant sources to collect evidence about the past.
Discuss the reliability of sources and evidence.
Understand that people in the past may represent events and ideas in a way to persuade others (bias).
Present an account of a historical event.
Answer and pose historically valid questions to address continuity and change, cause and consequence, similarity and difference and significance.
Use the library and internet for research with increasing confidence.



Cause and Consequence

Explain the significant causes and consequences of an historical event linked to the themes of: invasion, conflict, exploration, power and disaster.
Recognise that historians sometimes disagree about the causes of historical events.



Similarities and Differences

Give specific examples of how life was similar and different for people in the past.
Give examples of how life for people in the past would have been different from place to place during the same period of history.



Continuity and Change

Recognise that there are different types of change (E.g. political, social and technological).
Describe the significant changes to an aspect of a period in history.
Recognise that some periods of history have had great changes and others have had more continuity.
Understand that there are times in history when change happens suddenly (a turning point).



Historical Significance

Name a range of historically significant people and events from different periods of history and explain why they were significant.
Understand that an individual or an event could be regionally, nationally or globally significant.



Year 1 History Odd Year Start

Childhood through Time How have toys changed since grandma's day? Y1 Autumn



What should we know?

1. Our favourite children's toys
2. The favourite children's toys of our parents
3. The toys that our parents had which are similar to toys we play with today
4. The toys that our parents had which are different to toys we play with today
5. Some toys that our grandparents had which are similar to toys we play with today
6. Some toys that our grandparents had which are different to toys we play with today
7. That some toys are similar and give an example e.g. Lego/Barbie
8. That some toys today are new
9. That some toys have changed over time and give an example e.g. electronic/robot toys/remote control/Scalextric

What should we be able to do?

- o Collect data in a simple table
- o Ask a simple question about the past: What were your favourite toys
- o Remember the answer to a simple question
- o Exploring answers and looking at toys from the past
- o Sequence a small selection of toys from old to new (grandparent's toys /parent's toys/my toys)
- o Compare new and old toys- discussing similarities and differences
- o Answer the question: How have toys changed since grandma's day?

Vocabulary we should be familiar with:

Past, present, future, timeline, compare, similar, different, lifetime, parents, grandparents, great grandparents, war, technology

Key Concepts:

Cause and Consequence

Similarities and Differences

Continuity and Change

Significance



Year 1 History Even Year Start

Local History	<p><u>Marvelous Me/People Who Help Us</u> Mary Seacole and Edith Cavell Y1 Autumn </p>	<p><u>Space</u> Neil Armstrong and Buzz Aldrin Y1 Spring</p>
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What should we know?

10. That hospitals in the past are very different from hospitals now – they were dirty and disorganised
11. That there were wars in the past and people had to look after soldiers who got hurt
12. That Mary Seacole was a famous nurse and that she helped soldiers in the war.
13. That MS wasn't allowed to work in hospitals because of the colour of her skin but she set up her own hospital called the British Hotel.
14. That Edith Cavell was a famous nurse from Norfolk and became a nurse when she looked after her poorly father.
15. That EC wanted to help treat wounded soldiers in WW1 but she helped any soldiers, whichever side they were on.
16. That EC got caught helping soldiers escape the Germans and was shot.
17. That EC is buried in Norwich Cathedral.

1. Scientists sent rockets to space first, followed by a dog and then people.
2. Buzz Aldrin and Neil Armstrong were the first people to visit to the moon.
3. Neil Armstrong was a test pilot before he became an astronaut.
4. Apollo 11 was the space craft which Neil Armstrong and Buzz Aldrin travelled to the moon in.

What should we be able to do?

- Sort/draw our own pictures to compare and contrast hospitals in the past and hospitals now
- Say why Mary Seacole was important and how she helped people.
- Draw our own picture of Mary Seacole
- Make a fact file about Edith Cavell with key facts about her life.
- Order the events of EC life on a time line
- Ask and answer historical questions – was it right that Edith Cavell was shot?

- Order events of space travel on a timeline – sending creatures such as fruit flies, monkeys, a dog and then people.
- Recall at least three facts about Neil Armstrong.
- Explain what happened as a result of the first moon landing e.g. technology, inspiring others.
- Give reasons for why landing on the moon was a significant event for people.

Vocabulary we should be familiar with:

Edith Cavell nurse patient hospital World War One war Mary Seacole soldier escape arrest execution treason patriot Jamaica Scotland ships Crimea Crimean War injured

Achievement astronaut NASA significant explorer Apollo 11

Key Concepts: Cause and Consequence Similarities and Differences Continuity and Change Significance



Local History	<p><u>Twisted Tales</u> Why does Norwich have a castle? Y2 Autumn 1</p>	<p><u>Great Fire of London</u> How did the Great Fire Change London? Y2 Autumn 2</p>
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What should we know?

What should we be able to do?

Vocabulary we should be familiar with:

1. That the Battle of Hastings took place in 1066.
2. The battle was between King Harold (Anglo Saxon) and William of Normandy. (Norman)
3. William of Normandy thought he was the next rightful King of England.
4. William's army had 15,000 men and King Harold's only had 5,000 – mostly farmers, not soldiers.
5. The Normans travelled from France to England in 700 boats.
6. The Bayeux Tapestry tells the story of the Battle of Hastings.
7. Hastings is on the South Coast of England.
8. The English lost the battle and King Harold was killed.
9. After the battle, William the Conqueror orders Norwich castle to be built to protect England from the Danes.
10. Norwich was the 4 largest town in England at this time.

- o Place events on a time line.
- o Use drama to act out the Battle of Hastings.
- o Look at sources to find out about the past.
- o Ask questions about the past
- o Retell the story of the Battle of Hastings.
- o Identify important places on a map – Hastings, Norwich
- o Explain the causes for the Battle of Hastings.
- o Label and identify parts of a castle.
- o Identify how life was different in 1066.
- o Talk about the past using historical terms and vocabulary.
- o Discuss how we can find out about the past.
- o Communicate my ideas in different ways.

Invade Battle Victory Solider fleet cavalry (on horse) archers (arrows) Infantry (on foot) Bayeux Tapestry England Norwich Hastings Normandy France William the Conqueror (William I) King Harold Edward the Confessor Keep Moat Dungeons Motte and Bailey Battlements Turrets Drawbridge Portcullis Cause Consequence Chronology

1. When the Great Fire of London happened.
2. How many days the fire burned for.
3. Why the fire started.
4. Reasons for the fire spreading so quickly.
5. How the fire was stopped.
6. Consequences of the fire for the people living in London.
7. Who Samuel Pepys is and why he is a significant person.
8. Some positive and negative consequences of the fire.
9. How the fire improved London
10. What we have learnt from the Fire and how it has helped shaped life today.

- o Ask questions about the past.
- o Read AD dates
- o Sequence events on a time line.
- o Describe artefacts
- o Compare life in London in 1666 and now.
- o Explain how the fire started and why it burned for so long.
- o Use sources to find out about the past
- o Use pictures and writing to show my understanding.
- o Retell the story of the Fire of London through small world and drama.
- o Discuss if a source is accurate.
- o Debate the positive and negative consequences of the fire.
- o Use historical language to talk about the past.
- o Use empathy to discuss the feelings and the impact of the fire on the residents of London and their families.

Tudor Era Rich/Poor Past Positive/Negative Consequences Law Wattle and Daub

Key Concepts: Cause and Consequence Similarities and Differences Continuity and Change Significance



Victorious Victorians
Brunel
Y2 Spring 1

Titanic
Who was responsible for the sinking of the Titanic?
Y2 Spring 2



What should we know?

1. When the Victorian period was.
2. Who was Queen during the Victorian Times.
3. What life was like in Victorian times for children.
4. Who Isambard Kingdom Brunel is.
5. Which period Isambard Kingdom Brunel lived.
6. Name some things he designed.
7. How these structures helped improve life.

1. What the Titanic was and why it was significant
2. To know about the class system in 1912.
3. To understand the layout of the Titanic.
4. To name some significant figures aboard the Titanic.
5. When the Titanic set out on her Maiden Voyage
6. Where Titanic was sailing from and to.
7. What happened on the journey.
8. How many people were on board.
9. That Titanic hit an ice berg and sank.
10. Where the Titanic sank.
11. How many people died and survived.
12. How they were rescued

1. Name some significant figures aboard the Titanic
2. Know some of the actions of each person that led to the sinking of the Titanic
3. Know about the enquires held after the sinking and what they ruled
4. Know how the Titanic tragedy has affected our lives and the safety of ships since

What should we be able to do?

- o Compare life in Victorian Times to life in Tudor Times.
- o Explain how life has changed between the Victorian Era and Modern day life.
- o Compare artefacts from different time periods.
- o Ask and answer questions about the past.
- o Use sources to find out facts.
- o Sequence events on a time line.
- o Use historical time language to talk about the past.
- o Explain the impact of Brunel's achievements on travel development.

- o Develop an awareness of the past – beyond living memory
- o Use historical language and vocabulary to discuss the past.
- o Sequence a number of events from a time period.
- o Explain why events happened and what happened as a result.
- o Compare how life was different in Victorian times.
- o Discuss the reliability of sources – Newspapers
- o Compare two versions of the same event.
- o Use sources to find out about the past.
- o Communicate historical ideas through discussion, drawing, writing drama and photographs.
- o Ask questions about the past

- o Explain why events happened and what happened as a result.
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- o Discuss the reliability of sources – Newspapers
- o Compare two versions of the same event.
- o Use historical language and vocabulary to discuss the past.
- o Use sources to find out about the past.
- o Communicate historical ideas through discussion, drawing, writing drama and photographs.
- o Ask questions about the past.
- o Use debate to explore arguments of blame.
- o Understand cause and consequence of actions.

Vocabulary we should be familiar with:

Engineer Victorian Era Legacy Similar Different

Steamship tragedy passenger 1st / 2nd / 3rd Class Steerage maiden voyage ocean lifeboat wreck Edwardian Era crew iceberg survivor sink Unsinkable Captain Steward Carpathia Look-out

Key Concepts: Cause and Consequence Similarities and Differences Continuity and Change Significance



Year 3 and 4 History Odd Year Start

Local History

How important was the Nile in creating a successful Ancient Egyptian civilization?
Y34 Summer

How important was the River Nile in creating a successful Ancient Egypt?
How do we learn about history?



What should we know?

1. That the Ancient Egyptian period lasted for around 3000 years from about 3100BC to 30BC.
2. That the Nile runs through Egypt and is the longest river in the world.
3. That Egyptians wrote in hieroglyphics and these can now be understood because of the discovery of the Rosetta Stone.
4. That Egyptians believed in 2000+ gods and goddesses.
5. How Ancient Egyptians commonly dressed.
6. That Egyptians often mummified their dead and the steps of mummification.
7. The importance of the Nile for farming, trade and building in Ancient Egypt.
8. That Egypt is one of a few important Ancient civilisations that is based around a river (Indus, Mesopotamia, Early China)
9. The different ways that historians learn about history.
10. How to use sources to learn about the past and the difference between primary and secondary sources.
11. About Howard Carter and the discovery of the tomb of Tutankhamun.

What should we be able to do?

- o To locate Egypt on a map of Africa.
- o To draw a map of Egypt and add a few key physical and natural features.
- o To order events of Ancient Egypt on a time line.
- o To decode and write a message in hieroglyphics.
- o To show learning about Egyptian gods/goddesses and Egyptian dress and mummification through writing and drawing.
- o To give valid reasons and explanations as to why the Nile was important in Ancient Egypt.
- o To identify similarities between Ancient Egypt and other Ancient civilisations.
- o To sort primary sources and secondary sources and begin to explain their use.
- o To say what makes a good historian – characteristics of...
- o To be able to recall facts about King Tutankhamun, Howard Carter and the discover of Tutankhamun's tomb.
- o To say why Howard Carter is a **significant** historical figure/historian.
- o To describe what artefacts from Tutankhamun's tomb are.

Vocabulary we should be familiar with:

Archaeologist tomb Egypt ancient hieroglyphics Tutankhamun historian civilisation Nile pharaoh pyramids power hierarchy god goddess order afterlife preserve mummy scribe papyrus symbol worship

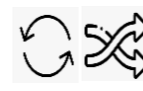
Key Concepts:



Cause and Consequence



Similarities and Differences



Continuity and Change



Significance



Year 3 and 4 History Even Year Start

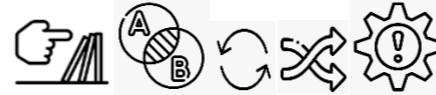
Stone Age
How revolutionary was the Stone Age?
 Y34 Autumn

Local History

Romans
What was the legacy of the Roman Invasion?
 Y34 Spring

Vikings
How accurate is 'How to Train Your Dragon'?
 Y34 Summer

(Over 3 tube maps)



What should we know?

1. That the Stone Age period started about 2.5 million years ago and is broken up into three periods – Palaeolithic, Mesolithic and Neolithic.
2. That the Stone Age period is characterised by the use of stone to make tools and weapons.
3. A number of ways that life changed dramatically over the Stone Age period – advancement of tools and housing, for example.
4. That there was a shift in life style over the Stone Age period from hunter gathering to settling and farming.
5. That people changed and evolved over the Stone Age period.
6. That by the end of the Stone Age period, people had discovered bronze and then iron to make tools and weapons with.

1. That the Roman Empire began in Rome, Italy and grew significantly between 800CB and AD305.
2. That the Romans attempted to invade Britain in 55BC and 54BC and eventually were successful in AD43 led by Emperor Claudius.
3. Some key features of every-day life in the Roman Empire.
4. Why the Romans invaded – (pushes and pulls).
5. That the Romans clashed with the Celts on their invasion of England, which was split up into Celtic tribes at the time.
6. About the story of Boudicca and the Iceni tribe.
7. Examples of the legacy (consequences) the Roman left behind in Britain including Hadrian's Wall, keeping clean, towns and roads, language, writing, numbers, calendars, planets and currency.

1. Where the Viking period comes on the timeline – around 800AD to 1066AD.
2. That the Vikings came from Scandinavia.
3. Push and pull reasons for the Vikings coming to Britain.
4. That the Vikings wrote in runes.
5. That the Vikings sailed in longboats which often had dragon figureheads on the front.
6. That dragons were a significant part of Viking belief and mythology and some examples of Viking dragons.
7. That Vikings did not have horns on their helmets.
8. That Vikings would have worn quite bright clothing, they were tall and striking and that they took care of and styled their hair.
9. About the Viking raids of Lindisfarne and how the Danelaw was created.
10. About Viking foods and housing.

What should we be able to do?

- o Order historical sources over a time period.
- o Ask historical questions about a time period based on knowledge gained so far.
- o Research and come to conclusions about every-day life in the different Stone Age periods.
- o Answer a historical enquiry question using evidence and facts that we have learnt to argue a point.

- o Identify Italy and Rome on a map
- o Identify some of the countries the Romans invaded (using their current names)
- o Identify primary and secondary sources and discuss usefulness
- o Find out about life in the Roman Empire using books and the internet
- o Retell the story of Boudicca and the Iceni Tribe
- o Make a model of Hadrian's Wall and write a fact file about it
- o Make a poster about the Roman bathhouses
- o Read and interpret Roman numerals
- o Identify the meaning of some words in Latin
- o Find places on a map that may have been Roman cities
- o Draw Roman roads on a map of England
- o Write a response to a historical enquiry question

- o Ask and answer historically valid questions about the Vikings
- o Place historical events on a timeline.
- o Locate countries in Europe.
- o Identify reasons why the Vikings came to England.
- o Use and evaluate historical evidence/sources
- o Present learning through writing, drawing, model making
- o Identify key features of a time period
- o Use books and internet to research about a specific time period

Vocabulary we should be familiar with:

Revolutionary Mesolithic Neolithic Palaeolithic sources
 Neanderthals Homo sapiens nomadic hunter-gatherers change
 tools weapons flint farming houses knapping wattle and daub
 evolved homo erectus Skara Brae

Legacy invasion empire Italy Rome slave soldier
 sword army Boudicca Iceni Trinovante Catuvellauni
 tribe barbarians Emperor AD BC aqueduct numerals
 Latin

Vikings Scandinavia Norway Sweden Denmark invasion
 invaders runes rune stones settlers helmets replica brooch
 Lindisfarne raid Danelaw diet longhouses longboats
 figureheads Nidhogg Jormungander Fafnir

Key Concepts: Cause and Consequence Similarities and Differences Continuity and Change Significance



Year 5 and 6 History Odd Year Start

Local History

WW2

How did evacuation affect children in Norfolk?

Y56 Autumn

Local History

WW2

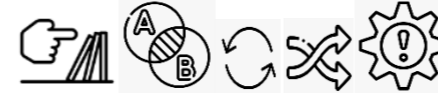
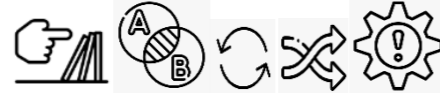
How did the Blitz affect Norwich?

Y56 Autumn

Ancient Greece

How did the Ancient Greeks worship their Gods?

Y56 Summer



What should we know?

1. The key reasons which caused the start of WW2
2. The key countries involved in WW2
3. The key dates of the main events in WW2
4. Who the key leaders involved in WW2 were
5. The names of the key cities in the UK affected by WW2
6. What the term evacuation meant
7. What evacuation was
8. How evacuation affected children and their families
9. Who was involved in the evacuation process
10. How evacuation affected people in different ways
11. How different people had different views about evacuation

1. Real Life stories of people's experiences in Norwich during the Baedeker raids.
2. Key places in Norwich that were hit during the Baedeker Raids.
3. The dates and times of the start of the Baedeker Raid in Norwich.
4. Key details of what happened during the first couple of nights of the Baedeker raid in Norwich.
5. Reasons why the Baedeker raids targeted cities of culture.
6. That newspapers can report events with bias and can be used for propaganda.
7. That German newspapers would have reported these events differently.
8. How the bombing of Freiberg and Lubeck may have contributed to the raids and how these events were used as propaganda.
9. The variety of air raid shelters used by the British and the advantages and disadvantages of each.

1. Who the Ancient Greeks were and when in history they lived
2. That Ancient Greece comprised of city states
3. What daily life was like for someone living in Ancient Greece.
4. The names of a range of Greek Gods
5. What happened in an Ancient Greek temple
6. What happened at the Panatheniac games
7. How and why the Olympic games started
8. What it was like at the Ancient Olympic games

What should we be able to do?

- o Write a speech explaining how the war started and who was involved
- o Use examples of formal language
- o List the main events of the war in chronological order
- o Place the main events on a timeline
- o Use a world map to locate the main countries involved in WW2
- o Colour a world map to show the axis countries, allied countries, neutral countries and invaded countries in 1942
- o Use an atlas to locate the main cities in the UK affected by bombing during the war
- o Interpret and evaluate information from selected primary and secondary sources
- o Use empathy and our knowledge of the time to write a diary of a child who was evacuated
- o Use empathy and our knowledge of the time to take part in a debate about the impact of evacuees in our village

- o Examine the causes of significant events – the Baedeker raids
- o Consider the impact on ordinary people's lives of the Baedeker raids
- o Pose questions to research
- o Read and interrogate Primary sources of information – The People's War collection of memories
- o Interrogate 'ghost' photos of WW2 damage in Norwich to describe the damage done by the raids
- o Locate streets and key landmarks in Norwich using road maps
- o Question the reliability of sources.
- o Select information from research to include in a newspaper article
- o Appreciate the affects of bias and propaganda within reporting.
- o Evaluate reasons why people may have acted differently during an air raid.
- o Show empathy
- o Pull together learning to create a 'realistic' historical fiction story based in the Norwich Baedeker raids.

- o Use secondary sources to place key events from Ancient Greece on a timeline
- o Explain how physical geography shaped Greek life and culture
- o Identify major Greek gods and goddesses, their roles, attributes, and relationships, including Zeus, Hera, Poseidon, Athena, and Apollo and link them to their Roman and Ancient Egyptian counterparts
- o Use secondary sources to find out what happened in a temple
- o Suggest ways that the worship of Gods influenced culture
- o Explain the purpose and conduct of major Greek religious festivals such as the Olympic Games and how they honoured Zeus
- o Use primary and secondary sources to research what happened at the Ancient Olympic games.

Vocabulary we should be familiar with:

Justice Pacifist Propaganda Chancellor Prime Minister Emperor Ambassador Appeasement Evacuation Blitz Billeting Officer Registration Act Law Parliament Axis Allied Neutral Invaded Malnutrition

Primary Secondary Source reliability significant event propaganda bias impact raid axis allied recount Blitz landmark culture morale cause effect

Slave soldier nobleman tunic vase Empire Olympics gods

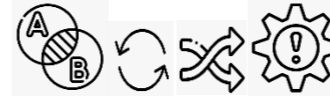
Key Concepts: Cause and Consequence Similarities and Differences Continuity and Change Significance



Year 5 and 6 History Even Year Start

**The Island
Mayan
Civilization
Why is Heritage
important?
Y56 Autumn**

**The Island
Anglo Saxons
Finding a place to
settle
Y56 Spring**



What should we know?

1. Where the Maya fit chronologically on a timeline
2. Locations of some Mayan cities, main sites and the countries within which these can be found.
3. that our knowledge of history is constructed by examining objects, pictures and written sources of the time
4. the importance and role of plazas and ball courts within ancient Maya communities.
5. the significance of temple pyramids such as El Castillo at Chichen Itza.
6. the type of homes common people would have lived in and those occupied by Mayan royalty.
7. how the Ancient Maya were able to grow crops in challenging landscapes
8. Why it is important to protect historical sites from the impact of tourism whilst still making it accessible for all to enjoy.

1. Reasons why civilisations invade lands and the consequences of trying to settle it
2. Similarities and differences between the Saxon invasions of England (including the Norman conquest) and the Spanish invasion of Maya lands.
3. The requirements and basic needs for a settlement
4. How the Anglo-Saxon settlements changed the British landscape
5. That many British place names are rooted within Anglo-Saxon language

What should we be able to do?

- o Place the Mayan civilisation on a timeline and suggest other civilisations that were prominent at the same time.
- o interrogate primary sources (pictures, objects, written sources, buildings) to gain information about a civilisation.
- o Use google maps and atlases to investigate Maya sites and locate them
- o explain the basic layout of a Mayan settlement
- o Interrogate secondary sources to find out about the function of a building (temple-pyramids)
- o Evaluate the impact on a community of the difference in housing between commoners and royalty.
- o Explain how farming of crops can be successful in challenging environments by learning from our ancestors and apply this learning to our Island.
- o Be able to explain why heritage sites should be protected.

- o Analyse sources to find similarities between two civilisations (Ancient Maya and Anglo Saxons)
- o Explain some of the many occasions that Britain has been invaded and settled by others in history and the motivations for doing so
- o Evaluate sites for their suitability for settlement
- o Explain some of the consequences of settling new sites
- o Identify modern towns and cities that have Saxon names and identify the feature (geographically) that would have given the site its name

Vocabulary we should be familiar with

heritage Mayan Maya monument temple pyramid jungle
Chichen Itza City-state Mexico Spanish

Settle control kingdom empire raid tribe discovery force
conflict invasion pagan native religion community religion
Christianity