



Eaton Primary School
Progression of Learning
History

Progression of Knowledge and Skills

How this document works:

This is a whole school overview, demonstrating progression in knowledge and skills.

Page 1: Demonstrates what a typical Historian will look like at the end of each phase, combining the key skills and knowledge they will require.

Page 2 onwards: Demonstrates progression in knowledge and skills objectives for each phase, with key vocabulary, and also 'key indicators' which identify intended learning outcomes.

	Foundation/ EYFS	KS1	LKS2	UKS2
This is what our Historians can do....	<p>Application of skills: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding Understand the past through settings, characters and events encountered in books read in class and storytelling Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>Historical Knowledge: To understand changes within living memory – where appropriate, these should be used to reveal aspects of change in national life To discuss 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] To study 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] To study significant historical events, people, and places in their own locality</p> <p>Application of Skills: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Historical Knowledge: Identify changes in Britain from the Stone Age to the Iron Age Understand the impact of the Roman Empire and its impact of Britain. 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 Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Application of Skills: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Historical Knowledge: Britain’s settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 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</p> <p>Application of Skills: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources</p>

Year Group	EYFS	KS1	LKS2	UKS2
Local History	The Place I live in	<p>Where can Penguin go and who can he visit?</p> <p>Why is Beeston Castle special?</p>		How does Chester differ to Caracas?
<u>Knowledge</u>	<p>Looking at the children's home, school, and village.</p> <p>Children can talk about similarities and differences. Discuss changes in their own lives.</p>	<p>Where can Penguin go and who can he visit?</p> <p>A local study our school and the surrounding areas: To compare the changes to both the school and the local village. Comparing and describing the differences between then and now.</p> <p>Why is Beeston Castle special?</p> <p>To look at how this castle (and the surrounding areas) has changed over time and the children will compare it to other significant castles throughout the United Kingdom. Fieldwork (trip to Beeston Castle) will be carried out so they can see the history of Beeston Castle come to life. This study of Beeston Castle links to the NC subject content of a significant historical place in their own locality. Geographical skills will underpin all this learning.</p>		<p>A local history study of Chester then a geographical study of South America.</p> <p>Children will carry out a historical study of Chester looking at how Chester changed (with a focus on the Tudor times). This gives children a chronological overview of Chester's rich history and the unit begins with a timeline Chester guided walk to enhance chronological understanding and provide historical and geographical fieldwork opportunities. Artefacts are also used to develop historical interpretation skills. At the same time, children will have the opportunity to look at how Chester changed geographically over the years using tithe maps. We will discover the diversity within Chester by exploring Chester High Street (and market) celebrating in the variety of diverse food on offer. Building on from this (and children's prior knowledge in year 5) children will study South America and answer the question is it really one big rainforest. Children will locate South America's countries and end the unit by comparing the city of Caracas to the city of Chester, drawing geographical similarities and differences.</p>
<u>Skills</u>	<ul style="list-style-type: none"> sequence photographs from different parts of their life. Match objects to people of different ages recognise the difference between past and present in their own and others' lives. 	<ul style="list-style-type: none"> Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. use common words and phrases relating to the passing of time 		<ul style="list-style-type: none"> write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied Compare and contrast place current study on time line in relation to other studies use relevant dates and terms sequence up to ten events on a time line

		<ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British and local history • Develop the appropriate use of historical terms • Address and devise historical valid questions about change, cause, similarity, difference and significance • construct informed responses that involve selection of relevant information • understand how our knowledge of the past is constructed from a range of sources 		
<u>Key vocabulary</u>	Younger, older, home, school, Village, mum, dad, baby	now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young, same, different, compare, before, after, past, now, timeline, 20th century, 1950s, 1960s, 21st century, grandparent, growing up, year, clue, object/artefact, matching, modern, old		Significant, listed, period names, architecture, names of features related to the buildings, architectural terms, terms related to time periods, campaign, migration, leisure, worship, heritage
<u>Key indicators</u>	To begin to understand the difference between then and now To match items to people based on their ages- bottle for baby	<p>Where can Penguin go and who can he visit? To know the difference between now and long ago and can compare objects from the past To order information from the past independently To talk about the past using common words and phrases such as long ago and in the past in relation to significant individuals</p> <p>Why is Beeston Castle special? To understand the history of the building of Beeston Castle. To know what Beeston Castle was used for and how this changed.</p>		To explain why some of the buildings in my area are special. To observe and describe architectural features. To make links between a building and the history of the locality (or country). to identify why people have historically settled in Chester To use primary and secondary sources to tell me more about the past To study and make predictions from artefacts

British History	Toys Old and New	<p>What is important to remember in the UK?</p> <p>How has shopping changed over the last 100 years?</p>	<p>Would you prefer to have lived in the Stone Age, Bronze Age or Iron age?</p> <p>What was the Roman Empire's impact on Britain?</p>	<p>Where did the Anglo-Saxons and the Scots settle?</p> <p>Who got what in the struggle for England?</p> <p>How have wars affected our country?</p>
<p><u>Knowledge</u></p>	<p>Children understand that toys in the past looked different to the toys they might play with. Children can identify pictures of toys they play with today.</p>	<p>What is important to remember in the UK?</p> <p>Children learn about important events which are remembered in the UK – The Great fire of London, The Gunpowder Plot and Remembrance Day. This gives children opportunity to look at multiple events over a period of time and they continue to develop an understanding of chronology. Children to understand what the gunpowder plot was. To understand why Guy Fawkes took the action he did in 1605. To understand how Bonfire Night has changed over the years and why it is still celebrated.</p> <p>To know what happened during the Great Fire of London</p> <p>To understand how the Great Fire of London Spread so quickly. To understand the importance of the range of evidence available about the fire and that there were several consequences.</p> <p>How has shopping changed over the last 100 years?</p> <p>To learn about changes within living memory with a focus on shopping. We again begin with children's immediate experiences of shopping in the local area. The school is positioned in an area with no shops nearby (we will carry out an enquiry as to why this is) but there is a high street in nearby Tarporley and fieldwork is used to investigate this area from a historical and geographical viewpoint. We will invite people from the local community who can</p>	<p>Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?</p> <p>To locate the Bronze Age on a timeline. To describe some key features of the Bronze Age. To explain why changes in the Bronze Age impacted people's lives. To work out information about the Bronze Age from using sources. To identify important features about the Iron Age. To explain why there are differing viewpoints about the Iron Age. Find similarities and differences between Bronze Age and Iron Age houses and home life. Identify some of the dangers Bronze and Iron Age people faced. Explain some of the ways people at this time protected themselves. Reach a conclusion on whether it was dangerous to live in the Bronze and Iron Ages. Make an informed decision about which period was better.</p> <p>What was the Roman Empire's impact on Britain?</p> <p>To understand the reasons why the Romans wanted to invade and settle in Britain. To understand why the Romans were able to defeat the Celts. To be able to reach a valid conclusion about the life of a Roman soldier on Hadrian's Wall. To be able to reach a valid conclusion on whether Roman roads were a positive development. To use evidence to decide which of the Roman developments has the greatest significance today. To use evidence to re-enact experiences in the Roman army.</p>	<p>Where did the Anglo-Saxons and the Scots settle?</p> <p>To know who the Anglo-Saxons were, and why and when they chose to settle in England. To discover how the Anglo-Saxons lived using archaeological evidence. To be able to explain why the Staffordshire Hoard was so significant. To know about some of the key documents related to Anglo Saxon times and their limitations. To produce a valid argument about whether this period deserves to be called a 'Dark Age'. To understand what can be discovered about the past from archaeological remains</p> <p>Who got what in the struggle for England?</p> <p>To understand why there are differing accounts of what happened during the raid on Lindisfarne. To understand what the way of life was like for the Vikings in their homeland, and reach valid conclusions about why they wanted to leave To know when, where and why the Vikings settled in Britain. To present a valid argument for whether King Alfred deserved the title 'Great'. To know what evidence, we have about the Vikings, and to evaluate the quality of the evidence. To create a Viking saga reflecting what you know about the Vikings.</p> <p>How have wars affected our country?</p> <p>To learn about wars through time, starting from the Battle of Hastings in 1066 with a focus on World War 2. This carries on children's chronological narrative from the Victorian era and also looks at how WW1 began, how it ended and how it had an impact, as the peace treaty signed eventually led to another World War just 20 years later. We will study the significant soldier Walter Tull who was the first black officer in WW1. Children will have an overview of significant</p>

		<p>talk us through how the shopping in Eaton has changed over time. This will link to NC subject content of changes within living memory. Links are made to food, in particular dishes with origins from other countries (developing our appreciation of our diverse culture), the seasonality of food, sweet treats over time and rationing (which children will return to in Y6). We carry out enquiries to family members of how they ate and shopped over time. They will have the opportunity to work with the local community by visiting the café in Eaton.</p>		<p>wars and battles (extending their knowledge from 1066) then they will look at World War 2, its effect and aftermath. We will discover the changing role of women through both WW1 and WW2. The children will discover the suffragette movement and decide if it can be called a war, or a 'war of words'.</p>
<p><u>Skills</u></p>	<ul style="list-style-type: none"> • To look at the differences between toys from the past and toys from today • To be able to place toys into old and new categories 	<ul style="list-style-type: none"> • Understand and use the words past and present when telling others about an event. • Recount changes in my own life over time • Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. • Use a timeline to place important events • Describe the differences between then and now. • Look at evidence to give and explain reasons why people in the past may have acted in the way they did. • Recount the main events from a significant event in history. 	<ul style="list-style-type: none"> • find out about everyday lives of people in time studied compare with our life today • identify reasons for and results of people's actions • understand why people may have had to do something • use a range of sources to find out about a period • observe small details – artefacts, pictures select and record information relevant to the study • begin to use the library, e-learning for research ask and answer questions • identify and give reasons for different ways in which the past is represented • distinguish between different sources and evaluate their usefulness look at representations of the period – museum cartoons, etc. 	<ul style="list-style-type: none"> • find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied • examine causes and results of great events and the impact on people • write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation • know key dates, characters and events of time studied • Compare and contrast • recognise primary and secondary sources • use a range of sources to find out about an aspect of time past. • Suggest omissions and the means of finding out • bring knowledge gathering from several sources together in a fluent account • place current study on time line in relation to other studies • use relevant dates and terms sequence up to ten events on a time line • consider ways of checking the accuracy of interpretations – fact or fiction and opinion

				<ul style="list-style-type: none"> • be aware that different evidence will lead to different conclusions • compare accounts of events from different sources • Fact or fiction offer some reasons for different versions of events
<p><u>Key vocabulary</u></p>	<p>Old, new, toys, wooden, metal, plastic.</p>	<p>King James 1, earlier, treason, plot, Catholic, Protestant, evidence, sources, traditional, rhyme, orally, hero, villain, terrorist, treason, customs, tradition, commemorate, importance, relevance, effigy, law, repeal, now, then, cause, important, water squirt, fire bucket, fire hook, eyewitness, diary, interpretation, consequences, impact, benefit</p>	<p>Stone Age, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, slave, crop, revolution, settlement, role, significance, inference, saddle quern, midden, dresser, tomb, dolmens, barrows, mounds, henge, solstice, grave goods, aerial photograph, sacred, monument, megalith, significant, technology, social, agriculture, revolution. Bronze and Iron Age Impressive, smelting, bronze, hoard, ore, mould, period, status, beaker, archer, evidence, interpretations, radiocarbon dating, DNA testing, beliefs, afterlife, torc, inference, marine archaeology, persuasive argument, technology, tribe, viewpoint, wattle and daub, roundhouses, crannog, broch, ingot, hill fort</p> <p>invasion, conquer, republic, empire, emperor, status, glory, barbaric, legacy, resistance, primary evidence, interpretations, conquer, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, impact, transport system, positive, negative,</p>	<p>settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, millefiori, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, proof, evidence, counter argument, decay, excavate, preserved, deduction, interpretation, stratigraphy, classification, cataloguing, strata, shard, site, trench.</p> <p>raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, inheritance, causes, invader, settler, push and pull factors, significant, Wessex, monarch, cult, runes, longhouses, saga</p> <p>Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, plaque, frieze, Tommy, patriotism, mourning</p>

			significant, representation, interpretation, legions, legionaries, auxiliaries	
<u>Key indicators</u>	<p>To begin to understand the difference between old and new</p> <p>To discuss similarities and differences between their favourite toy and their grandparents favourite toy.</p>	<p>What is important to remember in the UK?</p> <p>To develop an understanding of chronology</p> <p>To place key events in chronological order</p> <p>To look at the roles of children in different time periods</p> <p>To understand why we celebrate these key events in British history</p> <p>How has shopping changed over the last 100 years?</p> <p>To compare shopping today and how their grandparents would have shopped as children</p> <p>To look at the local amenities and discuss how people would have shopped in the past</p> <p>To share own ideas on why some high street shops may be closing</p>	<p>Would you prefer to have lived in the Stone Age, Bronze Age or Iron age?</p> <p>To explain why the period is called the 'Stone Age'. To recognise the long period of time of the Stone Age, and where it fits within the wider historical context. To distinguish between features of the different periods of the Stone Age. To produce valid conclusions about the significance of these changes. To name and sequence the three periods of the Stone Age.</p> <p>To locate the Bronze Age on a timeline. To describe some key features of the Bronze Age. To explain why changes in the Bronze Age impacted people's lives. To work out information about the Bronze Age from using sources. To identify important features about the Iron Age. To explain why there are differing viewpoints about the Iron Age. Find similarities and differences between Bronze Age and Iron Age houses and home life. Identify some of the dangers Bronze and Iron Age people faced. Explain some of the ways people at this time protected themselves. Reach a conclusion on whether it was dangerous to live in the Bronze and Iron Ages. Make an informed decision about which period was better.</p> <p>What was the Roman Empire's impact on Britain?</p> <p>To describe some of the details about the Roman invasion.</p> <p>To provide some valid reasons why the Romans wanted to invade Britain.</p> <p>To describe what life was like for a Roman soldier on Hadrian's Wall.</p>	<p>Where did the Anglo-Saxons and the Scots settle?</p> <p>To explain who the Anglo-Saxons and Scots were.</p> <p>To give valid reasons why they settled in England. Understand what archaeological evidence can tell us about the Anglo-Saxons. Understand what archaeological evidence can tell us about the Anglo-Saxons.</p> <p>Understand the limitations of using archaeological evidence.</p> <p>Understand why the discovery of the Sutton Hoo ship burial was so important.</p> <p>To explain why the discovery of the Staffordshire Hoard was so significant Understand the importance of the Lindisfarne Gospels, Beowulf and Bede's History.</p> <p>To explain some of the limitations of this evidence.</p> <p>To provide reasons why the period could be called the 'Dark Ages' and discuss the counter argument. To know how archaeologists work, and can utilise their approaches.</p> <p>Who got what in the struggle for England?</p> <p>To know about the events at Lindisfarne on 8th June 793 AD.</p> <p>To know what the way of life was like for Vikings at home.</p> <p>To use evidence to identify valid reasons why the Vikings would want to leave their home. Understand that the Vikings were traders as well as raiders. Know the key events in Alfred's life. To reach a valid judgement on how successful Alfred was against the Vikings. To offer a valid opinion about whether Alfred should be called 'Great' To know that the Vikings themselves left very little written evidence. Understand that most of the written evidence about the Vikings is biased. To understand that it is very difficult to form a definitive picture of the Vikings. To understand what a saga is and what it should include.</p>

			<p>To know where and why the Romans built their roads Understand how Roman roads were built.</p> <p>Explain the consequences of building the roads for different groups of people. Explain what the Romans did which is still of significance today.</p> <p>Understand that some Roman developments are of more importance now than others.</p> <p>Use a variety of resources to obtain information about the achievements of the Romans.</p> <p>To understand that there were differing viewpoints about invading Britain.</p>	<p>To understand that sagas are not necessarily all true.</p> <p>To write my own Viking saga using the information I have learned about the Vikings.</p> <p>How have wars affected our country?</p> <p>To know about, and can compare, the numbers of deaths in our locality in both World Wars.</p> <p>To find information from a war memorial or war grave, and understand how this can be utilised. To evaluate the usefulness of these sources of evidence.</p> <p>Understand that the experiences of children in the locality were varied. To gather information from a range of sources. To evaluate whether a source is useful.</p> <p>To explain some of the ways in which daily life changed during the wars. Understand that the impact of the wars varied by region and between families. To use a variety of sources to obtain evidence about daily life during the wars. To know what steps were taken locally and nationally to lessen the impact of attack in both World Wars. To understand that the advances in warfare made the civilian population more vulnerable to attack in the Second World War. Understand how symbolism may be used in a memorial. To use sources to provide evidence to inform my memorial design. Understand that the degree of danger in each of the wars varied by region and between families.</p>
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World History		If we were explorers, where would we go?	<p>What are the achievements of the earliest civilisations?</p> <p>What are the achievements of the Ancient Greeks?</p>	Were the Maya magnificent?
<u>Knowledge</u>		<p>This will be a study of significant individuals over time (not just one explorer) and geographical links will be made in relation to where in our world these explorers went with a focus on hot and cold places (introducing to the children the seven continents and 5 oceans). This will link to NC subject content of the lives of significant individuals. Children will discover female explorers and explorers of colour to widen their knowledge of diverse explorers such as Ibn Battuta. They will look at how these explorers changed over time (i.e. their outfits, their mode of transport and where they actually discovered – land on Earth and planets in the solar system). At the end of the summer term, the children will carry out a short research project on Mary Seacole. They will ‘explore’ Jamaica giving opportunities for the children to learn about the seven continents and 5 oceans, as well as understanding the significant people of colour who have contributed to our history.</p>	<p>What are the achievements of the earliest civilisations? To learn about the four Ancient civilizations and their achievements including an in-depth study on the Egyptians. Children must have an overview of all four civilisations, but then study Egypt further. Children return once more to chronology and the significance of geography, such as settling by rivers (features of rivers taught here linking to geography) in determining where the earliest civilisations were founded. By looking at the four ancient civilizations and looking back at autumn and spring learning, children have opportunity to look for connections, contrasts and trends.</p> <p>What are the achievements of the Ancient Greeks? To know the location and time period of Ancient Greece and draw comparisons with other civilisations and present day. To compare the lives led by the Spartans and the Athenians. To understand the importance of the Olympic Games to the Ancient Greeks and to make a valid comparison with the modern Games. understand the importance of religion and the gods to the Ancient Greek people To utilise evidence to know and understand the importance of warfare in Ancient Greece. communicate my knowledge and understanding of the legacy of the Greeks.</p>	<p>To use evidence to reach conclusions about the lives of the Maya in the past and the present. To reach conclusions about the Maya by investigating their ancient cities, and to understand why the cities remained hidden for so long. To know and understand why religion was important to the Maya. To investigate Maya technology and culture. and reach a conclusion on how advanced Maya society was. To be able to provide valid reasons why the Maya disappeared around 900 AD.</p>
<u>Skills</u>		<ul style="list-style-type: none"> Understand the difference between things that happened in the past and the present. 	<ul style="list-style-type: none"> place events from period studied on a time line 	<ul style="list-style-type: none"> study different aspects of life of different people – differences between cultures/ genders/ etc

		<ul style="list-style-type: none"> • Use a timeline to place important events. • Identify different ways in which the past is represented • Look at books, videos, photographs, pictures and artefacts to find out about the past. • Look at evidence to give and explain reasons why people in the past may have acted in the way they did. • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT 	<ul style="list-style-type: none"> • use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD • use evidence to reconstruct life in time studied • identify key features and events look for links and effects in time studied • offer a reasonable explanation for some events • Develop a broad understanding of ancient civilisations • select data and organise it into a data file to answer historical questions • know the period in which the study is set • display findings in a variety of ways • work independently and in groups 	<ul style="list-style-type: none"> • compare an aspect of life with the same aspect in another period • Study an ancient civilization in detail • use relevant terms and periods labels relate current studies to previous studies • make comparisons between different times in history
<p><u>Key vocabulary</u></p>		<p>Explorer, map, discover, equipment, adventure, trade, great, desert, caravan, Hajj, uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, replica, polar, hero, equipment, race, recent, astronaut, space, memorial, achievement, significant.</p>	<p>Ancient, civilisation, fertile, shaduf, irrigation, achievement, hieroglyph, archaeologists, cartouche, antiquities, scribes, society, seals, sarcophagus, excavation, inscription, papyrus, mummification, role, achievement, hierarchy, priest, farmer, agriculture, scribe, pharaoh, archaeobotanical, pyramid, engineering, technology, stonemason, ramp, construction, lever, sphinx, creation, mummification, canopic jar, shabti, time capsule</p> <p>Minoan, Mycenaean, Classical, Hellenistic, Roman Greek, city-state, democracy, architecture, empire, culture, terrain, predict, polis, agora, trireme, monarchy, oligarchy, citizens, slaves, suffrage, stadium, Olympic, revival, marathon, myth, temple, priest, hoplite, phalanx (strong block formation), interpret, legacy, impact</p>	<p>Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, evidence, reconstruction, archaeology, city state, sacrifice, Meso-America, nobles, creation, hierarchy, sacrifice, bloodletting, conquistadors, technology, culture, glyphs, agriculture, astronomy, calendar, trade, interpretations, theory, climate change, conquer, decline, codex/codices, pagan, scribe, significance</p>

<p><u>Key indicators</u></p>		<p>To know what an explorer is and what they do. To locate some explorers on a timeline. Identify key events in the life of Ibn Battuta. To know when Ibn Battuta lived, and can locate him on a timeline. Explain why Ibn Battuta's exploration was important. Know the key events in the life of Captain Cook. Understand that there are differing views about Captain Cook's achievements Understand key events in the expeditions of Roald Amundsen and Captain Robert Falcon Scott. Understand why Roald Amundsen reached the South Pole before Captain Scott. Compare the achievements of Amundsen and Scott. Explain the achievements of Sunita Williams. Understand why her achievements are significant. Give valid reasons why in the past there have been fewer female explorers than male explorers. Explain what it means to be a great explorer. Provide valid reasons for why I have made my selection. Understand that other people may have differing and equally valid viewpoints</p>	<p>What are the achievements of the earliest civilisations? To identify what the great four civilisations have in common To identify the importance of rivers to civilisations Explain why the Nile was so important to the Egyptians. Describe achievements made by the Ancient Egyptians. Argue why one achievement may be greater than another Make conclusions about Ancient Egyptian life from looking at the evidence. Understand why some of this evidence can be found in Britain and other countries Describe a range of different roles and jobs carried out by the Egyptians. Identify and explain reasons why the Egyptians built the pyramids. To suggest how the pyramids were built. To reach some conclusions about the Ancient Egyptian people through studying the pyramids. To know important details about Egyptian religion. To explain why the Egyptians did certain things as part of their religion.</p> <p>What are the achievements of the Ancient Greeks? Place Ancient Greece on a timeline, and compare that period with other civilisations studied. Give some reasons why Ancient Greece became so powerful. Identify what Greece is like now, and identify some links between the modern world and Ancient Greece Acquire knowledge related to the study of the Spartans and Athenians using a variety of sources of evidence. Explain why the Ancient Greeks fought so many wars, and why they were successful. Use a range of sources to reach valid conclusions about warfare in Ancient Greece. Make valid comparisons between the lives of Spartans and Athenians. Identify</p>	<p>To know where and how the Maya is today. To use evidence about the Maya today to reach a conclusion about the Maya in the past. To understand why the Maya had many gods. To explain the significance of the Maya creation myth. To make links between the beliefs of the Maya and other societies studied To understand that most of the Maya disappeared around 900 AD. To know that historians disagree about why this happened. To present my own interpretation of events around 900 AD. To find out relevant information about Maya technology and culture. To reach a valid conclusion about how advanced a society the Maya were</p>
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			and explain a range of Ancient Greek achievements. Explain the impact of the legacy of the Ancient Greeks on the world today. Make comparisons between the achievements of the Ancient Greeks and other societies. Understand what is meant by 'democracy', and can make links to government in the 21st century Provide valid reasons why the Ancient Olympic Games were important. Reach valid conclusions about people in Ancient Greece from studying their myths. Understand why we have different interpretations of stories from the past.	
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