



# Horbury Primary Academy

## Key Stage 2 History



## Progression of Learning Objectives

*"The more you know about the past, the better prepared you are for the future."*

*Theodore Roosevelt*

## History: Key Stage Two

### National Curriculum

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.

## History Coverage: Key Stage Two

	Year 3	Year 4	Year 5	Year 6
<b>Changes to Britain from Stone Age to Iron Age</b>	Stone Age to Iron Age			
<b>The Roman Empire and its impact on Britain</b>		The Romans		
<b>Britain's settlements by Anglo-Saxons and the Scots</b>			Anglo-Saxons	
<b>The Viking and the Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</b>			The Vikings	
<b>A local History study</b>	The importance of castles – Sandal Castle	The History of Horbury and our school	Can you dig it? Coal mining and the industrial revolution in Wakefield  Crime and Punishment	World War 1
<b>A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066</b>	The importance of castles -Sandal Castle		Can you dig it? Coal mining and the industrial revolution in Wakefield  Crime and Punishment  Space Race	World War 1
<b>The achievements of the earliest civilisations</b>	Ancient Egypt			The Mayans
<b>Ancient Greece</b>		Ancient Greeks		
<b>A Non-European society that contrasts with British History</b>	Ancient Egypt			The Mayans Early Islamic civilisation

## British History: Lower Key Stage 2

### National Curriculum Links:

Changes to Britain from Stone Age to Iron Age, The Roman Empire and its impact on Britain, A local History study, A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066.

**Topics covered include:** Stone Age to Iron Age (Yr3), Castles in Britain (Yr3), Romans (Yr4), History of Horbury and our School (Yr4)

**Links made across chronology will be highlighted yellow**

### Objectives for Topics

### Vocabulary

#### Stone Age to Iron Age

- Know the meaning of the term prehistoric and order the three periods (from the Stone Age to Iron Age) placing them into a timeline showing key events and how it fits in to the wider British history. Secure understanding of the meaning of BC and AD. Know that the Stone Age, Iron Age and Bronze Age are called this because of the materials available to the people at that time.
- Research two periods in history (Egyptians) noting similarities and differences in the way they lived.
- Understand what early humans needed to survive, making comparisons with present day needs.
- Describe how stone agers hunted and gathered for food identifying different animals that were around in Stone Age times that are now extinct.
- Describe what Stone Agers used animal skins for (clothing and building houses).
- Explain how farming changed the lives of stone agers including their ability to tame wild animals towards the end of the Neolithic period (end of the Stone Age).
- Describe the difference between different sorts of Stone Age homes and how they changed through the ages including the introduction of permanent settlements.
- Recognise the importance of archeologic sites and discoveries. Conduct own research and investigate a range of resources in order to discover what they can about the Orkney Islands and Skara Brae and the people who lived there. What does Skara Brae tell us about life in the Stone Age?
- Explain how the discovery of bronze changed life in Britain within this period, understanding the concept of mining.
- Learn and begin to draw own conclusions about Stonehenge and the mystery surrounding how it was built.
- Summarise the key changes from the beginning of the Stone Age to the end of the Iron Age, understanding the significance of hillforts.
- Know that the people who lived during the Iron Age were the Celts describing. Ask own questions to research in order to find out about the Celts.

Stone Age  
Iron Age  
Prehistory  
Hunter-gatherer  
Nomad  
Palaeolithic  
Mesolithic  
Neolithic  
Tribe  
Neanderthal  
Homasapiens  
Pelt  
Beaker  
Celt  
Bronze  
Roundhouse  
Hillfort  
Quern  
Smelting  
Druid  
Borer  
Domesticate  
BC  
Chronology  
Celts

Cross curricular links:

- Explore cave paintings and how and why these were used by Stone Agers to tell stories.

Year 3

<b>Year 3</b>	<b>The History of Castles – Local history (Sandal Castle)</b>	Castle Defence Attack Invaders Moat Bailey Battlements Drawbridge Portcullis Barbican Tower Turret Arrow Loops Gatehouse Curtain Wall Keep Parapet	Sandal Magna Hillforts Stone Age Iron Age Motte and Bailey Battle of Wakefield Primary Sources Secondary Sources
	<ul style="list-style-type: none"> <li>To know what a castle is (features)</li> <li>To know when and why castles were introduced and build a chronological understanding related to own life</li> <li>To investigate evidence and decide whether castles were built for defence or attack (link to features and invaders)</li> <li>To know the locality, features and the purpose of Sandal Castle</li> <li>To describe how Sandal Castle has changed over time</li> <li>Compare and contrast Sandal Castle with early hillforts from the Stone Age/Iron Age</li> <li>To understand why Sandal is famous – Battle of Wakefield</li> <li>To predict why castles are no longer in use in the present day and investigate further</li> <li>Sandal Castle visit</li> </ul>		
<b>Year 4</b>	<b>The Romans</b>	Romans Romanisation Invade conquer Mosaic Arch Chariot Hypocaust Tunic Aquila Pantheon Testudo Circus Maximus Legionary	Empire Toga Aqueduct Coliseum Centurion Emperor Amphitheatre Senate Gladiator Republic Londinium Roman Baths Boudicca Julius Caesar
	<ul style="list-style-type: none"> <li>Recall prior knowledge about a time period (Ancient Egypt, Ancient Greeks) and record own inquiry questions based upon a historical time period.</li> <li>Plot key events on a timeline including the establishment of Rome using centuries and round up time differences into centuries and decades - showing an awareness of BC and AD.</li> <li>Explain how Roman inventions from the past have shaped our lives today and present this in a poster format - roads, glass, cabbage, wine and law and order (link to local archaeological finds in Wakefield)</li> <li>Explain how historic items and artefacts from the Roman Period can be used to help build up a picture of life in the past. Compare how the lives of the wealthy and poor were different.</li> <li>Use secondary sources to research the invasion of the Romans in Britain and the impact this had upon the Britons (Celts) including knowledge of Hadrian's Wall.</li> <li>Research two versions of an event – Boudicca - describing how they differ and why. Use research and understanding of the event to record an accurate diary including key dates and events.</li> <li>Research the outfits worn by Roman soldiers and learn advantages and disadvantages of aspects of the armour</li> <li>Describe a Roman soldier's life through secondary sources and record a postcard including key aspects – work and leisure activities</li> </ul>		

	<ul style="list-style-type: none"> <li>Demonstrate an understanding of specific vocabulary that relates to the Roman Empire and use those words in the correct contexts.</li> </ul> <p><b>Roman Impact visitor (Visit from Portals from the Past – Roman Day)</b></p>		
<b>Year 4</b>	<b>Local History – Horbury and our school</b>	Victorian Edwardian Drill Census Primary evidence Secondary evidence Questionnaire Chronology Past Carr Lodge Photography Tithe Barn street Log books diverse	
	<ul style="list-style-type: none"> <li>To understand why Horbury developed where it did (Horbury Bridge, cotton mills, farming, coal mining)</li> <li>Know facts about the historical buildings in Horbury and have an awareness of their chronology, comparing the style of modern buildings with those of the past.</li> <li>Research what school life was like for a child in the Edwardian period and be aware of the subjects taught including the 3Rs and drill.</li> <li>Identify similarities and differences between their own lives and a child of the past.</li> <li>Describe how Horbury Primary Academy has changed since its establishment in 1913.</li> <li>Explain how log books (primary sources) and photographs help to build up a picture of life in the past</li> <li>Consider the validity of primary sources through a school questionnaire.</li> <li>Explore how culture and religion have become more diverse within our locality using history sources such as the census.</li> <li><b>Walk around Horbury following Horbury Trail.</b></li> </ul>		

## World History: Lower Key Stage 2

**National Curriculum Links:** The achievements of the earliest civilisations - Ancient Egypt, Ancient Greece – a study of Greek life and achievements and their influence on the western world

**Topics covered include:** Ancient Egyptians (Yr3) Ancient Greece (Yr4)

**Links made across chronology will be highlighted yellow**

Objectives for Topics		Vocabulary
<b>Year 3</b>	<b>Ancient Egypt</b>	
	<ul style="list-style-type: none"> <li>• Analyse a range of Egyptian artefacts, deciding if an artefact belonged to the Egyptian time period, in order to explain what they were used for and why they were made.</li> <li>• Place the Egyptian era onto a World History timeline knowing the difference between A.D and B.C and what they stand for. Order an increasing number of dates, events and people significant to Egyptian era on to a time.</li> <li>• Know where the Ancient Egyptians were located and explain why the River Nile was important to their survival.</li> <li>• Know that during ancient times in Egypt, they had pharaohs (both male and female) who ruled the land.</li> <li>• Know that Egyptians had lots of different Gods and Goddesses. Begin to name gods and goddesses understanding that they represented different aspects of their beliefs and life (e.g god of the underworld).</li> <li>• Understand the process of mummification and explain that they did this in order to preserve the body ready for the next life (the afterlife).</li> <li>• Understand the importance of archaeologists (e.g Howard Carter) and know the story of Tutankhaman’s discovery.</li> <li>• Explore different sources of evidence to describe the lives of both wealthy and poor Egyptians.</li> <li>• Know that the Ancient Egyptians were one of the first civilisations to invent writing and understand what this looks like (hieroglyphics).</li> <li>• Research what the Ancient Egyptians ate and drank, explaining the difference between the wealthy and the poor and making comparisons to the food and drink we have today.</li> <li>• Explain how the past Egyptian inventions have influenced the present.</li> </ul> <p>Demonstrates an understanding of specific vocabulary that relates to the Egyptians and use those words in the correct contexts.</p>	Pharaoh Scarab Papyrus Scribe Amulet Canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Irrigation Shaduf Sphinx Oasis Egyptologist Ankh Pyramid Barter Rosetta Stone

## Ancient Greece

- Know where the Ancient Greeks fit in with World History placing significant events of this empire into a timeline whilst making reference to centuries.
- Explain how historic items and artefacts can be used to build up a picture of life in the past (farming, war, sport) by looking at Greek artefacts and vases.
- Explain how the Greek Empire grew (noting changes over time) and its impact upon the world (Mathematics, philosophy, astronomy, medicine and literature) with a focus on Alexander the Great.
- Develop key knowledge about the city states Athens and Sparta and identify differences – understand that the Athenians coined the word democracy and its meaning. Make comparisons with these city states and Wakefield.
- Use a wider range of primary and secondary sources to research what it was like for children in a given time period of history – Spartans and Athenians. Children will present findings to an audience.
- Document the key events of the Battle of Marathon in a diary format including key events and dates.
- Compare and contrast the Ancient Greek Olympics and Modern Olympics, identifying similarities and differences. Know at least 5 sports from the ancient Greek Olympics.
- Demonstrates an understanding of specific vocabulary that relates Ancient Greece and use those words in the correct contexts.

Democracy  
 Acropolis  
 City-state  
 Parthenon  
 Marathon  
 Olympics  
 Citizen  
 Philosopher  
 Alphabet  
 Tragedy  
 Agora  
 Hellenistic  
 Phalanx  
 Aristocrat  
 Mythology  
 Column  
 Hoplite  
 Peninsula  
 Oracle  
 Terraced

## British History: Upper Key Stage 2

**National Curriculum Links:** Local History Study, Britain’s settlements by Anglo-Saxons, The Viking and the Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor, a study of an aspect or theme that extends pupils’ chronological knowledge beyond 1066,

**Topics covered include: The Anglo-Saxons (Yr5), The Vikings (Yr5), Can you dig it – coal mining and the industrial revolution in Wakefield (Yr5), Crime and Punishment Through the Ages (Yr5), World War I (Yr6),**

**Links made across chronology will be highlighted yellow**

	Objectives for Topics	Vocabulary
Year 5	<b>The Anglo Saxons</b>	
	<ul style="list-style-type: none"> <li>Know that there was conflict and a struggle for power between the Romans, Scots, Picts and eventually the Anglo Saxons who settled in Britain.</li> <li>Describe and investigate the legendary story of <b>Hengist and Horsa</b> and how they influenced Anglo-Saxon invasion of England.</li> <li>Know that England was divided into Kingdoms during the Anglo-Saxon reign <i>finding evidence of local Settlements</i> and comparing how England was ruled and divided compared to the 21<sup>st</sup> century - make links to modern day counties.</li> <li>Use a wide range of evidence to find out what Anglo-Saxon settlements, including how they preferred rural settings, and daily life was like making comparison to life nowadays.</li> <li>First King of England</li> <li>Explain the religious beliefs and practices of the early Anglo-Saxon people, describing some of the gods they worshipped and how they slowly converted from being Pagans to Christians</li> <li>Explain why the Sutton Hoo burial site was a significant discovery, selecting reliable sources in order to draw conclusions about the Anglo-Saxons.</li> </ul> <p style="text-align: center; margin-top: 10px;"><i>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer and kingdoms.</i></p> <p>Cross curriculum links –</p> <ul style="list-style-type: none"> <li>- The children will explore the myth/legend of Beowulf in Reading/Writing</li> </ul>	Dark ages Invaders Hengist and Horsa Angles, Saxons, Jutes Angland – England Kingdoms Thane Thatch Wattle and daub Wergild Shires Legacy Pagan Christianity Augustine Athelstan Sutton Hoo Churl Archeologists
Year 5	<b>The Vikings</b>	
	<ul style="list-style-type: none"> <li>Place the Viking period into a chronological framework showing other invaders who preceded them, and existed concurrently, summarising the impact that each had on Britain and how long ago they happened.</li> </ul>	Invaders Settlers Conquer Scandinavia

- Identify who The Vikings were (warrior-farmers), where they came from and why they raided and then invaded Britain, making connections with other invaders from the past.
- Describe the appearance of a Viking person accurately stating reasons why it is often stereotyped and not accurate in some historical interpretations.
- Know that the Vikings were expert boat builders who built longboats (knowing the features and how they were built) which they used to carry out raids across the North Sea.
- Investigate a range of historical sources to find out information about Viking raids (focusing on Lindisfarne).
- Conduct own historical enquiry, choosing how best to present their finding to an audience, to answer the question: Did the Vikings deserve their fearsome reputation?
- Understand the role of King Alfred the Great in the struggle between the Anglo-Saxons and Vikings.
- Know that the land ruled by the Vikings in England became known as Danelaw – making links to York.
- Know that the Vikings became expert travellers which allowed them to develop trade links across Europe and into parts of Asia.
- Select evidence to justify our answers to a historical questions: How should we remember the Vikings: raiders or settlers?
- Order an increasing number of events, people and dates that are of significance to the Viking rule using a chronological narrative. Summarise the impact

*Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer and kingdoms.*

**Cross curricula links:**

Reading research into Norse mythology.

Dane  
 Norseman  
 Lindisfarne/Holy Island  
 Runes/futhork  
 Farmer-warrior  
 Pagan  
 Danelaw  
 Danegeld  
 Valhalla  
 Longboat/longship  
 navigate  
 Berserker  
 Shield  
 blacksmith  
 Trade  
 Merchant

Year 5	<h3>Crime and Punishment</h3>	<ul style="list-style-type: none"> <li>Explain what crime and punishment is.</li> <li>Explore primary and secondary evidence, selecting reliable sources, to build an accurate understanding of the main features of crime and punishment over different time periods: <ul style="list-style-type: none"> <li>Identify the Roman legacy of crime and punishment in Britain.</li> <li>Describe the Anglo-Saxon legal system (including trial by ordeal) making comparisons between the Anglo-Saxon, Roman and modern day legal systems</li> <li>Understand why the Tudors became known as the ‘Torturing Tudors’ during Henry VIII’s reign, justifying their opinions on the severity of the punishments used during this period using evidence</li> <li>Understand how crime and punishment changed during the Victorian period, including being able to describe what life was like in a Victorian Prison or for a criminal ordered to a punishment of transportation (<b>Wakefield Prison link</b>)</li> <li>Conduct self-directed research into the development of the Police Force in Britain, selecting how to present findings.</li> </ul> </li> <li>Plot key historical periods and significant events linked to crime and punishment in Britain on a timeline. Describe how crime and punishment has changed in our country over the previous 2000 years.</li> <li>Describe modern day crime and punishment identifying how it has been shaped by the past (<b>Wakefield Prison</b>).</li> <li>Summarise crime and punishment over the past 2000 years in Britain identifying common trends over time such as crimes and those who committed them in society (the poor).</li> </ul> <p><i>Demonstrates an understanding of historic crime and punishment specific vocabulary and use those words in the correct contexts.</i></p> <p><u>Cross curricula links:</u> Children will also build an understanding of what it was like for a poor child during the Victorian period through studying the story of Oliver Twist – making comparisons with their own lives.</p>	Crime Punishment Deterrent/deter <b>Chronology/chronological</b> Court Judge Jury Theft Exile Hue and cry Transportation Execution Torture Dunking stool Bridle stocks Stake Trial by ordeal Weregeld Sir Robert Peel Bobbies/Peelers Hearsay Assault Murder Treason Prison Tread wheel
	<h3>Local Study - Coal Mining and the industrial revolution in Wakefield</h3>	<ul style="list-style-type: none"> <li>Describe what life was like before the Industrial Revolution which begun in 1750; population was 11 million, 80% of population lived in the countryside and lived on farms, London was the only city that had a population of 10000+, most things were produced by hand within the family homes, no industrial machinery used to produce things on mass and the main form of transport was the horse and cart.</li> <li>Explain the main causes of the Industrial Revolution and describe the impact that this had on British cities like Wakefield, understanding the need for coal mining.</li> </ul>	Industrial Revolution Population Industry Horse and cart Agriculture Factories Steam power Efficient British Empire Colonies
Year 5			

	<ul style="list-style-type: none"> <li>Identify using timelines that these changes happened over a long period of time but quickly in when placed into our wider history.</li> <li>Investigate the different jobs during Victorian mining, what conditions were like and understand that families often worked together to survive.</li> <li>Use primary and secondary evidence to describe what it was like to work in a mine as a child in Victorian times making comparisons between life then and now.</li> <li>Explain what happened at the Husker Pit Disaster (Husker Pit Silkestone-Barnsley) and how key events can trigger a change in how people views aspects of society</li> <li>Explain the role of parliament in making decisions about England.</li> <li>Understand how the work of significant individuals can change aspects of society (Lord Shaftesbury) detailing the events that led up to the 1842 Mines Acts.</li> <li>Describe how mining has changed from the Victorian times to the present day (e.g changes in technology, health and safety legislation, ban on child labour and the demand for coal) exploring</li> <li>Explain how locality has changed over time relating to mining</li> </ul> <p>Local History Links:  National Coal mining museum trip  Sally Fletcher Victorian Mining workshop  Husker Pit Disaster study</p> <p>Homework:  - Conduct research into the 1980's mining strikes in Yorkshire.</p>	Export Trade Victorian Banksman Bell pit Cage Coal face Collier Furnace Shaft Tallow candles Winding gear Trapper Legislation Disaster Social reform
Year	<p style="text-align: center;"><b>World War I</b></p> <ul style="list-style-type: none"> <li>Investigate a wide range of evidence linked to WW1 (using imperial war museum loan box) making predictions about their uses and reaching own conclusions on what the war was like. Ask inquisitive questions to further extend understanding.</li> <li>Identify and understand the trigger for WW1 and how peoples' actions have an effect on others, explaining how alliances and invasions had an impact upon Britain's involvement in the war.</li> <li>Explain how propaganda was used in Britain to increase the recruitment drive and describe the impact that it had on society. (<i>Refer to the use of Wakefield Prison to house conscientious objectors</i>)</li> <li>Investigate and compare what life was like for a local soldier in WW1. (<i>George Kellet - Wakefield Museum Workshop</i>). To understand the life of a significant individual (Walter Tull - the first black officer in the British army) who overcame barriers to succeed.</li> <li>Investigate the conditions that the soldiers faced in the trenches and on No-Man's Land, selecting the most reliable sources of evidence.</li> </ul>	Britain, Russia, Germany, France, Italy, Bosnia, Austria, Hungary, Belgium Assassination Arch Duke Franz Ferdinand Alliances Lord Kitchener Allied George Kellet Triple entente Nellie Spindler Axil forces Propaganda Bias Conscription Conscientious objectors White feather Military Aeroplane Tank Vickers Machine Gun Artillery

- Describe and evaluate the weapons that were used during WW1, noting how the war influenced many advances in technology which we still use today.
- Describe and evaluate what food the soldiers ate and why rationing was introduced.
- Describe the injuries suffered, treatments developed and how female nurses (*Nellie Spindler-local nurse*) contributed during the war effort. Offer explanations why different versions of events from the past and during that time period may differ.
- Research how animals were used to support the war effort, choosing the most suitable way to present your findings.
- Investigate two versions of an event and compare the accuracy stating reasons why versions may differ (Battle of the Somme).
- Understand what life was like on the Homefront explaining how the lives of children and particularly women changed as a result.
- Investigate local history links to WW1 in order to understand the impact WW1 had on Wakefield and the views people had of aliens living Britain. (*refer to Lofthouse internment camp*)
- Summarise the main events from WWII in the order of events and that happened (both abroad and the Homefront). Use scaling to place WW1 into a chronological narrative of the 20<sup>th</sup> century making comparisons with our own life, the life of the school and other key events.

*Demonstrates an understanding of WW1 specific vocabulary and use those words in the correct contexts.*

Homework project:

To create a fact-file describing the life of Nellie Spindler.

To plan and present a self-directed project about WW1 animals.

Trips:

- Imperial War Museum North
- Wakefield Museum

Ammunition  
 Mustard gas  
 Western Front  
 Trench  
 Trench foot  
 shrapnel  
 parapets  
 Firing step  
 No-Man's Land  
 Medics  
 Prosthetic  
 Casualty  
 Blighty wound  
 Field medic  
 Armistice day  
 Home front  
 Munitionette  
 Defence of the Realm Act (DORA)  
 Rationing  
 Zeppelin  
 Navy  
 U-boats  
 Internment camps/internee/aliens  
 Battle of The Somme  
 Battled of Jutland  
 Chronology  
 Chronological  
 Scaling  
 Decade  
 Century

## World History: Upper Key Stage 2

**National Curriculum Links:** A non-European Society that provides contrasts with British History...Islamic Civilisation, including a study of Baghdad c. AD900

**Topic covered:** The Space Race (Yr5), The Ancient Mayans (Yr6), Ancient Islamic Civilisation (Yr6)

**Links made across chronology will be highlighted yellow**

	<b>Objectives for Topic</b>	<b>Vocabulary</b>
<b>Year 5</b>	<b>Space Race</b>	
	<ul style="list-style-type: none"> <li>Know what The Space Race was, explain why it happened and why it was a significant event in the World.</li> <li>Know about the early years of space exploration, describing how advances in technology improved space travel.</li> <li>know key facts about the first human in space and the struggle that it took him to get there.</li> <li>research the lives of significant and inspiring individuals (Neil Armstrong, Mae Jemison – First black women) understanding the impact they had on modern day astronauts (Tim Peake)</li> <li>Understand the impact of the first moon landing:                             <ul style="list-style-type: none"> <li>- describe key details of the first moon landing</li> <li>- explain why people have differing opinions on the accuracy of this event</li> <li>- analyse a wide range of evidence in order to form and justify own opinions to answer: <i>Did the moon landing really happen?</i></li> </ul> </li> <li>Use a timeline to show significant people and events and dates linked to the Space Race, identifying how one event triggered another (causation)</li> </ul>	Space Race Cold war Rivals exploration USSR/SOVIETS/RUSSIA/USA Nasa Yuri Guagarin Sputnik 1 Satellite Orbit Apollo Mission Neil Armstrong Buzz Aldrin Michael Collins Mae Jemison
<b>Year 6</b>	<b>The Ancient Mayans</b>	
	<ul style="list-style-type: none"> <li>To place key events within the Mayan period into a timeline identifying historical periods and civilisations (both British and World) that happened concurrently, including finding the difference between AD and BC times.</li> <li>Understand when, how and why the Ancient Mayans were discovered understanding who explorers/conquistadors and archaeologists are and how their motives differ.</li> <li>Investigate a range of primary and secondary evidence sources (deciding which are most reliable and why) in order to discover facts and draw my own conclusions about the daily life of the Mayans, stating similarities and differences with my own life.</li> </ul>	Mesoamerica (Central America) Yucatan Native Conquistador Archaeologists State Temple Ahau-Ahaw – Main King Absolute Monarchy Democracy Paganism Tecan Uman – last king

	<ul style="list-style-type: none"> <li>Describe how Mayan States and society were organised. Compare and contrast the Mayan societal structure with modern day Britain (explaining the difference between democracy and absolute monarchy).</li> <li>Describe Mayan beliefs and how religion influenced their daily lives making comparisons with other historical periods/cultures (e.g Paganism) studied as well as our own beliefs noting the diverse nature of modern day Britain. Describe the journey to the afterlife and role of different gods.</li> <li>Mayan Workshop – Mayan art, craft and sculpture, describe Mayan beliefs, understand the Mayan Creation story</li> <li>Understand the importance of masks and the reasons they were worn drawing links to other historical periods/cultures.</li> <li>Understand that the Mayans developed a writing and number system.</li> <li>Research how the Mayans have influenced modern society and the wider world in a number of ways (ranging from food, entertainment, medicine and sport).</li> <li>Evaluate evidence in order to create my own hypothesis explaining what caused the Mayan Demise.</li> <li>To compare and contrast the Mayan civilisation with life in Britain and another civilisation (Egyptians) within the same time period.</li> </ul> <p><i>Demonstrates an understanding of specific vocabulary and use those words in the correct contexts</i></p> <p><b>Project</b> - To plan and present a self-directed project based on a Mayan State/Kingdom.</p> <p><b>Homework</b> - To research the Mayan Gods.</p> <p>Mayan Day</p>	<p>Itzamna – Main god  Priest  Noble  trade  Afterlife  Underworld – Xibalba  Sacrifice  Blood-letting ritual  Glyphs  Codices  Huipil  Chichen Itza, Tikal, Copan  Cocoa  Pok-a-Tok  Collapse  Demise  Concurrence</p>
Y	Ancient Islamic Civilisation	Abbasid Caliphate

<ul style="list-style-type: none"> <li>• Explain how Baghdad was different to London around 900AD.</li> <li>• Understand why learning was important to people in Baghdad.</li> <li>• Explain what the House of Wisdom was and why it was important.</li> <li>• Explain why Baghdad was chosen for the location of the House of Wisdom.</li> <li>• Understand that Ibn Battuta was a Moroccan Muslim scholar and traveller and that he wrote about his travels in a book called the Rihla; this gives us a unique insight into previously undiscovered civilisations and practises.</li> <li>• Understand the significance of Al-Zahrawi and the effect he had on Muslim medicine.</li> <li>• Explain the significant contributions made by modern medicine by scholars over 1000 years ago.</li> <li>• Understand the impact of early Islamic inventions and discoveries made on the wider world.</li> <li>• <b>Show an understanding of how this time period fits in with wider History on a British and World Timeline.</b></li> <li>• Demonstrates an understanding of specific vocabulary that relates to Ancient Islamic Civilisations and use those words in the correct contexts.</li> </ul>	<p>Caliph  Dinar  Hadith  Hajj  Imam  Qur'an  Calligraphy  Mecca  House of Wisdom  Mongols  Crusades  Sultan  Scholar  Bazaar  Mosque  Tolerance  Baghdad  Algebra  Ibn Battuta  Rihla  Al-Zahrawi</p>
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