

Long-term History Planning

In order to plan for progression and to work towards the aims of the history curriculum, we have colour coded aspects of the National Curriculum and planned for their progression through our school.

The National Curriculum for history (2014) aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, **chronological** narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a **historically-grounded understanding of abstract terms** such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand **historical concepts** such as **continuity and change**, **cause and consequence**, **similarity, difference** and **significance**, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and **create their own structured accounts**, including written narratives and analyses
- understand the methods of **historical enquiry**, including how **evidence** is used rigorously to make historical claims, and discern how and why contrasting arguments and **interpretations** of the past have been constructed
- gain **historical perspective** by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

The first three aims are primarily concerned with building knowledge. The next two are concerned with understanding the big ideas and processes of history. The last of the aims effectively sets out the overall goal of history education: we want young people to gain an increasingly mature and informed historical perspective on their world.

Below is an overview of how we plan for this progression through our school and the colour coding relates to aspects of the aims as shown above.

	Early Years	Key Stage 1	Key Stage 2
1. Chronological knowledge / understanding <i>(including characteristic features of periods)</i>	<ul style="list-style-type: none"> Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters Talk about past and present events in their own lives and in the lives of family members and the community.. 	<ul style="list-style-type: none"> Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time
2. Historical terms e.g. <i>empire, peasant</i>	<ul style="list-style-type: none"> Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. 	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> Develop the appropriate use of historical terms
3. Historical enquiry - Using evidence / Communicating ideas	<ul style="list-style-type: none"> Be curious about people and show interest in stories Answer 'how' and 'why' questions ... in response to stories or events. Explain own knowledge and understanding, and asks appropriate questions. Know that information can be retrieved from books and computers Record, using marks they can interpret and explain 	<ul style="list-style-type: none"> Ask and answer questions Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding of concepts in part 5 below 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses to enquiry questions by selecting and organising relevant historical information
4. Interpretations of history		<ul style="list-style-type: none"> Identify different ways in which the past is represented 	<ul style="list-style-type: none"> Understand that different versions of the past may exist, giving some reasons for this
5a. Continuity and change <i>in and between periods</i>	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> Identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> Describe / make links between main events, situations and changes within and across different periods/societies
5b. Cause and consequence	<ul style="list-style-type: none"> Question why things happen and give explanations 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes
5c. Similarity / Difference <i>within a period/situation (diversity)</i>	<ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> Describe social, cultural, religious and ethnic diversity in Britain & the wider world
5d. Significance <i>of events / people</i>	<ul style="list-style-type: none"> Recognise and describe special times, events or people for family, friends or their community 	<ul style="list-style-type: none"> Talk about who was important e.g. in a simple historical account 	<ul style="list-style-type: none"> Identify historically significant people and events in situations



Autumn A Cycle A Year 1/2

The three nurses - Florence Nightingale, Edith Cavell and Mary Seacole (KSH)

Learning overview

The children will learn about why the three nurses are still remembered today. They will hear about key times in their lives and about the key features of their characters that made them so special. The children will have the opportunity to reflect on each of the nurses greatest achievements and how we know about these. The children will then reflect on the impact on nursing that these women had at the time as well as the impact on nursing today. Time will also be spent looking locally at the evidence today about their impact for example The Edith Cavell Hospital in Peterborough and the Nightingale Wing at Addenbrookes in Cambridge. Children will reflect on the 3 nurses and the types of sources that we can use to find out about them despite them living a long time ago.

Through this study, the children will answer 3 enquiry questions:

1. How can we work out why these nurses are remembered today? What evidence do we have?
2. What were the most important moments in their lives?
3. If you were building a monument to one of these nurses, which one would it be and why?

National Curriculum links

Events beyond living memory that are significant nationally or globally.

Learning Intentions

- | | |
|--|---|
| | To be able to sequence the main events in the lives of these 3 woman. |
| | To place the period of time when these women were alive on a time line. |
| | To know why each of these nurses is remembered today and what evidence we have for that. |
| | To name some of the ways in which the achievements of these women has impacted nursing today. |

End-point assessment activity

A new monument is to be erected to 'a great nurse' outside Hinchingsbrooke Hospital. Should it be a monument to Cavell, Seacole or Nightingale? Children to present the arguments for each.

Key vocabulary

Source, evidence, past, present, achievement, impact

Important links

Link to EYFS – People who help us
Visit - Peterborough Museum – Edith Cavell and other past lives
History Off the Page – The Life of the Lady of the Lamp.

Summer A/B Cycle A Year 1/2

Shopping in the past (HA)

Learning overview

The children will consider 'changes within living memory' linked to shopping on Huntingdon High Street. They will use local historical sources such as photographs and memories of local people to identify specific differences as well as recognise relevant similarities. The study of the High Street will focus on buildings, types of shopping and how people shopped compared to today – this includes how shopping has been transformed with the advent of refrigeration and computerisation which both revolutionised what and how we shop.

Children will gather their own evidence by undertaking family interviews and this is a key opportunity to move from the past to the present.

Through this study, the children will answer 3 enquiry questions:

1. How has Huntingdon High Street changed since 1950?
2. How do we pay for shopping then and now?
3. How was my food packaged/stored?

National Curriculum links

Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.

Learning intentions

	To be able to describe some of the changes related to shopping that have occurred in the last 70 years such as how we pay for shopping, the types of shops etc.
	To be able to give some reasons for the changes related to shopping over the last 70 years.
	To be able to place images from the 1950s to the present day in chronological order.
	To place this period of time on a time line.
	To be able to identify some similarities and differences between their lives and those of adults around them e.g. how we pay for – cash registers through to electronic touchless payments

End-point assessment activity

Children create a storyboard that tells the story of shopping/Huntingdon High Street from the 1950s and the changes over the last 70 years. .

Key vocabulary

Difference, similar, change, long ago, evidence, source,

Important links

Important links to Geography should be made with observations of the physical and human features of the High Street as well as looking at old and new maps of the town.

<https://www.francisfrith.com/huntingdon>



Autumn B Cycle B Year 1/2

Celebrations and Commemorations (KSH)

Learning overview

Children will be introduced to the concept of Remembrance Day and will learn why people in this country wear poppies in November. Through learning about Remembrance, pupils will understand that there are events beyond living memory that are significant nationally and globally, and that these are commemorated through anniversaries. Pupils will learn how to ask relevant questions about WWI and to deduce facts about the war based on their own investigations. Pupils will attempt to empathise with the people who lived through the war, and to use this knowledge to explain why it is important to remember significant past events, like WWI. Children will reflect on what they know about Bonfire Night and then learn the story of the plot and what went wrong. The children will describe the various stages in Guy Fawkes' life leading to the discovery of the plot and his subsequent execution. The children will think about how we know what happened given that it occurred a long time ago.

Through this study, the children will answer 3 enquiry questions:

1. Who are we remembering when we wear poppies?
2. What are we remembering on Bonfire Night?
3. Why is it important to remember?

National Curriculum links

Events beyond living memory that are significant nationally or globally.

Learning Intentions

	To know who we remember on Remembrance Day.
	To know why we have Remembrance Day.
	To be able to explain why we remember Guy Fawkes and the key events leading up to the Gunpowder plot.
	To begin to know and be able to explain why it is important to remember?
	To place the periods of time on a time line.

End-point assessment activity

Children select images from a gallery of WWI and The Gunpowder Plot pictures and act as historical detectives to select those which best represent the two events and give reasons for their selection.

Key vocabulary

Remembrance, commemoration, poppy, war memorial, wreath, sacrifice, parliament, plot, gunpowder

Important links

Link to EYFS – Marvellous Me and My community – learning about festivals and celebrations.

Link to geography knowledge of London – Houses of Parliament.



Spring A/B Cycle B Year 1/2

The Great Fire of London (KSH)

Learning overview

The children are taken back in time to learn about this important period of history. They will learn about the contrast between then and now, learning about key events and key people. They will use historical evidence to reconstruct the past whilst gaining an understanding of cause and consequence. The children will have the opportunity to develop their own theory about what happened, when and why, using a range of evidence before comparing this with a reconstruction from the Museum of London. The children will learn about the factors which led to so many buildings being burnt and whether more could have been done. The children will learn about the diary of Samuel Pepys and the evidence that this gives us; they will also look at evidence locally for Pepys time in Huntingdonshire when he attended Huntingdon Grammar School in 1644 (now Hinchbrook School).

Through this study, the children will answer 3 enquiry questions:

1. How can we work out why the fire started?
2. What actually happened during the Great Fire and how do we know?
3. How did people manage to live through the Great Fire and what was their life like?

National Curriculum links

Events beyond living memory that are significant nationally or globally.

Learning Intentions

	To be able to sequence at least 5 main events in chronological order
	To describe change over time using temporal connectives such as next, the day after, a few days later etc.
	To identify some reasons why the Great Fire burnt down so many buildings.
	To identify some reasons why there were so few deaths yet the fire spread so far.
	To be able to describe what life was like for London citizens during and after the fire.
	To place the period of time on a time line.

End-point assessment activity

Children to be given a variety of pictures and statements to sequence as well as pictures and statements describing what happened to sort into true/false.

Key vocabulary

Bakery, buildings, city, wooden, fire hooks, spread, Pudding Lane, rebuild, disaster

Important links

Geography learning on London
DT links with buildings and design of cities



Cycle A Autumn B Year 3/4

The Roman Empire (including a brief local history study)

Learning overview

Children will learn about where, when, how and why the Romans invaded Britain. This includes the two attempted invasions by Julius Caesar in 55BC and 54BC and why they failed and why Claudius was then successful in 42AD. Using world maps of the Roman Empire children will explore why they wanted to control Britain. The children will interpret both written texts and artefacts to come to conclusions about the Roman Army and the Roman Empire. The children will learn about why some tribes in Britain didn't welcome the Romans yet others did and they will undertake a brief enquiry into our local area including the Iceni tribe locations in Cambridgeshire as well as learning about the tribe leader, Boudicca. They will also learn about the first Roman legionaries in Huntingdonshire and what evidence they have left behind. The children will investigate who lived in Britain at the time of the Roman invasion (The Celts), how they lived and how this changed as a result of the Roman arrival.

Children will examine why we know so little about this period of history – which sources can we use?

Through this study, the children will answer 3 enquiry questions:

1. When did the Romans invade and why?
2. Did the native Britons welcome or resist the Romans, and why?
3. How did the Romans influence the culture of the people already here?

National Curriculum links

The Roman Empire and its impact on Britain

Learning Intentions

	To know that Roman Britain was part of a huge empire ruled from Rome which lasted hundreds of years from AD43 to about AD410
	To know that the Romans did not arrive to a totally uncivilised country
	To be able to retell the story of Boudicca in chronological order using a storyboard. This includes the local links with the Iceni tribe in Cambridgeshire.
	To know that the first Roman legionaries arrived in Huntingdonshire in AD40 and to understand the impact of this invasion on our local area.
	To know how the Celts lived at the time of the Roman invasion and how this changed.
	To begin to understand why the sources that we use may not be accurate
	To place the period of time on a time line.

End-point assessment activity

Children create a fact file about their learning to create a non-fiction book for the library in school.

Key vocabulary

Calendar, worship, chronological order, timeline, conquer/conquest, settlement, trade, economy, amulet, javelin, tunic, archaeologist, artefact, Boudicca, tribe, resistance, cavalry, Celts, centurion, legionary, legion, republic, invasion, rebellion, citizen, empire, etymology

Important links

Link to previous unit on Britain's settlement by Anglo-Saxons and Scots - link to theme of 'invaders' and why people invade and settle.

Links to geography of the local area – maps of Roman Huntingdonshire compared to today. World Geography – maps of the Roman Empire.

Link with unit on Ancient Greece in cycle B – know that Rome conquers Greece.



Spring A Cycle A Year 3/4

Britain's settlement by Anglo-Saxons and Scots (HA)

Learning overview

Children are introduced to the idea that people from other societies have been coming to Britain for a long time. They will learn about some of the tensions involved in the settlement as well as ways of life that impact on us still. Links are made with other societies that contributed to the formation of the UK and how Saxons and Scots contributed to the development of institutions, culture and ways of life in the country. Children will learn that early Saxons worshipped Gods that we name our days after (Tiw, Woden, Thor, Frig) and know stories of St Augustine and missionaries from Rome setting up church at Canterbury and about Irish monks and Iona. They will learn about the importance of Bede 'Father' of English history and they will learn that it took about 70 years for English kings to give up pagan ways and become Christian. They will also learn how the Christian message was delivered to the people including the role of monasteries and churches. There is a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based. It also aims to show that the Anglo-Saxons did not exist in isolation but interacted with others around the world. Children will also learn about the local impact of the Saxons; as far back as 1086 (in the Domesday survey) our village was called 'Riptune' a word derived from early Saxon meaning 'wood', 'woodland' or 'adjacent to woodland'.

Through this study, the children will answer 4 enquiry questions:

1. Who were the Anglo-Saxons and why did they invade and settle in Britain?
2. What was life really like in Anglo-Saxon Britain?
3. How did Anglo-Saxons become Christians? What impact did this have?
4. What did the Anglo-Saxons leave behind?

National Curriculum links

Britains settlement by Anglo-Saxons and Scots

Learning intentions

- | | |
|--|---|
| | To understand how we know about the Anglo-Saxons and where they travelled. |
| | To be able to explain the reasons why the Anglo-Saxons and Scots came to Britain. |
| | To be able to describe the key features, sequence and duration of these societies. |
| | To understand the Saxon conversion to Christianity as a significant event in the course of British History. |
| | To place the periods of time on a time line and explain why they overlap. |

End-point assessment activity

Children produce a 2 sided A4 sheet of their own design. On one side they draw and write the 'undark' aspects of Saxon life' on the reverse which is covered in black paper, they records the dark aspects by sticking appropriately sized captions onto the black paper.

Key vocabulary

Conquer Invasion Kingdom Outlawed Raid Pagan Settlement

Important links

Previous learning on the Roman Empire and its impact on Britain. Link to theme of 'invaders' and why people invade and settle.

Geography links - Which countries make up the British Isles? What are the capital cities and where are these located? How can we describe the location of different parts of the British Isles? Visit to West Stow

Spring B Cycle A Year 3/4

Let the battle commence: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (KSH)

Learning overview

Children grasp that when the Vikings landed in 865AD there were 4 Anglo-Saxon kingdoms and 200 years later there is just one England and separate Scotland, Wales and Ireland. They will learn about key episodes in the struggle and identify at least one turning point in Saxon fortunes including the explanation of what is meant by the Danelaw. Children will learn that in around 955AD the Kingdom of England was formed but that it was still faced with opposition. By 1016AD, Vikings were back in control briefly under Cnut, before King Edward II (better known as Edward the Confessor) took over. The children will learn that in 1066AD the last Anglo-Saxon King (King Harold) is defeated by William the Conqueror in the battle of Hastings. Children will learn about King Alfred's main achievements especially military prowess and they will learn that it was on his foundation that descendants built the Kingdom of England. They will also learn about his love of learning - no English king could read or write like him for 300 years. Children will learn why Alfred is known as, and deemed to be, Great, using clues to research the different reasons. They will work out which of King Alfred's achievements were the most significant and understand that lack of sources can distort our view of the past. The children will learn about the 6 main methods of keeping law and order in Anglo-Saxon times and predict which punishments fitted which crimes.

Through this study, the children will answer 4 enquiry questions:

1. Who were the Vikings and when and where did they come from and why?
2. How were the Saxons able to see off the Viking threat?
3. How great was King Alfred, really?
4. How dark were the dark Ages, really?

National Curriculum links

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Learning intentions

	To be able to explain who were the Vikings were including where they came from and why.
	To be able to explain why we describe this as a 'struggle' between the Vikings and Anglo-Saxons.
	To be able to explain why King Alfred is known as 'great'.
	To understand why this period is known as the 'Dark Ages'
	To know some differences between Anglo-Saxons and Vikings.
	To be able to describe the key features, sequence and duration of these societies (Anglo-Saxon, Vikings and Scots).
	To place the periods of time on a time line and explain why they overlap.

End-point assessment activity

Children place the periods of time studied across the term onto a timeline and include key details within these periods of time using prompts.

Key vocabulary

Danelaw Conquer Invasion/invoke Kingdom Outlawed Raid Pagan Settlement Treaty Tribe

Important links

Previous learning on Britain's settlement by Anglo-Saxons and Scots - link to theme of 'invaders' and why people invade and settle.
Geography knowledge and understanding of the British Isles.

Autumn A/B Cycle B Year 3/4

Ancient Greece: life, achievements and its legacy (HA)

Learning overview

Children will begin by developing an understanding of the word 'ancient'. They will use a range of sources to find about the life and achievements of the Ancient Greeks. Through their investigations, they find out about the city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period. The children go on to focus on the continuing legacy of Ancient Greeks and the by exploring their influence on education, language, architecture, government and the Olympic Games. The emphasis throughout the unit is on developing the children's skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such continuity and change, similarity and difference, and significance.

Through this study, the children will answer 2 enquiry questions:

1. How can we find out about the civilisation of Ancient Greece?
2. Can we thank the Ancient Greeks for anything in our lives today?

National Curriculum links

Subject content - A study of Greek Life and achievements and their influence on the western world.

Aim - Children should know and understand significant aspects of the history of the wider world including the nature of ancient civilisations.

Learning Intentions

	To identify some of the similarities and differences between life in Athens and Sparta
	To be able to infer information from artefacts about what life was like in Ancient Greece
	To be able to select and combine information from different sources about life in Ancient Greece
	To use different sources to identify the most important achievements of Alexander the Great
	To be able to describe similarities and differences from the past and give reasons for some of these including school life, the influence of the Ancient Greek language on modern English, architecture, government and the Olympic games.
	To place the period of time on a time line.

End-point assessment activity

The children create a class or school museum display on life in Ancient Greece and are able to give reasons for what they have included in the museum.

Key vocabulary

ancient, modern, civilisation, citizens, democracy, archaeology, architecture,

Important links

Link with the unit on the Roman empire in cycle A – know that Rome conquers Greece.



Summer A/B Cycle B Year 3/4

The Tudors (HA) Local History Kimbolton or Abbots Ripton train crash in 1876?

TBC

Learning overview

The children are introduced

Through this study, the children will answer 3 enquiry questions:

- 1.
- 2.

National Curriculum links

History NC links – Local history study – a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

Learning Intentions

End-point assessment activity

Key vocabulary

Important links

Autumn A Cycle A Year 5/6

Stone Age to the Iron Age (HA)

Learning overview

The children are introduced to the idea that people have been living in Britain for a very long time. They learn about the changes that occurred between the middle Stone Age (Mesolithic Times) to the Iron Age – a period of over 10,000 years! The children will also recognise the continuities too. For example there is very little change in houses, house-building or settlement size, until well into the Iron Age. They will explore what life was like as a hunter-gather, and identify the significance of the shift to an agricultural society on the population numbers of the British Isles. They will track similarities and differences in housing, settlements and tools across the ages to identify that they stayed relatively similar throughout the process. They will identify the transition to an agricultural society and the introduction of tools as the first revolutionary and significant shifts in human history. The children will recognise that for most of the period there is no written evidence, and so the archaeological record is very important.

Through this study, the children will answer 3 enquiry questions:

3. What was 'new' about the New Stone Age?
4. Which was better, bronze or iron?
5. If you were Julius Caesar, would you have invaded Britain in 55BC?

National Curriculum links

Changes in Britain from the Stone Age to the Iron Age

Learning Intentions

	To explore key aspects in the chronology of pre-historic Britain.
	To place the period of time from the Stone Age to the Iron Age on to a time line.
	To understand what was 'new' about the New Stone Age.
	To explore the impact that the introduction of farming had on life in Britain. To know what stayed the same and what changed
	To identify the similarities and differences between stone age, bronze age and iron age houses and settlements.
	To know how iron and bronze tools and weapons change life in Britain.
	To explain how discoveries by archaeologists change the way we think about this long period of time.

End-point assessment activity

When do you think it was better to live – Stone Age, Bronze Age or Iron Age?

Key vocabulary

Neolithic, Stone Age, Bronze Age, Iron Age, Hunter-Gather, Prehistoric, Settlement, Agricultural, Society, Civilisation, Farmer, Celts, Roundhouse

Important links

The Maya were a Stone Age culture too. Parallels can be drawn, and differences explored, between the Stone Age in Britain and the Stone Age in Mesoamerica. The Indus Valley Civilisation, 2600-1900 BC, was contemporary to much of the Stonehenge era. Both stone technology (flint/chert for blades) and bronze, for tools and/or weapons, as well as other items for specific purposes (craft production, woodworking) were used. Parallels can be drawn on how societies used available technology and developed it to meet needs and (new) demands.

Spring A Cycle A Year 5/6

Long, Long ago; An introduction to the earliest civilisations (HA)

Learning overview

The children will develop an overview of the Ancient Civilisations of Egypt, Sumer, Indus Valley and Shang, showing where and when they developed, the similarities between them and how they relate to a broadly based chronological understanding of the past. It provides a context for studying one of them in depth.

The children will recognise that for most of the period there is no written evidence, so the archaeological record is very important.

Through this study, the children will answer 3 enquiry questions:

1. What do all the Ancient Civilisations have in common?
2. What would the ancient civilisations need to have in order to function as a city?
3. What was the greatest achievement of each civilisation?

National Curriculum links

The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one (see separate unit).

Learning intentions

	To develop chronologically secure knowledge of where and when the first civilizations Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China appeared.
	To know what the location of the four Ancient Civilisations has in common and what the advantages are of building an early city along a river.
	To explore what the ancient civilisations needed to have in order to function as a city, including a number system, a writing script, laws, public buildings etc.
	To place the period of time when these earliest civilisations existed on to a time line.

End-point assessment activity

Using pictures of inventions from each civilisation, the children describe which achievement they think is the greatest and give reasons why – relate to which we still use today or which influences life in cities today.

Key vocabulary

Ancient, civilisation, dynasty, location, river valley, irrigation, achievements, trade, city

Important links

Ensure that children understand that the four ancient civilisations started at different times and were of different durations, but there is one period when all were building cities and their civilisations at the same point in time.

Links with what was happening in Early Britain at this time must be made – Stone Age to Iron Age unit in previous term.

Links can be made with learning about the ancient civilisation of Greece in Year 3/4.

Spring B Cycle B Year 5/6

The Maya; Ancient and today (KSH)

Learning overview

The children will learn about the remarkable achievements of the ancient Maya, which in turn describes some of the key features of the culture. They will learn about the Maya perspective of time, the calendar system, writing, maths and the environment. They will use this knowledge to make contrasts between British history and that of the Maya. Children will learn about the type of environment that the Maya lived in including thinking about how well adapted to life in the rainforest the Maya were and whether their towns and cities were all the same. Children will learn about how important trade was and the main trade for the Mayan people and how this is the same/different today.

Through this study, the children will answer 4 enquiry questions:

1. Where and when did the Maya live
2. What was Maya writing like?
3. How did the Maya tell the time and what numbers did the Maya use in Maths?
4. How do we know about the Maya?

National Curriculum links

Non European society to contrast with British history

Learning intentions

	To be aware that the Maya fitted in to a wider chronological pattern of other civilisations and periods
	To be able to explain the similarities and differences between the Maya writing system and ours
	To be able to explain the similarities and differences between the Maya number system and ours
	To be able to describe some of the features of Mayan culture and make comparisons e.g. with other known creation stories
	To know what an archaeologist does.
	To place the Maya on a timeline of the history they have studied.

End-point assessment activity

Around 900AD around 90% of Mayans disappeared from their major cities. Can the children work out why this happened and why historians have conflicting theories?

Key vocabulary

Ancient, Ancestor, archaeology, astronomy, calendar, ceramics, city, class, compound, courtyard, festival, hieroglyphs, jade, Meso-America, mural, mythology, noble, palace, plaza, priest, pyramid, sacrifice, slave, stelae, temple, town, trade

Important links

Children should develop an understanding that the period of history of the Maya spans and overlaps many periods of history already studied.

Geography links to place the Maya on a world map and to have an understanding of the geography of the region, towns, cities, rainforest. Link with the Mayan people today.

DT links – food the Mayans gave us