







St. Andrew's CEP School

Growing in Faith, Hope and Love



St. Andrew's Primary School –History Curriculum

| | | | | | | |
|----------------------------|---|---|--|---|--|---|
| Purpose of Study | A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to <u>ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement</u> . History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. | | | | | |
| Aims | <ul style="list-style-type: none">• To 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• To 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• To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'• To 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• To 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• To 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. | | | | | |
| Curriculum Design | The St. Andrews History Curriculum explicitly sets out the substantive and disciplinary knowledge children will learn in each lesson to ensure there is clear interplay between the types of knowledge. To support schema development, lessons are sequenced to build on prior learning with each lesson having clearly defined knowledge to revisit. The St. Andrews History Curriculum has been designed accounting for chronology. In EYFS, children begin by learning about events in their own memory. Children in KS1 then go on to learn about events in the most recent time periods in history. When children move into KS2, they start by learning about the events set out in the National curriculum that happened the longest time ago and then cover these in chronological order from Y3-Y6. The topics chosen for each year group give children the opportunity to learn about events that happened at similar times in history but in different parts of the world. The curriculum has key themes that run throughout, these include: invasion, settlements, change, empire and the royals. | | | | | |
| Personal development links |  RESPECT |  SMSC |  Rights respecting |  British Values |  Scarf |  Trips and visits |

St. Andrew's CEP School

Growing in Faith, Hope and Love



Topic Overview by Year Group

| | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
|-----------|---|-------------------------------|--|-----|--|---|
| Reception | All about me (chronological life cycle) | Celebrations (Guy Fawkes) | Transport (past and present transport) | | Discovering UK Wilmslow over time Queen | Explorers Lives of significant explorers Christopher Columbus (People and communities) |
| Year 1 | Lives of significant individuals- Lowry | | Queen Victoria (Short study) | | Lives of significant individuals Rosa Parks | |
| Year 2 | Events beyond living memory- The Great Fire of London | | Gun powder plot and parliament (Short Study) | | Historical events and places within their own locality- Quarry Bank Mill | |
| Year 3 | Changes in Britain from Stone age- Iron age | | Overview study of Ancient Civilisations (Short study) | | Achievements of the earliest civilizations- Ancient Egypt | |
| Year 4 | Romans | | The Lindow Man (Short study) | | Ancient Greece A study of an aspect or theme of British history that extends pupils' knowledge beyond 100 – legacy of Ancient Greek culture (art) on later periods in British history. | |
| Year 5 | Britain's settlement by Anglo Saxons and Scots | | Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor. (Short study) | | A non- European society that contrasts with British history- Mayans | |
| Year 6 | Local history study – Victorians/ Styal Mill/ Industrial Revolution | | | | | |

St. Andrew's CEP School

Growing in Faith, Hope and Love



Types of Knowledge

| | |
|---|---|
|  | Chronological understanding and ordering of events, people and objects. |
|  | Cause and consequence-where one event is the cause of another |
|  | Continuity and change-not all things change overtime, some things last across long periods of history. |
|  | Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences. |
|  | Significance-caused an important change. |
|  | Interpretations- understand how historians and others form opinions about events, people and situations. |
|  | Evidence and enquiry- Using sources and evidence to find out about a time period or significant person. |
|  | Substantive knowledge |
| | |

Key Themes

Religion **Change** **Invasion** **Settlements**
Royals, Rulers & Empire **Local History**

St. Andrew's CEP School

Growing in Faith, Hope and Love









Year 5 HT1 - Britain's settlement by Anglo Saxons and Scots

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Curriculum Enhancements |
|----------------------------|--|---|--|---|--|--|
| Revisit of prior knowledge | The children will create a working timeline by ordering different periods of time they have previously studied onto a timeline - Stone Age, Iron Age, GFOL, Romans, Lowry, Greeks and Ancient Egypt. | Children describe what it was like in AD410 when the Romans left Britain. | Children describe what a settlement is and what they need. | Children retrieve the 3 Saxon tribes | Children explain religion and its impact on the Saxons. | <u>Careers</u> Agriculture Farming |
| Lesson sequence | <p>What was Britain like when the Romans left? Why did the Romans leave?</p> <p>Introduce the children to the Scots.</p> | <p>Explore the Scots and who they were.</p> <p>Investigate what makes a good settlement.</p> <p>Scots settled in Dal Raita – coast of Scotland during the Dark Ages.</p> <p>Explore why they settled there and features of that area.</p> <p>Push/pull factors.</p> | <p>Introduction to the Saxons- 3 biggest tribes- Angles, Saxons and Jutes.</p> <p>Explore how they lived and their daily lives.</p> <p>Explore why the Saxons wanted to come to Britain.</p> <p>Find out where they settled in Britain and why.</p> <p>Compare to modern day places.</p> | <p>Learn about their religion and beliefs and how it changed from paganism to Christianity.</p> <p>Compare their daily life to other time periods- Romans/Stone Age/Egyptians/Greeks.</p> | <p>Investigate the burial site Sutton Hoo.</p> <p>Investigate an unknown grave- look at artefacts.</p> | |

St. Andrew's CEP School

Growing in Faith, Hope and Love






| Knowledge | | | | |
|-----------|---|---|--|---|
| | Substantive knowledge | | Disciplinary Knowledge | |
| | Personal Development | | Chronological, cause and consequence, continuity and change, similarity and difference, significance, evidence and enquiry and interpretations. | How the children will develop this knowledge. |
| 1 |   | <p>The Romans left Britain in AD410.</p> <p>The Romans left Britain to go back to Italy and fight against fierce tribes that were attacking Rome.</p> <p>When the Romans left local rulers argued over land and power. No one was in charge and it became dangerous. People moved out of towns because it wasn't safe. Coins stopped being made.</p> <p>The Scots were a tribe that came from Ireland. They fought the Romans for many years. The Romans thought they were wild and savage. The Scots were fierce fighters.</p> | <p>Chronological understanding and ordering of events, people and objects.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person</p> <p>Cause and consequence-where one event is the cause of another</p> <p>Significance-caused an important change</p>  | <p>The children will create a working timeline by ordering different periods of time they have previously studied onto a timeline.</p> <p>They will investigate the impact the Romans leaving had on Britain and find out that it became a dangerous place because no one was in charge and people were trying to rule. The children will retrieve that the Romans left Britain to go back to Rome and protect their country. They left Britain without an army or leadership which meant the people had no one in charge. This led to laws being broken, invasions of villages and people being killed without an army to protect them. The children will explore evidence from the time and artwork that depicts the Scots. The Scots came from Ireland and were fierce fighters. They were called 'foul' and were described as having a 'lust for blood' by a historian of the time called Gildas.</p> |
| 2 |   | <p>The Scots came from Ireland.</p> <p>They spoke Gaelic.</p> <p>They were good at sailing and traded items like wine, salt and glass.</p> <p>They were farmers and hunters. They grew crops and reared animals like sheep, goats and cows. They use the animals for food and clothing.</p> | <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person</p>  | <p>The children use sources and research to find out about the Scots and their daily lives. They will use evidence to know that they were very skilled and artefacts found show the range of materials they worked with and used. The children will retrieve/explore what makes a good settlement and what people need to survive. They will use this information to look at Dal Raita and features it has that made it a good location for the Scots to set up in and live.</p> |

St. Andrew's CEP School

Growing in Faith, Hope and Love








| | | | | | |
|--|--|---|--|--|--|
| | | | <p>They knew how to work with silver, gold, silver and leather. They made tools, armour and jewellery.</p> <p>A settlement is a place people live.</p> <p>A good settlement has a water supply for drinking, washing, cooking and transport. Dry land, so that people could build on areas that don't flood. a defensible site, eg a hilltop or river bend, to protect from attackers. Good farm land with fertile soils, so people could grow crops.</p> <p>The Scots settled in Dal Raita.</p> | | |
| | | <p>3</p>   | <p>The Saxons were from Germany and Scandinavia.</p> <p>They settled in Britain between 410-1066.</p> <p>There were 3 main tribes Angles, Saxons and Jutes.</p> <p>They wanted to come to Britain because their land was flooded and it was difficult to grow crops.</p> <p>They settled along the East Coast because it was reachable by boat.</p> <p>They split Britain into 7 Kingdoms.</p> <p>Mercia Northumbria East Anglia Essex Sussex Wessex</p> | <p>Chronological understanding and ordering of events, people and objects.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person</p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p>  | <p>The children will add the invasion on the Anglo-Saxon onto their working timeline and when they settled into Britain. The children will explore maps to see where the 3 tribes came from and where they settled in Britain. The children will plot these on a map.</p> <p>The children look at old maps and sources from the Roman rule to Britain today and discuss how it changed overtime. They understand that Mercia was the main Kingdom that ruled the others.</p> |

St. Andrew's CEP School

Growing in Faith, Hope and Love



| | | | | |
|--|---|---|---|--|
| | | <p>Kent</p> <p>Places today still use Saxon names.</p> | | |
| | 4 |  <p>They were farmers that lived in wooden huts. The children didn't go to school. Boys worked on the farms, chopped trees and learnt to use a spear in battle. Girls stayed at home and learnt to cook and weave.</p>  <p>Only sons of wealthy families learnt to read and write.</p> <p>People would worship a number of gods and goddesses, each responsible for their own area of expertise. Anglo-Saxon pagans also believed in going to the afterlife when they died, taking any items they were buried with them.</p> <p>Anglo-Saxons became Christians.</p> | <p>Cause and consequence-where one event is the cause of another</p> <p>Chronological understanding and ordering of events, people and objects.</p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p> <p><u>Religious beliefs impacted ancient civilizations. Similarities can be made between different ancient civilizations and time periods.</u></p>  | <p>The children will explore how Britain changed from the Roman rule to the Anglo-Saxons. They will compare the religions and how this links to other ancient civilizations for example the Egyptians who also believed in the afterlife and leaving objects for the dead to take with them.</p> <p>The children will discover what impact Christianity had on the Anglo-Saxons-impacted their armour, helmets and beliefs. They will use sources to see that they changed temples into churches.</p> <p>The children will compare armour to show the change in the Anglo-Saxon beliefs from Paganism to Christianity.</p> <p>The children will use their enquiry skills to find out what life was like for the Anglo-Saxons. They will compare this to other time periods studied- Roman, Greek and Egyptian. The importance of training the boys to battle and only wealthy boys were taught to read and write compare to the Ancient Romans/Greeks- in Athens where all children were educated.</p> |
| | 5 |  <p>Sutton Hoo is a site with lots of Anglo-Saxon artefacts.</p> | <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person</p> <p><u>Historians use their knowledge to interpret artefacts.</u></p>  | <p>The children will use their enquiry skills to research and find out about Sutton Hoo which is an Anglo-Saxon burial site. They will explore who they think it belonged to, why and use sources to explore what was found there by archeologists and what this tell us about the person/time period.</p> |

St. Andrew's CEP School

Growing in Faith, Hope and Love



| | | |
|--|-------------|------------------|
| | Enrichments | Martin Mere Trip |
|--|-------------|------------------|

St. Andrew's CEP School

Growing in Faith, Hope and Love









Year 5 HT3 - Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor (Short study)

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Curriculum Enhancements |
|----------------------------|---|--|--|---|--|--|
| Revisit of prior knowledge | <p>Children create a working timeline and add dates/events from previous topics to it.</p> <ul style="list-style-type: none"> -Roman rule of Britain -Romans leaving Britain -Anglo Saxon and Scot 410-1066 -Sutton Hoo discovery - 7 different kingdoms- Northumbria, Mercia, Wessex, Sussex, Kent, Essex, East Anglia. | <p>Children explain what an outlaw is and what an invader is.</p> | <p>Children explain what a monastery is and why they were important during this time.</p> | <p>Children mind map Alfred the Great and what he did.</p> | <p>Children explain what the Vikings did to the kingdoms and the impact on the kingdoms.</p> | <p>Careers Armed Forces</p> |
| Lesson sequence | <p>Introduce the Vikings- 789-1066. Where did they come from and where did they settle in Britain. Explore what Viking life was like.- children, religion, daily life.</p> | <p>What were the Vikings like? The children explore what the Vikings were like and how they were portrayed.</p> <p>Children look at who gave accounts of the Vikings (British Monks) and how that might have influenced their opinion.</p> | <p>Alfred the Great was King of Wessex and the Vikings tried to attack.</p> <p>He was King of Wessex from 871-899 CE. He made a deal with the Vikings called Danegeld but they made a surprise attack. Alfred finally won the battle and gave the Vikings land to have as their own. He created towns, an army, castles and boats.</p> | <p>What impact did the Vikings have on Britain?</p> <p>They brought together the Kingdoms of Britain mainly Wessex and Merica to become one Kingdom with one ruler/King. There would only be three Kingdoms that would avoid being captured by the Danes- Northumbria, Mercia and Wessex. Wessex was the most powerful Kingdom.</p> | <p>Investigate the Battle of Hastings.</p> <p>Harold promised the throne to Harold Hardrada-Viking. Stanford Bridge- battle. Vikings lost- Harold battled William of Normandy. Harold lost the Battle of Hastings.</p> | |

St. Andrew's CEP School

Growing in Faith, Hope and Love







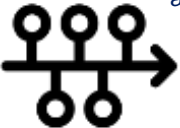






| Knowledge | | | | |
|-----------------------|--|--|---|--|
| Substantive knowledge | | Disciplinary Knowledge | | |
| Personal Development | | Chronological, cause and consequence, continuity and change, similarity and difference, significance, evidence and enquiry and interpretations. | How the children will develop this knowledge. | |
| 1 |   <p>Roman rule of Britain- 43-410AD</p> <p>Romans leaving Britain 410AD</p> <p>Anglo Saxon and Scot 410-1066</p> <p>Sutton Hoo discovery in 1938</p> <p>7 different kingdoms-Northumbria, Mercia, Wessex, Sussex, Kent, Essex, East Anglia.</p> <p>Outlaw- someone who broke the law was outlawed and not allowed in the settlement. They would be hunted by the town's people.</p> <p>Pagan- a person who believed in many gods.</p> | <p>Chronological understanding and ordering of events, people and objects.</p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Continuity and change-not all things change overtime, some things last across long periods of history.</p> <p><u>Different historical periods occur at the same time.</u></p> <p><u>Invaders settled in similar places because of the coast and land to grow crops.</u></p> <p><u>Ancient civilizations have similarities in how they treat boys and girls.</u></p> <p><u>Archaeologists use artefacts to find out about ancient civilizations.</u></p> <div>     </div> | <p>The children will create a working timeline and add the time periods they have already studied onto it. They will include the discovery of Sutton Hoo and the 7 different Anglo-Saxon Kingdoms.</p> <p>The children will be introduced to the Vikings and add the dates they were in England onto their working timeline. They will discuss that they were in Britain at the same time as the Angles and Jutes.</p> <p>They will explore where the Vikings came from and where they settled in Britain. The children will explore that they were similar to the Angles and travelled by ships and settled along the coast of Britain, Southern Ireland and Scotland.</p> <p>The Vikings had a social hierarchy similar to the Ancient Egyptians, Romans and Ancient Greeks.</p> <p>Many of the Vikings were farmers, craftsmen, jewelers, potters or blacksmiths.</p> <p>They lived in one house with their family and animals which were made of wood or stone.</p> <p>The Vikings were pagans and had many Gods. They told myths and legends like the Ancient Greeks to learn about the Gods and share their stories.</p> <p>The children will discover that the Vikings had a government and laws. People would vote on different situations and what they thought should happen. If people broke the laws they would become outlaws which is like the Ancient Greek ostracism.</p> <p>In life, the girls would stay with their mothers and look after the home and the boys would learn crafts and farming from their fathers and uncles like the Ancient Greeks, Egyptians and Anglo- Saxons.</p> | |

St. Andrew's CEP School

Growing in Faith, Hope and Love











| | | | | |
|---|---|---|---|---|
| 2 |   | <p>Monasteries/monastery- a religious building that monks live in and worship God.</p> | <p>Cause and consequence-where one event is the cause of another</p> <p>Interpretations- understand how historians and others form opinions about events, people and situations.</p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p> <p><u>People interpret views and opinions of others based on their actions and their experiences if them.</u></p>   | <p>The children will find out about the lives of the Vikings. They were farmers, explorers that travelled in longboats and went to North America and the Middle East, they were traders in jewelry, silver, wine and pottery, they were warriors that were fierce fighters and created shield walls like the Romans. The Vikings were also 'pirates' that raided and stole from monasteries that were full of riches and the monks were unprotected.</p> <p>The monks wrote about the savage 'blood thirsty' attacks on the monasteries and their views on the Vikings were based on their experiences of them attacking them.</p> |
| 3 |   | <p>Alfred the Great was King of Wessex and the Vikings tried to attack.</p> <p>He was King of Wessex from 871-899 CE.</p> <p>He made a deal with the Vikings called Danegeld but they made a surprise attack.</p> <p>Alfred finally won the battle and gave the Vikings land to have as their own.</p> <p>He created towns, an army, castles and boats.</p> | <p>Chronological understanding and ordering of events, people and objects.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Cause and consequence-where one event is the cause of another.</p>    | <p>Children will add Alfred the Great's reign on to their working timeline.</p> <p>Alfred was the King of Wessex from 871-899 CE. Children explore the reasons why he made a deal with the Vikings and paid them Danegeld so they didn't attack Wessex and challenge his crown.</p> <p>The Vikings went against this and attacked Alfred by surprise but he won the battle. Alfred then gave the Vikings a piece of land for themselves to rule so they didn't attack him again however because of the surprise attack, Alfred created an army that would be ready to defend any attack, built castles, boats and towns to ensure he could defend and keep his crown.</p> |
| 4 |   | <p>The Vikings brought together the Kingdoms of Britain mainly Wessex and Mercia to become one Kingdom with one ruler/King.</p> <p>There would only be three Kingdoms that would avoid being</p> | <p>Cause and consequence-where one event is the cause of another</p> <p>Continuity and change-not all things change overtime, some things last across long periods of history.</p> <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> | <p>By invading the different Kingdoms the Vikings made the Kingdoms join together when they once fought and battled. The Vikings attacked and captured all but three of the kingdoms- Northumbria, Mercia and Wessex.</p> <p>Because of the strength of the army and with Alfred as the King, Wessex became the most powerful Kingdom.</p> |

St. Andrew's CEP School

Growing in Faith, Hope and Love



| | | | | |
|-------------|---|---|--|---|
| | | captured by the Danes- Northumbria, Mercia and Wessex. Wessex was the most powerful Kingdom. |    | |
| 5 |    | <p>Heir is the next person inline to the throne.</p> <p>Edward promised the throne to Harold Hardrada-Viking. Stanford Bridge- battle. Vikings lost- Harold battled William of Normandy. Harold lost the Battle of Hastings. William became King of England.</p> <p>The Battle of Hastings in 1066.</p> | <p>Evidence and enquiry- Using sources and evidence to find out about a time period or significant person.</p> <p>Interpretations- understand how historians and others form opinions about events, people and situations.</p>   | <p>King Edward was King of England. He promised the throne to William of Normandy because he had no legitimate heirs. King Edward also promised the throne to Harald Hadrada of Norway. When King Edward died in December 1065 Harold Godwinson, who was the King's most trusted advisor crowned himself as King. When William of Normandy heard this he began getting an army ready to take what he believed was his throne. Harald Hadrada also got an army ready as he believed the throne belonged to him.</p> <p>Harold met Harald Hadrada in York to battle and Harold won and defeated the Vikings but as this battle was taking place, William of Normandy was landing in Hastings and setting up a camp. Harold was celebrating the win when he was told that William and his army were in Hastings so Harold took some of his best men and travelled back down to Hastings to battle. This is known as the Battle of Hastings in 1066. William kept a defensive position at the top of a hill and brought a mixture of archers, cavalry and foot soldiers. Harold used a shield wall to defend but all his troops were on foot. William of Normandy won and marked the beginning of the Normandy era.</p> <p>The Bayeux Tapestry tells and shows the events leading up to and including the Battle of Hastings. There is an image of what is believed to be Harold Godwinson with an arrow in his eye however we don't know for sure.</p> |
| Enrichments | <p>Immersive Room – Step 5</p> <p>The Bayeux Tapestry tells and shows the events leading up to and including the Battle of Hastings. There is an image of what is believed to be Harold Godwinson with an arrow in his eye however we don't know for sure.</p> | | | |

St. Andrew's CEP School

Growing in Faith, Hope and Love



Year 5 HT5 – A non-European society that contrasts with British history (Mayans)

| | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Curriculum Enhancements |
|----------------------------|--|--|--|---|---|---|
| Revisit of prior knowledge | Working Timeline | Children retrieve where the Mayans lived and how we know about them. | Children retrieve the classes within the Mayan civilization. | Children retrieve what the Mayans developed. | Children describe the Mayan beliefs and how this links to other Ancient civilizations- Romans, Egyptians and Vikings etc. | Careers Priests Jobs within the church |
| Lesson sequence | Children create a working timeline and add dates/events from previous topics to it. -Roman rule of Britain -Romans leaving Britain -Anglo Saxon and Scot 410-1066 -Sutton Hoo discovery - 7 different kingdoms- Northumbria, Mercia, Wessex, Sussex, Kent, Essex, East Anglia. Find out when and where the Mayan people lived. Explore what it was like living there. Why do we learn about the Mayans? | Explore what life was like in a Mayan village/city. Look at evidence that shows what life was like. | Explore the Mayan's as traders and academics. Investigate- If the Mayans were so civilized, why did they human sacrifice? | Understand the Mayans beliefs and how we know what they were. | Children describe the Mayan beliefs and how this links to other Ancient civilizations- Romans, Egyptians and Vikings etc. | |






St. Andrew's CEP School

Growing in Faith, Hope and Love



Knowledge





Children continue to build on their knowledge on early civilization topic 'Egyptians' in Year 3 and 'Stone age to Iron age' in Year 4. They will build on their knowledge of civilization from 'The Egyptians' Year 3 and 'Iron age to Stone Age.' Year 4. They will also build on their knowledge of chronology from all topics in Year 2, Year 3 and Year 4. The children will link the concept of religion and belief of an afterlife with the 'Egyptians' in Year 3.

| Knowledge | | | | |
|--|---|--|---|--|
| Children continue to build on their knowledge on early civilization topic 'Egyptians' in Year 3 and 'Stone age to Iron age' in Year 4. They will build on their knowledge of <u>civilization</u> from 'The Egyptians' Year 3 and 'Iron age to Stone Age.' Year 4. They will also build on their knowledge of <u>chronology</u> from all topics in Year 2, Year 3 and Year 4. The children will link the concept of <u>religion</u> and <u>belief</u> of an afterlife with the 'Egyptians' in Year 3. | | | | |
| Substantive knowledge | | Disciplinary Knowledge | | |
| Personal Development | | Chronological, cause and consequence, continuity and change, similarity and difference, significance, evidence and enquiry and interpretations. | How the children will develop this knowledge. | |
| 1 |   <p>Roman rule of Britain- 43-410AD</p> <p>Romans leaving Britain 410AD</p> <p>Anglo Saxon and Scot 410-1066</p> <p>Sutton Hoo discovery in 1938</p> <p>7 different kingdoms-Northumbria, Mercia, Wessex, Sussex, Kent, Essex, East Anglia.</p> <p>The Vikings were in Britain- 789-1066.</p> <p>Vikings came from Norway, Sweden and Denmark.</p> <p>Mayan civilization- 2000 BCE and 900CE.</p> <p>The Maya were a civilization who lived in Mesoamerica (now Central America) between approximately 2000 BCE and 900CE.</p> <p>They were hunter-gatherers, people who travelled from place to place to find food.</p> <p>The forests and land were rich with birds, mammals and insects to provide protein in their diets.</p> | <p>Chronological understanding and ordering of events, people and objects.</p> <p>Evidence and enquiry-Using sources and evidence to find out about a time period or significant person.</p> <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences</p> <p><u>The Mayans were an ancient civilization and artefacts show that they were advanced and had great understanding of the world.</u></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> | <p>The children will create a working timeline with all the previous time periods they have learn on. This will include images, objects, buildings and dates. The children will add the Mayan civilization to their timeline as a new period and one that was at the same time as the Vikings/Anglo-Saxons.</p> <p>The children will look at different sources and evidence to find out about the Mayan civilization. They will learn that they were a civilization from 2000 BCE and 900CE. Using the images the children will find out the Mayans lived in Central America and were a very advanced race. They will look at different remains and artefacts that have been found and what they tell us about the Mayan people. The children will link their knowledge of ancient civilizations to find links between them. They were near a river for food and water, the forest for food and building resources etc.</p> | |

St. Andrew's CEP School

Growing in Faith, Hope and Love



| | | | | |
|---|---|--|---|---|
| | | <p>The climate was mild but there were often heavy rainstorms.</p> <p>There were many lakes and rivers which provided water for the early settlers.</p> | | |
| 2 |   | <p>Between 3500 and 2000 BC, humans began to build permanent villages in the region. These settlements formed the Maya civilization.</p> <p>A settlement is where people live in a community.</p> <p>Small villages evolved into cities led by chiefs who were the first members of the Maya noble classes.</p> <p>The Priests were the most important members of Mayan society. They were bought gifts and other Maya would work for them for free.</p> <p>The elite class of the Maya included kings, their queens and children and their relatives.</p> <p>King or Queen of Royal family (seen to have God-like powers)</p> | <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences Evidence and enquiry-Using sources and evidence to find out about a time period or significant person.</p> <p><u>The Mayans and all civilizations to date have a hierarchy in society.</u></p>   | <p>The children will find out about the civilization and its development over time. They will look at the hierarchy within the settlements and how they structured their society. The children will learn that the religious leaders were the most powerful people in the community. They will link this to their knowledge of the Egyptian Gods and the Pharaoh's belief they were godly.</p> <p>The children will find out about the roles of different members of the community and find out what their daily lives were like. They will link their knowledge of sacrifice to the Iron Age and Egyptians. The Mayans were expected to make sacrifices such as cutting themselves and offering their blood to the gods. Chiefs were important members of society and were expected to be great warriors and lead their armies. Mayan Kings could have several wives, but women were not allowed to have more than one husband. The line of power passed from father to son. When there was no male heir the family line was broken. The hierarchy was priests, King, nobles, craftspeople, merchants, farmers, servants, slaves.</p> <p><u>Oracy Activity – Concept Cartoon</u> Slave, servants, farmer, merchants</p> |
| 3 | | <p>They developed a system of writing, using glyphs to represent words.</p> <p>They also made great strides in mathematics and astronomy. They developed one of the first solar calendars.</p> <p>They made things such as - jewellery, stone carvings, pottery,</p> | <p>Cause and consequence-where one event is the cause of another Continuity and change-not all things change overtime, some things last across long periods of history. Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p> | <p>The children will find out that the Mayans were a developed civilization that have left behind many things we still use today these include calendars, chocolate and maths (place value) laws and fair judges to decide,</p> <p>The children will research these and explore how they are used today. The children will be shown connections between the Mayan glyphs and the Egyptian Hieroglyphs. They will be shown the connection between laws and justice to the ancient Greeks. They children will explore how these ancient civilizations had</p> |

St. Andrew's CEP School

Growing in Faith, Hope and Love





| | | | | |
|---|--|---|---|--|
| | | <p>feather headdresses, and embroidery.</p> <p>The Maya invented the word chocolate due to using the cacao beans from the cacao tree. They made a drink similar to chocolate.</p> | | <p>similarities even though they were geographically apart and in different time periods.</p> <p>Oracy Activity – Consensus Circle The most important development/legacy of the Mayan society.</p> |
| 4 | | <p>In death a person was buried with belongings for their journey into the afterlife Kings and Queens had tombs, others were buried under their house.</p> <p>They believed in many gods - the main god was Itzamna.</p> <p>That the Maya held many rituals and sacrifices to the gods - this included human sacrifice.</p> | <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p> <p>Evidence and enquiry-Using sources and evidence to find out about a time period or significant person</p> | <p>The children will find out about the beliefs of the Mayan people. They will use evidence to find out that the Mayan's believed in many gods and in an afterlife. The children will link this to their knowledge of the Egyptian, Roman and the Viking Gods. The children will use evidence to find out how the dead were treated and put into tombs to help them on their journey to the afterlife with their belongings. The children will find out about the main Mayan Gods, what their roles were and how the Mayans prayed to them. They will research- Chaac, Maize, Itzamna, K'inich Ahau and Kukulkan.</p> <p>The children will find out that the Mayan people used to make sacrifices to their Gods to show them gratitude and to pray. They will compare this to the Stone Age, with human sacrifice and the belief that giving their God a gift would bring them good favor.</p> <p>The children will explore if the Mayans were civilized or not if they completed human sacrifice and use sources and evidence to explore what they show about the Mayans.</p> |

St. Andrew's CEP School

Growing in Faith, Hope and Love



| | | | | |
|----------|---|---|--|---|
| 5 |  | <p>Cities included carefully planned palaces, pyramids, temples and plazas were planned and designed by skilled architects and constructed by strong laborers.</p> <p>Each city had plenty of fresh water build by systems of aqueducts.</p> <p>The Mayans developed trade systems to exchange goods that they could produce for other things that they could not produce.</p> <p>They did not use money.</p> <p>Trade is 'the activity of buying, selling, or exchanging goods or services between people or countries.'</p> <p>The Maya trade was centered on foods like corn, fish, squash, potatoes, honey, beans, turkey, fruits and chocolate drinks.</p> <p>Mayans transported their goods for trading on large seagoing canoes.</p> | <p>Similarity and difference-make beyond stereotypical assumptions about people in the past, to recognize and analyse the diversity of past experiences.</p> <p>Chronological understanding and ordering of events, people and objects.</p> <div data-bbox="790 534 1142 683">  </div> | <p>The children will find out about the Mayan civilization and how they were skilled architects. They will look at artefacts and images of the buildings and describe them, what they look like and what they are familiar to. The children will explore the Mayan town and the facilities they developed such as fresh water, palaces and pyramids. The children will explore how the civilization used trade to get what it needed and what goods it traded in.</p> |
| Enrichme | | | | |