



History Curriculum Overview

Our Ultimate End Goal: (intent statement)

What will our students be able to do when they leave us?

The reasons behind the past causes the present and so the future.

History should inspire pupils' curiosity to know more about the past. The Britannia History curriculum is designed so that pupils understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. Through making links to the local area and themselves, the curriculum supports children to gain a sense of their own identity within a social, political, cultural and economic background.

In line with the national curriculum 2014, the curriculum at Britannia aims to ensure that all pupils: Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; Begin 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

The national curriculum for history 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.

Early Years Foundation Stage Framework and National Curriculum Coverage (Sergio UI Historic/line spacing 6)

EYFS	Key Stage 1	Key Stage 2	
Reception	Year 1 and Year 2	Year 3 and Year 4	Year 5 and Year 6
Creating with Materials ELG – Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding.	Pupils should be taught to: • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally. • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • significant historical events, people and places in their own locality.	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught to: • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a local history study.	

• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		
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Long Term Plan Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Changes from babies to now	Great fire of London	Local area Bacup		Lancashire Cotton Industry	Anglo Saxon and Scots	
Autumn 2	Historical figures Guy Fawkes			Stone age – Iron age		Anglo Saxon and Vikings	Transatlantic Slave Trade
Spring 1							

Spring 2	Historical figures Royal family/family tree		Learie Constantine		Battle of Britain		Golden Valley (Industrial revolution in the local area)
Summer 1		Toys		Romans		Ancient Greece	
Summer 2	Holidays (personal)		Explorers		Egypt		Mayans

	Disciplinary Knowledge The skills detailed below ensure progression in each artistic discipline and provide rich opportunities for children to engage in a range of art experiences. Aspects will be combined within an art learning experience and may also be woven into learning experiences from other subjects to further enrich them.							
EYFS - Reception		Key Stage 1			Key Stage 2			
Talk about the lives of the people		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.	Chronology	Understanding "Before" and "After": Recognise simple time order in stories and daily routines (e.g., "first we eat, then we play"). Using Personal Timelines: Talk about their own life events in order (e.g., baby, toddler, now). Sequencing Events: Put pictures or objects in the correct order to show a process or story (e.g., planting a seed, making a sandwich). Recognising Past and Present:	Show their emerging knowledge and understanding of the past by: ▪ Recognising the distinction between past and present. ▪ Identifying <i>some</i> similarities and differences between their own present and aspects of the past. ▪ Place <i>a few</i> events and objects in order by using common phrases to show the passing of time (<i>old, new/young, days and months</i>). Show their developing knowledge and understanding of the past by: ▪ Recognising the distinction between present and past in their own and other people's lives. ▪ Identifying some similarities and differences between	Show their increasing knowledge and understanding of the past by: ▪ Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>). ▪ Making <i>some</i> links between and across periods, such as the differences between clothes, food, buildings or transport. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.	Show their chronologically secure knowledge by: ▪ Sequencing events and periods through the use of appropriate terms relating to the passing of time (<i>empire, civilisation, parliament, peasantry...</i>). ▪ Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. ▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>). Analyse connections, trends and contrasts over time.
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		Understand that some things happened a long time ago and some things are happening now. Beginning to Use Time Words: Use words like yesterday, today, tomorrow, old, new, then, now. Noticing Change Over Time: Observe and talk about how things grow or change (e.g., seasons, people growing up).	ways of life in different periods. Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (<i>before, after, a long time ago, past...</i>).		
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	Events, people and changes	Events Know about familiar events in their own life (e.g., birthdays, holidays, festivals). Understand that some events happen regularly (like Christmas, Easter, birthdays). Recognise special occasions and celebrations in their family or community. People Know about their own family and people who are important to them (parents,	■ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to <i>parts</i> of stories, and features of events. ■ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. Use simple stories and other sources to show that they know and understand key features of events.	Be able to describe some of the main events, people and periods they have studied by: ■ Understanding <i>some</i> of the ways in which people's lives have shaped this nation. ■ Describing how Britain has influenced and been influenced by the wider world. Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.	Show their knowledge and understanding of local, national and international history by: ■ Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind. ■ Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history. ■ Establishing a narrative showing connections and trends within and across periods of study. ■ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes. Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.
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		grandparents, carers). Learn that different people have different roles (e.g., teachers, doctors, firefighters). Begin to understand that people lived differently in the past (e.g., older relatives' childhoods). Places Know about places they visit regularly (home, school, park, shops). Understand that some places are special or important to			
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		families and communities. Learn that places can change over time (new buildings, seasons changing landscapes).			
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	Communication	▪ Listening carefully to stories about people, events, and the past. ▪ Asking questions to find out more about history (e.g., "What happened?" "Who was that?"). ▪ Using words to describe people, places, and events from the past. ▪ Retelling stories or events in their own words. ▪ Sharing their own experiences related to family or past events. ▪ Using pictures, drawings, or role-play to	▪ Understand and use simple historical concepts such as now/then and same/different. ▪ To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). Understand historical concepts and use them to make simple connections and draw contrasts.	▪ Construct informed responses that involve thoughtful selection and organisation of relevant historical information. ▪ When doing this they should use specialist terms like <i>settlement</i>, <i>invasion</i> and vocabulary linked to chronology. ▪ Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.	▪ Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. ▪ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.
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		communicate ideas about history. ■ Talking about similarities and differences between past and present			
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	Enquiry, interpretations and using sources	▪ Asking questions about people and events from the past. ▪ ▪ Looking closely at pictures, objects, and stories to find out more. ▪ ▪ Talking about what they see and sharing their ideas or guesses. ▪ ▪ Listening to different stories and understanding that people may remember things differently. ▪ Using books, photos, and objects to	▪ Use sources to answer <i>simple</i> questions about the past. ▪ Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources. ▪ Identify some of the <i>basic</i> ways the past can be represented. To begin to understand the reasons why people in the past acted as they did from a range of sources (<i>pictures, plays, films, written accounts, songs, museum displays, stories</i>).	▪ Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event <i>may exist (artist's pictures, museum displays, written sources)</i>. ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.	▪ Understand the methods of historical enquiry, how evidence is used to make historical claims, and <i>begin</i> to discern how and why contrasting arguments and interpretations of the past have been constructed. ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries. ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others.
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		help answer questions. ■ Saying when they don't know something and asking for help or more information.				

EYFS - Reception			Key Stage 1		Key Stage 2			
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.		Personal Life Story: Know that they have a life story with different stages (baby, toddler, now). Growth and Change: Understand that they have changed and grown over time. Family History: Know about their family members and how families can be different. Special Events: Recognise important events in their life (birthdays, first day at school). Differences Over Time: Understand that things were different when they	(Cause) What was it about London a long time ago that Great Fire of London The GFL was in 1666. THE GFL started in a bakery on Pudding Lane in London (capital of England). The fire spread quickly because houses were made out of wood and thatched roofs. The fire took a long time to put out because there was no fire brigade. Houses, streets and fire brigade have been developed due to the GFL	(Significance) What was significant about CC and NA? Neil Armstrong was an explorer who was the first person to walk on the moon in July 1964. CC was an explorer who found the new land the Americas in 1492. Advances in technology made it possible for NA to go to the moon. People are still exploring the world today and explorers still use navigation to find their way. (People exploring sea, Arctic, space.)	(Changes and continuity) How did life change during the stone, bronze and stone age? Stone Age – Iron Age (change and continuity) Prehistory means the time before written history – we know about this from cave paintings, archaeological digs, burial mounds etc. There are three period on prehistory – stone age (10,000BCE-2300BCE), bronze age (2300 BCE-800 BCE) and iron age (800BCE-43ADCE). Through the ages people moved from hunter gatherers to farming. They developed hill forts for	(Significance) What was the significance of the Battle of Britain? The Second World War is a period of time from 1939 to 1945. Winston Churchill was the Prime Minister and is seen as one of Britain's most influential leaders. The Battle of Britain was a battle for the skies above Britain between the Luftwaffe and the RAF, it began in July 1940. Hitler could only invade by sea via the English Channel (Operation Sea Lion due to France having fallen) so needed to destroy British	(Similarities and differences) What were the similarities between leadership Athens and Sparta? Ancient Greece was divided into small city states such as Athens, Sparta. Although they spoke the same language and followed the same religions they considered themselves Athenians not so much as Greeks. Each city had its own ways of living and often fought with each other. The Athenians developed a new form of government called a democracy, Sparta was a war like state and governed by discipline and obedience.	(Sources and evidence) What was the transatlantic slave trade? How was Lancashire involved? Britain was heavily involved in the forced enslavement of thousands of Africans. The 18th century image of the Brookes was created to highlight the horrors of enslavement. The Transatlantic slave trade was a route travelled by ships from Britain to Africa to America and then back to Britain in a continuous triangle.
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		were younger or when their family members were young. Belonging: Know they belong to a family and community that has its own history and traditions			homes and communities. The communities learnt to manipulate fire which enabled them to use metal to create tools and weapons such as spears, arrow heads, swords. The Amesbury Archer showed that there was trade, sharing of ideas and movement between Britain and the rest of the world during the iron age.	air defences through attacking aircraft bases, factories that built aircraft and early warning centres. In October 1940 the Battle of Britain ended with the invasion prevented due to British superior air power and the British ability to manufacture new planes quickly.		
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			(Changes and continuity) How have toys changed since my grandparents were little? Toys Toys in the past were more simple in design. Toys today use more technology and often electrical. More toys in the past used to be made of wood, metal and cardboard. Today toys are often made of plastic. Some board games are the same such as snakes and ladders, monopoly and cards. Playground games have remained similar such as tig, football, hopscotch etc.	(Significance) Why was Ida Rhodes significant to Bacup? Ada Rhodes was a local schoolteacher who became Mayor of Bacup in 1956. She did a lot of charity work for the local area helping and supporting the sick and those in need. She was awarded an MBE in 1960 for her "public service in Bacup."	(Consequences) What were the consequences of Boudicca's resistance to the Roman's? Immediate and long term. The Romans betrayed the Iceni Tribe taking Boudicca's land for themselves. Because they were treated so badly, Queen Boudicca decided to fight back, many tribes joined her revolt. The Celts won mighty victories at Colchester and London. The Romans finally defeated the Celts because they were well-trained and had better weapons. Rather than be captured, Boudicca drank poison to kill herself	(Significance) What was the Lancashire Cotton Industry? Why was it important to the people of Lancashire and beyond? In the 1850's the population of Preston grew rapidly, this was due to the cotton industry in Lancashire. Children and adults worked in the cotton mills in very dangerous, appalling conditions for long hours with little pay. Raw cotton was grown in America and harvested by black enslaved people, it was then transported to England to be used in the	(Sources and evidence) Anglo Saxons and Scots. Sutton Hoo is an Anglo Saxon burial mound excavated in 1939, the outline of a ship was unearthed with many precious Anglo Saxon artefacts. Artefacts from the time of the Anglo Saxon are rare. The book of Kells is an Anglo Saxon manuscript that is highly decorative and was created in the monastery on Lindisfarne, an early centre of learning.	(Historical Interpretations) Why was the local area once known as "The Golden Valley?" The industrial revolution took place between 1760 and 1840. It was an exciting time of innovation and huge change that made Britain rich. Railways opened up Britain and made trading and distribution of goods quicker, easier and cheaper. E.g coal transported and cotton from the cotton mills. People from rural areas moved to Bacup because it had numerous factories and mines in which children and adults worked. E.g. Tong Mill, Plantation Mill Rossendale was known as the Golden Valley.
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						cotton mills in Lancashire. The civil war in America meant the growth and transportation of cotton to Britain stopped and this had devastating consequences on the Lancashire mill workers.		
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		Bonfire Night happens every year on 5th November. It is also called Guy Fawkes Night. People light bonfires and set off fireworks to celebrate. The event remembers something that happened a long time ago called the Gunpowder Plot. Guy Fawkes was a man who tried to blow up a big building called the Houses of Parliament. People celebrate that the plan did not succeed.		(Significance) Why was LC awarded the Trinity? Learie Constantine was born in Trinidad in 1901. He was a very good cricketer and played for Nelson from 1928 -1937. He campaigned for equal rights for black people. He became the first black peer in the House of Lords. After he died he was awarded the Trinity Cross.		(Sources and evidence) What does Queen Nefertan's tomb reveal about life in Ancient Egypt? The ancient civilisations consist of the Ancient Sumer (Iraq), The Indus Valley (South Asia), Ancient Egypt, Shang Dynasty of Ancient China. All these civilisations were located near large rivers and from these societies flourished. The Ancient Egyptians were prolific builders and there are many remains left that tell us about life in Ancient Egypt. Ancient Egyptians	(Historical interpretations) Anglo Saxon and Vikings 350BC Anglo Saxons started arriving. The Anglo Saxons were made up of three tribes: Angles, Saxons and Jutes. The Angles and Saxons came from Germany and the Jutes from Denmark/Netherlands. They came to settle seeking land to farm because they lived in frequently flooded areas of Northern Europe. Lindisfarne raids in 793CE was the start of the Viking period and we know about this through the Anglo Saxon Chronicles and a monk called Bede. The Vikings had a fierce reputation as invaders and for violent attacks but once they had settled lived a life very similar to the Anglo-Saxons. Longboats were important to the Vikings because they	(Causes) What caused the collapse of the Ancient Mayan Civilisation? The Maya was a long-lasting ancient stone age civilisation who lived in Meso-America from approximately 2000BC to 1697CE. The Maya settled in the rainforest due to its many resources e.g. timber, creepers, honey and they were able to hunt for food. The most important tree in the rainforest for the Maya was the Cacao tree and Chicle (sticky sap) which was used for chewing gum. Water was a problem for the Maya due to the climate and they developed ways to store water for
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		Families and communities come together to remember and have fun with lights and fireworks.				believed in an afterlife and so great care was taken to embalm and preserve the bodies of the deceased.	supported them in battle, enabled them to explore the world and were used in ceremony after death. The Anglo-Saxons and Vikings helped to shape the English language and place names (e.g. Rossendale- dale means valley) , brought about exploration and migration, developed parliament, treaties and other agreements. Vikings were Pagans and during their invasions converted to Christianity as they settled in England because they lost trade as Christianity developed across the world.	dry seasons e.g sinkholes. The Maya were similar to other civilisations such as the Ancient Greek (city states), Egyptians (hieroglyphs and pyramids), Romans (roads) and Stone Ages (hunter gatherers) Archaeologists have explored many of the ancient stone cities and farming village (Pompeii of Meso America) to find out about the Maya way of life. About 900CE 90% of the lowland community disappeared. There are many theories about why this may have been such as drought, natural disasters, climate change and deforestation, war and that they were too successful.
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	The Royal Family includes the King or Queen and their close relatives. The Royal Family lives in special places like palaces and castles. Kings and Queens have an important role in the country and sometimes take part in special ceremonies. The Royal Family has been part of Britain's history for a very long time. People celebrate special occasions with the Royal Family, like birthdays, weddings, and						
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	national events. Some members of the Royal Family are well known and often appear on TV and in stories. The Royal Family is part of many traditions in the UK. A family tree shows who is in their family, like parents, brothers, sisters, grandparents, and cousins. Families can be big or small and look different for everyone. People in a family tree lived at different times—some						
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	are older and some are younger. Children’s family members may have different jobs, stories, and traditions. Family trees help us remember and talk about people who are important to us. Children can learn about how their family has changed over time. Talking about family helps children understand where they come from and feel a sense of belonging						
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		Children can talk about their own holiday experiences and remember things they did or saw. Summer and personal holidays are part of a child's own life story and family traditions. Holidays can show how families live and have fun in different ways and times.						
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Key Vocabulary

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Past, Now, Then, Before, After, Long ago, Change, Time, Story, Family, Baby, Child, Grown-up, Grandparent, Brother, Sister, Cousin, Parents, Celebration, Birthday, Holiday, Summer, Trip, Visit, Memories, Tradition, Event, Festival, Bonfire, Fireworks, Guy Fawkes, King,	Primary source, secondary source, timber-framed, plaster, thatch, church, cathedral, rebuilt, flames, roaring, sparks, smoke, belching, rampaging, charred, burned, ruined, destroyed, saved, eyewitness, diary, first-hand,	Invade, settle, conquer, Empire, era, capital city, Europe, BC (BCE) and AD/ACE, revolt, primary and secondary sources, accounts, impact, withdrawal, Celts, tribes, taxes, Prehistory, archaeology, artefact, cave painting, hunter-gatherer, flint, fire,	City state, Ancient Greece, colony, democracy, government, athlete, amphitheatre, sailors, philosophy, astronomy, society, influence, Olympics, individual, alliances, rivals, peninsulas Anglo-Saxons, migration, Sutton Hoo, significance, cause, significant,

Queen, Royal, Palace, Castle, Crown, Family tree, Picture, Photograph, Tell, Ask, Remember, Learn, Different, Same	primary and secondary source, capital city, London, baker, Toy, old, new, past, present, change, material, wood, plastic, metal, fabric, modern, Victorian, similar, different, timeline, compare, museum, traditional Ada Rhodes, mayor, council, councillor, Bacup, public service, MBE, Freedom of the Borough, charity, volunteer, community, governor, organist, WVS (Women's Voluntary Service), war, poppy appeal, garden party, fundraiser, health, education, history Learie Constantine, cricket, West Indies, player, sport, athlete, team, famous, history, equality, justice, fairness, discrimination, racism, rights, change, courage, legacy, MBE Past, before, after, long ago, living memory, compass, map, telescope, environment, expedition, explorer, unfamiliar, voyage, significant, discoveries, connection, contrast, sequence, shuttle, moon landing, NASA, Santa Maria, chronological	shelter, nomad, tribe, settlement, farming, bronze, hillfort, roundhouse, burial, Iron Age, tools, weapons, Civilisation, archaeologist, remains, kingdom, decline, Pharaoh, pyramids, hieroglyphics, fertile, embalming, mummification, discovery, Valley of the Kings, Rosetta Stone, Nile, Delta. Papyrus, discoveries Prime Minister, alliances, allies, axis, leader, Luftwaffe, RAF, Spitfire, Hurricane, fire power, establishment, invasion,	evidence, source, longboats, raiders, settlement, Heptarchy, counties, craftspeople, self-sufficient, burial site, monk, monastery, vicious, raid, similar, ceremony, treaty, Christianity, trade, evidence, significance, battle, infighting, interpretation, continuity, change, explanation Slavery, enslaved people, transatlantic slave trade, abolition, Quakers, Plantations, Industry, industrial revolution, urbanisation, humanitarian, machinery, factory, mine, Golden Valley, , steam engines, looms, textiles, cotton, poverty, squalor, laws, government, politician, trade, living conditions, handicraft , economy, inventions, trade routes, distribution Cause, consequence, civilisation, Maya, Meso-America, city states, ruins, rainforest, climate change, deforestation, hunter gatherers, archaeologists, similarities, hieroglyphs, abandoned, conquest, disease, inventors, observatories, descendants, society, era, inventors
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Experiences and Opportunities

Children should have regular opportunities to look at real works of art in galleries and in their local environment and to consider the role that the arts have to play in shaping the world around us and helping us all to make it a better place.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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