

Town End Junior History Scheme Of Work

(For further resources on skills progression, vocabulary and sticky knowledge, refer to 'The Blocked Curriculum' document)

Y3/4 Stone Age To Iron Age Britain

Rationale For Studying

Given that this is the start of human history and is a KS2-specific topic, it makes sense to study this in Y3 as their first historical topic. This allows children to understand the progression of chronology easier as they start at the beginning. Also, it allows children to understand how human life started, humans' first achievements and the growth of civilisation as a whole. This can then be referred back to, throughout other historical topics which have similar starting points or existed at similar times such as the Egyptians, Greeks, Romans – children should be aware of world history and other civilisations, advanced or not, at similar points in the world timeline.

Structuring the unit so that every lesson compares the advancements throughout the Stone, Bronze and Iron Ages allows children to see the developments of each of the given aspects in each lesson, rather than glossing over them in a few lessons on the Bronze Age and a few on the Iron Age. This then leads well into the further topic of the Romans.

Previous Learning

This will be the first time that the children will have looked at a 'period' of history as a whole. In KS1, children should have learnt that artefacts and sources can be split into primary and secondary, what those mean and how they both have their uses.

Children have learnt about the idea of significance and understanding why it is important that we remember certain people, civilisations and events. This will serve them well for understanding why we remember certain periods.

They have placed the lives of individuals and some periods into chronological context but not yet had the opportunity to formally compare periods, and civilisations within the same period, against each other. Children have learnt about achievements and the impacts that they had on people in the past and now. This can be carried over into this topic by understanding how the achievements of the 3 ages impacted the people of the past and today.

Comparative Links With Other Topics

Achievements – once children have learnt about the major achievements in the Stone, Bronze and Iron Ages, these can be compared with those of other civilisations and cultures, in terms of advancement and sophistication - they should see that some achieve based on the advancements of others in previous times, and that various peoples do not advance at the same pace in the same period. Comparisons can be made about the significance of these achievements and which they think is more impressive; the Roman empire or the ability to control fire? Which do they think has more impact on *them* now?

Society – Obviously societies were immeasurably different between prehistoric and more modern times, but themes can be drawn out to offer comparison. When looking at the development of social power in the Bronze Age, this could be related back to the Romans' claims on Britain and the disregard for those who lived there – did they have the right to do that as the more advanced culture? What does that suggest about the attitudes towards 'lesser' people at the time? Compare with British colonial attitudes 2000 years later. Comparisons could also be made about contact and communication. Given the limited communication channels during prehistoric times and the likelihood of meeting or even knowing about people half-way around the world, how would indigenous Celts have reacted to the first Roman invaders? What were their attitudes towards each other?

Skills Progression

Skill	Y2	Y3/4
Chronology	<p>Chn have identified that significant events and individuals from the past have helped shaped the present.</p> <p>Chn have demonstrated a basic understanding of why certain events happened at certain times with some reasoning</p>	<p>Chn should be able to place the Stone, Bronze and Iron Ages into wider chronological contexts - they might be able to make reference to other civilisations who lived concurrently to them</p> <p>Chn should develop an understanding of concurrence of civilisations around the world during these times and articulate</p> <p>Chn should begin to understand the ideas of 'duration' and 'scale' when looking at lengths of the various ages</p> <p>Placing Stone, Bronze and Iron Ages into wider contexts will allow the chn to understand the achievements of the Earliest Civilisations and the Romans against those of Prehistoric Britain</p> <p>This will also help form the basis for a deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p>
Range and Depth of Historical Knowledge	<p>Chn have identified that changes throughout history have had important consequences.</p> <p>Chn identify WHY some things have stayed the same or changed throughout history - people living in towns/cities, explorers finding new things</p>	<p>Chn should identify the continuity and changes throughout the Stone, Bronze and Iron Ages by comparison of: achievements, housing, society, food, entertainment, beliefs</p> <p>Using this system in Y3/4 will form the foundations of the vast majority of comparison throughout KS2 history.</p> <p>Direct comparison of each facet will be made from the Iron Age to the Romans. This may then be replicated between the Romans and the Egyptians.</p> <p>Some of these facets may also be referenced in later parts of KS2.</p>
Interpretations of History	<p>Chn have identified that certain events and individuals have had major consequences in history - eg Captain Cook's/ Christopher Columbus's voyages expanded our knowledge of the world, some of his maps are still used today etc. George Stephenson's development of the railway is still seen in local Studies.</p>	<p>Chn should identify what caused the shift in hunter-gathering to farming - communicating the reasons for it and the impact on life</p> <p>Chn should identify what brought about each age and the effects</p> <p>Understanding that certain events brought about new ages will help the chn understand the age of Roman Britain, what caused it and what the effects of it were</p> <p>This will also help the chn identify the importance of the Nile for the Ancient Egyptians and make links between natural resources and humans (incl. early civilisations)</p>
Historical Enquiry	<p>Chn have carried out a simple guided enquiry based upon their knowledge of their topic studied, making semi-independent decisions and using evidence provided to justify</p> <p>Chn have identified the differences between primary and secondary sources</p> <p>Chn have made reasoned interpretations about individuals and events by using a small selection of focused sources</p>	<p>No explicit enquiry in this topic, however, chn should build on their skills from Y2 to question knowledge in lessons, agree or disagree with statements and provide evidence for why they think this</p> <p>Chn will conduct their first independent enquiry with the Romans so maintaining that sense of agreement/disagreement and use of evidence is vital in doing this successfully</p> <p>Chn should be able to identify primary and secondary sources - artefacts, books, internet etc.</p> <p>Chn should articulate why sources are limited for the Stone, Bronze and Iron ages</p> <p>Chn will begin to question different primary sources and understand how the viewpoints of the writers needs to be understood first</p> <p>Chn will start to understand how sources of evidence can contradict each other and how we must look for more evidence to be certain</p>
Organisation And Communication	<p>Chn have used phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Chn have used words and phrases to describe events and people from the past - e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'</p>	<p>Chn should use phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Chn should use words and phrases to describe events and people from the past - e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'</p> <p>Chn will build on their use of phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>Chn will build on their topic-specific vocabulary by using words and phrases to describe events and people from the past - e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion'</p>

Y3/4 Early Civilisations - Ancient Egypt

Rationale For Studying

Having learnt about the achievements of the Stone Age, this provides the children with great opportunities for comparative work and to form judgements on the advancements of other societies and civilisations around the world. It also stretches their understanding of concurrence (Stone/Iron Ages being mostly concurrent with Egyptians) and that different people lived around the world at the same time. Providing an overview of the earliest civilisations before an in-depth study of Ancient Egypt will allow the children to place their learning into context and see how, geographically for the most part, Africa, the Middle East and Asia were the hub of human growth and development. Links can also be made to the Ancient Romans, as there is an overlap in their history and relationships between Rome and Egypt were fairly pronounced. They also provide interesting comparisons in terms of housing, religion and food.

Previous Learning

Children have learnt about the development of Britain through the Stone Age to the end of Roman Britain. Within these topics, they have looked at:

Achievements – The first achievements of Stone Age people compared with the achievements of the Romans and their impact on Britain. An expanded judgement has been made about the biggest and least impactful achievements.

Housing – Noted the changes from caves to roundhouses and then Roman villas, comparing the materials, shapes, sizes, and features.

Society – Investigated the changes in society from Stone Age tribes to Celtic tribes with kings/leaders during the Iron Age and then the Roman influence of town planning, laws and taxation.

Food – Investigated the differences between hunter-gatherers and farmers and the importance of the development of farming, the foods that the Romans introduced to Britain and the collection methods associated with importation.

Entertainment – Identified the continuities and changes in entertainment from the Stone Age to the Iron Age through music, art and social gatherings and comparing those with Roman entertainment and the impact that it had on Britain.

Beliefs – Chn have learnt about Celtic religion being polytheistic (pagan – many gods) and compared that to Roman polytheistic religion and the change to Christianity.

Stonehenge – Investigated the potential uses for it and understanding this as an achievement of prehistoric Britons – useful for comparing with the pyramids and society in general.

Comparative Links – Egyptians With Romans And Stone Age Britain

Achievements – Comparing the achievements of Stone Age people along the lines of Stonehenge with that of the Ancient Egyptian pyramids allows chn to make a judgement on what was more impressive and the techniques being used. Understanding that these were potentially built for similar reasons (religion and burial) but that they would not have had contact with each other makes for an interesting analysis of religious ideology at that time. Who do the chn think had the most impressive or most important achievements? Have any of them impacted on us today?

Housing – Comparisons to Roman villas should be made due to the shapes, sizes, materials and features that were found amongst Egyptian housing. Egyptian housing often used mud-bricks and featured light colours so as to reflect the heat. Balconies and rooftop areas were common in Egypt due to the heat. How much did the geography of each place affect their designs of housing and other buildings?

Society – Comparing the social structures of Rome with those of Egypt is interesting because both had a sense of stature and power. Stone Age societies were fairly equal, Celtic tribes usually had leaders but not so much in terms of hierarchy, unlike the Romans and Egyptians. Comparisons between emperors/pharaohs/tribal kings gives context to power in different places. Which society would the chn want to be a part of and why?

Food – Comparing the types of foods and collection methods of Romans and Egyptians links heavily to the geographical locations of each civilisation. The importance of the Nile in producing food for the Egyptians was paramount to their survival and exploiting the floodplains and the rich soil that was left over helped feed most of the country. This can then be compared with Roman expansion and empire and the importation of foods through boats and roads. Which do they think had a more varied diet? Which collection technique is the most useful or impressive?

Entertainment – Roman entertainment was similar in many respects to Egyptian, where feasts and social gatherings were used for celebration, religion and to show status and power. Sports, music and art were all valued forms of entertainment in both, but events such as gladiatorial fighting was not prevalent in Egypt. What does this suggest then about each set of people? Why did Roman forms of entertainment not take hold as strongly in places like Egypt?

Beliefs – Comparing Roman paganism with Egyptian provides great opportunities to understand the similarities and differences between them. The Romans took a lot of influence from the Greeks with their gods and had lots of deities for different aspects of life. Similarly, the Egyptians held a lot of gods and goddesses, but they were centred around different aspects, namely geography. Egyptian gods also featured more animal-hybrids than Roman gods. There are a number of similarities and differences around the afterlife too, with both the Egyptians and Romans spending a great deal of their lives preparing for death and the afterlife. However, their interpretations of the afterlife and the journey there were very different. Why didn't the Romans use mummification? What does the process of mummification tell us about the Egyptians? How much did religion impact on the daily lives of each set of people?

Stonehenge and achievements – Comparing the achievement of Stonehenge with the Egyptian pyramids provides great links about methods, techniques and allows chn to form a judgement on which they think was more impressive. The mathematical precision of the pyramids, along with their sheer size and complexity of tunnels and networks, shows an understanding of science, maths and engineering and a devotion to those who they were built for. The potential methods for the construction of Stonehenge are impressive for the time, and the more primitive society. The movement of the largest stones over hundreds of miles without roads and motorized transport means that considerable effort would have had to have been made, suggesting that the stones were of great significance. The shapes of the stones and their mathematical and scientific alignment, which matches perfectly with the Summer and Winter solstices (longest and shortest days of the year), should not be overlooked. Both structures share potential uses in being created for religious and ceremonial purposes, but the reasoning behind Stonehenge remains an unexplained mystery.

Skills Progression

Skill	Y2	Y3/4
Chronology	<p>Chn have identified that significant events and individuals from the past have helped shaped the present.</p> <p>Chn have demonstrated a basic understanding of why certain events happened at certain times with some reasoning</p>	<p>Chn should place early civilisations into chronological context with a focus on Ancient Egypt in particular</p> <p>Chn should develop a deeper understanding of concurrent civilisations around the world and their impact on later civilisations</p> <p>Chn should begin to identify the impressive achievements of the Earliest Civilisations through an understanding of chronology</p>
Range and Depth of Historical Knowledge	<p>Chn have identified that changes throughout history have had important consequences.</p> <p>Chn identify WHY some things have stayed the same or changed throughout history – people living in towns/cities, explorers finding new things</p>	<p>Chn should identify the continuities and differences between the Ancient Egyptians and Roman Britain through:</p> <ul style="list-style-type: none"> ☑ housing, ☑ society, ☑ food, ☑ entertainment, ☑ beliefs <p>Chn should note why there are similarities and differences between them based upon the relationships of Egypt and Rome</p>
Interpretations of History	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>	<p>Chn should identify the importance of the Nile for the Ancient Egyptians – identifying the links between natural resources and humans (incl. early civilisations)</p> <p>Chn should identify the significance of Egyptian achievements and their impact on future civilisations</p>
Historical Enquiry	<p>Chn have carried out a simple guided enquiry based upon their knowledge of their topic studied, making semi-independent decisions and using evidence provided to justify</p> <p>Chn have identified the differences between primary and secondary sources</p> <p>Chn have made reasoned interpretations about individuals and events by using a small selection of focused sources</p>	<p>Chn should learn about the significance of Egyptologists and the ways in which Ancient Egyptian life and culture has been interpreted through excavations</p> <p>Chn should learn how to interpret primary sources through inference and deduction, making judgements and assertions about the civilisation</p> <p>Chn should learn to appreciate the significance of translating Egyptian hieroglyphics in allowing us to know more about them</p> <p>Chn should conduct a small enquiry about the importance of the Nile on the achievements of the Ancient Egyptians, using knowledge from the topic and a small amount of pre-selected primary and secondary sources</p>
Organisation And Communication	<p>Chn have used phrases and words to describe the passing of time -</p> <p>e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century'</p> <p>'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Chn have used words and phrases to describe events and people from the past - e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'</p>	<p>Chn should use phrases and words to describe the passing of time -</p> <p>e.g. 'duration' 'period' 'era' 'concurrent'</p> <p>'during this time' 'previously' 'compared to'</p> <p>Chn should use words and phrases to describe events and people from the past -</p> <p>e.g. 'ancient' 'mummification' 'hieroglyphics' 'pharaoh' 'cause' 'effect' 'slave' 'innovation' 'advancements'</p>

Y3/4 The Ancient Romans And Roman Britain

Rationale For Studying

Chronologically, the Roman invasion and occupation of Britain followed on from the Iron Age in Britain and allows direct comparisons to be made, building on from previous learning and showing how Britain progressed just like the children have. To understand the vast differences in cultures and the causal impact of the Roman occupation, the topic should begin by looking at the Roman Empire as a discrete study, before comparisons are made. Given some of the drastic changes that were influenced by the Romans from the Iron Age and the lasting Roman legacy, studying this topic in Y3/4 makes perfect sense. It will also provide a great deal of comparison and causality skills in later topics.

Previous Learning – Stone Age To Iron Age

Children have learnt about the development of Britain from the Stone Age to the Iron Age. Within this, they have looked at the core elements as laid out for most KS2 topics:

Achievements – The first achievements of Stone Age people and began to rank these in order of importance. A simple reason should have been given for these.

Housing – Noted the changes from caves to roundhouses, including the materials, shape, size, and features.

Society – Investigated the changes in society from fairly equal Stone Age tribes to more power-based societies through the Bronze Age and then Celtic tribes with kings/leaders during the Iron Age.

Food – Understood the differences between hunter-gatherers and farmers and the importance of the development of farming.

Entertainment – Identified the continuities and changes in entertainment from Stone Age to Iron Age through music, art and social gatherings.

Beliefs – Identified the changes in beliefs from Stone Age to Iron Age and understanding why we know so little about them due to the lack of written/concrete evidence. Chn will note how Celtic religion was polytheistic (pagan – many gods)

Stonehenge – Investigated the potential uses for it and understanding this as an achievement of prehistoric Britons.

Comparative Links – Romans With Iron Age Celts

Housing – Celtic roundhouses were made from wood, straw (thatch) and wattle and daub (sticks mixed with mud and animal dung) that just had a single room, sparse furniture and a fire in the middle. Sometimes animals might be brought in over the winter. The entire family would live in the one room and it would be used for everything. Comparatively, Roman villas were made from stone, brick and possibly marble with tiled roofs. They had multiple rooms and were decorated with mosaics, furniture and stone/marble flooring. Some villas had an underfloor heating system (hypocaust) depending on the size and wealth of the owner. Most Britons tended to live in roundhouses though as the Romans didn't try to force them to live in Roman villas. Poorer Romans would have lived in wooden apartment-style buildings in towns which were cramped and not very clean.

Society – The Romans didn't change the social structures of the Celts as they knew they wouldn't like this. They mainly changed society through enforced town planning, laws and taxes. The Romans built large towns that were often based on a square/rectangular shape rather than Celtic hill forts. These had stone walls and had roads connecting north, south, east and west, largely through the middle. Taxes meant that everybody had to use the same coinage (Roman) which had not been done before, people just traded random things like a pig for two sheep etc. Roman laws were also introduced which meant that any Roman citizen had to follow them – most people were not Roman citizens though because they were too poor. Laws stopped citizens from being killed as a punishment though, so most people were encouraged to try to become Roman citizens. As Celts were tribal, the laws of each tribe differed and were not universal. Which type of society would the chn prefer to live in?

Food – Iron Age farmers farmed the land around them and would provide for themselves, and perhaps the community within the hill fort or village. Romans, however, imported lots of food from across the empire and introduced lots of new foods and drinks to Britain. Farming remained the biggest source of food though. This was often collected from conquered territories and dispersed amongst the population. Would the chn prefer to grow all of their own food that could be grown just in Britain or buy international foods from shops like today?

Entertainment – We know little about Iron Age entertainment other than they seemingly enjoyed music, art, sports, poetry and feasts. Celtic feasts were often a celebration of something, or religious. On the other hand, we know that Romans enjoyed the same as the Celts, but the feasts that they had were more social and designed to show off status. The Romans also brought gladiators, chariot racing and board games with them to Britain. These were not on the same scale as in Rome though. What does this tell us about the values of each set of people?

Beliefs – We don't know much about Stone or Bronze Age religion other than burial methods and that there was some belief in a higher power. With the Celts though, we know that they believed in lots of different gods, but these might be different for each individual tribe. They also believed that everything had a soul and nature was well respected. The Romans also had many gods and built temples to them. They didn't particularly try to push these onto the Celts as this would have been unpopular, but the adoption of Christianity towards the end of Roman Britain introduced Christianity to Britain on a large scale. This would then die out when the Romans left shortly after. Why do the chn think that Christianity didn't last when the Romans left?

Skills Progression

Skill	Y2	Y3/4
Chronology	<p>Chn have placed civilisations into wider chronological contexts - they may have made references to specific periods or details eg the pyramids</p> <p>Chn have started to develop an understanding of concurrence of civilisations around the world during these times</p>	<p>Chn should now be able to place Stone Age, Bronze Age, Iron Age, Ancient Romans and Roman Britain into wider chronological contexts</p> <p>Chn should develop a deeper understanding of concurrent civilisations around the world and their impact on later civilisations by comparing Ancient Rome and Roman Britain with the Iron Age in terms of duration etc.</p>
Range and Depth of Historical Knowledge	<p>Chn have identified that changes throughout history have had important consequences.</p> <p>Chn identify WHY some things have stayed the same or changed throughout history - people living in towns/cities, explorers finding new things</p>	<p>Chn should identify the reasons for the invasion of Britain by the Romans and the impact that it had on Britain - noting the abundance of cattle and resources, building on from last year's shift from hunter-gatherers to farming</p> <p>Chn should begin to question whether the settlement of the Romans was a positive or negative effect and how it has impacted us today</p>
Interpretations of History	<p>Chn have identified why differing advancements in concurrent civilisations can have an impact</p> <p>Chn have identified why our interpretations of these time periods is difficult due to limited primary sources or written evidence</p>	<p>Having learnt about interpretations and primary and secondary sources in Y2, chn should study primary sources about Boudica to understand that that is one viewpoint and cannot be verified</p> <p>Chn should identify why Boudica is such a significant individual for both British and Romano-British history</p> <p>Chn should identify why interpretation of these sources is critical to our understanding of the past</p>
Historical Enquiry	<p>Chn have conducted a small independent enquiry using pre-selected primary and secondary sources and begun to make independent decisions, using evidence to justify them</p>	<p>Having conducted a small independent enquiry in Y3, chn should conduct an independent enquiry referring to a small range of primary and secondary sources about the impact of the Romans on Britain, making independent decisions and using evidence to justify</p>
Organisation And Communication	<p>Chn have used phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century'</p> <p>'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Chn have used words and phrases to describe events and people from the past - e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'warrior' 'prehistoric' 'artefact' 'BC/AD'</p>	<p>Chn should build on from Y3s vocabulary by using phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>Chn should use appropriate topic-based words and phrases to describe events and people from the past - e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p> <p>Embedding key chronological and topic-based vocabulary will allow chn to articulate the passing of time and comparisons with greater fluency.</p> <p>Particular phrases like 'invasion', 'peasant' and 'rebellion' will also reappear during the Anglo-Saxon and Viking topic</p>

Y3/4 Anglo-Saxons And Vikings

Rationale For Studying

This chronologically follows on from the Roman topic studied in Y3/4 and allows children to see the development of British history in chronological order. Whilst lessons may centre around comparing Anglo-Saxons with Vikings, references to the Romans will be made to contextualise their understanding and to see how, in many ways, Britain actually regressed, away from the Roman wider society and back to the more tribal society, before the rise of Anglo-Saxon nobility and the wider feudal system. The topic will combine the study of Anglo-Saxons and Vikings, but will begin with a few lessons on the Anglo-Saxons, their settlement in Britain and their struggles against the Picts and Scots. This is due to the Anglo-Saxons' arrival to Britain before the Vikings. The Vikings will then be introduced and continual references to both Anglo-Saxons and Vikings will be made in lessons to depict their similar/varying natures when living with each other and fighting for control over Britain.

Previous Learning

Achievements – Chn have investigated the achievements of the Romans and the Egyptians in-depth earlier in Y4. Children have made judgements about these achievements as to which they feel is more impressive, significant and given reasoning for these.

Housing – Chn have compared the styles of housing between the Romans and Egyptians, noting the geographical influences on the style of housing and the materials and specialities of craftsmanship using certain materials like stone and mud-brick. They also learnt about Celtic roundhouses and compared that with Roman housing, noting the differences and why these might be.

Society – Investigated the social systems between the Romans and Egyptians in Y4, noting the similarities and differences between them and why this was. They highlighted how Roman social structures had little effect on Britain itself, but aspects such as law, taxation and town planning had much larger social consequences.

Food – Chn compared the variety of foods on offer and collection methods of the Romans and Egyptians in Y4 and noted how the Earliest Civilisations all developed around rivers which were useful for producing food. Special attention was paid to the significance of the Nile as a complete source of life for the Egyptians in virtually every aspect.

Entertainment – Identified the different forms of entertainment from the Romans and Egyptians in Y4, noting how some different forms of Roman entertainment made their way to Britain, but not to the same extent as in Rome. They also learnt about Egyptian feasts and parties and the types of entertainment involved with that such as music, decoration and religion.

Beliefs – Chn learnt about and compared the pagan belief systems of the Romans and Egyptians, highlighting any gods that were similar and identifying why they might have had different deities based on geography, chronology and creation stories.

Comparative links – Anglo-Saxons And Vikings With Roman Britain

Achievements – Comparing the achievements of the Anglo-Saxons and Vikings with those of the Romans helps to contextualise both sets of learning and give the chn some perspective. Taking a focus on the national and international differences between the Anglo-Saxons and Vikings shows how much impact each one had. Contrasting this with the Roman achievements, chn can begin to see how the advancement of Britain ebbed and flowed in various ways and the reasons for that. Anglo-Saxons are largely credited with helping to *create* the Great Britain that we know today, whereas the Vikings are credited more with innovative exploration and ship-building. Comparing both of these ideas with Roman influence is interesting because of the idea of 'empire'. The Roman Empire allowed for the spread of knowledge and advancements across most of their lands fairly quickly, but neither the Anglo-Saxons nor Vikings had their own 'empires', so how did they manage to influence so many people over such a vast amount of land? Does this idea make Anglo-Saxon and Viking achievements more or less impressive?

Housing – Comparing Anglo-Saxon and Viking housing with Roman housing (villas rather than wooden apartments and houses) provides a stark contrast and often makes it seem like Britain took a step backwards in terms of housing. Whilst the Romans were keen to use brick, stone and marble, the Anglo-Saxons and Vikings were masters of woodcraft and built most of their towns using wood and thatch as geographically, this is what they had been used to in their native lands of Scandinavia. Comparing the interior of housing also marks serious changes as Roman villas had many rooms, were beautifully decorated and sometimes had small rainwater pools and courtyards. Anglo-Saxon and

Viking houses were often single rooms with sparse furniture. This was largely because Anglo-Saxons and Vikings were farmer-warriors and spent most of their times outdoors, whereas the Romans (who lived in villas) would use the home for entertainment and as a symbol of stature.

Society – Anglo-Saxon and Viking societies were very similar in their hierarchy but had slightly different names for each class. Both started with slaves at the bottom, then freemen, nobles and finally a king/chieftain. This is quite different from the Roman societal setup which had a great number of steps with varying powers. Ultimately, one of the greatest differences was in their attitudes to women. Women in Roman times seldom had opportunities of power and education for them was limited beyond basic reading and writing. They could not hold political offices but were often useful in portraying the 'supporting wife' for the 'family man' image for their husband's campaigns. However, Viking women in particular had much more freedom and power. They could hold lands, divorce their husbands and enjoy equal opportunities to a point, but they weren't allowed to appear in court or receive a share of the man's inheritance. Also, Anglo-Saxons and Vikings were usually much more hands-on with their daily lives and most of their time was spent farming or creating crafts, tools or essential supplies. Interestingly, Roman social status was fixed to a point; once you reached a certain level, you could neither move up nor down, which was essentially tied into marriage as there were strict laws about which types of people could be married to stop lower classes marrying into higher ones and 'dirtying the pool.' In contrast, Anglo-Saxon and Viking societies were much more free-flowing and you could easily advance or fall from one class to another, although the role of king or chieftain was usually resigned to blood-relations, but not always.

Entertainment – There are a number of similarities and differences between the various forms of entertainment. The Romans famously enjoyed blood-sports in arenas, theatre, music, feasts and art in different forms. The Anglo-Saxons and Vikings also enjoyed similar forms of entertainment such as music and feasts. Feasts for the Anglo-Saxons and Vikings usually had a sense of significance to them for a special occasion such as wedding, a religious event or the returning of explorers or raiders. Whilst the Romans did of course observe religious and ceremonial events with feasts, they also enjoyed them as social activities and as a chance to show off their wealth and stature. As a direct comparison, board games were very popular for each set of people. Remains of board games have been found in military installations across Roman Britain and the Scandinavian game of Hnafetafl (similar to a cross between chess and draughts) has been well-documented. Why do the chn think that board games were so popular with all of these groups of people at this time? Do they think that they all played the SAME board games or were there variations? Do they think that board games more or less popular now and why?

Beliefs – They all started off as pagans, believing in a multitude of gods and goddesses, but all of them converted to Christianity at some point. Anglo-Saxon and Viking religions were very similar in their beliefs and shared gods but with slightly different names. Some gods and goddesses were universal whereas others may have had more local significance. The Norse mythology that they followed was rich in story, character and fantasy, but stemmed from the ideals of a world tree called Yggdrasil which had 9 realms to it. There was also a creation story involving giants, ice-licking cows and fire. The Norse gods mingled with the humans and their stories played a fundamental part of daily life. The gods were revered and tales of them were told as entertainment. As a stark contrast, many Roman gods were adopted from the Greeks and given different names, but Roman deities were often based upon objects like the Sun, wine, hunting etc. unlike their Greek counterparts who were largely based on human qualities such as love, honour or hatred. The Romans did have a creation story based upon their gods, but the more widely known story revolves around the creation of Rome, rather than the world, a comparison between the sets of people that can be made. The afterlife for them all was interesting too. The Vikings in particular believed that if you died valiantly, you would go to Valhalla with the gods and fight, eat and drink with them all day every day. Similarly, the Romans believed that good deeds on Earth would see you rise to heaven, but not with the gods as you would need to be a god yourself to bestow that honour. As all of them were initially pagans, they often welcomed new gods and goddesses that they thought might hold favour with them, essentially allowing for Christianity to take hold. What is interesting though is that Christianity was rejected across all 3 sets of people for hundreds of years before taking hold and becoming the dominant religion.

Skills Progression

Skill	Y3	Y4
Chronology	<p>Chn have placed Stone, Bronze and Iron Ages into wider contexts</p> <p>They have placed the early civilisations into chronological context and made comparisons between them</p> <p>They have placed the Ancient Romans and Roman Britain into the wider context of historical chronology, comparing them with the Egyptians and Iron Age Britain</p> <p>They have deepened their understanding of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Chn should place the Anglo-Saxons and Vikings into a chronology context through comparison with other periods that they have previously studied such as:</p> <ul style="list-style-type: none"> □ Stone, Bronze and Iron Age Britain □ The Earliest Civilisations □ The Romans and Roman Britain □ The Ancient Greeks <p>Chn should begin to use their chronological understanding to make reasoned judgements and opinions about how 'advanced' a civilisation was</p>
Range and Depth of Historical Knowledge	<p>Chn have identified the continuity and change throughout Roman Britain from Iron Age Britain through comparison of:</p> <ul style="list-style-type: none"> □ housing, □ society, □ food, □ entertainment, □ beliefs 	<p>Chn should identify the continuities and changes throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> □ housing, □ society, □ food, □ entertainment, □ beliefs <p>Chn should understand how and why these changes occurred and their impact on the advancement of Britain</p>
Interpretations of History	<p>Chn have identified the reasons for the invasion of Britain by the Romans and the impact that it had on Britain and identified the effects on following civilisations and today</p> <p>Chn have identified the importance of the Nile for the Ancient Egyptians - identifying the links between natural resources and humans (incl. early civilisations)</p>	<p>Chn should identify the causes and effects of Anglo-Saxon and Viking invasion on Britain such as changes in housing, religion, language etc.</p> <p>Chn should clearly identify why the Anglo-Saxons and Vikings chose to raid, invade and settle in Britain</p> <p>Chn should identify the roots of British heritage from this period</p> <p>Chn should identify the reasoning for the shift in the use of building materials relating to geography</p>
Historical Enquiry	<p>Chn have carried out an independent enquiry about the Roman impact on Britain, using their own work as evidence and drawing on some primary sources from their work on Boudicca</p> <p>Chn have questioned the validity of sources and contradictions through Boudicca, Tacitus and Cassius Dio</p> <p>Chn have identified why sources can be useful in a variety of ways - inaccuracies can tell us more about those who produce evidence</p>	<p>Chn should identify texts like the Lindisfarne Gospels as proof that the Anglo-Saxons were skilled and creative</p> <p>Chn should identify why ecclesiastical texts are of significance in understanding about this period as they are one of the only sources of information</p>
Organisation And Communication	<p>Chn have used phrases and words to describe the passing of time -</p> <p>e.g. 'duration' 'period' 'era' 'concurrent'</p> <p>'during this time' 'previously' 'compared to'</p> <p>Chn have used words and phrases to describe events and people from the past - e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>	<p>Chn should confidently use phrases and words to describe the passing of time and context of civilisations -</p> <p>e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context'</p> <p>'the duration of...' 'continuing on from...'</p> <p>Chn should use words and phrases to describe events and people from the past - e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'</p>

Year 5/6 Changes In Britain Since 1930

Rationale For Studying

This study builds upon previous learning about Britain in lower school topics and the Local Study, which includes Britain's development into a modern, industrial society. The 20th century was a tumultuous one, which saw enormous change in society, as a result of a series of upheavals and catalysts – as such, it is an excellent opportunity to look at the causes and effects of major changes, and how such change has brought us to the society we now know in Britain. Questioning should consider the 'butterfly effect' and ask questions like "What would Britain be like if...?" or "What might have happened if..?". Causality should be explored – "What led to...?" or "What began the ...?".

Previous Learning

Children have learned about Britain's growth and development:

Invaders and settlers – how the roots of Britain's society lies in the settlement by Romans, A-S etc.

Aristocracy - the consolidation of separate fiefdoms into one nation, the growth of the aristocracy from the early Saxon kings and lords.

Society – the growth of the social structure that we recognise now, from the end of feudal times and the Enclosures Act leading to land-owning families.

Industrialisation – the industrial revolution, and the move from agrarianism, which consolidated the class system and urban populations. This in turn led to the social conditions prevalent at the turn of the 20th century.

Causality And Change

In looking at the chronology of the 20th century, enquiry and questioning should look at the catalysts for social change. Explore:

Class – look at the rigidity of the class system and widespread poverty post WWI, and how this was exacerbated by the Great Depression. Examine the causality inherent in the 'Cycle Of Depression'.

Politics – examine how the Depression and resentment in Germany after WWI led to the rise of Fascism and sowed the seeds of WWII. How might things have been different if Hitler had died in WWI?

War – key events of WWII – the invasion of Poland. The Battle of Britain. The Home Front. D-Day. What if we had lost the BoB? What if D-Day had failed? How would Europe look nowadays?

The role of women – women in the workplace as part of the war effort. Their changing role as homemakers after the war and into the 60s.

Post-war years – the welfare state. The end of the Empire. Labour government – an end to the old ways. Class mobility. Immigration and the beginning of a multi-cultural society. Teenagers and the consumer age.

Skills Progression

Skill	Y3/4	Y5/6
Chronology	<p>Chn should place the Anglo-Saxons and Vikings into a chronology context through comparison with other periods that they have previously studied such as:</p> <ul style="list-style-type: none"> □ Stone, Bronze and Iron Age Britain □ The Earliest Civilisations □ The Romans and Roman Britain □ The Ancient Greeks <p>Chn should begin to use their chronological understanding to make reasoned judgements and opinions about how 'advanced' a civilisation was</p>	<p>Place current study on large time line activity in relation to other studies.</p> <p>Use relevant dates and terms to describe positioning.</p> <p>Sequence the relevant events of this study on a time line.</p> <p>Look at this chronology in relation to earlier events in Britain.</p>
Range and Depth of Historical Knowledge	<p>Chn should identify the continuities and changes throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> □ housing, □ society, □ food, □ entertainment, □ beliefs <p>Chn should understand how and why these changes occurred and their impact on the advancement of Britain</p>	<p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.</p> <p>Study different aspects of life of different people - differences between men and women.</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late times studied.</p> <p>Compare an aspect of life with the same aspect in another period.</p>
Interpretations of History	<p>Chn should identify the causes and effects of Anglo-Saxon and Viking invasion on Britain such as changes in housing, religion, language etc.</p> <p>Chn should clearly identify why the Anglo-Saxons and Vikings chose to raid, invade and settle in Britain</p> <p>Chn should identify the roots of British heritage from this period</p> <p>Chn should identify the reasoning for the shift in the use of building materials relating to geography</p>	<p>Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations - fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions eg 'What if..?'</p> <p>Use evidence to build up a picture of life in time studied.</p>
Historical Enquiry	<p>Chn should identify texts like the Lindisfarne Gospels as proof that the Anglo-Saxons were skilled and creative</p> <p>Chn should identify why ecclesiastical texts are of significance in understanding about this period as they are one of the only sources of information</p>	<p>Recognise primary and secondary sources - use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.</p> <p>Bring knowledge from several sources together in a fluent account.</p>
Organisation And Communication	<p>Chn should confidently use phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...'</p> <p>Chn should use words and phrases to describe events and people from the past - e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'</p>	<p>Use a variety of ways to communicate knowledge and understanding including extended writing.</p> <p>Plan and carry out individual investigations eg personalities, events of WWII etc.</p>

Y5/6 Ancient Greece

Rationale For Studying

The impact of the Ancient Greeks upon the Western world is an overview study. This has been placed here so as to make comparisons with the Ancient Romans as they existed at similar periods and had a very close relationship with them. It also offers opportunities to compare the impacts of Rome with those of the Greeks on Britain and the Western world. Due to the nature of the topic, as set out by the National Curriculum, some elements of the comparative structure will be either lost or combined so as to make room for a deeper understanding of the impact of Greek achievements on the western world. Themes such as democracy and philosophy work well in Y5/6 due to the maturity of the children and more explicit links to PSHE and Citizenship can be made with more meaningful impact. This topic also allows for primary source work to question validity, bias and perspective, allowing the children to understand that sources can be biased and change depending on viewpoint.

Previous Learning

Children have learnt about the development of Britain through Roman Britain and the Ancient Egyptians. Within these topics, they have looked at:

Achievements – The major achievements of the Romans and Egyptians. In particular, the impacts of the achievements of the Romans on Britain. For the Egyptians, they have compared why some of their achievements were different from Rome or Prehistoric Britain.

Housing – Noted the differences in housing from the Iron Age to Roman Britain, identifying materials and continuity and change. They have also compared Roman and Egyptian housing, noting the similarities and differences due to geographical and material implications.

Society – Investigated the impacts of Roman society on Britain and the development of laws, town planning and taxation. Chn have also quickly viewed the social hierarchies of Rome and the dominance of men. They have also looked at the social structures of the Egyptians and how they compared to Rome and Britain.

Food – Identified the differences in food collection from the Romans and the variety of foods on offer due to trading across the empire. Identified the diets and collection methods of the Egyptians and noted the geographical implications of food and collection methods.

Entertainment – Identified the forms of entertainment of the Romans and the entertainment within Roman Britain. Identified the forms of entertainment in Egypt and began to compare these to those of Rome.

Beliefs – Identified the changes in Roman religion from paganism to Christianity and its impact on Britain. Compared the beliefs of the Egyptians with those of the Romans, noting similarities and differences.

Comparative links – Egyptians, Romans and Stone Age Britain

Achievements – Comparing the achievements of the Greeks with those of the Romans helps chn see the relationship between the two societies. Noting how a lot of the ancient Greek ideas were passed on by the Romans and the spread of their empire helps chn understand how the Greeks' contemporaries viewed their ideas. Understanding that Greek achievements often varied depending on the character of the city-state also shows a difference with Roman achievements, as most Roman achievements became universal.

Housing – Noting the similarities and differences to Roman and Greek housing is interesting because the chn should be able to see the Greek influence on Roman housing in terms of design and structure. Both styles of Roman and Greek 'villa' were made from stone and often included 2 levels, supported by columns and lintels. Separate rooms were common across both styles of housing, including separate areas for slaves. Interestingly though, depending on the city-state, Greek houses may have had separate women's quarters too. In that case, which type of house would the chn prefer to live in?

Society – Comparing the social structures of Athens with Sparta shows the differences in attitudes to education, gender and fundamental principles like philosophy. Making comparisons between these to Rome will help chn to understand that different civilisations had different structures. Similarities can be drawn between Rome and Athens, whilst those of Sparta provide a stark contrast. However, the more militaristic focus of the Spartans links well to the might of the Roman military machine and similar attitudes can be compared. Which society would the chn prefer to live in and why? Was one fairer than another? Was everybody equal?

Entertainment – Greek entertainment compares well to Roman as the Romans featured similar styles and took influence from the Greeks. The Greek invention of theatre was replicated across the Roman Empire with huge theatres being built to house numerous plays and shows. The Greeks, like the Romans, liked to throw feasts and parties. However, comparing the various aspects of entertainment and the attitudes towards women’s participation in certain forms of Greek entertainment compares well to that of the Romans and Egyptians. Greek women were not allowed to take part in or even view the Olympics, whereas women were allowed to take part in Roman entertainment. How do the girls feel about that? How do the boys? Do they think that this should be the case today? How are things different today?

Beliefs – Given that a lot of Roman beliefs were adopted from the Greeks, direct comparisons between the two are inevitable. As many Roman and Greek gods are very similar but with different names, it is easy to see the influence that they had with each other. It also goes to highlight that both sets of civilisations were happy to adopt new gods and goddesses. Comparison to Egyptian deities helps to highlight the geographical implications, particularly when comparing gods related to the Nile with the idea of the Greek gods living on Mount Olympus. Are there any crossover gods? Are their mythologies similar and how?

Skills Progression

Skill	Y3/4	Y5/6
Chronology	<p>Chn have placed Stone, Bronze and Iron Ages into wider contexts</p> <p>They have placed the early civilisations into chronological context and made comparisons between them</p> <p>They have placed the Ancient Romans and Roman Britain into the wider context of historical chronology, comparing them with the Egyptians and Iron Age Britain</p> <p>They have deepened their understanding of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Chn should place the <i>Ancient Greeks</i> into a chronology context through comparison with other periods that they have previously studied such as:</p> <ul style="list-style-type: none"> □ Stone, Bronze and Iron Age Britain □ The Earliest Civilisations □ The Romans and Roman Britain <p>Placing the <i>Greeks</i> into chronological context will allow the chn to understand the gravity of <i>Greek</i> achievements in comparison with the <i>Maya</i> and of the <i>Victorians</i></p> <p>It will also help to embed the chronological contexts of the previously learnt periods of history</p>
Range and Depth of Historical Knowledge	<p>Chn have identified the reasons for the invasion of Britain by the Romans and the impact that it had on Britain and identified the effects on following civilisations and today</p> <p>Chn have identified the importance of the Nile for the Ancient Egyptians - identifying the links between natural resources and humans (incl. early civilisations)</p>	<p>Chn should identify the effects and influence of <i>Greek</i> achievements on the Western world - democracy, philosophy, medicine, language etc.</p> <p>Chn should identify what caused some of these ideas to spread to the rest of the world and their lasting effects</p>
Interpretations of History	<p>Chn have used primary sources about Boudicca to understand that that is one viewpoint and cannot be verified</p> <p>They have identified why Boudicca is such a significant individual for both British and Roman British history</p> <p>Chn have identified why interpretation of these sources is critical to our understanding of the past</p>	<p>Chn should identify why interpretations can change in light of new evidence or how words can change in meaning such as the word 'barbarian'</p> <p>Chn should identify why the <i>Greeks</i> were so significant to the development of the western world and how this has been interpreted over time</p> <p>Chn will understand how continuities and changes in terms of democracy, society, entertainment and beliefs were spread by <i>Greek</i> and Roman influence and why this possibly wasn't the case for the <i>Maya</i> (not to the same extent anyway)</p> <p>Contrasts can also be made with the British Empire during the Victorian era and how ideas were spread that way</p> <p>Comparing the similarities and differences between the city-states of Athens and Sparta will help chn understand the differences between the city-states of the <i>Maya</i>.</p>
Historical Enquiry	<p>Chn have carried out an independent enquiry about the Roman impact on Britain, using their own work as evidence and drawing on some primary sources from their work on Boudicca</p>	<p>Chn should carry out an independent enquiry on the impact of the <i>Greeks</i> on western civilisation:</p> <p>Were the Ancient <i>Greeks</i> all that important for us now?</p> <p>Chn should independently select a variety sources to provide evidence and make independent decisions using a range of evidence to justify</p>
Organisation And Communication	<p>Chn have used phrases and words to describe the passing of time - e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to'</p> <p>Chn have used words and phrases to describe events and people from the past - e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>	<p>Chn should build on their use of phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...'</p> <p>Chn should learn topic-based words and phrases to describe events and people from the past - e.g. 'democracy' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'</p>

Y5/6 Local Study

Rationale For Studying

Children need to understand the history and heritage of where they live, particularly as Tibshelf has had a fairly static population – many families in the village stretch back over many generations with little mobility. This provides an excellent context for the study, but also offers a wealth of opportunity for involvement with local historians, older family members and many local anecdotes. The study also looks at Tibshelf and Derbyshire's place in the wider context of the counties of Great Britain as a whole, also taking in some aspects of the geography curriculum, such as points of the compass and OS grid references.

The study takes in the village's history of agriculture, coal-mining and the associated railway history, some of which remains in street names and the village's physical geography. It begins by drawing on earlier learning of the Celtic tribes of the Iron Age, Roman Britain, the Anglo-Saxon and Viking settlement, and the Norman invasion. Causality is examined, in the differing genetic traits we see now from these early people in modern Britons, and the differences between Celts and the advanced society of the Romans, along with the impact of Rome on Britain's development. The roots of the Feudal system in the Anglo-Saxon kingdoms, heralding the start of monarchy and aristocracy through the Feudal age, up to the enclosures act of 1777 are examined, and the causality of Britain's landscape as a result, as well as land-owning farming families, who are descended from Feudal peasant farmers.

Previous Learning

Children will have learned about Britain's early history, from the original Celtic tribes, through the impact and regression of Roman Britain, and revisit comparisons between the two cultures, with a particular appreciation, with the older children, of the different level of advancement and society from two cultures in the same time period.

This study will recap on the settlement by Anglo-Saxons and Vikings, which led to the beginnings of social structure in Britain. Children will have also looked at land use in lower school.

Comparative Links – Changes Over Time

Comparisons between aspects of the differing cultures will have been made in lower school topics, such as housing, society, achievements, entertainment etc. This study should look more at the causality and changes over time, as well as catalysts for change. Many questions of 'What would have happened if..?' should be asked:

Monarchy – how did monarchy begin, and pass through families over time? Has the descendance ever been interrupted? Why has there been a class hierarchy in British history?

Landscape and agriculture – what factors have shaped the landscape of Britain? Examine the impact of the Enclosures act 1777 on Britain both physically and socially – the end of feudalism, and start of more widespread land ownership. The act also had a physical effect on the way our countryside now looks, as well as the place names in different parts of Britain.

People – why do British people look the way they do? Examine the physical traits of native descendants of Celts, Romans, Vikings, Saxons and Normans.

Industry – examine the village's heritage in mining, and its link to the class system (link to Britain Since 1930). Look at the birth and reliance on the railways in Victorian Britain, and how this links to Tibshelf's prosperity at the turn of the century. Examine the public benefits and services brought to the village by the mining companies.

Skills Progression

Skill	Y3/4	Y5/6
Chronology	<p>Chn should place the Anglo-Saxons and Vikings into a chronology context through comparison with other periods that they have previously studied such as:</p> <ul style="list-style-type: none"> □ Stone, Bronze and Iron Age Britain □ The Earliest Civilisations □ The Romans and Roman Britain □ The Ancient Greeks <p>Chn should begin to use their chronological understanding to make reasoned judgements and opinions about how 'advanced' a civilisation was</p>	<p>Place current study on large time line activity in relation to other studies.</p> <p>Use relevant dates and terms to describe positioning.</p> <p>Sequence the relevant events of this study on a time line, in conjunction with the other civilisations mentioned.</p>
Range and Depth of Historical Knowledge	<p>Chn should identify the continuities and changes throughout Anglo-Saxon and Viking Britain from Roman Britain through comparison of:</p> <ul style="list-style-type: none"> □ housing, □ society, □ food, □ entertainment, □ beliefs <p>Chn should understand how and why these changes occurred and their impact on the advancement of Britain</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings - discuss monarchy/aristocracy and the fairness of the feudal system.</p> <p>Compare beliefs and behaviour with another period studied - explain a past event in terms of cause and effect using evidence to support and illustrate their explanation - eg the AS settlement, or railway link to Tibshelf.</p> <p>Know key dates, characters and events of mining in Tibshelf, and the growth of Tibshelf from an early settlement.</p>
Interpretations of History	<p>Chn should identify the causes and effects of Anglo-Saxon and Viking invasion on Britain such as changes in housing, religion, language etc.</p> <p>Chn should clearly identify why the Anglo-Saxons and Vikings chose to raid, invade and settle in Britain</p> <p>Chn should identify the roots of British heritage from this period</p> <p>Chn should identify the reasoning for the shift in the use of building materials relating to geography</p>	<p>Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations - fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions eg 'What if..?'</p>
Historical Enquiry	<p>Chn should identify texts like the Lindisfarne Gospels as proof that the Anglo-Saxons were skilled and creative</p> <p>Chn should identify why ecclesiastical texts are of significance in understanding about this period as they are one of the only sources of information</p>	<p>Recognise primary and secondary sources - use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.</p> <p>Bring knowledge from several sources together in a fluent account.</p>
Organisation And Communication	<p>Chn should confidently use phrases and words to describe the passing of time and context of civilisations - e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...'' 'continuing on from...'</p> <p>Chn should use words and phrases to describe events and people from the past - e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'</p>	<p>Use a variety of ways to communicate knowledge and understanding including extended writing.</p> <p>Plan and carry out individual investigations eg on A-S kings, feudal lords etc.</p>

Y5/6 The Ancient Maya

Rationale For Studying

Studying the Maya offers opportunities to compare with other cultures. Whilst the Maya started earlier as a civilisation than many, they did live concurrently for long periods of time and shared similar traits. With the children having learnt about concurrent early civilisations in Y3/4, following up with this in Y5/6 helps to reinforce their earlier learning by revisiting knowledge already acquired and using it to contextualise their learning about the Maya.

Previous Learning

Achievements – Chn have investigated the achievements of the Romans, Anglo-Saxons and Vikings and looked at how they have impacted our world today. They noted their skills in exploration, navigation, raiding, trading and craftsmanship. They have noted the legacy left in Britain through features like place names.

Housing – Investigated the structures of Viking/A-S houses and settlements, noting the changing nature of building materials compared to the Romans and the reasons for this. They highlighted the different ways of living in houses compared to the Romans and the fact that they may have kept animals in their houses as well. They also learnt how Viking houses were usually for sleeping in and not much else, as they would mainly be farming or fighting.

Society – Chn highlighted the free-flowing nature of Viking society and how people could move between classes, rather than being stuck in one single class. Chn also noted how Viking society was very communal and tribal rather than united. They also looked at how women had more rights and responsibilities in Viking culture than those of the Romans.

Food – Looked at how raiding and trading was essential in acquiring new and exotic items such as foods and treasures. They identified that most Vikings were farmer-warriors who had to grow their own crops and prepare themselves for winter.

Entertainment – Chn identified how the Vikings enjoyed various forms of entertainment such as feasts, music and board games. They learnt that feasts were usually for ceremonial purposes rather than just entertainment, but they would recognise events such as weddings, religion or the return of a successful raid.

Beliefs – Investigated the rich and detailed pagan beliefs of the Vikings, including their creation story, the gods and goddesses and the world tree Yggdrasil. They learnt how religion was a major factor of everyday life and how the Vikings converted to Christianity.

Comparative Links

Achievements – The Maya were very impressive considering that they were essentially a 'Stone Age' society and didn't have access to metals, unlike the Vikings, Romans and Egyptians. However, this didn't stop them achieving just as much, or even more, than a lot of other civilisations. A major difference though was the travelling and trade networks that other cultures built. Whilst the Maya did trade throughout Central America and possibly further, the other civilisations had an international presence and were successful in forging relationships with (or conquering) distant civilisations. The Vikings and A-S never really set up great cities, not at least in comparison to the Maya, who managed to build flourishing metropolises with populations in the tens of thousands, like Rome. Compare with Stone-Age and Iron-Age Britain at a similar time, where housing was at best stone roundhouses, in small tribal groups. These then pose interesting questions about who the chn think was more advanced and what they consider an 'essential' to be considered an 'advanced' society.

Housing – Both Viking and houses of the Maya were very similar in terms of the look and the materials used. They were both very simplistic and mainly served for sleeping. Chn should think about the geographical settings of each and why they used similar materials – the Vikings in Scandinavia had good access to forests and tress, as did the Maya who lived in lush rainforests. Geography should also be considered when thinking about why the Maya may not have used the indoors as much as others, given the climate. Compare this with the warm climates of the Romans and Egyptians.

Society – This is an interesting one to compare because of the difference in the rigidity of each system. The Viking society was free-flowing and allowed people to move between each of the classes, essentially allowing the lowliest peasant to acquire the means to become a noble. However, the system of the Maya was known as a 'caste' system which meant that you were born into a particular class and stayed there for your entire life. Asking the chn which they would prefer makes things interesting as many will choose the Viking one, allowing them climb up to the top, but suggesting that

you might be born into Maya royalty would lead to a much better life? You could also climb to the highest class of Viking society and be toppled by someone much lower than yourself. Both systems had a number of classes ranging from slaves to kings, but the Maya had a few more rungs including priests, which highlights the importance of religion in society. Both the Romans and Egyptians had similarly rigid class structures, whilst The Celts, as tribes, had a much simpler society.

Food – An interesting comparison between civilisations comes from the farming techniques and methods of collection. The Vikings raided and traded across the world to experience new luxuries and foods, and whilst the Maya certainly traded too, they used very different techniques to make the most efficient use of the land, employing terraced farming and slash and burn of forest areas too. Asking the question why the Vikings may not have used these, certainly to the same extent as the Maya, makes them think more about the geography of each group of people. Seeing that the main occupation of both societies was farming tells us how important it was to both of them. Comparing the types of typical foods that they would collect though shows another striking difference, notably due to geography.

Whilst thinking about luxurious foods that the Vikings may have acquired on their travels, the Maya had the luxury of chocolate. So revered it was, that it was sometimes used as a currency. Would the question think about using anything other than money to pay for something today? What does that tell us about how we value certain items and their worth and what that meant about chocolate to the Maya?

Religion – it is worth noting how many religious similarities there are between the cultures, belief systems being used to explain concepts that they did not have the science to understand at that time – creation, seasons, day and night, death etc. Creation stories about the very beginnings of the world are a common theme, but they vary. However, both Viking and Maya stories featured trees as having a central role in their worlds. Both had different realms (although different numbers of them) with different types of lands within them and both were pagan/polytheistic. Question should note the differences in some of the gods and why those were - why didn't any Viking gods resemble jaguars? Why didn't the Maya have gods linked to ice and snow? Why are Roman gods in human form, why were Egyptian gods beetles or hybrid? Contrasts can also be made with the nature of the various deities, as Viking gods often took the form of humans with special powers and abilities, whereas the gods of the Maya were more supernatural and sometimes possessed animal qualities or characteristics, or could even morph into them. Both have supernatural elements to them and include animals in one way or another, but Viking gods had pets or spirit animals rather than turning into them per se. A major contrast between them though is in their attitude towards Christianity. Whilst many missions were sent to Scandinavia to convert them to Christianity and failed, they did eventually convert through their own will. On the other hand, extracts from the sacred text of the Maya the Chilam Balam shows their incredible disdain for Christianity when the Spaniards arrived, stating, 'When misery came, when Christianity came...' Comparisons could be drawn about how Christianity had spread widely across Europe (even being embraced by the Romans) and so the Vikings were sure to have had contact with it in various forms before embracing it, whereas the Maya would have had very limited knowledge of it before seeing it as a driving force behind an invading menace and forcing them to convert. How does this make the question feel about the spread of Christianity?

Skills Progression

Skill	Y3/4	Y5/6
Chronology	<p>Chn have placed Stone, Bronze and Iron Ages into wider contexts</p> <p>They have placed the early civilisations into chronological context and made comparisons between them</p> <p>They have placed the Ancient Romans and Roman Britain into the wider context of historical chronology, comparing them with the Egyptians and Iron Age Britain</p> <p>They have deepened their understanding of concurrent civilisations around the world and their impact on later civilisations</p>	<p>Chn should be able to place the Ancient Maya into chronological context and in direct comparison with the Vikings, noting the duration and also making comparison to other civilisations that lived concurrently to them</p> <p>Chn should be using key terminology to do so like 'concurrent' 'duration' 'period'</p>
Range and Depth of Historical Knowledge	<p>Chn have identified the reasons for the invasion of Britain by the Romans and the impact that it had on Britain and identified the effects on following civilisations and today</p> <p>Chn have identified the importance of the Nile for the Ancient Egyptians - identifying the links between natural resources and humans (incl. early civilisations)</p>	<p>Chn should identify what caused the major achievements of the Maya and their effects, noting how they were similar or different to the Vikings</p> <p>They should also identify the causes of Spanish invasion and the effect of it, such as the forced change of religion, looting and burning of important texts, which were lost to history.</p>
Interpretations of History	<p>Chn have used primary sources about Boudicca to understand that that is one viewpoint and cannot be verified</p> <p>They have identified why Boudicca is such a significant individual for both British and Roman British history</p> <p>Chn have identified why interpretation of these sources is critical to our understanding of the past</p>	<p>Chn should identify how significant the achievements of the Maya were given the lack of precious metals and the difficult terrain and climate that they lived in</p> <p>They should identify the similarities to other cultures, particularly in terms of housing and religion, and how unusual this is given that they most likely never met and shared ideas with each other</p> <p>Chn should make interpretations about the Maya and compare them to other known civilisations, deciding whether they thought that they were more or less advanced.</p>
Historical Enquiry	<p>Chn have carried out an independent enquiry about the Roman impact on Britain, using their own work as evidence and drawing on some primary sources from their work on Boudicca</p>	<p>Chn should make deep and meaningful comparisons between the Maya and the Vikings in every lesson, thereby allowing them to contextualise the learning from each topic</p>
Organisation And Communication	<p>Chn have used phrases and words to describe the passing of time -</p> <p>e.g. 'duration' 'period' 'era' 'concurrent'</p> <p>'during this time' 'previously' 'compared to'</p> <p>Chn have used words and phrases to describe events and people from the past - e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'</p>	<p>Chn should be confidently using phrases and words to describe the passing of time and context of civilisations -</p> <p>e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context'</p> <p>'the duration of...' 'the narrative of history'</p> <p>Chn should be using words and phrases to describe events and people from the past - e.g. 'significance' 'discovery' 'achievements' 'comparative' 'indigenous' 'prosperous'</p>

Year 3/4 Topic Cycle A			Year 3/4 Topic Cycle B		
Autumn	Spring	Summer	Autumn	Spring	Summer
Stone Age To Iron Age Britain	Ancient Egypt		The Roman Empire And Roman Britain	Anglo-Saxons And Vikings	

Year 5/6 Topic Cycle A			Year 5/6 Topic Cycle B		
Autumn	Spring	Summer	Autumn	Spring	Summer
Ancient Greece		Local Study	Britain Since 1930		The Maya