

## Curriculum Map – History 2023 - 2024

### EYFS - History Curriculum Map

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>ELG 'Past and Present'.</p> <p><b>a) Name and describe people who are familiar to them</b> Talk about the lives of the people around them and their roles in society, such as the police, the fire service, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them.</p> <p><b>b) Comment on images of familiar situations in the past</b> Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p><b>c) Compare and contrast characters from stories including figures from the past</b> Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past, using songs, poems, puppets, role play and other storytelling methods.</p>					

## Year 1 - History Curriculum Map

Autumn Term 1	Autumn Term 2	Spring Term 1 & 2	Summer Term 1	Summer Term 2
<p><u>All About Castor</u></p> <p><b>The ‘Big Picture’:</b> <b>(Rationale for the Theme)</b> This unit will teach and encourage the ongoing use of common words and phrases relating to the passing of time. This will link with learning in maths. Our school and our village will be the inspiration to be used to explore change over time. A visit from a villager will be arranged to give first-hand knowledge about changes in our locality. This will link with learning in geography.</p> <p><b>Relevance to school community/locality:</b> How has our school changed over time? How has the village changed over time? How can we find out? What questions can we ask?</p> <p><b>Builds on prior learning in EYFS in relation to:</b> Their knowledge and understanding of the world: everyday language about the passing of time, ordering and sequencing familiar events.</p> <p><b>Creates readiness for</b> This unit will form the foundation for further work undertaken in Y1 and Y2 where children will be increasingly looking at events and individuals from the past.</p> <p><b>Vocabulary:</b> days, months, today, yesterday, tomorrow, similarities, differences, sources of information, changes over time.</p>	<p><u>Pastime</u></p> <p><b>The ‘Big Picture’:</b> <b>(Rationale for the Theme)</b> This unit will continue to teach and encourage the ongoing use of common words and phrases relating to the passing of time. This will link with learning in maths. Our leisure activities, toys and games will be the inspiration to be used to explore change over time. A visit from Peterborough Museum will be arranged to give first-hand knowledge about toys from the past.</p> <p><b>Relevance to school community/locality</b> How have our lives changed over time? How has the way we spend our leisure time in and out of school changed over time? How can we find out? What questions can we ask?</p> <p><b>Builds on prior learning in</b> This builds upon learning in term 1 in relation to: Their knowledge and understanding of words and phrases relating to the passing of time. This unit builds on learning in EYFS in relation to: The sequencing of events across the day and the lives of their peers Similarities and differences between themselves.</p> <p><b>Creates readiness for</b> This unit will form the foundations of all future history learning as it is a core unit in relation to the understanding of basic chronology. In Year 1 they will start to investigate time beyond living memory</p> <p><b>Vocabulary:</b> similarities, differences, past, grandparents, old, new, decade, chronological, compare and contrast, timeline, museum.</p>	<p><u>Why will Queen Elizabeth be remembered?</u></p> <p><b>The ‘Big Picture’:</b> <b>(Rationale for the Theme)</b> This unit will continue to teach and encourage the ongoing use of common words and phrases relating to the passing of time. Exploring the life of Queen Elizabeth 11 will provide opportunities to develop curiosity about changes within living memory and an understanding of the ways we can find out about these changes.</p> <p><b>Relevance to school community/locality</b> How has the Queen influenced our school, village and families? How can we find out? What questions can we ask? Link to local Platinum Jubilee Celebrations in 2022</p> <p><b>Builds on prior learning in</b> This builds upon learning in term 1 in relation to: Their knowledge and understanding of words and phrases relating to the passing of time ‘All about Castor’ topic from term 1 This unit builds on learning in EYFS in relation to: The ‘Are we nearly there yet?’ theme – London buildings.</p> <p><b>Creates readiness for</b> This unit will form the foundations of all future history learning as it is a core unit in relation to the understanding of basic chronology. In Year 2 the children will look at life in castles - Norman and Victorian</p> <p><b>Vocabulary:</b> Queen, London, monarch, palace, Buckingham, king, timeline, Royal family, generations, line of succession, birth, coronation, jubilee, flag.</p>		<p><u>All at sea</u></p> <p><b>The ‘Big Picture’:</b> <b>(Rationale for the Theme)</b> This unit will continue to teach and encourage the ongoing use of common words and phrases relating to the passing of time. Exploring the life of Grace Darling will provide opportunities to develop curiosity and knowledge about change over time and also about a significant female individual who made a huge impact. A visit to Hunstanton Lifeboat Station will be arranged to give a context to the learning and a further layer to the learning experience. This will link to learning in geography.</p> <p><b>Relevance to school community/locality</b> Coastal resorts within easy reach of our village – how has travel to these seaside towns changed over time? How can we find out? What questions can we ask? The RNLI – how can we show our support as a class/school?</p> <p><b>Builds on prior learning in</b> This builds upon learning in term 1 in relation to: Their knowledge and understanding of words and phrases relating to the passing of time Term 3 learning about Queen Elizabeth II (developing an understanding of the past and how other people are different from them yet share some of the same characteristics This unit builds on learning in EYFS in relation to: Learning about the past through talking to their parents, grandparents, and friends.</p> <p><b>Creates readiness for</b> This unit will form the foundations of all future history learning as it is a core unit in relation to the understanding of basic chronology. In Year 2, the role of women in history will be explored through Florence Nightingale, Amy Johnson, Mae Jemison In Year 5, the children will look at the impact of the railway during the Industrial Revolution</p> <p><b>Vocabulary:</b> RNLI, charity, volunteer, rescue, lifeboat, Skegness, lighthouse, lamp, candle, Grace Darling, Victorian, heroine, courage, Queen Victoria, seaside, invention</p>

## Year 2 - History Curriculum Map

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><b>Location, Location, Location!</b> Understand that we can learn a great deal from life in the past from castles that still stand today. The children will learn that not all castles are ruins and that some are still working castles. They will learn that life for the rich and poor was very different within the castle walls and will compare this to life today. They will consider how people use the physical landscape to their advantage and why castle design evolved over time.</p> <p><b>Builds on prior learning in</b> Looking at village life in Year 1 and Queen Elizabeth II. In EYFS, looking at castles in 'Jack and the Beanstalk' and landmarks in London- looking at Buckingham Palace)</p> <p><b>Creates readiness for</b> Y2 revisit the social hierarchy of the 17th century in the summer term as well as thinking about the Tower of London. The power of the monarchy will be revisited throughout KS2, including the Tudors in Y4 and the Victorians in Year 5. The importance of developing a strong fort will also be studied in KS2 (Stone to Iron Age Y3 and the Anglo-Saxons and Vikings Y6.</p>	<p><b>Remembering Heroes and Celebrating Heroines</b> <b>The 'Big Picture':</b> <b>(Rationale for the Theme)</b> It is important that the children know the sacrifice made by local people during the Great War and subsequent conflicts. It is important that during the worst conflicts, people can make a difference to others during very difficult times and that they leave a legacy for future generations.</p> <p><b>Relevance to school community/locality</b> Who, why, what and how do we remember on Remembrance Day? How important was the work of Florence Nightingale and Mary Seacole in the Crimean War? Why was Mary Seacole not acknowledged for her achievements at the time?</p> <p><b>Builds on prior learning in</b> Reflection on personal experiences of Remembrance Day</p> <p><b>Creates readiness for</b> WWII in Year 6 and the legacy of the war (the formation of the NHS)</p>	<p><b>From Castor to Beijing</b> An overview of where and when the first civilizations appeared- The Shang Dynasty. We will learn about Fu hao and her importance in the Shang Dynasty and studying artefacts that were buried in her tomb.</p> <p><b>Builds on prior learning in</b> Pastimes in year 1</p> <p><b>Creates readiness for</b> The Indus Valley in year 4</p>	<p><b>The 'Big Picture':</b> <b>(Rationale for the Theme)</b> Understand how people's lives have shaped the nation, how the lives of significant individuals have contributed to national and international achievements, How the lives of these individuals compare in different time periods. Women explorers have been chosen as they challenged stereotypes, are pioneers, explorers and the first in their field. To give children ambition and aspiration to achieve.</p> <p><b>Builds on prior learning in</b> EYFS- Transport</p> <p><b>Creates readiness for</b> Year 5 - Space Year 6 - WWII RAF</p>	<p><b>The Stone Age</b>  The hunters of Doggerland Hunter-gatherers What do we mean by 'pre-historic'? Skara Brae Stonehenge How was Stonehenge built?</p> <p><b>Builds on prior learning in</b> Fantastic Fantasy in Year 1.</p> <p><b>Creates readiness for</b> Roman Empire and Roman Britain in Year 4 (tools, weapons and their uses over time).</p>	<p><b>The 'Big Picture':</b> <b>(Rationale for the Theme)</b> To learn about events beyond living memory that are of national significance and people who contributed to this event. To know how life was different in the past. To know there are many ways we can find out about the past even when they occurred many years before living memory. To know that we can learn from events that have happened. To consider what we can learn from the Great Fire of London</p> <p><b>Key enquiry question – How did London change after the GFOL?</b></p> <p><b>Relevance to school community/locality</b> Local Fire Station in Peterborough</p> <p><b>Builds on prior learning in</b> Reflection on personal experiences of Remembrance Day</p> <p><b>Creates readiness for</b> WWII in Year 6 and the legacy of the war (the formation of the NHS)</p>

## Year 3 - History Curriculum Map

Vocabulary – See Knowledge Organisers for each unit of work (on the school website)

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><b>Ancient Egypt</b></p> <p>Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming.</p> <p>How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing</p> <p><i>Disciplinary focus: change/continuity How much did Ancient Egypt change over time?</i></p> <p><b>Builds on prior learning in</b> Fire Fire! and Real-Life Superheroes in Year 2.</p> <p><b>Creates readiness for:</b> Roman Empire and Roman Britain in Year 4, Indus Valley and Ancient Greece in Year 3 (rulers/ruling, ancient civilizations)</p>	<p><b>Cradles of Civilisation</b></p> <p>The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. big map seeing where they all were &amp; geographical similarities.</p> <p>Depth study of ancient Sumer in Mesopotamia via rivers &amp; settlements (reinforce geography knowledge so far) and via art of ancient civilisations. Ziggurats</p> <p><i>Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer?</i></p> <p><b>Builds on prior learning in</b> Ancient Egypt</p> <p><b>Creates readiness for</b> Rivers in Geography Year 3</p>	<p><b>Indus Valley Civilisation</b></p> <p>Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys)</p> <p>Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments)</p> <p>Craftsmanship, trade, barter Puzzles for historians, including rulers and religion</p> <p><i>Disciplinary focus: evidential thinking How do we know a</i></p> <p><b>Builds on prior learning in</b> Explorers in Year 2 and Cradles of Civilisation</p> <p><b>Creates readiness for</b> Roman Empire and Roman Britain in Year 4, Ancient Greece in Year 3 (ancient civilizations)</p>	<p><b>Persia and Greece</b></p> <p>Start with ancient Persia and its empire to set geographical &amp; political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer’s Iliad</p> <p>Greco-Persian wars, inc. battle of Marathon,</p> <p>Thermopylae, Salamis</p> <p>Ancient Greek language</p> <p>Peloponnese War Greek religion – gods and goddesses</p> <p><i>Disciplinary focus: similarity and difference What did Greek city-states have in common?</i></p> <p><b>Builds on prior learning in</b> Cradles of Civilisation</p> <p><b>Creates readiness for</b> Ancient Greece and Alexander the Great</p>	<p><b>Ancient Greece</b></p> <p>Athenian democracy and empire Art, culture &amp; learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2)</p> <p>Greek literature, inc. epic poetry – inc. Homer’s Odyssey.</p> <p>Tragedy in Greek theatre</p> <p>Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</p> <p><i>Disciplinary focus: evidential thinking What can historians learn from the sources from Ancient Greece?</i></p> <p><b>Builds on prior learning in</b> Ancient Egypt, Indus Valley and Persia and Greece in</p> <p><b>Creates readiness for</b> Roman Empire and Roman Britain in Year 4 (ancient civilizations, empire)</p>	<p><b>Alexander the Great</b></p> <p>Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire.</p> <p>Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death.</p> <p>Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad)</p> <p>Meanwhile in Egypt.... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?</p> <p><i>Disciplinary focus: causation How did Alexander the Great conquer so much land?</i></p> <p><b>Builds on prior learning in</b> Persia and Greece</p> <p><b>Creates readiness for</b> Roman Empire and Roman Britain in Year 4</p>

## Year 4 - History Curriculum Map

Vocabulary – See Knowledge Organisers for each unit of work (on the school website)

Autumn Term 1 & 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><b>The Roman Republic</b></p> <p>Foundation myth of Romulus and Remus</p> <p>River Tiber civilisation</p> <p>The early kings of Rome</p> <p>Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths &amp; legends Roman roads</p> <p>Roman politics and government during the Republic</p> <p><i>Disciplinary focus: similarity and difference How much power did the senate have in the Roman Republic?</i></p> <p><b>Builds on prior learning in</b> local history - celebrating local Roman history links across the school.</p> <p><b>Creates readiness for:</b> Roman Empire in Year 4 (understanding of Roman life)</p>	<p><b>Roman Britain</b></p> <p>The ancient Britons – a land of diversity, a land of migrants (e.g. Celts).</p> <p>Celtic language, Celtic culture.</p> <p>Rebellions: Caractacus, Boudicca.</p> <p>Roman town: Aquae Sulis</p> <p>Life on the frontier: Hadrian's Wall</p> <p>Black Romans in Britain</p> <p><i>Disciplinary focus: evidential thinking What kinds of knowledge about Roman Britain have historians been able to build from the sources?</i></p> <p><b>Builds on prior learning in</b> Roman Empire in Year 4.</p> <p><b>Creates readiness for:</b> Christianity in Three Empires in Year 4 (understanding of Roman life).</p>	<p><b>Christianity in three empires (300-600CE)</b></p> <p>This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows:</p> <p>1.Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire.</p> <p>2.Constantine founding of Constantinople.</p> <p>3.Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European &amp; Asian influences in art and architecture.</p> <p>4.Trade in East Africa &amp; links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum. 5.Ethiopian Christianity: the rock churches and other cultural artefacts; ongoing importance in world Christianity. 6.Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum.</p> <p><i>Disciplinary focus: similarity/difference What made each early Christian state special?</i></p> <p><b>Builds on prior learning in</b> Roman Empire and Roman Britain in Year 4.</p> <p><b>Creates readiness for:</b> Anglo Saxons in Year 5 (Christianity in the British Isles).</p>	<p><b>Islamic civilisations (1) Arabia and early Islam</b></p> <p>Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world.</p> <p>An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</p> <p><i>Disciplinary focus: change and continuity What kind of change did Muhammad bring about in Arabia?</i></p> <p><b>Builds on prior learning in</b> Christianity in three empires</p> <p><b>Creates readiness for:</b> Cordoba: city of light</p>	<p><b>Islamic civilisations (2) Cordoba: city of light</b></p> <p>The Rise of Islam Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba.</p> <p>How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together.</p> <p>The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.</p> <p><i>Disciplinary focus: similarity and difference How did worlds come together in Cordoba?</i></p> <p><b>Builds on prior learning in</b> Christianity in three Empires and Arabia and early Islam</p> <p><b>Creates readiness for:</b> The round city: Baghdad</p>

## Year 5 - History Curriculum Map

Vocabulary – See Knowledge Organisers for each unit of work (on the school website)

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><b>Islamic Civilisations (3) The round city: Baghdad</b></p> <p>Depth focus: Baghdad – the round city. Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understand medieval Islam.</p> <p>The House of Wisdom, books and paper, translation of the ancient texts from Greek.</p> <p>The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine.</p> <p>How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance.</p> <p><i>Disciplinary focus: causation</i> Why were there so many restless minds in Cordoba and in Baghdad?</p> <p><b>Builds on prior learning</b> in Cradles of Civilisation in year 3 and Cordoba: city of light, Christianity in three empires.</p> <p><b>Creates readiness for:</b> geometry learning in maths</p>	<p><b>Anglo-Saxon Britain</b></p> <p>Reasons for migration</p> <p>Anglo-Saxon kingdoms</p> <p>Christianity arrives in the British Isles (1) (Jutish rule in Kent: Ethelberht and Berta) including Augustine etc, up to Synod of Whitby 664). Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: ‘not Angles but angels’).</p> <p>Early monasteries in British Isles; Bede. Offa and Cwynethrith of Mercia How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo</p> <p><i>Disciplinary focus: evidence</i> How have historians learned about Anglo-Saxon Britain?</p> <p><b>Builds on prior learning</b> in Roman Britain, Rivers (year 3)</p> <p><b>Creates readiness for:</b> Lady of the Mercians, Norse Culture and Vikings in Britain (2), Migration</p>	<p><b>Lady of the Mercians</b></p> <p>The first Viking raids and invasions</p> <p>King Alfred of the Kingdom of Wessex</p> <p>The ‘Great Heathen Army’</p> <p>Alfred in Athelney</p> <p>Alfred’s victory over Guthrun, Guthrun’s baptism</p> <p>Danelaw</p> <p>Scandinavian settlements Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled in other parts of the world and interacted with diverse cultures Aethelflaed growing up. Women in Wessex and in Mercia</p> <p>Aethelflaed &amp; Aethelred take on the Vikings Aethelflaed &amp; Edward build burhs and press into the Danelaw. Raid on Bardney and Battle of Tettenhall. Aethelflaed ruling in her own right from 911 as Lady of the Mercians.</p> <p><i>Disciplinary focus: change/continuity</i> How did the Vikings change England?</p> <p><b>Builds on prior learning</b> Rivers (year 3), Anglo-Saxon Britain</p> <p><b>Creates readiness for:</b> Changing Rulers, Changing Worlds and Norse Culture</p>	<p><b>Norse culture</b></p> <p>Including sagas, art, poetry, folklore. Norse gods, goddesses, stories and customs. Beowulf - depth.</p> <p>What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics such as Gilgamesh and Iliad from Y3 history)</p> <p><i>Disciplinary focus: similarities</i> What connections* and similarities did the Norse peoples have with other peoples? *(both direct interactions with people, e.g. trading and exploring, and similarities with other cultures, e.g. sagas and ancient epics)</p> <p><b>Builds on prior learning</b> in Anglo Saxon Britain, The round city: Baghdad</p> <p><b>Creates readiness for:</b> Changing Rulers, Changing Worlds</p>	<p><b>Changing Rulers, Changing Worlds</b></p> <p>Case study of Jorvik in 910, told through fictional story of two Viking children. Consolidates stories from Norse culture and views expansion of Wessex/Mercia from perspective of Vikings.</p> <p>Why we must tell differing stories (Vikings &amp; Anglo-Saxon; rulers and ordinary people; men, women and children); and reasons why some stories go missing (interpretations of the period involving Aethelflaed only surfacing more recently).</p> <p>Aethelflaed presses north into Tamworth, Derby and Leicester, her closeness to attacking York and uniting the country before her death in 918.</p> <p>Athelstan coronation and creation of England. Vikings shaping Britain: i) government (focus on Canute); ii) Viking-British cultural fusions (the case of the hogsbacks – Cumbria and southern Scotland)</p> <p><i>Disciplinary focus: change/continuity</i> How did Angles, Saxons and Vikings shape England and Scotland?</p> <p><b>Builds on prior learning</b> in Anglo Saxon Britain, Lady of the Mercians</p>	<p><b>Local history study – school planned unit</b></p> <p>See local history guidance document for guidance on how to shape a strong local history study and how to make good use of prior knowledge within it.</p> <p><i>Enquiry question developed by school to suit school-planned local study</i></p>

## Year 6 - History Curriculum Map

Vocabulary – See Knowledge Organisers for each unit of work (on the school website)

Autumn Term 1	Autumn Term 2	Spring Term 1 & 2	Summer Term 1	Summer Term 2
<p><b>Changing Rulers, Changing Worlds (Yr5)</b></p> <p>Case study of Jorvik in 910, told through fictional story of two Viking children. Consolidates stories from Norse culture and views expansion of Wessex/Mercia from perspective of Vikings.</p> <p>Why we must tell differing stories (Vikings &amp; Anglo-Saxon; rulers and ordinary people; men, women and children); and reasons why some stories go missing (interpretations of the period involving Aethelflaed only surfacing more recently).</p> <p>Aethelflaed presses north into Tamworth, Derby and Leicester, her closeness to attacking York and uniting the country before her death in 918.</p> <p>Athelstan coronation and creation of England. Vikings shaping Britain: i) government (focus on Canute); ii) Viking-British cultural fusions (the case of the hogsbacks – Cumbria and southern Scotland)</p> <p><i>Disciplinary focus: change/continuity How did Angles, Saxons and Vikings shape England and Scotland?</i></p> <p><b>Builds on prior learning</b> in Anglo Saxon Britain, Lady of the Mercians</p> <p><b>Creates readiness for:</b> KS3 the teaching of development of Church, state and society in Medieval Britain 1066-1509</p>	<p><b>The Maya</b></p> <p>Geography of Maya on Yucatán peninsula (link to Y5 North and South America). Maya rulers, customs and structure of society Maya agriculture including maize, chocolate. Maya language, art, cities and architecture (with links to Y3 including hieroglyphs and ancient monuments such as pyramids). Maya calendar and mathematics.</p> <p>Maya religious belief and practice including creation myth and ritual bloodletting. Historians' explanations for what happened to the Maya civilisation.</p> <p><i>Disciplinary focus: evidential thinking How do historians know about the Maya?</i></p> <p><b>Builds on prior learning in</b> Ancient Egypt and Agriculture in Year 3 North and South America in Year 5</p> <p><b>Creates readiness for</b> Agriculture in Science in KS3</p>	<p><b>Ethiopia and Benin</b></p> <p>This half-term's unit will focus on (i) material culture, society and technology in the kingdom of Benin and (ii) a second, East African kingdom, contemporary to Benin, which builds on pupils' earlier knowledge of East African worlds gained in Years 3 and 4, especially the Year 4 work on the empire of Aksum.</p> <p>Disciplinary focus:</p> <p><b>Builds on prior learning in</b> Ancient Egypt in Year 3 Christianity in three Empires in year 4</p> <p><b>Creates readiness for</b> Political power, industry and empire in KS3</p> <p>(This unit will be completed in the second week of the second term.)</p> <p>SATs revision and preparation for the remaining 2.5 weeks so as not to start a new unit before having a 2 week break at Easter.</p>	<p><b>WW2 – The Battle of Britain</b></p> <p>This term's unit will focus on an aspect of history, of a site dating from a period beyond 1066, specifically on WW2.</p> <p>It will include focussing on the events that led to the outbreak of WW2, the meaning of appeasement, who Winston Churchill was and why we remember him, the events of Dunkirk, what the 'Battle of Britain' was and how this was a turning point in WW2 for Britain, aspects about 'The Blitz'.</p> <p>Consider how WW2 affected the children in Britain, specifically a child who was evacuated to Castor (Jim's Diary), studying local logbook entries and the attendance records of evacuees to Castor during this time.</p> <p>Whether men and women did similar things during the war, how life and food supplies changed during the war and if this led to positive changes for future generations.</p> <p>A study of the D-Day landings and their success during the campaign and what it took for the war to eventually come to an end.</p> <p><i>Disciplinary focus: a study of Jim – a boy who was evacuated to Castor during the war. The diaries of Jim, written as a man, remembering his time in Castor. What life was really like for an evacuee from a first hand, local account.</i></p> <p><b>Builds on prior learning in</b> Ethiopia and Benin in year 6 (leadership and power), in PSHE lessons about Remembrance Sunday throughout all year groups.</p> <p><b>Creates readiness for</b> Challenges for Britain, Europe and the wider world 1901 to the present day in KS3.</p>	