

History at St Johns Tiverton - September 2022.

Why do we teach History?

At St John's Primary School we aim to deliver a history curriculum that is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Our teaching of history will help pupils gain a secure knowledge and understanding of Britain's past and that of the wider world. The curriculum is structured in a way that allows for children to make links between current and previous learning. Teachers use the long term plans for history to make comparisons between historical periods previously taught, developing children's chronological knowledge and understanding from the Stone Age to present day.

We want children to be curious to know more about the past and to have the skills required to explore their own interests. History lessons focus on working as historians and developing historical skills and there are many opportunities for the curriculum to be enriched through historical visits, visitors and events held in school.

We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. It is important for children to develop a sense of identity through learning about the past and we want them to know how history has shaped their own lives. This is why the local area is fully utilised to achieve the curriculum outcomes.

How do we teach children?

At St John's, History is taught in half a term block, every term for one hour per week. The subject is explicitly taught in years 1 to 6 and units are blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth. Our History curriculum is designed so that children start with 'themselves' and their school or local area

Teachers use a variety of teaching and learning styles in their history lessons to develop pupils' knowledge, skills and understanding in history.

We believe children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to museums and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of the past
- They listen to and interact with stories from the past
- They undertake fieldwork by interviewing family and older friends about changes in their own and other people's lives
- They use drama and dance to act out historical events
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books for research

- They are provided with opportunities to work independently or collaboratively, to ask as well as answer historical questions.

We recognise that there are children of differing abilities in all our classes, and so we provide suitable learning opportunities for all children. We achieve this through a range of strategies which are differentiated by expected outcome and support from peers or adults.

The children's understanding and knowledge of historical facts will be broadened through the teaching of the following key concepts:

- chronological knowledge and understanding
- history of the wider world
- understanding of abstract terms
- Historical concepts
- Continuity and change
- Cause and consequence
- Similarity and difference
- Significance
- Historical enquiry
- Interpretation of history and historical perspective

What do we want our children to achieve?

- Children are engaged, curious and resilient in History lessons and relish the challenge and opportunities for fun that the subject offers.
- Children are critical and analytical in their thinking, making informed and balanced judgements based on their knowledge of the past.
- Children are aware of how historical events have shaped the world today, including History at the local and personal level.
- Children develop enquiry skills to pursue and investigate their own interests within a topic.
- Children visit historically relevant sites and museums and learn from visitors to enhance their learning in History and create positive memories.
- Children retain learning and explicitly make connections between what they have previously learned and what they are currently learning.
- Children are able to articulate what they have learned in History and can describe significant periods, events and people from the past.
- Children remember more, know more and can do more.

Where it all begins - laying the foundations for History in EYFS

Through 'Understanding the World' children will learn about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children will talk about the lives of people around them and their roles in society. They will also understand the past through settings, characters and events entered in books read in class and storytelling.

Autumn Term - Reception Class	Spring Term - Reception Class	Summer Term - Reception Class
<p>EYFS - Who Am I? All About Me.</p> <p>Talk about the lives of the people around them</p> <p>Parents/Grandparents/Great Grand-Parents. My Family Tree.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>How was their parents/grandparents' childhood different from theirs? - schooling/toys/foods/play experiences and holidays.</p>	<p>EYFS - Blast Off!</p> <p>Talk about the lives of people and their roles in society</p> <p>Neil Armstrong's Moon Landing, Tim Peake - ISS</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>EYFS - Wings, Wheels and Sails - Transport</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; -</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>The Tivvy Bumper - Tiverton's Steam Train History</p>

Vocabulary
<p><u>Autumn Term</u></p> <p>Family History - Grandparent, Parent, Aunt, Uncle, Cousin, Great Grandparent, family tree, ancestor</p> <p>Toys - spinning top, peg doll, trains, teddy bears, yoyo, etch a sketch, jacks, conkers, rag dolls, Cindy/Barbie and Action Man, hopscotch, French skipping</p> <p>School - desks, ink pots, the cane, discipline, chalks and chalkboards/slates</p> <p><u>Spring Term</u></p> <p>Space Travel - Apollo 11, moon landing, astronaut, space walk, Kennedy Space Centre, Buzz Aldrin, Mike Collins, Neil Armstrong, Tim Peake, International Space Station, television, news broadcast, USA</p> <p><u>Summer Term</u></p> <p>Transport-- Steam train, railways, Tivvy Bumper, museum, platform, tracks, carriages, engine, coal, guard, engine driver, ticket collector, passengers, station, Tiverton, Bolham, Bampton, railway bridge</p>

History Curriculum - Key Concepts:

An abundance of opportunities are embedded across our History curriculum which allow our Historians to investigate and interpret the past through significant events and life's, comprehend chronology, identify historical changes as well as continuity between and within periods of time and understand/challenge perspectives and interpretations. These are our History key curriculum threads, which run progressively through this subject's curriculum.

Chronology	Continuity and Change between periods	Cause and Consequence	Similarity/Difference with a periods/situation	Significance of events/people	Perspectives and interpretations
-------------------	--	------------------------------	---	--------------------------------------	---

Chronology:

Within each History topic we studied we deepen our children's chronology knowledge, through for example ordering significant events and dates, create a family tree, develop historical context and organise relevant historical information within a narrative. Our chronology thread through every topic ensures our children develop a depth of chronology so that they can view periods of time contextually and in order.

Continuing and Change between Periods:

Through our studies we explore progress, transformation, regression, and demise. We link previous studies, for example of Ancient civilisations ,to develop a depth of knowledge and to explain/explore the extent of past changes and reasons for continuities.

Cause and Consequence:

Our curriculum is rich with opportunities for our children to learn how different events during different periods of time have impacted/influenced the way we and other people live today.

Significance of events/people:

Some events, ideas or people have had such a long-lasting impact on the world that they could be significant. Not all things are significant for the same reasons as other things and in this concept, our children can see the range of reasons why certain people, places and events were significant then and now. It includes assessing and evaluating the impact that they had on a period of time.

Similarity/Difference with a periods/situation:

Similarity and difference is based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups. Asking how similar or different allows our pupils to draw comparisons across people, their perspectives, motivations and actions as well as across time and space, helping children to develop a greater understanding of modern global society. Similarity and difference is important for helping children move beyond stereotypical assumptions about people in the past and to recognise and analyse the diversity of past experience.

Perspectives and interpretations:

This concept helps our children to develop the understanding that history is not just about knowing the events of the past but also the way such events are presented. These presentations of the past come in a variety of forms and children should be able to reflect purposefully on their worth. In this concept, children will be able to develop their skills of historical enquiry, where they will use the same methods as a professional historian when investigating an aspect of history. Children will develop their understanding of historical enquiry by asking and framing question; undertaking research; making judgments and effectively communicating answers.

Year A

Maple Year A Autumn	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	How they have changed since a baby (EYFS)	<p>Changes within living memory Toys and books</p> <p>Recognise which era toys and books come from – grandparents, parents, theirs.</p> <p>Know how toys and books have changed over time, link to social events e.g., toy trains steam to electric, board games to electronic games, books with few pictures to glossy pages. Toys now link to TV programs.</p> <p>Know how and why materials for toys have changed over time</p>	<p>Use artefacts to find out about the past</p> <p>Place events on at timeline</p>
Disciplinary Knowledge		<p>Sort events or objects into groups (i.e., then and now)</p> <p>Find answers to simple questions about the past from sources of information e.g., artefacts</p> <p>Sequence 3 artefacts</p> <p>Talk, draw and write about things from the past.</p>	
VOCAB		Electric steam board games, television, glossy, grandparents, past, present, chronological, material,	
Learning focus/outcome	<ol style="list-style-type: none"> 1. Sort objects into groups - past and present and reason why 2. Use artefacts to find out about the past 3. Draw and write about toys from the past 4. Draw and write about toys from the past 5. Sequence 3 artefacts 6. Children can explain how and why toys have changed and can give their opinion on which are better. 		

Maples Year A Spring	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	People travel by train	<p>Rainhill trials – significant events from the past. How did people travel before the railway?</p> <p>What the Rainhill trials were, what it would have been like to have been there.</p> <p>https://rainhilltrials.co.uk/</p> <p>https://www.bbc.co.uk/programmes/p011w92v - (Teacher knowledge)</p> <p>Who Stephenson was AND what he invented</p> <p>Why was it a significant event, what did it change? (Bringing the railway to people so they could go further)</p>	<p>Move from steam to diesel and electric</p> <p>Use of railways in farming</p> <p>Railways in WW2</p>
Disciplinary Knowledge		<p>Know and recount episodes from stories about the past</p> <p>Use stories to distinguish between fact and fiction</p> <p>Talk, draw and write about things from the past.</p>	
VOCAB		Rainhill trials, steam train, Stephenson, track, invention, railroad, locomotive	
Learning focus/outcome	<ol style="list-style-type: none"> 1. Know how people travelled before the railway 2. Why was Stephenson important? 3. Recount episodes from the past (Rainhill trials) 4. Use stories to distinguish between fact and fiction (what would it have been like to have been there) 		

	<p>5. Why were the rainhill trials significant?</p> <p>6. Assessment</p>
--	--

Maples Year A Summer	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Rainhill trials	<p>Seaside</p> <p>Significant places in our locality</p> <p>The development of the railway led to the start of seaside holidays.</p> <p>Compare what the seaside was like in the past with today – differences in activities on the beach, beach clothing, how people travelled to Lyme</p> <p>Use photographs and postcards as artefacts.</p> <p>Read stories about Mary Anning - https://en.wikipedia.org/wiki/Mary_Anning</p>	Mary Anning
Disciplinary Knowledge		<p>Find answers to simple questions about the past from sources of information</p> <p>Talk, draw and write about things from the past.</p> <p>Recognise the difference between past and present in theirs and others lives.</p> <p>Tell stories about the past.</p>	
VOCAB		Mary Anning, fossil, seaside, bathing machines, travel,	
Learning focus/outcome	<ol style="list-style-type: none"> 1. What is it like at Lyme Regis? 2. Recognise the difference between past and present lives. (beach activities) 3. Recognise the difference between past and present lives. (beach clothes) 4. Recognise the difference between past and present lives. (travelling to the beach) 		

	<p>5. Why is Lyme an important place</p> <p>6. Assessment</p>
--	---

Willow Year A Autumn	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	<p>Rainill trials Mallard steam</p> <p>Compare life in the past and now</p> <p>Tiverton is a significant local place</p>	<p>Extended study of the railway – impact on industry and the country (extended chronological study)</p> <p>Review – travel before the railways. Rainhill trials Know that goods were transported from factories by road and canal before the railways.</p> <p>Railways sped up the delivery of goods – newspapers, post, towns grew quickly due to their location on the railway network – Crewe, Peterborough.</p> <p>Tiverton railway history - https://en.wikipedia.org/wiki/Tiverton_railway_station#:~:text=It%20opened%20in%201848%20as%20a%20junction%20when%20the%20branch%20opened.</p> <p>Many companies built and opened railways.</p>	<p>How the railways changed farming (Kestrels)</p> <p>Railways in WW2</p>
Disciplinary Knowledge		<ul style="list-style-type: none"> ● Sequence several events or artefacts. ● Recognise why events happened and what happened as a result. ● Compare with our life today ● Identify differences between ways of life at different times. ● Look at representations of the period e.g., photographs, written accounts, paintings. 	

		<ul style="list-style-type: none"> • Use a source to answer simple questions about the past based on observations. • Communicate knowledge through speaking, drawing, writing, or role play. 	
VOCAB		Canal, railway, industry, factory, station, mainline, branch line,	
Learning focus/outcome	<ol style="list-style-type: none"> 1. Explore travel before and after the railway 2. Explore transport of goods before the railway 3. Invention of the Steam Train - Watt's Engine 4. Rainhill trials and the development of the steam railways 5. Recognise how railways changed life for people in and out of Tiverton(main focus transport of goods) 6. Identify differences between life at different times - when the lines changed. 		

Maple Year A Spring	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Life in the past is different to today	<p>Stone Age to Iron age late Neolithic hunter-gatherers and early farmers, for example, Skara Brae The stone age began 12000 years ago in Britain. Britain was covered in forests, no towns, no houses, no queen.</p> <p>Archaeological evidence tells us about what stone age people were like.</p> <p>Starr Carr, a seasonal settlement – what do these artefacts tell us? They hunted, deer were important to them, they sewed, they decorated their clothes, they made weapons.</p> <p>Skara Brae – permanent settlement in Scotland Important world heritage site– look at evidence, what can we find out? Community was important to them, they made stone furniture, games, tools, jewellery, no weapons.</p>	<p>Roman invasion</p> <p>Stone age to iron age</p>
Disciplinary Knowledge		Use dates and terms relating to the passing of time within the unit	

		<p>Find out about the everyday lives of the people studied. Understand why people may have wanted to do something Compare with lives today Use a range of sources</p> <p>Observe small details in artefacts</p> <p>Communicate ideas about the past through speaking, drawing, writing or role play.</p>	
VOCAB		Stone age, iron age, neolithic, archaeology, Starr Carr, Skara Brae, seasonal settlement, antler, amber, stag, axe, hearth	
Learning focus/outcome	<ol style="list-style-type: none"> 1. Understand what Britain was like in the stone age 2. Use a range of sources (Life at Starr Carr) 3. Communicate ideas through speaking drawing and writing (Describe life at Star Carr) 4. Use a range of sources (Skare Brae) 5. Communicate ideas through speaking, drawing and writing (Describe life at Skare Brae) 6. Assessment 		

Maple Year A Summer	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Travel before the railways	<p>Queen Victoria and Elizabeth I (comparing aspects on different periods Queen Elizabeth I reigned 470 years ago. Queen Victoria reigned 180 years ago</p> <p>Travel – Elizabethan people didn't travel; roads weren't paved meant for animals and ppl on foot. Victorian – horse drawn vehicles or horseback or foot.</p> <p>Food – Elizabethan all fresh, well-fed people, lots of meat, poor people not meat, some communal ovens. Victorian – began preserving food, tins, ice, salt. Meat became affordable for many.</p> <p>Clothes</p>	Life in Roman times

Disciplinary Knowledge		<p>Identify differences between ways of life at different times</p> <p>Compare with our life today</p> <p>Place dates of the times studied on a timeline</p> <p>Look at representations of the period e.g., pictures, museum exhibits/</p> <p>Begin to use the library and internet to research.</p>	
VOCAB		Queen Victoria, Queen Elizabeth, communal, preserving, paved roads.	
Learning focus/outcome	<ol style="list-style-type: none"> 1. Place dates on a timeline 2. Compare travel in different times 3. Compare food in different times 4. Look at representations of the period 5. Begin to use the internet to research (Clothes) 6. Compare Victorian / Elizabethan life with today 		

Sycamore Year A Autumn	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Life was different in the past to today Stone age life in Britain	Legacy of Ancient Greece Ancient Greece 800 -146BCE Artefacts – ruins, pots, writings of Homer. Life in Athens – arts were important. Music and dancing allowed. Women educated to be home makers, did not go out, married at 14. Legacy of Athens - democracy Life in Sparta – focus on being strong, fighting, sport. No place for the weak. Women educated to read and write and protect themselves, sporty, married at 18. Legacy – Olympic games.	Legacy of the Romans (Compare life in different eras
Disciplinary Knowledge		Place time and events on a timeline. Begin to understand BC and AD Use evidence to reconstruct life Use evidence to build up a picture of past events Communicate ideas using pictures, writing, ICT roleplay	
VOCAB		Ancient, archaeology, Homer, artefact, Spartan, Athenian, BCE, AD, civilisation, empire, democracy, tyrant, honour.	
Learning focus/outcome	<ol style="list-style-type: none"> 1. To locate Ancient Greece in place and time and place key events on a timeline 2. To use artefacts to reconstruct life in Ancient Greece 3. To compare life in Athens and Sparta 4. To compare life Athens and Sparta - express an opinion using evidence 5. To explore the significance of the legacy of Ancient Greece 6. Assessment 		

Sycamore Year A Spring	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	<p>Stone age and iron age life</p> <p>Empire</p>	<p>The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica Roman Empire Ad 42 Powerful army – had weapons and tactics others didn't Claudius needed to prove himself – therefore wanted to invade</p> <p>40,000 soldiers invaded the south coast.</p> <p>Boudicca was a Celtic Queen led a rebellion Married to a Celtic King – when he died, she couldn't inherit the land, Romans wanted it all. Led a revolt to Colchester and won.</p> <p>Defeated at the Battle of Watling Street in 61 AD, even though Celts were outnumbered.</p> <p>Romans controlled England NOT Scotland. Defeated a few tribes but never controlled. Hadrian's Wall built to protect Scotland. 122 AD</p>	<p>Anglo Saxons</p> <p>Compare life in different eras</p>
Disciplinary Knowledge		<p>Place events on a timeline Begin to date events</p> <p>Use textbooks and historical knowledge, internet and library. Evaluate the usefulness of different sources.</p> <p>Use evidence to build up a picture of past events</p> <p>Communicate ideas through writing, role play, ICT pictures.</p>	

VOCAB		Roman Empire, Celts, tactics, revolt, invasion, conquered, inherit, Picts, tribes, Boudicca, resources	
Learning focus/outcome	<ol style="list-style-type: none"> 1. Use evidence to build up a picture of past events 2. How and why the Romans invaded 3. Who was Boudicca 4. Battle of Watling street 5. Evaluate the usefulness of different sources (Hadrians wall) 6. Assessment 		

Sycamore Year A Summer	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	<p>Romans invasion and legacy</p> <p>Baptism</p> <p>Gospels</p>	<p>Settlement of the Anglo Saxons</p> <p>Christian conversion – Canterbury, Iona and Lindisfarne 410 - 1066</p> <p>Angles Saxons Jutes came to England for natural resources and Romans have left.</p> <p>Britons were pagans</p> <p>Pope Gregory I sent missionaries 597</p> <p>Augustine became first Archbishop of Canterbury</p> <p>Ethelbert first king to be baptised</p> <p>Monasteries were a centre of learning</p> <p>Bede wrote Anglo Saxon Chronicle, found out about Saxon life</p> <p>Lindisfarne Gospels – copy of the 4 gospels, spread the news.</p>	<p>Anglo saxon life</p> <p>Compare life in different eras</p> <p>Viking invasion</p>
Disciplinary Knowledge		<p>Place events on a timeline</p> <p>Begin to date events</p>	

		<p>Use textbooks and historical knowledge, internet and library. Evaluate the usefulness of different sources.</p> <p>Use evidence to build up a picture of past events</p> <p>Communicate ideas through writing, role play, ICT pictures.</p>	
VOCAB		Pagan, missionary, archbishop, angles, Saxons, Jutes, Monastery, natural resources, Gospels,	
Learning focus/outcome	<ol style="list-style-type: none"> 1. Why the Anglo Saxons invaded 2. Evaluate the usefulness of different sources (Religion in Britain, paganism) 3. Understand the importance of St Bede 4. Use evidence to build up a picture of the past (Conversion to Christianity) 5. Explore the Lindisfarne Gospels 6. Assessment 		

Oak Year A Autumn	Prior Knowledge	Knowledge to be explicitly taught Turning point in national history WW2	How the knowledge will be built on
Substantive Knowledge		<p>1939 – 1945</p> <p>Global conflict after Hitler invaded Poland Axis countries Germany, Italy Japan Allies Britain, France, America, Soviet Union (Russia)</p> <p>Children from cities were evacuated to the country.</p> <p>Food was rationed</p> <p>Battle of Britain 1940, first battle ever to only be fought in the air – 1940 The Germans wanted to invade Britain but were defeated by the RAF Lasted 3 ½ months Luftwaffe planes against spitfires and hurricanes. Many women worked to build the planes Churchill was prime Minister Bombing of airfields and radar station, plane factories Bombing of London and other key cities.</p> <p>Ended 8 May 1945 – VE day</p>	
Disciplinary Knowledge		<p>Plan and present a self-directed project about one aspect</p> <p>Confidently use the library and internet for research Select relevant sections of information</p> <p>Compare accounts from different sources – work out how conclusions were arrived at</p>	

		<p>Bring together conclusions from several sources</p> <p>Consider ways of working out if it's fact or opinion.</p> <p>Recognise not everyone shares the same views and feelings</p>	
VOCAB		World War, Churchill, Nazism, Christianity, Luftwaffe, Democracy, Axis, Allies, Evacuation	
Learning focus/outcome	<ol style="list-style-type: none"> 1. Understand the cause of WW2 2. Plan a self-directed project 3. Use the library and internet for research. 4. Compare accounts from different sources 5. Bring together conclusions from different sources 6. Present a self-directed source. 		

Oak Year A Spring	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	<p>PREVIOUS LEARNING</p> <p>2023-2024 yr. 6's Anglo Saxon religion, Viking life yr. 5's roman religion</p> <p>2025-2026 yr. 6's stone age religion (Stonehenge) Stonehenge farming, Anglo Saxon religion, Vikings Year 5's stone age houses and culture, Roman religion and culture</p>	<p>Mayans – compare and contrast with another area of British history The ancient Mayans lived in what is now known as southern Mexico and northern Central America including Guatemala, Belize, Honduras, Yucatán Peninsula and El Salvador. Their descendants still live there today, and many of them speak the Mayan languages. Mexico 2600BC The Ancient Mayans were the longest standing civilisation around for over 3000 years. They developed an advanced number system and writing system.</p> <p>Different gods represented different parts of life Itzamna - The most important Maya god was Itzamna. Itzamna was the god of fire who created the Earth. He was ruler of heaven as well as day and night. The Maya believed that he gave them the calendar and writing.</p> <p>Chaac was the god of rain and lightning. Bolon Tzacab was the god of storms, wind, and fire.</p> <p>Earth is a turtle floating on an ocean, sky made up of 13 levels The kings of the Maya served as intermediaries between the people and the gods. Mapped the stars, cities mapped like the skies</p> <p>Built tombs The Maya were obsessed with the sky and the heavens. They would often build important buildings, like pyramids, to face towards sunrises and sunsets during events like the spring and autumn equinoxes.</p> <p>The Maya would rebuild their pyramids again and again to honour a new king or strengthen the king's relationship with the gods. But the Maya wouldn't tear down the old pyramid and build a new one in its</p>	

		<p>place - instead they would build the new pyramid over the top of the old one, using the old structure as a base for the new construction</p> <p>Mayan adults worked as farmers, warriors, hunters, builders, teachers and many other things. Children from noble families could learn maths, science, writing and astronomy, but poorer children were only taught their parents' jobs.</p>	
Disciplinary Knowledge		<p>Make comparisons between the past at different times</p> <p>Use a range of sources to find out about the past. Select relevant sections of information Bring together conclusions from several sources</p> <p>Place time periods and events on a timeline</p>	
VOCAB		Chichen Itza, deity, Archaeologist, civilization, sacrifice, settlement, deforestation, stepped pyramid,	
Learning focus/outcome	<ol style="list-style-type: none"> 1. Place time periods and events on a timeline 2. Explore Mayan religion 3. Compare Mayan religion with another area of British history 4. Explore Mayan daily life 5. Compare Mayan life with another area of British history 6. Assessment 		

Oak Year A Summer	Prior Knowledge	Knowledge to be explicitly taught	How the knowledge will be built on
Substantive Knowledge	Legacy of Ancient Greece	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Greeks</p> <p>Differences between men and women in Athen and Sparta</p> <p>Greek gods and beliefs</p> <p>Daily life of the people in Athens and Sparta</p>	
Disciplinary Knowledge		<p>Place current study on timeline in relation to other studies Use relevant dates and terms</p> <p>Find out about beliefs behaviour and characteristics of people</p> <p>Study differences between men and women</p> <p>Identify primary and secondary sources</p> <p>Communicate ideas about the past using different genres of writing, drawing, diagrams</p>	
VOCAB			
Learning focus/outcome	<ol style="list-style-type: none"> 1. Place events of a timeline 2. Explore men and women in Athens 3. Explore the life of men and women in Sparta 4. Identify primary and secondary sources 5. Identify primary and secondary sources 		