

Humanities Curriculum Map KS2

Cycle One

Key Stage 2

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's
 lives have shaped this nation and how Britain has influenced and been influenced by the wider world
 - know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
 - gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to
 make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written
 narratives and analyses
 - understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why
 contrasting arguments and interpretations of the past have been constructed History key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places both terrestrial and marine including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how
 they bring about spatial variation and change over time
 - are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Year 3/4

Cycle one

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Changes in Britain from the Stone Age to the Iron Age	The UK	Anglo Saxons	Extreme Earth	The Vikings	Water
Pupils should know	Having studied this topic you should be	I can name and locate the countries	Having studied this topic you should be	To describe what you find underground.	Having studied this topic you should be	• I can explain the three states of matter.
(Core	able	and cities of the UK.	able:	To explain how	able:	• I can explain the key
knowledge	to:	• I can use the eight		volcanoes are formed.		aspects of the water
and		compass points to	1. The reasons why the	To explain how	1. The word Viking	cycle.
concepts to	1. Sequence in the	describe the location	Anglo-Saxons invaded	volcanoes affect	means raider (and they	 I can explain how
be	correct order the	of the countries and	2. that it was during this	people's lives.	certainly	clouds and rain are
learned)	names	cities of the UK.	time that England	 To explain what 	did a lot of that!) but	formed.
	used by historians to	 I can name and 	became united, with	causes earthquakes	they were also traders	 I can explain how
Pupils should	describe different	locate the main rivers	Wessex as the leading	and how they are	and	and why drinking water
be taught	periods during this time	and seas of the UK.	kingdom.	measured	settlers, especially later	is cleaned.
about:	2. Say what was	 I can identify rivers 	3. that it was at this	 To explain what 	in the period	 I can explain the
	distinctive about 3	and seas using an atlas	time that England	causes tornadoes and	2. They attacked	causes and effects of
	different	or map.	became a Christian	the effects they have.	England from	flooding.
	periods from this time	• I can name and	country.		Scandinavia carrying	• I understand the

	e.g. Bronze Age 3. Explain what the two biggest changes that developed in Britain during the New Stone Age were and describe the impact on daily life 4. Explain the different theories as to why Stonehenge was built 5. Describe the ways in which life changed during the Iron Age 6. Explain how we can know so much about a time that happened thousands of year ago	locate some of the counties of the UK. I can use a map to locate some of the counties of the UK. I can name and locate areas of high ground in the UK. I can use a map or atlas to locate areas of high ground in the UK.	4. that King Alfred was the only English king to be given the name 'Great' and know why not everybody agrees that he deserves it 5. that the Saxons were frequently under attack from the Vikings until Alfred defeated them and they settled in the Danelaw area to the north and east 6. It was during this period that there were better laws and a flowering of literature.		out raids on monasteries which is why the monks criticised them so much 3. For many years They fought hard against the Saxons for control of England but were stopped by Alfred. They then settled in the East with some becoming kings of England at the end of the Saxon period 4. They were highly skilled shipbuilders, taking them vast distances across dangerous seas 5. They did not worship a single god but made offerings to a large number such as Odin (Wednesday named after him) Thor (Thursday) and	causes and effects of water pollution
Pupils should be able to	Historical Terminology	Describes a location using the eight points	Historical Terminology	Gains information about physical and	Freya (Friday) Historical Terminology	Simply describes the importance of some

Relates known abstract do... of a compass with Relates known abstract human geography Relates known abstract physical geographic (Skills being terminology when support terminology when using range of sources terminology when features in a region of developed) studying a new period studying a new period Identifies and describes studying a new period the UK, a region in a of history Plots specified points of history what can affect of history European country and **BSauared** Uses conventional on a 2D grid Uses conventional (positively and Uses conventional a region within North or assessment historical terminology historical terminology negatively) different historical terminology South America, e.g. Includes the use of Gives position Includes the use of Includes the use of points aspects of physical rivers and vegetation applicable to more abstract historical coordinates on a 2D more abstract historical more abstract historical geography belts all NC terms in own narratives grid terms in own narratives terms in own narratives Draws on new historical Draws on new historical Compares the climate, Draws on new historical Explains the different coverage vocabulary they have Names places on an vocabulary they have choosing the same vocabulary they have stages of the water areas. Ordinance Survey Map come across and uses come across and uses month in different come across and uses cycle Pupils will correctly in the course using the key and correctly in the course countries, e.g. correctly in the course Identifies different make of their writing symbols of their writing December in Australia of their writing forms of precipitation achievement and the U.K. progression Cause & Consequence Records their findings Cause & Consequence Cause & Consequence steps against Details the using tables or charts Details the Identifies key features Details the Explains difference each across consequences of an consequences of an of physical geography, consequences of an between the terms the year. event in history, how it Draws simple event in history, how it using appropriate event in history, how it weather and climate directly affected the conclusions using directly affected the vocabulary Identifies directly affected the people/society of that observations people/society of that key features of human people/society of that Names months that fall time and how it made within different seasons time and how it made time and how it made aeography, using an impact further on in Finds information in a an impact further on in an impact further on in appropriate history range of maps, atlases history vocabulary history Backs up their results or Describes the build up or digital mapping, e.g. Describes the build up Describes the build up observations with to an event in history to describe physical or to an event in history Classifies key areas of to an event in history evidence, e.g. that had significant human geographic that had significant human geography by that had significant photographs consequences for the characteristics consequences for the their main consequences for the characteristics Records their findings people of that time people of that time people of that time Describes how Backs up their results or using tables or charts Describes how Describes how changes/technologica observations with changes/technologica Classifies key areas of changes/technologica I advances impacted evidence, e.a. I advances impacted physical geography by I advances impacted Draws simple people or events in photographs people or events in their main people or events in conclusions using characteristics observations

society during a period Labels some of the society during a period society during a period different geographic Explains difference of history, e.g. Islamic of history, e.g. Islamic of history, e.g. Islamic Finds information in a regions on a map of between the terms range of maps, atlases **Historical Enquiry &** the UK **Historical Enquiry &** weather and climate **Historical Enquiry &** or digital mapping, e.g. Interpretation Interpretation Names months that fall Interpretation to describe physical Selects evidence to Selects evidence to Names the county they within different seasons Selects evidence to use from different live in and the names use from different use from different sources to answer their of counties which sources to answer their sources to answer their own questions surround theirs own questions own questions Describes and makes Describes and makes Describes and makes links using artefacts or Simply describes the links using artefacts or links using artefacts or significant historical importance of some significant historical significant historical places as evidence physical geographic places as evidence places as evidence Explains how or why features in a region of Explains how or why Explains how or why they sequenced the UK they sequenced they sequenced artefacts to show artefacts to show artefacts to show changes or Identifies key features changes or changes or developments over developments over developments over of human geography, time using appropriate time time Suggests why not all vocabulary Suggests why not all Suggests why not all sources of information sources of information sources of information can be relied on Classifies key areas of can be relied on can be relied on Shows an awareness of human geography by Shows an awareness of Shows an awareness of how some aspects of their main how some aspects of how some aspects of the past have been characteristics the past have been the past have been represented and represented and represented and interpreted in different Classifies key areas of interpreted in different interpreted in different physical geography by ways ways ways Addresses and asks their main Addresses and asks Addresses and asks historically valid characteristics historically valid historically valid *auestions* questions auestions Demonstrates an Demonstrates an Demonstrates an understanding of understanding of understanding of society during a period society during a period society during a period

in history using artefacts to help, e.g. using the find at Sutton Hoo as

Understanding Connections

Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history Describes the role of significant people in a period of history, e.g. how they helped to develop their civilization, era and mark their place in history Describes and makes links between some significant people.

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and across periods of history Identifies similarities and differences in an aspect or theme of history, e.g. crime and punishment Identifies similarities and differences between ways of life or culture during a period in history Describes important events during a period in history, stating who was involved, why they acted in that way and how they affected lives

British & World History

Place events and people within a chronological framework Identifies the reasons why a place, person or event is historically important

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Key Terminology	Key vocabulary	Key Vocabulary	Key Vocabulary	
	Archaeologists -	Cemetery Burial place	Danegeld protection	
	People who work out	Cenotaph Empty	money paid by Saxons	
	our history by looking	grave to remember	to	
	at artefacts	someone important	bribe Vikings not to	
	that have been found.	buried	attack their lands	
	Artefact - An object	elsewhere	Danelaw	
	made by human	Christianity Religion	large part of Eastern	
	beings, Neolithic - Is the	based on life and	England where	
	later part	teachings of Jesus	the Danes settled in	
	of the stone-age and	Christ which	the late 9th	
	follows the Palaeolithic	came to Britain in	century with their own	
	and Mesolithic age.	Saxon times	laws and	
	Barrow- long mound	Danelaw Name given	culture	
	where bodies were	to northern and	Heathen	
	buried	eastern part of Britain	person who does not	
	B.C Before Christ. A	under	accept a	
	date like 250BC means	Danish control from 9th	religion that says there	
	250 years before Christ	to 11th century	is only one	
	was	Hoard Store of money	god	
	born.	often hidden away to	Hoard hidden	
	Forge- where heating	come back to later	collection of treasure	
	melts and allows metal	Hypothesis Theory that	Pagan person who	
	to be made	has to be tested	believes in more than	
	Henge- upright	Monastery Large	one god	
	stones ditches and	religious building where	Runes Viking writing	
	mounds	monks lived and	Saga long story about	
	Hunter-gatherers -	prayed	Viking heroes,	
	People who mainly live	Pagan Word used to	spoken at first but later	
	by hunting, fishing and	describe people who	written down	
	gathering wild fruit.	didn't follow one of the	William Gowii	
	Mesolithic, Middle	main religions		
	Stone Age	Picts Group of people		
	310116 / 196	The soloop of people		1

Neolithic New Stone	who lived in part of	
Age	Britain what we think of	
Paleolithic Earliest	as Scotland	
period of the Stone	Sceptre Looks like a	
Age when chipped	stick richly decorated,	
stone tools	carried by kings only	
were used	Settlement Place	
Prehistoric- before	people moved to live	
the Romans and	in	
written records	Sutton Hoo Site of very	
	·	
Prey - An animal that is bursted for its food	important	
is hunted for its food.	archaeological	
Ritual A ceremony ,	excavation in 1939.	
often religious	Treaty A formal, legally	
Tribe/Tribal group of	binding written	
people, often of	agreement	
related families, who	Turning point Time	
live in the	when things changed	
same area and share	suddenly	
the same language,	Urn Container for ashes	
culture, and history	Viking Name given to	
NB Lithic at end of	people from	
word means stone	Scandinavia who	
	raided traded	
	and settled in Britain	
	between the 9th and	
	11th centuries	
	Wergild Fine to be paid	
	to someone's family if	
	a member was killed or	
	injured	

			Cycle one			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ancient Greece	Marvellous Maps	The Roman Empire and its impact on Britain	Explore Eastern Europe	Crime and Punishment (Post 1066 Study)	<u>Rivers</u>
Pupils should know (Core	Having studied this topic I should be able to:	I can find countries in Europe and North and South America on a map. I can find cities in	Having studied this topic I should be able to:	I can identify the countries of Europe. I can identify the capital city of a	Having studied this topic I should be able to: 1. How the nature of	I can explain the water cycle. I can locate the key rivers of the UK. I can locate the
knowledge and concepts to	 Explain the main features of Ancient Greek society, 	the UK on a map and identify some of	Explain why Claudius invaded Britain when Caesar	country. • I can compare features of eastern	crimes and	key rivers of the world.
be learned)	especially the role of slaves and women	their features. • I can find	didn't stay • Describe how	European landscapes with my	changed over 1000 years and	I can describe the key features of a
Pupils should be	 Explain the unique way that Ancient Athens was ruled at 	information in an atlas using the index and simple	Boudica stood up to the Romans • Explain why we	own area. • I can compare the climate of	be able to place the main ones in chronological order	river system. • I can describe the key features of a
taught about:	the time, democracy	co-ordinates. • I can use a key to	have different interpretations of	eastern European regions with that of	2. How some punishments were	river system. • I can use atlases
Changes in Britain from	 Explain why there was a Golden Age for Athens in the 5th 	describe features on an Ordnance Survey map	Boudica today • Describe 4 of the most significant	my own area. • I can compare the human	introduced for a short time and then	and maps to identify the key features of a river system.
the Stone Age to the	and 6th centuries BC	I can use the eight compass points to	changes the Romans made to	geography of eastern European	replaced with others e.g. the Bloody	I can describe the ways rivers are used.
Iron Age	• Give 3 important examples of Ancient Greek achievements	describe routes on a map	how people lived, and how we know for sure	regions with that of my own area. • I can present	Code and Transportation 3. That society's	I can explain the impact of damming rivers.

	Make deductions about what mattered to the Ancient Greeks by studying pot evidence Explain ways in which the Greeks have influenced our lives today	I can use four or six-figure grid references to locate places on a map I can plan a journey using the eight compass points and four or six-figure grid references. I can describe how land use has changed over time.	Explain why the Romans were so powerful but then left Britain after nearly 400 years Describe the main ways in which the Romans still impact on our lives today, 2000 years later	information about one area of eastern Europe. . • I can explain the impact of the Chernobyl nuclear disaster	attitude to crime has changed over time and has become less harsh 4. Some punishments that we think have been around for hundreds of years are actually relatively recent e.g. growth of prisons in Victorian times 5. Changes in society often bring about an increase in crime e.g. the growth of towns and cities in the early 19th century. 6. That new crimes are always appearing, such as cyber crime, causing the police to learn new methods of dealing with it.	
Pupils should	Historical Terminology	Suggests the type of map to use when	Historical Terminology	Relates how key physical and human	Historical Terminology	Gives examples of significant human

be able to	Relates known	looking for specific
do	abstract terminology	information about a
(Skills being	when studying a	country's or region's
developed)	new period of history	key physical or
	Uses conventional	human
BSquared	historical terminology	characteristics
assessment	Includes the use of	
points	more abstract	Presents information
applicable	historical terms in	gathered during
to all NC	own narratives	fieldwork using
coverage	Draws on new	different methods
areas.	historical vocabulary	
	they have come	Suggests which type
Pupils will	across and uses	of observations or
make	correctly in the	measurements are
achieveme	course of their	needed to answer
nt	writing	geographical
progression		questions during
steps	Cause &	fieldwork
against	Consequence	
each across	Details the	Presents information
the year.	consequences of an	gathered during
	event in history, how	fieldwork in a range
	it directly affected	of ways showing
	the people/society	how physical and
	of that time and how	human features of

it made an impact

further on in history

Describes the build

up to an event in

Relates known abstract terminology when studying a new period of history Uses conventional historical terminology Includes the use of more abstract historical terms in own narratives Draws on new historical vocabulary they have come across and uses correctly in the course of their writing Cause &

an area studied

interact with each

other

Consequence Details the

consequences of an event in history, how it directly affected the people/society of that time and how it made an impact further on in history Describes the build up to an event in

characteristics define the differences and similarities between the everyday lives of people in a region of the UK, a region in a European country and a region within North or South America

Identifies and describes differences between a region of the UK, a region in a European country and a region within North or South America

Identifies and describes similarities between a region of the UK, a region in a European country and a region within North or South America

Relates known abstract terminology when studying a new period of history Uses conventional historical terminology Includes the use of more abstract historical terms in own narratives Draws on new historical vocabulary they have come across and uses correctly in the course of their writing

Cause & Consequence

Details the consequences of an event in history, how it directly affected the people/society of that time and how it made an impact further on in history Describes the build up to an event in

and physical features that can be found in regions that lay in different areas of the world, e.g. Arctic, Northern Hemisphere, Tropics of Cancer

Reads and understands a range of maps, tables and charts showing specific information relating to physical and human geography

Describes what effects a regions physical position in the world has on its physical and human geography

Uses feature specific vocabulary when describing features of physical and human geography,

history that had
significant
consequences for
the people of that
time
Describes how
changes/technologi
cal advances
impacted people or
events in society
during a period of
history, e.g. Islamic

Historical Enquiry & Interpretation

Selects evidence to use from different sources to answer their own questions Describes and makes links using artefacts or significant historical places as evidence Explains how or why they sequenced artefacts to show changes or developments over time

Draws simple maps
using a range of
scales Identifies
which source to use
in locating an area
or region when
focussing on a
specific
geographical
feature, e.g.
topographical map,
aerial photographs
on digital media

Gives a six-figure grid reference to show where a place can be found, e.g. OS map to give references to various points in their locality

Reads and uses the eight points of a compass when describing the relative location of a place Identifies slopes, hill tops and valleys from contours history that had
significant
consequences for
the people of that
time
Describes how
changes/technologi
cal advances
impacted people or
events in society
during a period of
history, e.g. Islamic

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Selects evidence to
use from different
sources to answer
their own questions
Describes and
makes links using
artefacts or
significant historical
places as evidence
Explains how or why
they sequenced
artefacts to show
changes or
developments over
time

Identifies and understands key features of physical geography in a region of the UK, a region in a European country and a region within North or South America

Identifies and understands key features of human geography in a region of the UK, a region in a European country and a region within North or South America

history that had
significant
consequences for
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cal advances
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e.g. tectonic, ravine, tundra

Describes how and why physical geography in a region has changed over time without human activity, e.g. earthquakes

Describes how and why physical geography in a region has changed over time due to human activity, e.g. farming, tourism

Explains how the water cycle functions using the geography of a region studied

Suggests why not all	Suggests why not all	Suggests why not all	
sources of	sources of	sources of	
information can be	information can be	information can be	
relied on	relied on	relied on	
Shows an awareness	Shows an awareness	Shows an awareness	
of how some	of how some	of how some	
aspects of the past	aspects of the past	aspects of the past	
have been	have been	have been	
represented and	represented and	represented and	
interpreted in	interpreted in	interpreted in	
different ways	different ways	different ways	
Addresses and asks	Addresses and asks	Addresses and asks	
historically valid	historically valid	historically valid	
questions	questions	questions	
Demonstrates an	Demonstrates an	Demonstrates an	
understanding of	understanding of	understanding of	
society during a	society during a	society during a	
period in history	period in history	period in history	
using artefacts to	using artefacts to	using artefacts to	
help, e.g. using the	help, e.g. using the	help, e.g. using the	
find at Sutton Hoo as	find at Sutton Hoo as	find at Sutton Hoo as	
Understanding	Understanding	Understanding	
Connections	Connections	Connections	
Identifies historically	Identifies historically	Identifies historically	
important artefacts	important artefacts	important artefacts	
or evidence and	or evidence and	or evidence and	
suggests why they	suggests why they	suggests why they	
are significant to our	are significant to our	are significant to our	

understanding of a period in history Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history Describes the role of significant people in a period of history, e.g. how they helped to develop their civilization, era and mark their place in history Describes and makes links between some significant people, events or places within and across periods of history Identifies similarities and differences in an aspect or theme of history, e.g. crime and punishment

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	Identifies similarities		Identifies similarities		Identifies similarities	
	and differences		and differences		and differences	
	between ways of life		between ways of life		between ways of life	
	or culture during a		or culture during a		or culture during a	
	period in history		period in history		period in history	
	Describes important		Describes important		Describes important	
	events during a		events during a		events during a	
	period in history,		period in history,		period in history,	
	stating who was		stating who was		stating who was	
	involved, why they		involved, why they		involved, why they	
	acted in that way		acted in that way		acted in that way	
	and how they		and how they		and how they	
	affected lives		affected lives		affected lives	
	British & World History		British & World History		British & World History	
	Place events and		Place events and		Place events and	
	people within a		people within a		people within a	
	chronological		chronological		chronological	
	framework		framework		framework	
	Identifies the reasons		Identifies the reasons		Identifies the reasons	
	why a place, person		why a place, person		why a place, person	
	or event is historically		or event is historically		or event is historically	
	important		important		important	
Key	Key Vocabulary	human and physical	Key Vocabulary	resources / borders /	Key Vocabulary	current / confluence
Terminology	, ,	characteristics /	, , , , , , , , , , , , , , , , , , , ,	Europe, continent,	, ,	/ delta /
"	Acropolis	features / index /	Conquer/conquest	country / capital city	Arson Deliberately	downstream /
	'	coordinates/	To take over land	/ Latitude, Arctic	setting fire to a	erosion / estuary /
		landmark / grid	belonging to	Circle /, physical	house or other	meander / silt /

The Acropolis was a	reference / region /	another	feature / Nuclear	property	tributary / upstream
large rocky area	ordnance survey	country	power, radioactive	Burglary Breaking	/ watershed / basin
high		Empire/Emperor A	waste /	into a house in order	
above Athens		sovereign ruler of an	environmental	to steal	
containing important		empire.	disaster.	things	
buildings		Frontier Area near		Capital	
such as the		boundary with		punishment	
Pathenon . Built in		another		Executions such as	
the fifth		country		Hanging, burning at	
century BC ,		Gaul		the	
following the victory		Govern/		stake	
against the		governor/governme		Corporal	
Persians and the		nt		punishment Physical	
establishment of		Name for area we		punishment such as	
democracy.		call France		whipping	
Agora		The way the country		Constable Someone	
Busy central area,		is ruled		with responsibility for	
where people came		Hypocaust Central		law and	
together to meet		heating system		order	
and trade, like a		Invade/invasion		Execute Put	
marketplace		When an army or		someone to death	
City state A city that		country takes over		Famine When	
became powerful		another country		people die due to	
and formed its		Legion Very large		food shortage	
own state with its		group of soldiers		Ritual Act that is	
own government		Province		always performed in	
Democracy Rule by		raid		same way	
the people		Part of a country		as part of a religious	
Helot Spartan worker		brought under		ceremony	
owned by the state		control		Felony A serious	

Hoplite Heavily of a government crime Heresy Beliefs not armed Athenian foot Rebellion allowed by the soldier Rule/ruler Ostrakon When people resist Church Piece of broken how they are being Homicide killing pottery on which treated by using another human was written force against the Larceny theft the name of a Manslaughter killing ruler someone without person to be sent Slave Person who out of the was owned by and planning to country. We use the worked Medieval from middle Ages about word ostracism for another today to Tax/taxes 1000 to 1500 describe someone temple ΑD who has been Money people had Outlaw someone on rejected. to pay to the the run to escape Parthenon Temple in justice government each Athens, on the Pillory year Acropolis, built for Place of worship wooden frame in the goddess Athena which standing Tribe/tribal criminals in the 5th century Group of people, often from same Polis Greek city state were placed with family, who live in arms and head same place and locked and often pelted have the same with rotten food interests Trade Poaching entering villa land illegally to steal Buying and selling animals goods

			Large country house for the rich, lots of which have survived Worship/worshipped To show a strong feeling of respect for a god(s)			
Key Terminology	Begin to understand terms such as, year, decade and century, Chronological order, Anglo- Saxon	Long-term, short-term, Priest, Monk, Nun, Medieval	Primary Source and Secondary Source, Consequences, Unification	Interpretations, Rebellion, Feudal System, Rural	Past, present, future, Prevention, Circumstances	Migration, Influence, Viking Settlement, Thematic history



Humanities Curriculum Map KS2 Cycle Two

Key Stage 2

The national curriculum for history aims to ensure that all pupils:

• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and
 use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured
 accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History key stages 1 and 2
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places both terrestrial and marine including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
 - understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
 - are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Year 3/4

	Cycle two						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic	Baseline Test	Ancient Egypt	Rainforests	Victorian Times	All Around the World	Local History Study	
	The Land Around Us				world		
Pupils should know (Core knowledge and concepts to be learned) Pupils should be taught about:	I can use simple sketch maps that show how land is used. I can draw a simple sketch map. I can use a key on a map to show how land is used. I can create a simple sketch map to show how land is used. I can create a simple map to show how land is used. I can create a simple map to show how land is used. I can describe land use in urban and rural areas in the UK. I can explain how land is sed for different types of farming.	Having studied this topic you should be able: 1. That Ancient Egypt is just one of 5 major ancient civilisations which emerged about 5000 years ago, each being organised with cities and having their own form of communication- e.g. hieroglyphics or cuneiform. 2. Egypt was ruled by Pharaohs who were seen more like a god than just a person. Tutankhamun is the most famous whose tomb was only	I can identify areas of the world containing rainforests. I can use maps and atlases to locate rainforests. I can identify areas of the world containing rainforests. I can identify areas of the world containing rainforests. I can describe the key aspects of a tropical climate. I can describe and understand the features of the layers of a rainforest. I can describe the animals and plants living in the rainforest	Having studied this topic you should be able: 1 During Victoria's 64 year reign, there were massive changes in industry and technology with Britain becoming the world leader in the production of goods 2 Britain was incredibly inventive at that time with a wide range of new products which we take for granted today: railways, bicycles, motor cars, telephones etc 3 Britain grew	I can explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere. I can identify lines of latitude and longitude. I can use longitude and latitude to find places on maps, atlases and globes. I can describe the key features of the polar regions and compare them to the UK. I can compare the climate of the tropics with the UK.	Having studied this topic you should be able: Teaching and Learning Idea Points: • Use your local environment. Aerial photographs can be a good place to start and resources such as online maps can be an easily accessible resource for children to use. • Get out into your local area and look for clues about the past using street names, signs, plaques or other street furniture. • Children could use a guide to help them identify	

	discovered 100 years	• I can compare	extremely wealthy	climate	houses from different
	ago Below the	the Amazon	and expanded her	 I can explain the 	time periods. • Provide
	pharaoh there were	rainforest and	empire across the	position and	children with old
	other levels of society	Sherwood Forest. • I	world	significance of the	drawings, paintings or
	from viziers and	can explain the	46 : " "	Prime Meridian	photographs and
	scribes and priests	effects humans are	4 During this time the	 I can explain the 	allow them to analyse
	down to slaves.	having on the	population more	position and	them. These sources
	2. The Court issues	rainforests.	than doubled and	significance of time	can provide
	3. The Egyptians		there was a major	zones.	information regarding
	worshipped hundreds of gods, many		shift of population		fashions, transport,
	represented by		from countryside to the industrial towns		housing, occupations
	animals.		and cities many of		and even leisure
	driimais.		which grew up in the		activities. It is
	4. Much of daily life in		north.		important, however, to
	Egypt was influenced		HOITH.		ensure children cast a
	by the Nile, which		5 There was a dark		critical eye over these
	flooded every year,		side to Victorian		sources as they may
	essential for growing		society and there		not always be an
	crops.		was an enormous		accurate portrayal of
	5. We know that the		gap between rich		life in the past. •
	Egyptians thought		and poor		Compare drawings,
	that people who died		6 Some rich		paintings or
	went to a new world		Victorians worked		photographs with the
	and we have many		hard to improve the		same location today
	artefacts used in the		life of the poor, the		so that children can
	mummification		conditions for		see the changes over time. • Allow children
	process.		children working in		time to compare old
	p100000.		factories, and mines		maps with current
	6. Much of what we		and reformed prisons		maps to see how
	know for sure about		and public health.		settlements have
	Ancient Egypt comes				developed over time.
	from the Rosetta				If appropriate, invite
	stone discovered only				local people into

		1	
200 years ago. The	е		school and interview
are still a lot of			them about what the
unanswered question	ns		area was like in the
about this ancien			past. Alternatively,
civilization such as a	•		children could
slaves really build th	e		interview an elderly
pyramids?			relative at home to
			find out how an area
			has changed. • Local
			newspapers from the
			past or census forms
			can be another great
			source of information,
			especially as digital
			copies are becoming
			more common. • Your
			own school or setting
			may have useful
			sources of information
			archived away that
			you could use as part
			of your local history
			study. You could even
			contact ex pupils for
			their own recounts of
			life at the school. •
			Provide children with
			lots of opportunities to
			ask questions and
			reach their own
			conclusions

Pupils	Relo
should	of a
be able to	feat
do	and
(Skills being	ged
developed)	eler
BSquared	Red
assessment	star
points	a sir
applicable	kno
to all NC	nec
coverage	
areas.	Ider
	of h
Pupils will	ged
make	app
achieveme	voc
nt	
progression	Clas
steps	hun
against	by t
each across	cha
the year.	
	Clas
	phy
	by t
	cha
	Lab
	diffe
	regi
	the

ates observations an area to tures of human d physical

features of human and physical geographical elements

Reads some standard symbols on a simple map and knows why a key is necessary

Identifies key features of human geography, using appropriate vocabulary

Classifies key areas of human geography by their main characteristics

Classifies key areas of physical geography by their main characteristics

Labels some of the different geographic regions on a map of the UK

Historical Terminology

Relates known abstract terminology when studying a new period of history

Uses conventional historical terminology

Includes the use of more abstract historical terms in own narratives

Draws on new
historical vocabulary
they have come
across and uses
correctly in the course
of their writing

Cause & Consequence

Details the consequences of an event in history, how it directly affected the people/society of that time and how it made an impact further on in history

Identifies different forms of precipitation

Explains difference between the terms weather and climate

Names months that fall within different seasons

Simply describes the differences and similarities in lives of people in a region of the UK, a region in a European country and a region within North or South America

Simply describes
the importance of
some physical
geographic
features in a region
of the UK, a region
in a European
country and a
region within North
or South America,
e.g. rivers and

Historical Terminology

Relates known abstract terminology when studying a new period of history

Uses conventional historical terminology

Includes the use of more abstract historical terms in own narratives

Draws on new
historical vocabulary
they have come
across and uses
correctly in the
course of their writing

Cause & Consequence

Details the consequences of an event in history, how it directly affected the people/society of that time and how it made an impact further on in history

Recognises that longitude refers to the imaginary vertical lines and latitude refers to the imaginary horizontal lines around the Earth

Labels some of the different geographic regions on a map of the UK

Names some European countries which share borders with Russia using maps

Names the county they live in and the names of counties which surround theirs

Locates North and South America and Russia, and their major cities on different maps

Recognises that the Equator is an imaginary horizontal

Historical Terminology

Relates known abstract terminology when studying a new period of history

Uses conventional historical terminology

Includes the use of more abstract historical terms in own narratives

Draws on new
historical vocabulary
they have come
across and uses
correctly in the course
of their writing

Cause & Consequence

Details the consequences of an event in history, how it directly affected the people/society of that time and how it made an impact further on in history

Gains information about physical and human geography using range of sources

Identifies and describes what can affect (positively and negatively) different aspects of physical geography

Compares the climate, choosing the same month in different countries, e.g. December in Australia and the U.K.

Identifies key features of physical geography, us Describes the build up to an event in history that had significant consequences for the people of that time

Describes how changes/technologic al advances impacted people or events in society during a period of history, e.g. Islamic

Historical Enquiry & Interpretation

Selects evidence to use from different sources to answer their own questions

Describes and makes links using artefacts or significant historical places as evidence

Explains how or why they sequenced artefacts to show changes or developments over time vegetation belts
Identifies and
simply describes
some human
geographic
features in a region
of the UK, a region
in a European
country and a
region within North
or South America,
e.g. economic
activity and trade
links

Identifies and simply describes some physical geographic features, in a region of the UK, a region in a European country and a region within North or South America, e.g. climate zones, biomes

Describes the build up to an event in history that had significant consequences for the people of that time

Describes how changes/technologi cal advances impacted people or events in society during a period of history, e.g. Islamic

Historical Enquiry & Interpretation

Selects evidence to use from different sources to answer their own questions

Describes and makes links using artefacts or significant historical places as evidence

Explains how or why they sequenced artefacts to show changes or line dividing the Earth into two hemispheres

Finds countries in
Europe using a
range of maps,
together with the
name of their
capitals Identifies the
positions of the
Arctic and Antarctic
Circles

Simply describes the differences and similarities in lives of people in a region of the UK, a region in a European country and a region within North or South America

Simply describes the differences and similarities in lives of people in a region of the UK, a region in a European country and a region within North or South America Describes the build up to an event in history that had significant consequences for the people of that time

Describes how changes/technologic al advances impacted people or events in society during a period of history, e.g. Islamic

Historical Enquiry & Interpretation

Selects evidence to use from different sources to answer their own questions

Describes and makes links using artefacts or significant historical places as evidence

Explains how or why they sequenced artefacts to show changes or developments over time Suggests why not all sources of information can be relied on

Shows an awareness of how some aspects of the past have been represented and interpreted in different ways

Addresses and asks historically valid questions

Demonstrates an understanding of society during a period in history using artefacts to help, e.g. using the find at Sutton Hoo as

Understanding Connections

Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history

developments over time

Suggests why not all sources of information can be relied on

Shows an awareness of how some aspects of the past have been represented and interpreted in different ways

Addresses and asks historically valid questions

Demonstrates an understanding of society during a period in history using artefacts to help, e.g. using the find at Sutton Hoo as

Understanding Connections

Identifies historically important artefacts or evidence and suggests why they Simply describes the importance of some physical geographic features in a region of the UK, a region in a European country and a region within North or South America, e.g. rivers and vegetation belts

Identifies and simply describes some human geographic features in a region of the UK, a region in a European country and a region within North or South America, e.g. economic activity and trade links

Identifies and simply describes some physical geographic features, in a region of the UK, a region in a European country and a region within North or South America, e.g. climate zones, biomes

Suggests why not all sources of information can be relied on

Shows an awareness of how some aspects of the past have been represented and interpreted in different ways

Addresses and asks historically valid questions

Demonstrates an understanding of society during a period in history using artefacts to help, e.g. using the find at Sutton Hoo as

Understanding Connections

Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history

Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history

Describes the role of significant people in a period of history, e.g. how they helped to develop their civilization, era and

history

Describes and makes links between some significant people, events or places within and across periods of history

mark their place in

Identifies similarities and differences in an aspect or theme of history, e.g. crime and punishment

Identifies similarities and differences between ways of life or culture during a period in history are significant to our understanding of a period in history

Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history

Describes the role of significant people in a period of history, e.g. how they helped to develop their civilization, era and mark their place in history

Describes and makes links between some significant people, events or places within and across periods of history

Identifies similarities and differences in an aspect or theme of history, e.g. crime and punishment

Identifies similarities and differences

Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history

Describes the role of significant people in a period of history, e.g. how they helped to develop their civilization, era and mark their place in history

Describes and makes links between some significant people, events or places within and across periods of history

Identifies similarities and differences in an aspect or theme of history, e.g. crime and punishment

Identifies similarities and differences between ways of life or culture during a period in history

	events during a period in history, stating who was involved, why they acted in that way and how they affected lives British & World History Place events and people within a chronological framework Identifies the reasons why a place, person or event is historically important		or culture during a period in history Describes important events during a period in history, stating who was involved, why they acted in that way and how they affected lives British & World History Place events and people within a chronological framework Identifies the reasons why a place, person or event is historically important		events during a period in history, stating who was involved, why they acted in that way and how they affected lives British & World History Place events and people within a chronological framework Identifies the reasons why a place, person or event is historically important	
Year 5/6						
Cycle two						
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	

Pupils						Our Changing World
know (Core knowledge and concepts to be learned) p ir 2. A	Having studied this topic I should be able to: 1.In the year 1000 settlements like Chichen Itza were among the largest settlements anywhere in the world and Chichen Itza is probably the best preserved of any city in the world from this time. 2. After about the year AD830 very little new construction took place at Chichen Itza. The last glyph with a date on comes from AD910.The reasons why the Mayan declined at that time (they weren't entirely wiped out) was probably due to	I can use a map to find countries and their key features. I can locate key mountain ranges of the world. I can locate key areas of higher ground in the UK. I can use a map to find and describe key features of the mountains. I can describe the key features of a mountain range. I can explain how different types of mountains are formed. I can describe a mountainous climate. I can describe how tourism affects mountain regions.	Having studied this topic I should be able to: 1.Benin, in modern day Nigeria was an advanced society as long ago as a thousand years, in many ways more advanced than Saxon and Viking society at the time 2. It's really important that people living in Britain today recognise how African societies such as Benin developed in their own right and not as a result of contact with Europeans. This helps combat some prejudices people have today thinking	I can identify the countries of North and South America. I can identify the capital city of a country. I can use geographical terminology to describe the location and characteristics of a range of places across the Americas. I can describe the climates and biomes of different regions across the Americas. I can identify physical and human geographical features of my local area. I can identify similarities and	Having studied this topic I should be able to 1. Why did Britain have to go to war in 1939? 2. Why was it necessary for children to be evacuated and what was evacuation really like? 3. How was Britain able to stand firm against the German threat? 4. How did people manage to carry on normal life during the war and how do we know? 5. Why is it so difficult to be sure what life on the Home Front	I can explain how water and weather can change the landscape. I understand how coastal features are formed. I can identify coastal features of the UK. I understand how coastal features are formed. I can identify coastal features are formed. I can identify coastal features of the UK. I can explain how the make-up of the United Kingdom has changed over time. I can explain how the international borders of Europe have changed over time. I can explain how and why landscapes change over time. I can predict how physical factors might

overworking of the soil. 3. The Mayans farmed on land they terraced and made fertile. Their staple diet was maize and even worshiped maize as a god. They drank chocolate but not as we know it. It	world history took place in in the West. 3. Benin society was organised around the all-important Oba who lived in his own palace within a well-defended city. 4. The society is best	human and physical geography of my local area and a region of North America. • I can tell you the names and locations of the ancient and new wonders of the	was really like? 6. What was VE day really like?	landscape in the future. • I can identify coastal features of the UK
was unsweetened and spiced with chilli peppers. They even had a frother! 4. They built pyramids with temples on top and even had an amazing astronomical observatory 5. The Maya worshipped many gods and believed they needed offerings of blood. 6. We know about the	remembered for its magnificent bronzes 5. At the end of the Victorian period soldiers of the British empire clashed with the inhabitants of Benin and looted a vast number of these superb bronzes many of which are still held in British museums 6. The debate about	world. • I can describe the characteristics and significance of a natural wonder of the Americas.		
Maya from their writings in hieroglyphics, their advanced number system and the buildings such as the ball court that are still	whether the Benin bronzes should be returned still rumbles on. There are arguments on both side			

	there today					
Pupils should be able to do (Skills being developed	Relates known abstract terminology when studying a new period of history Uses conventional historical terminology Includes the use of more abstract historical terms in own narratives Draws on new historical vocabulary they have come across and uses correctly in the course of their writing Cause & Consequence	Gives examples of significant human and physical features that can be found in regions that lay in different areas of the world, e.g. Arctic, Northern Hemisphere, Tropics of Cancer Reads and understands a range of maps, tables and charts showing specific information relating to physical and human geography Describes what effects a regions physical position in the world has on its	Historical Terminology Relates known abstract terminology when studying a new period of history Uses conventional historical terminology Includes the use of more abstract historical terms in own narratives Draws on new historical vocabulary they have come across and uses correctly in the course of their writing	Relates how key physical and human characteristics define the differences and similarities between the everyday lives of people in a region of the UK, a region in a European country and a region within North or South America Identifies and describes differences between a region of the UK, a region in a European country and a region of the UK, a region of the UK, a region of the UK, a region in a European country and a	Historical Terminology Relates known abstract terminology when studying a new period of history Uses conventional historical terminology Includes the use of more abstract historical terms in own narratives Draws on new historical vocabulary they have come across and uses correctly in the course of their writing	Gives examples of significant human and physical features that can be found in regions that lay in different areas of the world, e.g. Arctic, Northern Hemisphere, Tropics of Cancer Reads and understands a range of maps, tables and charts showing specific information relating to physical and human geography Describes what effects a regions physical position in the world has on its physical and human geography
	Details the consequences of an event in history, how it directly affected the people/society of that time and how it made	physical and human geography Uses feature specific vocabulary when describing features of physical and	Cause & Consequence Details the consequences of an event in history, how it directly affected	region within North or South America Identifies and describes similarities between a region of the UK, a region	Cause & Consequence Details the consequences of an event in history, how it directly affected	Uses feature specific vocabulary when describing features of physical and human geography, e.g. tectonic, ravine,

an impact further on in history
Describes the build up
to an event in history
that had significant
consequences for the
people of that time

Describes how changes/technologic al advances impacted people or events in society during a period of history, e.g. Islamic

Historical Enquiry & Interpretation

Selects evidence to use from different sources to answer their own questions

Describes and makes links using artefacts or significant historical places as evidence

Explains how or why they sequenced artefacts to show changes or human geography, e.g. tectonic, ravine, tundra

Describes how and why physical geography in a region has changed over time without human activity, e.g. earthquakes

Describes how and why physical geography in a region has changed over time due to human activity, e.g. farming, tourism

Explains how the water cycle functions using the geography of a region studied the people/society of that time and how it made an impact further on in history

Describes the build up to an event in history that had significant consequences for the people of that time

Describes how changes/technologi cal advances impacted people or events in society during a period of history, e.g. Islamic

Historical Enquiry & Interpretation

Selects evidence to use from different sources to answer their own questions

Describes and makes links using artefacts or in a European country and a region within North or South America

Identifies and understands key features of physical geography in a region of the UK, a region in a European country and a region within North or South America

Identifies and understands key features of human geography in a region of the UK, a region in a European country and a region within North or South America

the people/society of that time and how it made an impact further on in history

Describes the build up to an event in history that had significant consequences for the people of that time

Describes how changes/technologi cal advances impacted people or events in society during a period of history, e.g. Islamic

Historical Enquiry & Interpretation

Selects evidence to use from different sources to answer their own questions

Describes and makes links using artefacts or tundra

Describes how and why physical geography in a region has changed over time without human activity, e.g. earthquakes

Describes how and why physical geography in a region has changed over time due to human activity, e.g. farming, tourism

Explains how the water cycle functions using the geography of a region studied

developments over time significant historical places as evidence they sequenced artefacts to show changes or developments over time and they sequenced artefacts to show changes or developments over time artefacts to show changes or developments over time artefacts to show and interpreted in different ways are placed on society during a period in history using artefacts to help, e.g., using the find at Sutton Hoo as society during a period in history using artefacts or evidence and suggests why they are significant historically places as evidence places as evidence places as evidence places as evidence they sequenced artefacts to help, e.g., using the find at Sutton hoo as significant historically safe places as evidence they sequenced they sequenced artefacts to help, e.g., using the find at Sutton Hoo as significant to our significant to a significant to				1
Suggests why not all sources of information can be relied on Shows an awareness of how some aspects of the past have been represented and interpreted in different ways an awareness of how some aspects of information can be relied on society during a period in history using artefacts to help, e.g. using the find at Sutton Hoo as Explains how or why they sequenced artefacts to show changes or changes or changes or changes or changes or changes or developments over firme Suggests why not all sources of information can be relied on awareness of how some aspects of the past have been represented and interpreted in different ways and awareness of how some aspects of the past have been represented and interpreted in different ways are defented	developments over	I -		
sources of information can be relied on Shows an awareness of how some aspects of the past have been represented and interpreted in different ways Addresses and asks historically valid questions Demonstrates an understanding of society during a period in history artefacts to help, e.g. using the find at Sutton Hoo as Wester and sussess and asks historically valid aperiod in history artefacts to help, e.g. using the find at Sutton Identifies historically important artefacts or evidence and suggests why not all sources of information can be relied on represented sources of information can be relied on relied on Suggests why not all sources of information can be relied on relied on Shows an awareness of how some aspects of the past have been represented and interpreted in different ways different ways artefacts to help, e.g. using the find at Sutton Hoo as Understanding Connections Identifies historically important artefacts or evidence and suggests why they are	time	places as evidence	places as evidence	
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understanding of a period in history

Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history

Describes the role of significant people in a period of history, e.g. how they helped to develop their civilization, era and mark their place in history

Describes and makes links between some significant people, events or places within and across periods of history

Identifies similarities and differences in an aspect or theme of history, e.g. crime and punishment

Identifies similarities and differences between ways of life

Understanding Connections

Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history

Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history

Describes the role of significant people in a period of history, e.g. how they helped to develop their civilization, era and mark their place in history

Describes and makes links between some significant people, events or places within and

Understanding Connections

Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history

Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history

Describes the role of significant people in a period of history, e.g. how they helped to develop their civilization, era and mark their place in history

Describes and makes links between some significant people, events or places within and

or culture during a	across periods of	across periods of
period in history	history	history
Describes important	Identifies similarities	Identifies similarities
events during a period	and differences in	and differences in
in history, stating who	an aspect or theme	an aspect or theme
was involved, why	of history, e.g. crime	of history, e.g. crime
they acted in that way	and punishment	and punishment
and how they	Identifies similarities	
affected lives		Identifies similarities
	and differences	and differences
	between ways of life	between ways of life
British & World History	or culture during a	or culture during a
	period in history	period in history
Place events and	Describes important	Describes important
people within a	events during a	events during a
chronological	period in history,	period in history,
framework	stating who was	stating who was
	involved, why they	involved, why they
Identifies the reasons	acted in that way	acted in that way
why a place, person	and how they	and how they
or event is historically	affected lives	affected lives
important	anocida iives	andered iives
	British & World History	British & World History
	Place events and	Place events and
	people within a	people within a
	chronological	chronological
	framework	framework
	Identifies the reasons	Identifies the reasons
	why a place, person	why a place, person

			or event is historically important		or event is historically important	
Key Terminology	Cenote Sink hole formed by collapse of rock into which Maya threw offerings Codexplural is codices Collection of manuscript pages held together into early form of book Glyph Written symbol used to present spoken words Hieroglyph System of writing used by ancient	topographical / climate zones / biomes / terrain / summit / contour	Rey Vocabulary Barter As people did not use coins they used to swop goods. Bronzes Special metal items beautifully crafted, among best in the world. Dynasty Rulers of a country passed down from father to son. Empire Lands outside and ruled by Britain. Fortifications Buildings, walls and ditches to protect a place. Loot To steal valuable objects.	continent / population / state / islands / Union / climate / rainforest	Key Vocabulary	weathering / erosion / coastal / development / regeneration / protection /

Mayas made up of	Oba	
symbols that		
	All-important ruler	
stand for words or	who owned all the	
syllables	Land and Land	
	land and whose	
Jade Green stone	palace made up	
used to make	one third of the city,	
wonderfuliowels	one mild of me chy,	
wonderful jewels	Palace Really big	
Obsidian Black glassy	building with many	
rock formed when	rooms	
volcanic lava cools	and expensive	
	furniture	
Quetzal Colourful		
tropical bird very		
important to the maya		
important to the maya		
Ritual		
Act that is always		
performed in		
same way as part of a		
religious		
ceremony		
Coloniony		