



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
<p>Pupils should know... (Core knowledge and concepts to be learned)</p> <p>Pupils should be taught about:</p>	<p>Having studied this topic you should be able to:</p> <p>1. Sequence in the correct order the names used by historians to describe different periods during this time</p> <p>2. Say what was distinctive about 3 different periods from this time</p>	<ul style="list-style-type: none"> • I can name and locate the countries and cities of the UK. • I can use the eight compass points to describe the location of the countries and cities of the UK. • I can name and locate the main rivers and seas of the UK. • I can identify rivers and seas using an atlas or map. • I can name and 	<p>Having studied this topic you should be able:</p> <p>1. The reasons why the Anglo-Saxons invaded</p> <p>2. that it was during this time that England became united, with Wessex as the leading kingdom.</p> <p>3. that it was at this time that England became a Christian country.</p>	<ul style="list-style-type: none"> • To describe what you find underground. • To explain how volcanoes are formed. • To explain how volcanoes affect people's lives. • To explain what causes earthquakes and how they are measured • To explain what causes tornadoes and the effects they have. 	<p>Having studied this topic you should be able:</p> <p>1. The word Viking means raider (and they certainly did a lot of that!) but they were also traders and settlers, especially later in the period</p> <p>2. They attacked England from Scandinavia carrying</p>	<ul style="list-style-type: none"> • I can explain the three states of matter. • I can explain the key aspects of the water cycle. • I can explain how clouds and rain are formed. • I can explain how and why drinking water is cleaned. • I can explain the causes and effects of flooding. • I understand the

	<p>e.g. Bronze Age</p> <p>3. Explain what the two biggest changes that developed in Britain during the New Stone Age were and describe the impact on daily life</p> <p>4. Explain the different theories as to why Stonehenge was built</p> <p>5. Describe the ways in which life changed during the Iron Age</p> <p>6. Explain how we can know so much about a time that happened thousands of year ago</p>	<p>locate some of the counties of the UK.</p> <ul style="list-style-type: none"> • 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. 	<p>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</p> <p>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</p> <p>6. It was during this period that there were better laws and a flowering of literature.</p>		<p>out raids on monasteries which is why the monks criticised them so much</p> <p>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</p> <p>4. They were highly skilled shipbuilders, taking them vast distances across dangerous seas</p> <p>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 Freya (Friday)</p>	<p>causes and effects of water pollution</p>
Pupils should be able to	Historical Terminology	Describes a location using the eight points	Historical Terminology	Gains information about physical and	Historical Terminology	Simply describes the importance of some

<p>do... (Skills being developed)</p> <p>BSquared assessment points applicable to all NC coverage areas.</p> <p>Pupils will make achievement progression steps against each across the year.</p>	<p>Relates known abstract terminology when studying a new period of history</p> <p>Uses conventional historical terminology</p> <p>Includes the use of more abstract historical terms in own narratives</p> <p>Draws on new historical vocabulary they have come across and uses correctly in the course of their writing</p> <p>Cause & Consequence</p> <p>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</p> <p>Describes the build up to an event in history that had significant consequences for the people of that time</p> <p>Describes how changes/technological advances impacted people or events in</p>	<p>of a compass with support</p> <p>Plots specified points on a 2D grid</p> <p>Gives position coordinates on a 2D grid</p> <p>Names places on an Ordnance Survey Map using the key and symbols</p> <p>Records their findings using tables or charts</p> <p>Draws simple conclusions using observations</p> <p>Finds information in a range of maps, atlases or digital mapping, e.g. to describe physical or human geographic characteristics</p> <p>Backs up their results or observations with evidence, e.g. photographs</p>	<p>Relates known abstract terminology when studying a new period of history</p> <p>Uses conventional historical terminology</p> <p>Includes the use of more abstract historical terms in own narratives</p> <p>Draws on new historical vocabulary they have come across and uses correctly in the course of their writing</p> <p>Cause & Consequence</p> <p>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</p> <p>Describes the build up to an event in history that had significant consequences for the people of that time</p> <p>Describes how changes/technological advances impacted people or events in</p>	<p>human geography using range of sources</p> <p>Identifies and describes what can affect (positively and negatively) different aspects of physical geography</p> <p>Compares the climate, choosing the same month in different countries, e.g. December in Australia and the U.K.</p> <p>Identifies key features of physical geography, using appropriate vocabulary</p> <p>Identifies key features of human geography, using appropriate vocabulary</p> <p>Classifies key areas of human geography by their main characteristics</p> <p>Classifies key areas of physical geography by their main characteristics</p>	<p>Relates known abstract terminology when studying a new period of history</p> <p>Uses conventional historical terminology</p> <p>Includes the use of more abstract historical terms in own narratives</p> <p>Draws on new historical vocabulary they have come across and uses correctly in the course of their writing</p> <p>Cause & Consequence</p> <p>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</p> <p>Describes the build up to an event in history that had significant consequences for the people of that time</p> <p>Describes how changes/technological advances impacted people or events in</p>	<p>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</p> <p>Explains the different stages of the water cycle</p> <p>Identifies different forms of precipitation</p> <p>Explains difference between the terms weather and climate</p> <p>Names months that fall within different seasons</p> <p>Backs up their results or observations with evidence, e.g. photographs</p> <p>Records their findings using tables or charts</p> <p>Draws simple conclusions using observations</p>
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	<p>society during a period of history, e.g. Islamic</p> <p>Historical Enquiry & Interpretation</p> <p>Selects evidence to use from different sources to answer their own questions</p> <p>Describes and makes links using artefacts or significant historical places as evidence</p> <p>Explains how or why they sequenced artefacts to show changes or developments over time</p> <p>Suggests why not all sources of information can be relied on</p> <p>Shows an awareness of how some aspects of the past have been represented and interpreted in different ways</p> <p>Addresses and asks historically valid questions</p> <p>Demonstrates an understanding of society during a period</p>	<p>Labels some of the different geographic regions on a map of the UK</p> <p>Names the county they live in and the names of counties which surround theirs</p> <p>Simply describes the importance of some physical geographic features in a region of the UK</p> <p>Identifies key features of human geography, using appropriate vocabulary</p> <p>Classifies key areas of human geography by their main characteristics</p> <p>Classifies key areas of physical geography by their main characteristics</p>	<p>society during a period of history, e.g. Islamic</p> <p>Historical Enquiry & Interpretation</p> <p>Selects evidence to use from different sources to answer their own questions</p> <p>Describes and makes links using artefacts or significant historical places as evidence</p> <p>Explains how or why they sequenced artefacts to show changes or developments over time</p> <p>Suggests why not all sources of information can be relied on</p> <p>Shows an awareness of how some aspects of the past have been represented and interpreted in different ways</p> <p>Addresses and asks historically valid questions</p> <p>Demonstrates an understanding of society during a period</p>	<p>Explains difference between the terms weather and climate</p> <p>Names months that fall within different seasons</p>	<p>society during a period of history, e.g. Islamic</p> <p>Historical Enquiry & Interpretation</p> <p>Selects evidence to use from different sources to answer their own questions</p> <p>Describes and makes links using artefacts or significant historical places as evidence</p> <p>Explains how or why they sequenced artefacts to show changes or developments over time</p> <p>Suggests why not all sources of information can be relied on</p> <p>Shows an awareness of how some aspects of the past have been represented and interpreted in different ways</p> <p>Addresses and asks historically valid questions</p> <p>Demonstrates an understanding of society during a period</p>	<p>Finds information in a range of maps, atlases or digital mapping, e.g. to describe physical</p>
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	<p>in history using artefacts to help, e.g. using the find at Sutton Hoo as</p> <p>Understanding Connections</p> <p>Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history</p> <p>Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history</p> <p>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</p> <p>Describes and makes links between some significant people, events or places within</p>		<p>in history using artefacts to help, e.g. using the find at Sutton Hoo as</p> <p>Understanding Connections</p> <p>Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history</p> <p>Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history</p> <p>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</p> <p>Describes and makes links between some significant people, events or places within</p>		<p>in history using artefacts to help, e.g. using the find at Sutton Hoo as</p> <p>Understanding Connections</p> <p>Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history</p> <p>Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history</p> <p>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</p> <p>Describes and makes links between some significant people, events or places within</p>	
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	<p>and across periods of history</p> <p>Identifies similarities and differences in an aspect or theme of history, e.g. crime and punishment</p> <p>Identifies similarities and differences between ways of life or culture during a period in history</p> <p>Describes important events during a period in history, stating who was involved, why they acted in that way and how they affected lives</p> <p>British & World History</p> <p>Place events and people within a chronological framework</p> <p>Identifies the reasons why a place, person or event is historically important</p>		<p>and across periods of history</p> <p>Identifies similarities and differences in an aspect or theme of history, e.g. crime and punishment</p> <p>Identifies similarities and differences between ways of life or culture during a period in history</p> <p>Describes important events during a period in history, stating who was involved, why they acted in that way and how they affected lives</p> <p>British & World History</p> <p>Place events and people within a chronological framework</p> <p>Identifies the reasons why a place, person or event is historically important</p>		<p>and across periods of history</p> <p>Identifies similarities and differences in an aspect or theme of history, e.g. crime and punishment</p> <p>Identifies similarities and differences between ways of life or culture during a period in history</p> <p>Describes important events during a period in history, stating who was involved, why they acted in that way and how they affected lives</p> <p>British & World History</p> <p>Place events and people within a chronological framework</p> <p>Identifies the reasons why a place, person or event is historically important</p>	
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<p>Key Terminology</p>	<p>Key vocabulary</p> <ul style="list-style-type: none"> • Archaeologists - People who work out our history by looking at artefacts that have been found. • Artefact - An object made by human beings, Neolithic - Is the later part of the stone-age and follows the Palaeolithic and Mesolithic age. • Barrow- long mound where bodies were buried • B.C. - Before Christ. A date like 250BC means 250 years before Christ was born. • Forge- where heating melts and allows metal to be made <ul style="list-style-type: none"> • Henge- upright stones ditches and mounds • Hunter-gatherers - People who mainly live by hunting, fishing and gathering wild fruit. • Mesolithic. Middle Stone Age 		<p>Key Vocabulary</p> <p>Cemetery Burial place Cenotaph Empty grave to remember someone important buried elsewhere Christianity Religion based on life and teachings of Jesus Christ which came to Britain in Saxon times Danelaw Name given to northern and eastern part of Britain under Danish control from 9th to 11th century Hoard Store of money often hidden away to come back to later Hypothesis Theory that has to be tested Monastery Large religious building where monks lived and prayed Pagan Word used to describe people who didn't follow one of the main religions Picts Group of people</p>		<p>Key Vocabulary</p> <p>Danegeld protection money paid by Saxons to bribe Vikings not to attack their lands Danelaw large part of Eastern England where the Danes settled in the late 9th century with their own laws and culture Heathen person who does not accept a religion that says there is only one god Hoard hidden collection of treasure Pagan person who believes in more than one god Runes Viking writing Saga long story about Viking heroes, spoken at first but later written down</p>	
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Cycle one						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ancient Greece	<u>Marvellous Maps</u>	The Roman Empire and its impact on Britain	<u>Explore Eastern Europe</u>	Crime and Punishment (Post 1066 Study)	<u>Rivers</u>
<p>Pupils should know... (Core knowledge and concepts to be learned)</p> <p>Pupils should be taught about:</p> <p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>Having studied this topic I should be able to:</p> <ul style="list-style-type: none"> • Explain the main features of Ancient Greek society, especially the role of slaves and women • Explain the unique way that Ancient Athens was ruled at the time, democracy • Explain why there was a Golden Age for Athens in the 5th and 6th centuries BC • Give 3 important examples of Ancient Greek achievements 	<ul style="list-style-type: none"> • I can find countries in Europe and North and South America on a map. • I can find cities in the UK on a map and identify some of their features. • I can find information in an atlas using the index and simple co-ordinates. • I can use a key to describe features on an Ordnance Survey map • I can use the eight compass points to describe routes on a map 	<p>Having studied this topic I should be able to:</p> <ul style="list-style-type: none"> • Explain why Claudius invaded Britain when Caesar didn't stay • Describe how Boudica stood up to the Romans • Explain why we have different interpretations of Boudica today • Describe 4 of the most significant changes the Romans made to how people lived, and how we know for sure 	<ul style="list-style-type: none"> • I can identify the countries of Europe. • I can identify the capital city of a country. • I can compare features of eastern European landscapes with my own area. • I can compare the climate of eastern European regions with that of my own area. • I can compare the human geography of eastern European regions with that of my own area. • I can present 	<p>Having studied this topic I should be able to:</p> <p>1. How the nature of crimes and punishments changed over 1000 years and be able to place the main ones in chronological order</p> <p>2. How some punishments were introduced for a short time and then replaced with others e.g. the Bloody Code and Transportation</p> <p>3. That society's</p>	<ul style="list-style-type: none"> • I can explain the water cycle. • I can locate the key rivers of the UK. • I can locate the key rivers of the world. • I can describe the key features of a river system. • I can describe the key features of a river system. • I can use atlases and maps to identify the key features of a river system. • I can describe the ways rivers are used. • I can explain the impact of damming rivers.

	<ul style="list-style-type: none"> • Make deductions about what mattered to the Ancient Greeks by studying pot evidence • Explain ways in which the Greeks have influenced our lives today 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<p>information about one area of eastern Europe.</p> <ul style="list-style-type: none"> • I can explain the impact of the Chernobyl nuclear disaster 	<p>attitude to crime has changed over time and has become less harsh</p> <p>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</p> <p>5. Changes in society often bring about an increase in crime e.g. the growth of towns and cities in the early 19th century.</p> <p>6. That new crimes are always appearing, such as cyber crime, causing the police to learn new methods of dealing with it.</p>	
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

<p>be able to do... (Skills being developed)</p> <p>BSquared assessment points applicable to all NC coverage areas.</p> <p>Pupils will make achievement progression steps against each across the year.</p>	<p>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</p> <p>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</p>	<p>looking for specific information about a country's or region's key physical or human characteristics</p> <p>Presents information gathered during fieldwork using different methods</p> <p>Suggests which type of observations or measurements are needed to answer geographical questions during fieldwork</p> <p>Presents information gathered during fieldwork in a range of ways showing how physical and human features of an area studied interact with each other</p>	<p>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</p> <p>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</p>	<p>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</p> <p>Identifies and describes differences between a region of the UK, a region in a European country and a region within North or South America</p> <p>Identifies and describes similarities between a region of the UK, a region in a European country and a region within North or South America</p>	<p>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</p> <p>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</p>	<p>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</p> <p>Reads and understands a range of maps, tables and charts showing specific information relating to physical and human geography</p> <p>Describes what effects a regions physical position in the world has on its physical and human geography</p> <p>Uses feature specific vocabulary when describing features of physical and human geography,</p>
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	<p>history that had significant consequences for the people of that time</p> <p>Describes how changes/technological advances impacted people or events in society during a period of history, e.g. Islamic</p> <p>Historical Enquiry & Interpretation</p> <p>Selects evidence to use from different sources to answer their own questions</p> <p>Describes and makes links using artefacts or significant historical places as evidence</p> <p>Explains how or why they sequenced artefacts to show changes or developments over time</p>	<p>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</p> <p>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</p> <p>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</p>	<p>history that had significant consequences for the people of that time</p> <p>Describes how changes/technological advances impacted people or events in society during a period of history, e.g. Islamic</p> <p>Historical Enquiry & Interpretation</p> <p>Selects evidence to use from different sources to answer their own questions</p> <p>Describes and makes links using artefacts or significant historical places as evidence</p> <p>Explains how or why they sequenced artefacts to show changes or developments over time</p>	<p>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</p> <p>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</p>	<p>history that had significant consequences for the people of that time</p> <p>Describes how changes/technological advances impacted people or events in society during a period of history, e.g. Islamic</p> <p>Historical Enquiry & Interpretation</p> <p>Selects evidence to use from different sources to answer their own questions</p> <p>Describes and makes links using artefacts or significant historical places as evidence</p> <p>Explains how or why they sequenced artefacts to show changes or developments over time</p>	<p>e.g. tectonic, ravine, tundra</p> <p>Describes how and why physical geography in a region has changed over time without human activity, e.g. earthquakes</p> <p>Describes how and why physical geography in a region has changed over time due to human activity, e.g. farming, tourism</p> <p>Explains how the water cycle functions using the geography of a region studied</p>
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	<p>Suggests why not all sources of information can be relied on</p> <p>Shows an awareness of how some aspects of the past have been represented and interpreted in different ways</p> <p>Addresses and asks historically valid questions</p> <p>Demonstrates an understanding of society during a period in history using artefacts to help, e.g. using the find at Sutton Hoo as</p> <p>Understanding Connections</p> <p>Identifies historically important artefacts or evidence and suggests why they are significant to our</p>		<p>Suggests why not all sources of information can be relied on</p> <p>Shows an awareness of how some aspects of the past have been represented and interpreted in different ways</p> <p>Addresses and asks historically valid questions</p> <p>Demonstrates an understanding of society during a period in history using artefacts to help, e.g. using the find at Sutton Hoo as</p> <p>Understanding Connections</p> <p>Identifies historically important artefacts or evidence and suggests why they are significant to our</p>		<p>Suggests why not all sources of information can be relied on</p> <p>Shows an awareness of how some aspects of the past have been represented and interpreted in different ways</p> <p>Addresses and asks historically valid questions</p> <p>Demonstrates an understanding of society during a period in history using artefacts to help, e.g. using the find at Sutton Hoo as</p> <p>Understanding Connections</p> <p>Identifies historically important artefacts or evidence and suggests why they are significant to our</p>	
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	<p>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</p>		<p>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</p>		<p>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</p>	
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	<p>Identifies similarities and differences between ways of life or culture during a period in history</p> <p>Describes important events during a period in history, stating who was involved, why they acted in that way and how they affected lives</p> <p>British & World History</p> <p>Place events and people within a chronological framework</p> <p>Identifies the reasons why a place, person or event is historically important</p>		<p>Identifies similarities and differences between ways of life or culture during a period in history</p> <p>Describes important events during a period in history, stating who was involved, why they acted in that way and how they affected lives</p> <p>British & World History</p> <p>Place events and people within a chronological framework</p> <p>Identifies the reasons why a place, person or event is historically important</p>		<p>Identifies similarities and differences between ways of life or culture during a period in history</p> <p>Describes important events during a period in history, stating who was involved, why they acted in that way and how they affected lives</p> <p>British & World History</p> <p>Place events and people within a chronological framework</p> <p>Identifies the reasons why a place, person or event is historically important</p>	
Key Terminology	<p>Key Vocabulary</p> <p>Acropolis</p>	<p>human and physical characteristics / features / index / coordinates / landmark / grid</p>	<p>Key Vocabulary</p> <p>Conquer/conquest</p> <p>To take over land belonging to</p>	<p>resources / borders / Europe, continent, country / capital city / Latitude, Arctic Circle / , physical</p>	<p>Key Vocabulary</p> <p>Arson Deliberately setting fire to a house or other</p>	<p>current / confluence / delta / downstream / erosion / estuary / meander / silt /</p>

	<p>The Acropolis was a large rocky area high above Athens containing important buildings such as the Pathenon . Built in the fifth century BC , following the victory against the Persians and the establishment of democracy.</p> <p>Agora</p> <p>Busy central area, where people came together to meet and trade, like a marketplace</p> <p>City state A city that became powerful and formed its own state with its own government</p> <p>Democracy Rule by the people</p> <p>Helot Spartan worker owned by the state</p>	reference / region / ordnance survey	<p>another country</p> <p>Empire/Emperor A sovereign ruler of an empire.</p> <p>Frontier Area near boundary with another country</p> <p>Gaul</p> <p>Govern/ governor/government</p> <p>Name for area we call France</p> <p>The way the country is ruled</p> <p>Hypocaust Central heating system</p> <p>Invade/invasion</p> <p>When an army or country takes over another country</p> <p>Legion Very large group of soldiers</p> <p>Province</p> <p>raid</p> <p>Part of a country brought under control</p>	feature / Nuclear power, radioactive waste / environmental disaster.	<p>property</p> <p>Burglary Breaking into a house in order to steal things</p> <p>Capital punishment</p> <p>Executions such as Hanging, burning at the stake</p> <p>Corporal punishment Physical punishment such as whipping</p> <p>Constable Someone with responsibility for law and order</p> <p>Execute Put someone to death</p> <p>Famine When people die due to food shortage</p> <p>Ritual Act that is always performed in same way as part of a religious ceremony</p> <p>Felony A serious</p>	tributary / upstream / watershed / basin
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	<p>Hoplite Heavily armed Athenian foot soldier</p> <p>Ostrakon Piece of broken pottery on which was written the name of a person to be sent out of the country. We use the word ostracism today to describe someone who has been rejected.</p> <p>Parthenon Temple in Athens, on the Acropolis, built for the goddess Athena in the 5th century</p> <p>Polis Greek city state</p>		<p>of a government</p> <p>Rebellion Rule/ruler</p> <p>When people resist how they are being treated by using force against the ruler</p> <p>Slave Person who was owned by and worked for another</p> <p>Tax/taxes temple</p> <p>Money people had to pay to the government each year</p> <p>Place of worship</p> <p>Tribe/tribal</p> <p>Group of people, often from same family, who live in same place and have the same interests</p> <p>Trade villa</p> <p>Buying and selling goods</p>		<p>crime</p> <p>Heresy Beliefs not allowed by the Church</p> <p>Homicide killing another human</p> <p>Larceny theft</p> <p>Manslaughter killing someone without planning to</p> <p>Medieval from middle Ages about 1000 to 1500 AD</p> <p>Outlaw someone on the run to escape justice</p> <p>Pillory wooden frame in which standing criminals were placed with arms and head locked and often pelted with rotten food</p> <p>Poaching entering land illegally to steal animals</p>	
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			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

Cycle two						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Baseline Test The Land Around Us	Ancient Egypt	Rainforests	Victorian Times	All Around the World	Local History Study
<p>Pupils should know... (Core knowledge and concepts to be learned)</p> <p>Pupils should be taught about:</p>	<ul style="list-style-type: none"> • 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 describe land use in urban and rural areas in the UK. • I can explain how land is used for different types of farming. 	<p>Having studied this topic you should be able:</p> <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • 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 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 	<p>Having studied this topic you should be able:</p> <ol style="list-style-type: none"> 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 	<ul style="list-style-type: none"> • 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 	<p>Having studied this topic you should be able:</p> <p>Teaching and Learning Idea Points:</p> <ul style="list-style-type: none"> • 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

		<p>discovered 100 years ago Below the pharaoh there were other levels of society from viziers and scribes and priests down to slaves.</p> <p>3. The Egyptians worshipped hundreds of gods, many represented by animals.</p> <p>4. Much of daily life in Egypt was influenced by the Nile, which flooded every year, essential for growing crops.</p> <p>5. We know that the Egyptians thought that people who died went to a new world and we have many artefacts used in the mummification process.</p> <p>6. Much of what we know for sure about Ancient Egypt comes from the Rosetta stone discovered only</p>	<ul style="list-style-type: none"> • I can compare the Amazon rainforest and Sherwood Forest. • I can explain the effects humans are having on the rainforests. 	<p>extremely wealthy and expanded her empire across the world</p> <p>4 During this time the population more than doubled and there was a major shift of population from countryside to the industrial towns and cities many of which grew up in the north.</p> <p>5 There was a dark side to Victorian society and there was an enormous gap between rich and poor</p> <p>6 Some rich Victorians worked hard to improve the life of the poor, the conditions for children working in factories, and mines and reformed prisons and public health.</p>	<p>climate</p> <ul style="list-style-type: none"> • I can explain the position and significance of the Prime Meridian • I can explain the position and significance of time zones. 	<p>houses from different time periods. • Provide children with old drawings, paintings or photographs and allow them to analyse them. These sources can provide information regarding fashions, transport, housing, occupations and even leisure activities. It is important, however, to ensure children cast a critical eye over these sources as they may not always be an accurate portrayal of life in the past. • Compare drawings, paintings or photographs with the same location today so that children can see the changes over time. • Allow children time to compare old maps with current maps to see how settlements have developed over time. • If appropriate, invite local people into</p>
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		<p>200 years ago. There are still a lot of unanswered questions about this ancient civilization such as did slaves really build the pyramids?</p>				<p>school and interview them about what the area was like in the past. Alternatively, children could interview an elderly 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</p>
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<p>Pupils should be able to do... (Skills being developed)</p> <p>BSquared assessment points applicable to all NC coverage areas.</p> <p>Pupils will make achievement progression steps against each across the year.</p>	<p>Relates observations of an area to features of human and physical geographical elements</p> <p>Reads some standard symbols on a simple map and knows why a key is necessary</p> <p>Identifies key features of human geography, using appropriate vocabulary</p> <p>Classifies key areas of human geography by their main characteristics</p> <p>Classifies key areas of physical geography by their main characteristics</p> <p>Labels some of the different geographic regions on a map of the UK</p>	<p>Historical Terminology</p> <p>Relates known abstract terminology when studying a new period of history</p> <p>Uses conventional historical terminology</p> <p>Includes the use of more abstract historical terms in own narratives</p> <p>Draws on new historical vocabulary they have come across and uses correctly in the course of their writing</p> <p>Cause & Consequence</p> <p>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</p>	<p>Identifies different forms of precipitation</p> <p>Explains difference between the terms weather and climate</p> <p>Names months that fall within different seasons</p> <p>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</p> <p>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</p>	<p>Historical Terminology</p> <p>Relates known abstract terminology when studying a new period of history</p> <p>Uses conventional historical terminology</p> <p>Includes the use of more abstract historical terms in own narratives</p> <p>Draws on new historical vocabulary they have come across and uses correctly in the course of their writing</p> <p>Cause & Consequence</p> <p>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</p>	<p>Recognises that longitude refers to the imaginary vertical lines and latitude refers to the imaginary horizontal lines around the Earth</p> <p>Labels some of the different geographic regions on a map of the UK</p> <p>Names some European countries which share borders with Russia using maps</p> <p>Names the county they live in and the names of counties which surround theirs</p> <p>Locates North and South America and Russia, and their major cities on different maps</p> <p>Recognises that the Equator is an imaginary horizontal</p>	<p>Historical Terminology</p> <p>Relates known abstract terminology when studying a new period of history</p> <p>Uses conventional historical terminology</p> <p>Includes the use of more abstract historical terms in own narratives</p> <p>Draws on new historical vocabulary they have come across and uses correctly in the course of their writing</p> <p>Cause & Consequence</p> <p>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</p>
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	<p>Gains information about physical and human geography using range of sources</p> <p>Identifies and describes what can affect (positively and negatively) different aspects of physical geography</p> <p>Compares the climate, choosing the same month in different countries, e.g. December in Australia and the U.K.</p> <p>Identifies key features of physical geography, us</p>	<p>Describes the build up to an event in history that had significant consequences for the people of that time</p> <p>Describes how changes/technological advances impacted people or events in society during a period of history, e.g. Islamic</p> <p>Historical Enquiry & Interpretation</p> <p>Selects evidence to use from different sources to answer their own questions</p> <p>Describes and makes links using artefacts or significant historical places as evidence</p> <p>Explains how or why they sequenced artefacts to show changes or developments over time</p>	<p>vegetation belts</p> <p>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</p> <p>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</p>	<p>Describes the build up to an event in history that had significant consequences for the people of that time</p> <p>Describes how changes/technological advances impacted people or events in society during a period of history, e.g. Islamic</p> <p>Historical Enquiry & Interpretation</p> <p>Selects evidence to use from different sources to answer their own questions</p> <p>Describes and makes links using artefacts or significant historical places as evidence</p> <p>Explains how or why they sequenced artefacts to show changes or</p>	<p>line dividing the Earth into two hemispheres</p> <p>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</p> <p>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</p> <p>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</p>	<p>Describes the build up to an event in history that had significant consequences for the people of that time</p> <p>Describes how changes/technological advances impacted people or events in society during a period of history, e.g. Islamic</p> <p>Historical Enquiry & Interpretation</p> <p>Selects evidence to use from different sources to answer their own questions</p> <p>Describes and makes links using artefacts or significant historical places as evidence</p> <p>Explains how or why they sequenced artefacts to show changes or developments over time</p>
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		<p>Suggests why not all sources of information can be relied on</p> <p>Shows an awareness of how some aspects of the past have been represented and interpreted in different ways</p> <p>Addresses and asks historically valid questions</p> <p>Demonstrates an understanding of society during a period in history using artefacts to help, e.g. using the find at Sutton Hoo as</p> <p>Understanding Connections</p> <p>Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history</p>		<p>developments over time</p> <p>Suggests why not all sources of information can be relied on</p> <p>Shows an awareness of how some aspects of the past have been represented and interpreted in different ways</p> <p>Addresses and asks historically valid questions</p> <p>Demonstrates an understanding of society during a period in history using artefacts to help, e.g. using the find at Sutton Hoo as</p> <p>Understanding Connections</p> <p>Identifies historically important artefacts or evidence and suggests why they</p>	<p>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</p> <p>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</p> <p>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</p>	<p>Suggests why not all sources of information can be relied on</p> <p>Shows an awareness of how some aspects of the past have been represented and interpreted in different ways</p> <p>Addresses and asks historically valid questions</p> <p>Demonstrates an understanding of society during a period in history using artefacts to help, e.g. using the find at Sutton Hoo as</p> <p>Understanding Connections</p> <p>Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history</p>
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		<p>Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history</p> <p>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</p> <p>Describes and makes links between some significant people, events or places within and across periods of history</p> <p>Identifies similarities and differences in an aspect or theme of history, e.g. crime and punishment</p> <p>Identifies similarities and differences between ways of life or culture during a period in history</p>		<p>are significant to our understanding of a period in history</p> <p>Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history</p> <p>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</p> <p>Describes and makes links between some significant people, events or places within and across periods of history</p> <p>Identifies similarities and differences in an aspect or theme of history, e.g. crime and punishment</p> <p>Identifies similarities and differences</p>		<p>Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history</p> <p>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</p> <p>Describes and makes links between some significant people, events or places within and across periods of history</p> <p>Identifies similarities and differences in an aspect or theme of history, e.g. crime and punishment</p> <p>Identifies similarities and differences between ways of life or culture during a period in history</p>
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Year 5/6						
Cycle two						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Topic	Mayan Civilisation	Mountains	Kingdom of Benin	The Americas	World War II	Our Changing World
<p>Pupils should know... (Core knowledge and concepts to be learned)</p>	<p>Having studied this topic I should be able to:</p> <p>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.</p> <p>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 drought and</p>	<ul style="list-style-type: none"> • 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. 	<p>Having studied this topic I should be able to:</p> <p>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</p> <p>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 that all the important developments in</p>	<ul style="list-style-type: none"> • I can identify the countries of North and South America. • I can identify the capital city of a country. <ul style="list-style-type: none"> • 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 differences in the 	<p>Having studied this topic I should be able to</p> <p>1. Why did Britain have to go to war in 1939?</p> <p>2. Why was it necessary for children to be evacuated and what was evacuation really like?</p> <p>3. How was Britain able to stand firm against the German threat?</p> <p>4. How did people manage to carry on normal life during the war and how do we know?</p> <p>5. Why is it so difficult to be sure what life on the Home Front</p>	<ul style="list-style-type: none"> • 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 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 change the

	<p>overworking of the soil.</p> <p>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 was unsweetened and spiced with chilli peppers. They even had a frother!</p> <p>4. They built pyramids with temples on top and even had an amazing astronomical observatory</p> <p>5. The Maya worshipped many gods and believed they needed offerings of blood.</p> <p>6. We know about the Maya from their writings in hieroglyphics, their advanced number system and the buildings such as the ball court that are still</p>		<p>world history took place in in the West.</p> <p>3. Benin society was organised around the all-important Oba who lived in his own palace within a well-defended city.</p> <p>4. The society is best remembered for its magnificent bronzes</p> <p>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</p> <p>6. The debate about whether the Benin bronzes should be returned still rumbles on. There are arguments on both side</p>	<p>human and physical geography of my local area and a region of North America.</p> <ul style="list-style-type: none"> • I can tell you the names and locations of the ancient and new wonders of the world. • I can describe the characteristics and significance of a natural wonder of the Americas. 	<p>was really like?</p> <p>6. What was VE day really like?</p>	<p>landscape in the future.</p> <ul style="list-style-type: none"> • I can identify coastal features of the UK
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	there today					
<p>Pupils should be able to do... (Skills being developed)</p>	<p>Historical Terminology</p> <p>Relates known abstract terminology when studying a new period of history</p> <p>Uses conventional historical terminology</p> <p>Includes the use of more abstract historical terms in own narratives</p> <p>Draws on new historical vocabulary they have come across and uses correctly in the course of their writing</p> <p>Cause & Consequence</p> <p>Details the consequences of an event in history, how it directly affected the people/society of that time and how it made</p>	<p>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</p> <p>Reads and understands a range of maps, tables and charts showing specific information relating to physical and human geography</p> <p>Describes what effects a regions physical position in the world has on its physical and human geography</p> <p>Uses feature specific vocabulary when describing features of physical and</p>	<p>Historical Terminology</p> <p>Relates known abstract terminology when studying a new period of history</p> <p>Uses conventional historical terminology</p> <p>Includes the use of more abstract historical terms in own narratives</p> <p>Draws on new historical vocabulary they have come across and uses correctly in the course of their writing</p> <p>Cause & Consequence</p> <p>Details the consequences of an event in history, how it directly affected</p>	<p>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</p> <p>Identifies and describes differences between a region of the UK, a region in a European country and a region within North or South America</p> <p>Identifies and describes similarities between a region of the UK, a region</p>	<p>Historical Terminology</p> <p>Relates known abstract terminology when studying a new period of history</p> <p>Uses conventional historical terminology</p> <p>Includes the use of more abstract historical terms in own narratives</p> <p>Draws on new historical vocabulary they have come across and uses correctly in the course of their writing</p> <p>Cause & Consequence</p> <p>Details the consequences of an event in history, how it directly affected</p>	<p>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</p> <p>Reads and understands a range of maps, tables and charts showing specific information relating to physical and human geography</p> <p>Describes what effects a regions physical position in the world has on its physical and human geography</p> <p>Uses feature specific vocabulary when describing features of physical and human geography, e.g. tectonic, ravine,</p>

	<p>an impact further on in history</p> <p>Describes the build up to an event in history that had significant consequences for the people of that time</p> <p>Describes how changes/technological advances impacted people or events in society during a period of history, e.g. Islamic</p> <p>Historical Enquiry & Interpretation</p> <p>Selects evidence to use from different sources to answer their own questions</p> <p>Describes and makes links using artefacts or significant historical places as evidence</p> <p>Explains how or why they sequenced artefacts to show changes or</p>	<p>human geography, e.g. tectonic, ravine, tundra</p> <p>Describes how and why physical geography in a region has changed over time without human activity, e.g. earthquakes</p> <p>Describes how and why physical geography in a region has changed over time due to human activity, e.g. farming, tourism</p> <p>Explains how the water cycle functions using the geography of a region studied</p>	<p>the people/society of that time and how it made an impact further on in history</p> <p>Describes the build up to an event in history that had significant consequences for the people of that time</p> <p>Describes how changes/technological advances impacted people or events in society during a period of history, e.g. Islamic</p> <p>Historical Enquiry & Interpretation</p> <p>Selects evidence to use from different sources to answer their own questions</p> <p>Describes and makes links using artefacts or</p>	<p>in a European country and a region within North or South America</p> <p>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</p> <p>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</p>	<p>the people/society of that time and how it made an impact further on in history</p> <p>Describes the build up to an event in history that had significant consequences for the people of that time</p> <p>Describes how changes/technological advances impacted people or events in society during a period of history, e.g. Islamic</p> <p>Historical Enquiry & Interpretation</p> <p>Selects evidence to use from different sources to answer their own questions</p> <p>Describes and makes links using artefacts or</p>	<p>tundra</p> <p>Describes how and why physical geography in a region has changed over time without human activity, e.g. earthquakes</p> <p>Describes how and why physical geography in a region has changed over time due to human activity, e.g. farming, tourism</p> <p>Explains how the water cycle functions using the geography of a region studied</p>
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	<p>developments over time</p> <p>Suggests why not all sources of information can be relied on</p> <p>Shows an awareness of how some aspects of the past have been represented and interpreted in different ways</p> <p>Addresses and asks historically valid questions</p> <p>Demonstrates an understanding of society during a period in history using artefacts to help, e.g. using the find at Sutton Hoo as</p> <p>Understanding Connections</p> <p>Identifies historically important artefacts or evidence and suggests why they are significant to our</p>		<p>significant historical places as evidence</p> <p>Explains how or why they sequenced artefacts to show changes or developments over time</p> <p>Suggests why not all sources of information can be relied on</p> <p>Shows an awareness of how some aspects of the past have been represented and interpreted in different ways</p> <p>Addresses and asks historically valid questions</p> <p>Demonstrates an understanding of society during a period in history using artefacts to help, e.g. using the find at Sutton Hoo as</p>		<p>significant historical places as evidence</p> <p>Explains how or why they sequenced artefacts to show changes or developments over time</p> <p>Suggests why not all sources of information can be relied on</p> <p>Shows an awareness of how some aspects of the past have been represented and interpreted in different ways</p> <p>Addresses and asks historically valid questions</p> <p>Demonstrates an understanding of society during a period in history using artefacts to help, e.g. using the find at Sutton Hoo as</p>	
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	<p>understanding of a period in history</p> <p>Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history</p> <p>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</p> <p>Describes and makes links between some significant people, events or places within and across periods of history</p> <p>Identifies similarities and differences in an aspect or theme of history, e.g. crime and punishment</p> <p>Identifies similarities and differences between ways of life</p>		<p>Understanding Connections</p> <p>Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history</p> <p>Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history</p> <p>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</p> <p>Describes and makes links between some significant people, events or places within and</p>		<p>Understanding Connections</p> <p>Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history</p> <p>Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history</p> <p>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</p> <p>Describes and makes links between some significant people, events or places within and</p>	
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	<p>or culture during a period in history</p> <p>Describes important events during a period in history, stating who was involved, why they acted in that way and how they affected lives</p> <p>British & World History</p> <p>Place events and people within a chronological framework</p> <p>Identifies the reasons why a place, person or event is historically important</p>		<p>across periods of history</p> <p>Identifies similarities and differences in an aspect or theme of history, e.g. crime and punishment</p> <p>Identifies similarities and differences between ways of life or culture during a period in history</p> <p>Describes important events during a period in history, stating who was involved, why they acted in that way and how they affected lives</p> <p>British & World History</p> <p>Place events and people within a chronological framework</p> <p>Identifies the reasons why a place, person</p>		<p>across periods of history</p> <p>Identifies similarities and differences in an aspect or theme of history, e.g. crime and punishment</p> <p>Identifies similarities and differences between ways of life or culture during a period in history</p> <p>Describes important events during a period in history, stating who was involved, why they acted in that way and how they affected lives</p> <p>British & World History</p> <p>Place events and people within a chronological framework</p> <p>Identifies the reasons why a place, person</p>	
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			or event is historically important		or event is historically important	
Key Terminology	<p>Key Vocabulary</p> <p>Cenote Sink hole formed by collapse of rock into which Maya threw offerings</p> <p>Codexplural is codices Collection of manuscript pages held together into early form of book</p> <p>Glyph Written symbol used to present spoken words</p> <p>Hieroglyph System of writing used by ancient</p>	<p>topographical / climate zones / biomes / terrain / summit / contour</p>	<p>Key Vocabulary</p> <p>Barter As people did not use coins they used to swop goods.</p> <p>Bronzes Special metal items beautifully crafted, among best in the world.</p> <p>Dynasty Rulers of a country passed down from father to son.</p> <p>Empire Lands outside and ruled by Britain.</p> <p>Fortifications Buildings, walls and ditches to protect a place.</p> <p>Loot To steal valuable objects.</p>	<p>continent / population / state / islands / Union / climate / rainforest</p>	<p>Key Vocabulary</p>	<p>weathering / erosion / coastal / development / regeneration / protection /</p>

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