

# YR-6 History Knowledge, Skills



# & Vocabulary Overview



Click the links >>>	<u>RECEPTION</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<b>Autumn</b>	Celebrations	My family history	War and Remembrance	The Stone Age	The Romans	WW2 - Britain and Birmingham	Why should we remember the Maya's?
<b>Spring</b>	Heroes	Greatest explorers	The Great Fire of London	The Bronze Age and the Iron Age	The Anglo-Saxons	Crime and Punishment	
<b>Summer</b>	Holidays	Lets gets moving! - Great inventions - transport	How Birmingham Changed the World - Our Local Heroes	Ancient Egypt	The Vikings	Protect Our History Birmingham and the Industrial Revolution	What did the Ancient Greeks do for us?

Year One

YEAR 1	My family history	Greatest explorers	Lets gets moving! - Great inventions - transport
Term	Autumn	Spring	Summer
Significant events/individuals	Grandparents childhood.	Captain Cook – Venus/Australia Neil Armstrong – moon landing.	The Wright Brothers and the first flight. George Stephenson and the Rainhill trials.
Contextual knowledge	<ul style="list-style-type: none"> <li>There are both similarities and differences between their own and their grandparents' childhoods.</li> <li>Comfort and convenience in the home has changed through technology and development.</li> <li>Changes in society affect the way we live now (internet/larger shops/school life).</li> </ul>	<ul style="list-style-type: none"> <li>To know what an explorer is</li> <li>To understand why some explorers are defined as 'great'.                             <ul style="list-style-type: none"> <li>Why people explore : (money/trade/land/science/adventure)</li> </ul> </li> <li>Captain Cook was a sailor who set off to discover more about Venus but actually had a secret mission to go to Australia.</li> <li>Although he made discoveries many people do not like Captain Cook as he did not treat the indigenous people well.</li> <li>Neil Armstrong is an American astronaut who was the first person to step on the moon as part of NASA's mission.</li> <li>The moon landing - Neil Armstrong was sent a mission from the USA. He was the first man to ever walk on the moon.</li> </ul>	<ul style="list-style-type: none"> <li>Before travel developments, we travelled by horse/boat.</li> <li>The steam engine changed life for many people and was built upon in the creation of many other machines.                             <ul style="list-style-type: none"> <li>To know the story of the Rainhill Trials.</li> </ul> </li> <li>Passenger trains meant more people/trade could be transported around the country easier.</li> <li>The Wright brothers made the first engine-powered aeroplane to take flight. This invention has impacted on our lives today.</li> </ul>
Key vocabulary	before compare grandparent modern old past/present same/different timeline	achievement adventure astronaut discover explorer	commemorative engine flight inventor locomotive significance transport
Historical Skills which run through every topic	<ul style="list-style-type: none"> <li>Demonstrate understanding of key vocabulary</li> <li>Recognise the difference between past and present in their own and others' lives.                             <ul style="list-style-type: none"> <li>Begin to ask relevant questions.</li> </ul> </li> <li>Find answers about the past from sources of information e.g artefacts. Sequence events in their life and place them on a timeline.</li> </ul>		

**Year Two**

YEAR 2	War and Remembrance	The Great Fire of London	How Birmingham Changed the World - Our Local Heroes
<b>Term</b>	Autumn 1	Spring 1	Summer 1
<b>Significant events/individuals</b>	WW1 Walter Tull Sergeant Stubby The Christmas Truce	Great fire Samuel Pepys – diary Thomas Farriner Lord Mayor King Charles II Rebuilding of London – new architecture.	<ul style="list-style-type: none"> <li>• Cadbury family</li> <li>• Sister Dora (nurse)</li> <li>• Local individuals relevant to class families.</li> </ul>
<b>Contextual knowledge</b>	<ul style="list-style-type: none"> <li>• WW1 started in 1914 and ended in 1918.</li> <li>• Countries made alliances to work together.</li> <li>• Key countries: Britain/France/Germany/Italy.</li> <li>• Animals helped in the war dogs/elephants/horses/pigeons– messenger pigeons carried coded messages.</li> <li>• Communication was such a challenge during the First World War and so coded messages were needed.</li> <li>• Messages needed to be coded to keep important secrets.</li> <li>• Horses helped carry heavy items.</li> <li>• Soldiers fought in trenches.</li> <li>• Children’s lives were changed at home – missing family/newsreels/rationing.</li> <li>• Walter Tull was a British soldier in the First World War. He was the first black officer to lead white soldiers into battle.</li> <li>• Children’s lives changed – rationing was introduced, and people started growing their own food.</li> <li>• Soldiers created a Christmas day truce and played football together as a break from fighting.</li> </ul>	<ul style="list-style-type: none"> <li>• The fire started September 2<sup>nd</sup> 1666.</li> <li>• How the fire started.</li> <li>• It started on Pudding Lane London in the Bakers shop.</li> <li>• The fire took place in our capital city.</li> <li>• Factors that contributed to the fire spreading (housing/little firefighter organisation/weather).</li> <li>• Impact on the city – destruction of homes and landmarks (e.g St. Pauls Cathedral).</li> <li>• Effects on society – new building and architecture.</li> <li>• Contradicting theories of who is to blame for the fire.</li> <li>• There is evidence that it helped to stop the spread of plague.</li> <li>• Samuel Pepys diary is a source of first-hand evidence from the events.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify significant people in own locality.</li> <li>• Gain an understanding of the breadth of contributions people can make in order to become significant.</li> </ul> <p>:</p> <ul style="list-style-type: none"> <li>• Cadbury family created a product that is sold all over the world.</li> <li>• They improved the lives of many people in Birmingham by providing jobs/housing/clean area to live in (Bournville).</li> <li>• Sister Dora was a nun and nurse who worked in Walsall.</li> <li>• She dedicated her life to supporting the sick of Walsall and also trained other nurses.</li> </ul>
<b>Key vocabulary</b>	Front line. Rationing. Memorial. Armistice. Soldier. Trench. Significant Reliable	Now. Then. Cause. Eyewitness. Diary. Interpretation. Impact. Benefit. London. Sources	Hero. Significant. Evidence. Museum. Local. Birmingham. Impact. Changed. Source.
<b>Historical Skills (the ones which run through every topic)</b>	<ul style="list-style-type: none"> <li>• Sequence– artefacts/events related to topic studied.</li> <li>• Sequence photographs etc. from different periods of their life.</li> <li>• Can describe simple historical events from the topics studied.</li> <li>• Can use a wider range of historical vocabulary e.g. now/then/new/old/when/before/decade</li> <li>• Discuss reliability of photos/evets/stories.</li> <li>• Can pose a range of valid questions independently.</li> <li>• Can select key information independently from several different types of sources to answer questions about the past.</li> </ul>		

**Year Three**

YEAR 3	The Stone Age	The Bronze Age and the Iron Age	Ancient Egypt
Term	Autumn	Spring	Summer
Significant events/individuals	Cheddar man: Skae Brae, Star Carr & Stonehenge	Amesbury archer Lindow man Celts	Howard Carter Discovery of Rosetta Stone
Contextual knowledge	<ul style="list-style-type: none"> <li>The stone Age was a long period of change.                             <ul style="list-style-type: none"> <li>Three periods ran through the Stone Age.</li> </ul> </li> <li>No exact dates can be labelled unlike previous topics studied.</li> <li>Names Stone Age sue to the stone they used to make tools and weapons.</li> <li>Archaeology is relied upon as the is no written/pictures of the prehistory era.</li> <li>People were called hunter-gatherers at the start of the period as this is how they got food.</li> <li>As time moved on tools become more sophisticated and people began living in 'homes'.                             <ul style="list-style-type: none"> <li>Community roles appeared in settlements.</li> <li>Skae Brae – an example of a Neolithic village.</li> <li>Monuments were built for a variety of reasons – e.g tombs/rituals/trade/meetings.</li> </ul> </li> <li>Stonehenge took a long time to build – lots of theories to its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Named the Bronze Age as this metal was used by many at the end of the Stone Age (the use of stone still continued).                             <ul style="list-style-type: none"> <li>This meant there was progression of society/weapons/jewellery/utensils/pots.</li> </ul> </li> <li>Horses became an important form of transport with use of wheels on carts impacting creation if tracks.</li> <li>No written evidence from Bronze Age so artefacts important.</li> <li>The Amesbury Archer burial had more than 100 artefacts buried with him – burials teach us about their cultural beliefs.                             <ul style="list-style-type: none"> <li>Iron Age brought better farming tools, more food and population increase.</li> </ul> </li> <li>People in Iron Age were called Celts but made up of different tribes.</li> <li>Changes in how communities were arranged between these periods.                             <ul style="list-style-type: none"> <li>Hill forts were built for protection and community.</li> </ul> </li> <li>There is some written evidence from this time from Greeks and Romans towards end of Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Egypt was an ancient civilisation and a place for influential discoveries and inventions.</li> <li>A group of people can be regarded as a civilisation if they have; urban development/government/common languages or religions/own culture/food from their own environment.                             <ul style="list-style-type: none"> <li>Be able to name 1 other civilisation.</li> </ul> </li> <li>The importance the River Nile had on people in Egypt and what it provided for them.</li> <li>There were 3 key periods in Ancient Egypt called Kingdoms and they saw the rise and decline of the civilisation.</li> <li>To know about the discovery of the Rosetta Stone and how it helped us read hieroglyphs.                             <ul style="list-style-type: none"> <li>Howard Carter discovered Tutankhamun's tomb in the Valley of the Kings.</li> </ul> </li> <li>Each group of society had an important role to play in the civilisation's success.</li> <li>A pyramid was a tomb for Pharaohs – they were buried with their most important things to take with them to the afterlife.                             <ul style="list-style-type: none"> <li>Ancient Egyptians worshipped a variety of Gods and Goddesses but not all were of equal importance.</li> </ul> </li> <li>They believe din the afterlife and performed mummification.</li> </ul>
Key vocabulary	archaeology artefacts flint forager hunter-gatherer Mesolithic Neolithic Palaeolithic prehistoric settlement stone age	afterlife archaeologists bronze age civilisation hill fort iron age preserved roundhouse	achievement afterlife archaeologists civilisation hierarchy hieroglyph mummification pharaoh rituals sarcophagus society
Historical Skills which run through every topic	<ul style="list-style-type: none"> <li>Place the time being studied, artefacts and historical figures on a timeline using dates.                             <ul style="list-style-type: none"> <li>Sequence several events or artefacts.</li> <li>Identify key features and events of time studied.</li> </ul> </li> <li>Use dates and terms related to the study unit and passing of time.</li> <li>Can understand how sources can be used to answer a range of historical questions.                             <ul style="list-style-type: none"> <li>Look at representations of the period – in museums, cartoons, art work, poems etc.</li> </ul> </li> <li>Begin to use vocabulary that recognises not all sources show facts, possibly/perhaps/might/could                             <ul style="list-style-type: none"> <li>Select and record relevant information.</li> </ul> </li> <li>Use appropriate historical vocabulary: period/change/chronology</li> </ul>		

**Year Four**

YEAR 4	The Romans	The Anglo-Saxons	The Vikings
Term	Autumn	Spring	Summer
Significant events/individuals	Julius Caesar / Claudius / Boudicca	Sutton Hoo / St Augustine of Canterbury / Staffordshire Hoard/ Alfred the Great	Alfred the Great/ Thor / Odin / Loki / Freya / 1066
<b>Contextual knowledge</b>	<ul style="list-style-type: none"> <li>• Before Romans arrived, Britain was divided in tribal Kingdoms.</li> <li>• Previous attempts at invasion had failed until emperor Claudius succeeded in 43AD.</li> <li>• They invaded to gain: popularity/metal/fertile land.                             <ul style="list-style-type: none"> <li>• There is written evidence from the period.</li> </ul> </li> <li>• The romans dominance was much less in the north and so built Hadrian's wall to build a border and control the Picts in Scotland.</li> <li>• Roman roads were an important feature to Roman life and created a lasting legacy.</li> <li>• There were rebellions against Roman rule – Boudicca in 61AD.</li> <li>• The Roman army was dominant and well organised.</li> <li>• In 410AD they left to defend homeland Rome (however some stayed as farmers etc).                             <ul style="list-style-type: none"> <li>• Legacy still impacts us today: architecture/food/latin/calendar/roads/towns.</li> </ul> </li> <li>• Romans were intelligent/organised/resourceful.</li> <li>• The impact of the Romans is dependent on source origins.</li> <li>• Change to Anglo Saxon period was gradual.</li> </ul>	<ul style="list-style-type: none"> <li>• Anglo-Saxons come from area today known as Holland/Denmark/Germany.</li> <li>• Actually a mix of tribes- Angels/Saxons/Jutes.</li> <li>• Saxons raided parts of Britain before Romans left (not the Romans were gone there was a time of chaos and conflict) some Saxons were invited to act as protection for Britain's and they began to settle.</li> <li>• The land these tribes conquered was split into small kingdoms.</li> <li>• Difference by area as some Britain's lived alongside the Saxons some were pushed out.</li> <li>• Anglo-Saxon kingdoms were gradually converted to Christianity, but many Pagan beliefs were still followed.                             <ul style="list-style-type: none"> <li>• This was a time of upheaval and change.</li> </ul> </li> <li>• Finds from around the country include the Staffordshire Hoard – 2009 Lichfield. This site opened a lot of questions about the period.                             <ul style="list-style-type: none"> <li>• Sutton Hoo burial in East Anglia– important archaeological site. This is a traditional ship burial site where they think a great King was buried. Sutton Hoo helmet a key find.</li> </ul> </li> <li>• The Beowulf poem tells us a lot of Anglo-Saxons heroic code.</li> </ul>	<ul style="list-style-type: none"> <li>• The Viking were raiders.</li> <li>• They were also excellent trader's sailors and explorers.</li> <li>• England was just 1 place they chose to visit and settle in. They colonised large parts of Europe.</li> <li>• When they first came to Britain it was to steal everything and leave – not necessarily to conquer.</li> <li>• They left their homeland because of overpopulation/lack of land.                             <ul style="list-style-type: none"> <li>• Came to Britain for better weather/better farming.</li> </ul> </li> <li>• Ran parallel to Anglo-Saxon period – there was a long battle for control of Britain.</li> <li>• Struggle for power with movement of land boundaries and Anglo-Saxon Kings.</li> <li>• Alfred the Great eventually won victory as agreed Viking to take North, Anglo-Saxons to south.</li> <li>• They lived in small communities, with diverse groups of people under control of a chief.</li> <li>• They brought language/customs/culture and colonised societies.</li> <li>• Worshipped a number of different Gods (e.g Odin/Thor).                             <ul style="list-style-type: none"> <li>• Told stories called sagas.</li> </ul> </li> <li>• There is an absence of written sources from the Vikings.</li> </ul>
<b>Key vocabulary</b>	architects centurion emperor empire impact invade legacy legions resistance significant	archaeologists Christianisation conquered dark ages excavation /hoard invasion settle legacy medieval pagan	colonised monarch monastery monk raid raider saga settle Viking
<b>Historical Skills which run through every topic</b>	<ul style="list-style-type: none"> <li>• Place events from time being studied on a timeline.                             <ul style="list-style-type: none"> <li>• Begin to date events.</li> </ul> </li> <li>• Understand more complex terms. E.g BC/AD.</li> <li>• Use appropriate historical vocabulary: period/change/chronology.                             <ul style="list-style-type: none"> <li>• Use the library and internet for research.</li> </ul> </li> <li>• Give a broad overview of life in Britain through various time periods.</li> <li>• Begin to evaluate the usefulness of different sources and begin to explain why they may be different.                             <ul style="list-style-type: none"> <li>• Suggest causes and effects of some of the main events in history.                                     <ul style="list-style-type: none"> <li>• Offer a reasonable explanation for some events.</li> </ul> </li> </ul> </li> <li>• Distinguish between different sources – compare different versions of the same story.                             <ul style="list-style-type: none"> <li>• Use evidence to reconstruct life and events in time studied.</li> </ul> </li> </ul>		

**Year Five**

YEAR 5	WW2 – Britain and Birmingham	Crime and Punishment	Protect Our History Birmingham and the Industrial Revolution.
Term	Autumn	Spring	Summer
<b>Significant events/individuals</b>	<p><b>Bombings</b>  <b>Evacuation</b>  <b>Outbreak of war 1939-1945</b>  <b>WW1</b></p>	<p><b>Dick Turpin</b>  <b>Alexander Paterson</b>  <b>Robert Peel</b>  <b>Execution abolished</b>  <b>Introduction of Police Force</b></p>	<p><b>Black Country Museum</b>  <b>Birmingham Back to Backs</b>  <b>James Watt</b>  <b>Matthew Boulton</b>  <b>Lunar Society</b>  <b>Joseph Chamberlain</b></p>
<b>Contextual knowledge</b>	<ul style="list-style-type: none"> <li>World War Two – 1939-1945</li> <li>Winston Churchill was Britain's wartime Prime minister.</li> <li>Hitler came to power by promising to rebuild Germany after WW1.</li> <li>WW2 Nazi parties' beliefs and actions led to war.</li> <li>Propaganda was widely used throughout the war.</li> <li>Alliances – France/Great Britain/USA/Soviet Union and Germany/Italy/Japan.</li> <li>There was no fighting on British mainland soil in either war (threats from the air existed).</li> <li>Battle of Britain – July to September 1940 a biggest air battles of all time between RAF and Luftwaffe.</li> <li>Protected/reserved occupations – teachers/clergy/doctors/some industry workers.</li> <li>Conscription from 1916/outbreak of WW2.</li> <li>School changed as focus on skills such as gardening and how to prepare to wear gas mask.</li> <li>Children from cities evacuated for safety to the country.</li> <li>Food shortages and rationing– focus on using gardens parks/Land Army/Dig for victory campaigns.</li> <li>WW2 air raids meant Anderson shelters were built.</li> <li>Birmingham area was a potential location for danger (more so in WW2 due to being a city and industrialised).</li> <li>Women were brought out of the home and into important jobs.</li> <li>VE day in Birmingham – 4000 people attended services at St Philips cathedral. Everyone came out into Victoria Square and around the Bull ring to celebrate and listen o Kings Speech. Street parties and fireworks in Kingstanding.</li> <li>Memorials built – some functional (halls) some as statues.</li> </ul> <p>Local Information to Consider:</p> <ul style="list-style-type: none"> <li>Memorial statue at Dartmouth Park.</li> <li>Children from Birmingham were evacuated</li> <li>Evacuees from Kinder transport brought to Birmingham</li> <li>Birmingham became third worst hit places by bombs during WW2. Significant bombings in west Bromwich – significant industrial targets.</li> <li>Many factories based in Birmingham – munitions/spitfires.</li> <li>Women came to Birmingham factories to work.</li> <li>Lots of local companies joined in (Cadbury started making boxes for gas masks).</li> <li>Home front based in Great Barr/Hamstead.</li> <li>Army base that housed American soldiers in Pheasey.</li> </ul>	<ul style="list-style-type: none"> <li>There are 3 groups of crimes, those against: property/people/authority.</li> <li>Not everyone agrees that certain actions should be regarded as crimes (e. g poaching).rules change over time – some things considered crimes throughout history (murder) some reflect the attitude of the era (e.g acceptable religions).</li> <li>'The Bloody Code' was a set of laws that introduced punishment of death – other punishments grew out of some not wanting this (e.g transportation/forced labour).</li> <li>Growth of 200+ crimes punishable by execution but actually resulted in less occurring.</li> <li>Some groups of people more likely to avoid execution- e.g. wealthy. Laws were set down by these people and many thoughts protecting own interests.</li> <li>Early 1800's newspapers meant normal people knew more about crime and criminals to the point some became famous. – e.g. Dick Turpin the highway man.</li> <li>Last public execution – 1868. Execution punishment abolished – 1969.</li> <li>One of biggest changes in law enforcement is paid force 1829 (before this were volunteers and watchmen as towns smaller).</li> <li>Crime statistics decreased after introduction of police force – however they were not well liked at the time as they inflicted injury and even caused death – called 'crushers' until Robert Peels 'peelers'.</li> <li>Police force in Britain traditionally not armed – only 5%.</li> <li>Many punishments were carried out in public and acted as a deterrent.</li> <li>Key punishment in past was transportation to America and then Australia for forced labour.</li> <li>Alexander Paterson reformed prisons – increased this form of punishment.</li> <li>Now the focus is on reform and education of criminals.</li> <li>Some laws only applied to certain people (e.g race/gender) – resulted in protests against the laws and therefore the committal of crimes to bring about change (suffrage/martyr/strikes/conscientious objectors). Still considered dangerous crimes and even terrorism but argued done to reform.</li> <li>1839 – working men's riots in Birmingham.</li> <li>Change in punishments reflected in classrooms – physical punishment used for minor things. However, some rules are the same – e.g respect.</li> </ul>	<ul style="list-style-type: none"> <li>Birmingham was a key area of industrial revolution.</li> <li>James Watt/Matthew Boulton – important to development of industrial revolution and building of successful factories in Birmingham with invention of steam engine</li> </ul> <p><b>Housing:</b></p> <ul style="list-style-type: none"> <li>Back to back housing built quickly and cheaply to meet demand. There was a shared place to do washing and shared outdoor toilets.</li> <li>Often lodgers to afford rent who shared room with family children.</li> <li>Overcrowding and poor sanitation was common.</li> <li>Damp with no water and sewage.</li> <li>Washing and bathing limited, maybe once a week.</li> </ul> <p><b>Jobs:</b></p> <ul style="list-style-type: none"> <li>1800's people made journeys (link to reasons from last topic) to Birmingham to gain jobs and money in growing industry.</li> <li>Factories/mines/mills/workshops.</li> <li>Known as 'city of 1000 trades'.</li> </ul> <p><b>Children:</b></p> <ul style="list-style-type: none"> <li>Little access to education.</li> <li>Became large part of the workforce, with long hours and difficult conditions (laws introduced later limiting this).</li> <li>Those attending school experienced very different situation to today – punishment.</li> <li>Specific stories about children during this time available online.</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>Population trebled over 50 years to become 2<sup>nd</sup> largest city in Britain.</li> <li>Growth in jobs and industry borough prosperity but poor stayed poor.</li> <li>Economy growth also meant transport links could be made and train stations built (New street/Snow Hill).</li> <li>Hospitals built as population growing – only for those who could afford it.</li> <li>Conditions and impact of working led to Chartists riots in 1839 and then Birmingham's official police force (link back to crime and punishment).</li> </ul> <p>Black country museum and Birmingham back to Backs important places in our area as preserve way of living during these times in Birmingham. History of the regular worker and thus important to preserve.</p>
<b>Key vocabulary</b>	<p>blitz                      conscription                      evacuee/evacuated                      home front                      influences                      Nazi                      propaganda                      protected/reserved occupation                      rationing</p>	<p>crimes                      democracy                      discrimination                      extremism                      highwayman                      laws                      parliament                      prejudice                      punishment                      society                      transportation</p>	<p>Migration                      Heritage                      Back to back                      Industrial revolution                      Industry                      Population                      Overcrowding                      Conditions                      Impact                      Society                      Status                      Innovation</p>
<b>Historical Skills (the ones which run through every topic)</b>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied.</li> <li>Use relevant terms and period labels.</li> <li>Make comparisons between different times in the past.</li> <li>Compare accounts of events from different sources – fact or fiction.</li> <li>Use evidence to build up a picture of past events.</li> <li>Select relevant sections of information.</li> <li>Use a range of evidence to build up a picture of an aspect of a past event.</li> <li>Bring knowledge together from several sources in a fluent account.</li> <li>Select what is most significant in a historical account.</li> <li>Examine causes and results of great events and the impact on people and explain them using evidence.</li> <li>Begin to identify primary and secondary sources and give reasons for choice of source.</li> <li>Confidently use the internet and library for research.</li> </ul>		

**Year Six**

YEAR 6	Why should we remember the Maya's?		What did the Ancient Greeks do for us?
Term	Autumn		Summer
Significant events/individuals	<p>Variety of Maya Gods Discovery of Codex</p>		<p>Olympics Spartans Trojan War Zeus</p>
<p><b>Contextual knowledge</b></p>	<ul style="list-style-type: none"> <li>The Maya were a Stone Age society in central America (now Guatemala and Mexico).</li> <li>Great civilisation that lasted over 2000years (2000BC-900AD).</li> <li>Mayas lived in city states and each was ruled by a King (sometimes Queen).</li> <li>States were mostly independent. City centres housed temples and pyramids with some rich people and poorer members lived in small villages and worked the land.</li> <li>Maya region was dense rainforest and so discoveries are still being made (especially as the rainforest is destroyed).</li> <li>Pyramids were temples and tombs, used for ceremonies e.g. human sacrifices to please Gods.</li> <li>Mayans had lots of Gods (human/animal form) to represent all important areas of their life. Thought Gods controlled their lives and so they needed to be kept happy.</li> <li>Codex books written in glyphs tell us about Maya beliefs/life (only 4 found).</li> <li>Gave the world chocolate.</li> <li>Claims they were the most advanced Meso-American society:                         <ul style="list-style-type: none"> <li>Base 20 number system</li> <li>Form of picture writing (glyphs)</li> <li>Accurate calendars</li> <li>Trade made important</li> <li>Ability to build architecture with materials available</li> </ul> </li> <li>By 900AD many of the population disappeared as cities deserted.</li> <li>Differing theories of what happened to this civilisation.</li> <li>Around 6million Maya people alive today (give insight into ancestors).</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Ancient Greece dates from 777-146BC (all dates in this topic are approx.).</li> <li>Greeks thought of themselves as members of the 'city-state' first and then part of a country.</li> <li>City-states were often isolated from each other but shared a national culture and language.</li> <li>City-states rules in different ways:                         <ul style="list-style-type: none"> <li>Sparta – military focused with Kings.</li> <li>Athens – origins of democracy (citizens voted on issues).</li> </ul> </li> <li>Ancient Olympics (776BC) started in Greece and had religious significance.</li> <li>Decorated pottery helps us understand the people and time.</li> <li>Worship 3 generations of Gods who live on Mount Olympus.</li> <li>Believed they must please the Gods else disasters would happen.</li> <li>Myths (e.g. Minotaur) - stories told from memory focussing on Gods/Goddesses/Heroes. Helped the people explain things they did not understand at the time.</li> <li>Myths helped explain how the people should behave and inspire them.</li> <li>City-states engaged in warfare with each other and against a common enemy.                         <ul style="list-style-type: none"> <li>Trojan war</li> </ul> </li> <li>Drama was important at the time and performed in tiered theatres.</li> <li>Architecture significant - columns shown in Parthenon (built for Goddess Athena).</li> </ul>
<p><b>Key vocabulary</b></p>	<p>AD archaeology ceremony city state civilisation codex glyphs hierarchy meso-America pyramid sacrifice tradition</p>		<p>AD architecture BC citizens city-state civilizations classical period culture democracy empire impact legacy myth Olympic</p>
<p><b>Historical Skills (the ones which run through every topic)</b></p>	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies.</li> <li>Use relevant dates.</li> <li>Understand continuity and change over time, representing them along with evidence on a timeline.</li> <li>Know key dates, characters and events of time studied.</li> <li>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</li> <li>Confidently use the library and internet for research.</li> <li>Recognise primary and secondary sources.</li> <li>Use a range of sources to find out about an aspect of times past.</li> <li>Bring knowledge gathered from several sources together to form contrasting arguments.</li> <li>Will confidently use a broad range of challenging, relevant historical terms.</li> <li>Can independently plan and produce detailed responses to a wide range of historical enquires.</li> <li>Can confidently explain why particular aspects of a historical event, development, society or person were of particular significance.</li> <li>Make deductions about the past using sources of evidence.</li> <li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>		



"With Jesus as our guide; we live, love and learn together."