

History Curriculum

LKS2 – Cycle A		
Maya In what ways was the Maya civilisation important? Case study: Cadbury’s and FairTrade	Anglo Saxons & Scots What does evidence tell us about life in an Anglo-Saxon settlement? Case study: Lady Godiva	World War 1 What were the causes and consequences of World War One? Case study: How does Bedworth remember?
Plan Bee – The Maya (Year3/4 Cross Curricular) https://planbee.com/products/the-maya-topic?variant=34561398177947	Plan Bee – Anglo-Saxons, Picts and Scots (Year3/4) https://planbee.com/products/anglo-saxons-picts-scots-ks2	Plan Bee – World War 1 (Year 5/6 History) https://planbee.com/products/world-war-1
NC objectives covered	NC objectives covered	NC objectives covered
KS2 - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300	KS2 -Britain’s settlement by Anglo-Saxons and Scots	KS2 - a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
English Text Links	English Text Links	English Text Links
The Chocolate Tree - Linda Lowery	Wild Way Home – Sophie Kirtley Beowulf – Michael Murpurgo Anglo Saxon Boy – Tony Bradman	Archie’s War – Marcia Williams Sainsbury’s Christmas Advert – WW1
Wider experiences	Wider experiences	Wider experiences
Trip to Cadbury’s World	Anglo-Saxon Workshop	
Lesson Sequence	Lesson Sequence	Lesson Sequence
<ol style="list-style-type: none"> 1. To explore where and when the remains of the Mayan ruins were discovered. 2. To find out about how the Mayan civilisation developed over time 3. To find out about the city states of the Maya and how society was organised. 	<ol style="list-style-type: none"> 1. To find out how we know about the past. 2. To find out about Anglo-Saxon migration. 3. To find out who the Picts and Scots were and where they lived. 4. To use a range of artefacts to find out about Anglo-Saxon life. 	<ol style="list-style-type: none"> 1. To investigate elements that led to the start of World War I. 2. To investigate what life was like on the Western Front. 3. To explore the advancements of warfare that occurred during WWI.

<p>4. To find out about Mayan religion and beliefs.</p> <p>5. To find out about everyday life for the Mayan people.</p> <p>6. To explore Mayan writing and calendars.</p> <p>7. To find out about the decline of the Mayan civilisation.</p>	<p>5. To explore AngloSaxon society and culture</p> <p>6. To know about paganism and the spread of Christianity in Britain.</p> <p>7. To use historical evidence to draw a conclusion about the person buried at Sutton Hoo.</p>	<p>4. To explore the involvement of animals in WWI.</p> <p>5. To explore what life was like for the people in Britain during WWI.</p> <p>6. To investigate the end of WWI and what happened afterwards.</p> <p>7. To consolidate knowledge and understanding of WWI.</p>
Skills covered	Skills covered	Skills covered
Historical Enquiry	Historical Enquiry	Historical Enquiry
<ul style="list-style-type: none"> • I can generate multiple questions to explore, choosing the ones I most want to investigate. • I understand the importance of translating the Mayan writing system for historians to learn about the Mayan civilisation. • I understand the importance of preserving historical documents and artefacts. • I know that knowledge about the past is constantly improving as historians make more discoveries. • I can make suggestions about why the Mayan civilisation ended, based on my knowledge of the period. 	<ul style="list-style-type: none"> • I can explain some of the ways archaeologists choose which sites to excavate. • I know that there are questions about the past that have not yet been decisively answered by historians. • I can use artefacts to support my ideas about who was buried at Sutton Hoo. • I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time. • I can read the story of Beowulf to find out about life in Anglo-Saxon Britain. • I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts. • I know that I need to think critically about a historical source in order to assess its reliability 	<p>I can understand why the battle of the Somme was significant.</p> <p>I can justify my ideas using a information from books, texts, artefacts and pictures.</p> <p>I can consider the advantages and disadvantages of using animals in war.</p> <p>I can identify changes that happened in Britain because of the war.</p>
Historical Understanding	Historical Understanding	Historical Understanding

<ul style="list-style-type: none"> • I can explain how the Mayan ruins were discovered. • I know that the Mayans were organised into city states that were controlled by absolute monarchs. • I can explain the roles and status of different types of people in Mayan society. • I can describe Mayan religious beliefs, including the need for blood sacrifices. • I can describe the Mayan number and writing systems, and the Mayan calendar 	<p>I know who the Anglo-Saxons were and where in Europe they came from.</p> <ul style="list-style-type: none"> • I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era. • I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots. • I can write my name using the Ogham alphabet. • I can explain how Christianity came to Britain. 	<p>I can identify the countries within the Central Powers alliance and the Triple Entente.</p> <p>I can explain what trench warfare is.</p> <p>I can explain what life was like for soldiers during WW1.</p> <p>I can name technology used in WW1.</p> <p>I can explain how technology changed warfare during WW1.</p> <p>I can define what propoganda is and why it was used in the war.</p> <p>I can describe what the Treaty of Versailles is.</p>	
<p>Chronological Understanding</p>	<p>Chronological Understanding</p>	<p>Chronological Understanding</p>	
<ul style="list-style-type: none"> • I know when the Mayan civilisation was. • I can organise key events from the Mayan civilisation on a timeline with their AD/BC dates. 	<ul style="list-style-type: none"> • I can place the Anglo-Saxons on a timeline. • I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire. • I know when Christianity came to Britain. 	<p>I can identify key dates in WW1, including Armistice Day.</p> <p>I can place events on to a timeline.</p>	
<p>Vocabulary</p>	<p>Vocabulary</p>	<p>Vocabulary</p>	
<p>Aztec</p> <ul style="list-style-type: none"> • Conquistador • Colony • Maya • Constitutional monarchy • Democracy • City state • Absolute monarchy 	<ul style="list-style-type: none"> • Sutton Hoo • Anglo-Saxons • Picts • Scots • Conquer • Pagan 	<p>Allied powers</p> <p>Allies</p> <p>Armistice</p> <p>Artillery</p> <p>Battlefield</p> <p>Bayonet</p> <p>Cannon</p> <p>Civilian</p> <p>Conflict</p>	<p>Flanders Fields</p> <p>Front line</p> <p>Infantry</p> <p>Mortar</p> <p>No Man's Land</p> <p>Remembrance Day</p> <p>Trench</p> <p>Troops</p> <p>Western front</p>

MTP link (includes Assessment questions)	MTP link (includes Assessment questions)	MTP link (includes Assessment questions)
The Maya (page 4)	Anglo Saxons Picts and Scots	World War One

LKS2 Cycle B		
<p>Stone Age to Iron Age What does evidence tell us about prehistoric people?</p> <p>Case study: Stonehenge</p>	<p>The Romans What does evidence tell us about the Roman invasion and life in Roman Britain?</p> <p>Case study: Evidence of Roman's locally (Hartshill)</p>	<p>The Victorians What was life like for a child in the Victorian Era?</p> <p>Case study: Compare Queen Victoria and Queen Elizabeth II</p>
<p>Plan Bee – Iron Age – The Prehistoric World (Year3/4 Cross-Curricular) https://planbee.com/products/the-prehistoric-world-stone-age-to-iron-age</p>	<p>Plan Bee – Invaders and Settlers – The Romans (Year3/4) https://planbee.com/products/invaders-and-settlers-romans</p>	<p>Plan Bee – Children in Victorian Britain (Year5/6) https://planbee.com/collections/history/products/children-in-victorian-britain</p>
NC objectives covered	NC objectives covered	NC objectives covered
KS2 - changes in Britain from the Stone Age to the Iron Age	KS2 - the Roman Empire and its impact on Britain	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
English Text Links	English Text Links	English Text Links
Stone Age Boy - Satoshi Kitamura	Escape from Pompeii – Christina Balit	Street Child – Berlie Doherty
Wider experiences	Wider experiences	Wider experiences
	Trip to Lunt Fort	Trip to St John's House in Warwick
Lesson sequence	Lesson sequence	Lesson sequence
<ol style="list-style-type: none"> 1. Defining 'prehistory' and learning how archaeologists find out about the past when there is no written history. 2. Exploring cave men of the early Paleolithic period of the Stone Age. 	<ol style="list-style-type: none"> 1. To understand the terms 'invade' and 'settle' and to place the Romans on a timeline 2. To find out why and how the Romans successfully invaded Britain 	<ol style="list-style-type: none"> 1. To place the Victorians on a timeline and consider what life was like for children in this period. 2. To find out what life was like for poor children in Victorian Britain.

<ol style="list-style-type: none"> 3. Exploring the lives of people in the Mesolithic period of the Stone Age. 4. Investigating technological advances in the Neolithic period of the Stone Age and investigating Stonehenge. 5. Finding out about life in the Bronze Age, and how bronze was made and used. 6. Investigating the lives of people in the Iron Age and how life had developed from the Bronze Age. 7. Consolidating understanding of the Stone, Bronze and Iron Ages, and ordering events and changes chronologically 	<ol style="list-style-type: none"> 3. To find out who was in Britain when the Romans invaded and learn about their way of life 4. To explore who Boudica was from different points of view 5. To find out about the results of Boudica's revolt 6. To find out about life in Roman Britain 7. To know how the Romans have influenced our lives today 	<ol style="list-style-type: none"> 3. To understand some of the changes that took place for poor children in the 19th century. 4. To be able to compare modern and Victorian schooling. 5. To investigate how Victorian children spent their leisure time. 6. To find out about daily life for children in Victorian Britain. 7. To recall information about the life of children in Victorian times.
Skills covered	Skills covered	Skills covered
Historical Enquiry	Historical Enquiry	Historical Enquiry
<ul style="list-style-type: none"> • I can explain how archaeologists use artefacts to learn about the past. • I can explain some of the methods archaeologists use to find out about the past. • I can explain why Star Carr is an important archaeological site. • I can use a variety of sources to answer questions about the past. 	<ul style="list-style-type: none"> • I can consider different points of view about a historical event. • I can study different accounts of a historical figure and suggest why they are different. • I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain. 	<ul style="list-style-type: none"> • I can use different sources to suggest what life would have been like in the Victorian period. • I can gather information from books, texts and pictures to find out about aspects of life in Victorian period. • I can consider different points of view about an historical event. • I can make comparisons between now and the past. • I can make predictions about life in the Victorian period using my understanding.
Historical Understanding	Historical Understanding	Historical Understanding

<ul style="list-style-type: none"> • I know what the term 'prehistory' means. • I know that the Stone Age can be split into three different time periods. • I can describe the main features and developments of each of the eras of prehistory. 	<ul style="list-style-type: none"> • I can explain why and how the Romans invaded Britain. • I know that Celts were living in Britain at the time of the Roman invasion. • I can describe what life was like in Celtic Britain. • I can describe the events surrounding Boudicca's revolt. • I can describe some of the technological advances that the Romans brought to Britain. • I can suggest how Britain might be different today if the Romans had never invaded. 	<ul style="list-style-type: none"> • I can name the jobs of Victorian children. • I can name people who helped to change Victorian society. • I can identify some Victorian laws. • I can describe what a Victorian school was like. • I can compare modern and Victorian children's leisure pursuits. • I can give examples of what daily life was like in Victorian Britain. 	
Chronological Understanding	Chronological Understanding	Chronological Understanding	
<ul style="list-style-type: none"> • I can place the Stone Age, Bronze Age and Iron Age on a timeline. • I know that prehistory spans millions of years. 	<ul style="list-style-type: none"> • I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past. • I can place the Romans on a timeline. • I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD. 	<ul style="list-style-type: none"> • I can place the Victorians on a timeline. 	
Vocabulary	Vocabulary	Vocabulary	
<ul style="list-style-type: none"> • Prehistory • Archaeologist • Archaeology • Palaeolithic • Mesolithic • Neolithic 	<ul style="list-style-type: none"> • Invade • Settle • Roman Empire • Emperor • Revolt 	<ul style="list-style-type: none"> Queen Victoria Chimney sweep Mangle Washboard Black board Workhouse Slums Industrial revolution Steam engine 	<ul style="list-style-type: none"> Cup and ball Rocking horse Abacus Slate and chalk Privy Artefact Orphan Invention Top hat
MTP link (includes Assessment questions)	MTP link (includes Assessment questions)	MTP link (includes Assessment questions)	
Iron Age (page 5)	The Romans	Children in Victorian Britain	

UKS2 Cycle A		
<p>Ancient Egyptians</p> <p>What does evidence tell us about life in Ancient Egypt?</p> <p>Case Study: Tutankahmun</p>	<p>***The Vikings</p> <p>Why was it a struggle for power in the Viking and Anglo-Saxon era?</p> <p>Case study: Ivar the Boneless</p>	<p>World War 2</p> <p>What were the causes and consequences of World War Two?</p> <p>Case study: Coventry in WW2</p>
<p>Plan Bee – Ancient Egyptians (Year3/4 Cross-Curricular)</p> <p>https://planbee.com/products/ancient-egyptians-topic</p>	<p>Plan Bee – Vikings vs Anglo Saxons (Year5/6)</p> <p>https://planbee.com/products/vikings-vs-anglo-saxons</p>	<p>Plan Bee – The World at War – WW2 (Year5/6 Cross-Curricular)</p> <p>https://planbee.com/products/the-world-at-war-ks2</p>
NC objectives covered	NC objectives covered	NC objectives covered
KS2 - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	KS2 - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
English Text Links	English Text Links	English Text Links
Tadeo Jones – Literacy Shed	None	Rose Blanche - Christophe Gallaz Carrie's War – Nina Bawden
Wider experiences	Wider experiences	Wider experiences
	Vikings Workshop	Trip to Coventry Cathedral
Lesson sequence	Lesson sequence	Lesson sequence
<ol style="list-style-type: none"> 1. Explore BCE dates by creating an Ancient Egyptian timeline. 2. Investigate the social structure of ancient Egyptian societies. 3. Investigate the role, rights and responsibilities of the pharaohs and explore the lives of some of the most famous pharaohs. 4. Find out about the ancient Egyptian deities and explore their appearances and roles. 	<ol style="list-style-type: none"> 1. To explore what Britain was like before the first Viking invasions. 2. To find out about the Viking invasions of Britain. 3. To find out about the Viking settlement of Britain and how this affected the AngloSaxons. 4. To find out why King Alfred was dubbed 'Alfred the Great'. 5. To explore what life was like for Vikings living in Britain. 	<ol style="list-style-type: none"> 1. To investigate the causes of World War Two. 2. To know about the different organisations and people who contributed to the war effort. 3. To understand the impact of rationing during World War Two. 4. To find out about the Blitz and the communities affected by it. 5. To know about evacuation and its impact on the people involved.

<p>5. Discover what the pyramids were built for and explore what tomb paintings can tell us about life in ancient Egypt.</p> <p>6. Investigate the greatest inventions and achievements of the ancient Egyptians.</p>	<p>6. To find out how and when England became a unified country.</p> <p>7. To find out about the end of the Anglo-Saxon and Viking era in Britain.</p>	<p>6. To understand the significance of the Holocaust.</p> <p>7. To use historical enquiry skills to research, and draw conclusions about, the past.</p>
<p>Skills covered</p>	<p>Skills covered</p>	<p>Skills covered</p>
<p>Historical Enquiry</p>	<p>Historical Enquiry</p>	<p>Historical Enquiry</p>
<ul style="list-style-type: none"> • I can explore artefacts found in Tutankhamen’s tomb to infer understanding about ancient Egypt. • I can make suggestions about what unfamiliar artefacts might have been used for. • I can explain the significance of the discovery of the Rosetta stone. • I can generate questions I want to find the answers to about life in ancient Egypt. • I can choose an area I wish to research, and use a variety of sources to carry out my research. 	<ul style="list-style-type: none"> • I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period. • I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past. • I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country. 	<ul style="list-style-type: none"> • I can explain the difference between an ‘event’ and a ‘cause’. • I can make suggestions of the broader consequences of rationing and the Dig for Victory Campaign. • I can make inferences using historical sources such as photographs. • I can generate questions using historical sources to find out what life was like in WW2 and the impact of it. • I can gather information using a variety of sources including oral testimonies. • I can make connections and comparisons between WW2 and today. • I can give reasons for how events such as evacuation would be different today.
<p>Historical Understanding</p>	<p>Historical Understanding</p>	<p>Historical Understanding</p>
<ul style="list-style-type: none"> • I can describe the features of daily life in ancient Egypt. • I can explain the events surrounding the discovery of Tutankhamen’s tomb. • I can describe ancient Egyptian beliefs in the afterlife. 	<ul style="list-style-type: none"> • I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch. • I can describe the reasons and events surrounding the Viking invasions. • I can describe what the Danelaw was. 	<ul style="list-style-type: none"> • I can identify and explain the causes that contributed to WW2. • I can explain the term ‘War effort’. • I can explain the experiences of people in WW2.

<ul style="list-style-type: none"> • I explain the process of mummification. 	<ul style="list-style-type: none"> • I know who King Alfred was and why he was dubbed 'the Great'. • I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain. • I can explain in detail the events surrounding the Battle of Hastings in 1066. • I have an increasing understanding of the struggle for power and how this changed England. • I can explain how England became a unified country. 	<ul style="list-style-type: none"> • I can describe what rationing is and why it was necessary. • I can explain what the Blitz was. • I can identify areas that were targeted during the Blitz. • I can describe evacuation including why it was implemented.
Chronological Understanding	Chronological Understanding	Chronological Understanding
<ul style="list-style-type: none"> • I can describe the difference between ancient and modern periods. • I know when the ancient Egyptian civilisation was. • I can sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras. 	<ul style="list-style-type: none"> • I can describe what Britain was like before the arrival of the Vikings. • I can use dates with increasing fluency to describe historical events and eras. 	<ul style="list-style-type: none"> • I can notice changes between then and now. • I can sort images into those that show our local area in WW2 and our local area now. • I can identify significant dates in WW2 and put these on a timeline.
Vocabulary	Vocabulary	Vocabulary
<ul style="list-style-type: none"> • Civilisation • Ancient • Modern • Ancient Egypt • Before Common Era • Common Era 		<ul style="list-style-type: none"> Jewish Star of David Primary source Secondary source Allies Axis Holocaust Nazi Blitz Propaganda <ul style="list-style-type: none"> Prejudice Invade Forces The Blitz Recount Treaty of Versailles Cause Consequence Evacuation Rationing
MTP link (includes Assessment questions)	MTP link (includes Assessment questions)	MTP link (includes Assessment questions)
Ancient Egyptians	Vikings vs Anglo Saxons	WW2

UKS2 Cycle B		
<p>Ancient Greeks</p> <p>What were the achievements of the Ancient Greeks and their influence today?</p> <p>Case study: Where can the Ancient Greeks be seen in the UK today?</p>	<p>The Tudors</p> <p>Divorced. Beheaded. Died. Why did Henry VIII have so many wives?</p> <p>Case study: local Tudor life and influence</p>	<p>Herstory</p> <p>How have the roles, rights and representations of women evolved throughout history?</p> <p>Case study: Me Too campaign</p>
<p>Plan Bee – Ancient Greece (Year5/6 Cross-curricular)</p> <p>https://planbee.com/products/ancient-greece-topic</p>	<p>Plan Bee – Why did Henry VIII marry six times? (Year3/4)</p> <p>https://planbee.com/products/why-did-henry-viii-marry-six-times</p> <p>Alternative: Rich and Poor Tudors (Year5/6)</p> <p>https://planbee.com/products/rich-and-poor-tudors</p>	<p>Plan Bee - The Changing Role of Women (Year5/6)</p> <p>https://planbee.com/products/the-changing-role-of-women</p>
NC objectives covered	NC objectives covered	NC objectives covered
KS2 - Ancient Greece – a study of Greek life and achievements and their influence on the western world	KS2 - a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	KS2 - a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
English Text Links	English Text Links	English Text Links
The Orchard Book of Greek Myths Who Let The Gods Out? by Maz Evans	Macbeth Treason by Berlie Doherty	Herstory – Katherine Halligan
Wider experiences	Wider experiences	Wider experiences
Ancient Greeks workshop	Trip to Mary Arden’s Farm in Stratford-upon-Avon.	
Lesson Sequence	Lesson Sequence	Lesson Sequence
<ol style="list-style-type: none"> 1. Find out who the ancient Greeks were and locate their civilisation on a timeline. 2. Explore and discuss the three main types of government in ancient Greece: monarchy, oligarchy and democracy. 3. Compare and contrast the two city states of Athens and Sparta. 4. Use primary and secondary sources to find out about daily life in ancient Greece. 	<ol style="list-style-type: none"> 1. To locate the Tudors on a timeline and to learn about Henry’s six wives. 2. To learn what Henry VIII was like through portraits and written sources. 3. To learn about the roles, responsibilities and importance of a Tudor monarch. 4. To find out about Henry’s marriage to Catherine of Aragon and the reasons for their divorce. 	<ol style="list-style-type: none"> 1. To explore the role of women in society from ancient times to the Renaissance. 2. To find out about women’s roles in the 17th, 18th and 19th centuries. 3. To find out about the women’s suffrage movement 4. To find out about the role of women during the First World War.

<p>5. Find out about gods, goddesses and religious beliefs in ancient Greece.</p> <p>6. Investigate the lives and teachings of the ancient Greek scholars and philosophers.</p> <p>7. Explore how modern life has been influenced by the ancient Greeks</p>	<p>5. To learn about the reasons for and results of Henry's marriages to Anne Boleyn and Jane Seymour.</p> <p>6. To learn about the reasons for and results of Henry VIII's marriage to Anne of Cleves.</p> <p>7. To find out answers to specific questions using primary and secondary sources.</p>	<p>5. To explore the role of women during the 1950s.</p> <p>6. To find out about secondwave feminism during the 1960s and 1970s.</p> <p>7. To evaluate the changing rights of women and establish whether or not we have gender equality today.</p>
Skills covered	Skills covered	Skills covered
Historical Enquiry	Historical Enquiry	Historical Enquiry
<p>I can infer information about daily life in ancient Greece by studying ancient Greek artefacts.</p> <ul style="list-style-type: none"> • I can identify the difference between primary and secondary sources of information. • I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths. 	<ul style="list-style-type: none"> • I can consider reasons for marriage and how these are different from the Tudors. • I can generate questions using historical sources such as portraits. • I can extract and interpret information from primary sources. • I can evaluate different points of voice and explain my reasoning. • I can use historical sources to answer questions. 	<ul style="list-style-type: none"> • I can summarise the how the role of women has changed. • I can gather information from books, texts and pictures to find out about life for women. • I can consider and evaluate primary and secondary sources of information. • I can assess the value and accuracy of primary and secondary sources. • I can discuss and evaluate the issue of gender equality today. • I can evaluate contributions that individuals made.
Historical Understanding	Historical Understanding	Historical Understanding
<ul style="list-style-type: none"> • I can describe some features of each of the periods in the ancient Greek civilisation. • I know that ancient Greece was made up of independent city states. • I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. 	<ul style="list-style-type: none"> • I can identify the names of significant individuals in the Tudor period, including Henry VIII and his wives. • I can identify the roles and responsibilities of a Tudor Monarch. 	<ul style="list-style-type: none"> • I can understand how the rights and roles of women have changed through time. • I can identify the restrictions on women in the Victorian era. • I understand the term 'suffrage'. • I can explain who the suffragettes were.

<ul style="list-style-type: none"> • I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy. • I can compare and contrast the city states of Athens and Sparta. • I can name some of the major ancient Greek gods and explain each one's characteristics. • I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena. • I can name some famous ancient Greek philosophers and explain why they are remembered today. • I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation. 		<ul style="list-style-type: none"> • I can understand the importance of a Tudor king and the problems they faced. • I can give reasons and explanations for why Henry VIII's marriages ended. • I understand the difference between the Catholic and Protestant church in Tudor times. 		<ul style="list-style-type: none"> • I explain what happened in the suffragette movement. • I can define the term 'second-wave feminism'. • I can explain how women have been perceived at different points in time. • I can identify key people involved in the Women's Rights Movement. 	
Chronological Understanding		Chronological Understanding		Chronological Understanding	
<ul style="list-style-type: none"> • I can arrange key civilisations in world history chronologically. • I can name the periods in the ancient Greek civilisation and order them on a timeline 		<ul style="list-style-type: none"> • I can identify the Tudor period on a timeline, including what came before and what came after. 		<ul style="list-style-type: none"> • I can consider how roles of women have changed over time. • I can identify when the First World War took place. • I can order key events in the history of women's rights chronologically. 	
Vocabulary		Vocabulary		Vocabulary	
<ul style="list-style-type: none"> • Ancient Greece • Minoan age • Mycenaean age • Dark age • Classical period • Archaic period • Athens • Sparta • Peloponnesian 	<ul style="list-style-type: none"> • Hellenistic period • Polis (city states) • Oligarchy • Democracy • Primary source • Secondary source • Olympia • Olympians 	<ul style="list-style-type: none"> • Monarch • Armada • Execution • Reign • Vagrancy • Treason • Scold's Bridle • War of the Roses • Inherit 	<ul style="list-style-type: none"> • Throne • Wattle and daub • Wealthy • Tapestry • Henry VIII • William Shakespeare • Beefeater • Breeches • Corset 	<ul style="list-style-type: none"> • Suffrage • Protest • George Lansbury • Emmeline Pankhurst • Emily Davison • Illegal • Violent • Vote • Campaign 	<ul style="list-style-type: none"> • Second-wave feminism • Primary source • Secondary source • Chronological • Role • percieve

		Heir Farthingale ruff	Doublet Gallows scythe	Democratic equality lobbying	
MTP link (includes Assessment questions)		MTP link (includes Assessment questions)		MTP link (includes Assessment questions)	
Ancient Greece		The Tudors		Her story - Changing Role of Women	