

Within teaching a range of sources (e.g. stories, diary entries, pictures, buildings still standing today and artefacts) will be used to demonstrate how our past is constructed.
By the end of KS2, children will have a developed chronological knowledge of British, local and world history.

Within teaching children should use world maps, Ordnance Survey maps, topographical maps, digital mapping (e.g. Google Earth), atlases and globes
Teaching should cover fieldwork skills, including digital mapping, to create a sketch map of the local area showing human and physical features

Geography Concepts		History Concepts	
Planning and Decision Making	Cause and Effect	Using Evidence	Cause and Consequence
Change	Location and Place	Significance	Continuity and Change

Key questions before starting new topic:

These questions could be used as part of pre/post tests or revisiting learning

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Previous topic: Who were the Vikings?

1. Why was the Lindisfarne invasion a shock to the nation?
2. Who is the Anglo-Saxon saint of Lindisfarne?
3. When was the first Viking invasion recorded in the Anglo-Saxon Chronicle?
4. Who became King of the Danes and King of England?

Previous topic: Who were more advanced: The Maya or Vikings?

1. Where did the Maya and Vikings appear in world and British History?
2. How were the Ancient Maya and Viking Britain similar?
3. How were the Ancient Maya and Viking Britain different?
4. What were the major achievements of the Maya?
5. What were the major achievements of the Vikings?

Previous topic: What are the different areas of our world?

1. Can you identify and describe the significance of the: equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle?
2. Can you name significant countries and cities from around the world?
3. Can you explain how to complete 4 figure grid references, symbols and keys?

Who were more advanced: the Maya or Vikings?

A non-European society that provides contrast with British history (c. 2600BC-AD 900)

- I can use words and phrases to describe the passing of time (e.g. past, present, x years ago, a long time ago)
- I can use words and phrases to measure time (e.g. hours, weeks, years, decades, centuries, millennia, eras, AD, BC/BCE)
- I can ask historically valid questions about a specific time period (linked to cause, change, similarity and differences e.g. creative frame)
- I can sequence the Maya time period in chronological order against Prehistoric Britain, Ancient Egyptians, Ancient Greeks, Roman, Saxon and Viking time periods (e.g. walkable and scaled down timeline)
- I can describe what an archaeologist is and how it helps us to construct our knowledge of the past
- I can use historical words and phrases to describe and compare what life was like for Maya and Vikings (e.g. city states (Maya), chronological, job titles (kings, priests), invasion, settlement, national, international, kingdom, civilisation, agriculture, canals, culture, conversion, raid, trade, metropolises, population, settlements, society (high class, lower class, free-flowing, how they were led, role of religion and state administration), royalty, slaves, pagan, polytheistic, deities, supernatural)
- I can independently select and use sources to respond to historical questions/ideas (e.g. inference square)
- I can describe the location of Viking and Maya settlements and identify their similarities and differences (good access to forests and trees, climates, farming communities, cities vs communities e.g. Venn diagram, comparison alley, table)
- I can explain why the Maya were significant in world history (e.g. linked to K'inich Janaab' Pakal I or Yax K'uk Mo', language and numerical systems, the Mayan calendar, astronomy, Gods etc.)
- I can describe what might be essential for an advanced society {5 Rs of significance}

What was the cause and effect of World War II?

Local history study e.g. Bombardments/effect of war on the North East and an aspect of British history (1914-1918 / 1939-1945)

- I can use words and phrases to describe the passing of time (e.g. past, present, x years ago, a long time ago)
- I can use words and phrases to measure time (e.g. hours, weeks, years, decades, centuries, millennia, eras, AD, BC/BCE)
- I can ask historically valid questions about a specific time period (linked to cause, change, similarity and differences e.g. creative frame)
- I can describe how we can construct our knowledge of the past.
- I can use historical words and phrases to describe and compare what life was like then and now (e.g. monarch, chronological, discovery, primary evidence, secondary evidence, invasion, raid, resistance, justice, democracy, law, national, international) (e.g. photographs, newspaper articles, diary entries, artefacts, interviews).
- I can sequence significant British history events in chronological order on a timeline (e.g. scaled down timeline) (WWI, WWII, 1066 Battle, The Plague, The Gunpowder Plot, Magna Carter sealed, inventing the internet etc).
- I can sequence significant wars that have occurred in the world (WWI, WWII, Crimean War, Cold War, Korean War, Iraq war etc.)
- I can independently select and use sources to respond to historical questions/ideas (e.g. inference square)
- I can identify and link causes and consequences for WWI/WWII (politics, conflict, impact on society, farming etc)
- I can identify the significance of WWI/WWII on British History and in my local area (e.g. Bombardments) {5 Rs of significance}
- I can identify the significance of Remembrance Day and VE day on British History

How are natural disasters caused and how do they effect our world?

World geography – including Tropics of Cancer and Capricorn, time zones and environmental regions. Discussing different natural disasters globally and the cause and effect of these

- I can identify the position and significance of the Tropics of Cancer and Capricorn (linked to latitude and longitude) and the Prime/Greenwich Meridian and time zones (including day and night)
- I can describe environmental regions and their key human and physical characteristics (Europe, North and South America and Russia using virtual Google Earth trips/photographs)
- I can identify how these regions have changed over time (use photographs/time maps e.g. infrastructure, redevelopments, environments etc)
- I can identify cause and effects for these changes (e.g. technological advances, economy, environmental concerns, social, religious, cultural factors etc)
- I can identify the cause and effect of natural disasters (e.g. current news, bush fire, tsunami etc).
- I can use six figure grid references, symbols and keys (reading references as single digits e.g. 312,425 would be read three, one, two, four, two, five)
- I can compare similarities and differences between a region in the UK and a region within North or South America (using Google Earth virtual trip/photographs. Human and physical geography e.g. including economic activity – trade links, distribution of natural resources including energy, food, minerals and water)
- I can plan and make a decision about where to create a new building (e.g. picking between two locations where natural disasters have struck, building: housing estate, tourist attraction etc.) OR I can plan and make a decision about disaster responses (e.g. how to move affected people safely, charity outreach, media response, rescue teams, supplies for food and medicine etc.)
- I can identify that different causes and effects have different levels of significance when planning and making decisions(e.g. ranking levels of significance)

Children should know:

- The Maya were a 'Stone Age' society which was earlier in history (prehistory) than the Vikings.
- The similarities and differences between the Ancient Maya and Viking Britain (e.g. through comparison of: housing, society, food, beliefs).
- What caused the major achievements of the Maya and their effects, noting how they were similar or different to the Vikings.

Children should know:

- WWII started in 1939 and ended in 1945
- The allies of Britain in WWII (UK, France and United States) and the axis (Germany, Japan and Italy)
- The significant leaders during WWII (Franklin Roosevelt (US), Winston Churchill (Great Britain, Adolf Hitler (Germany), Benito Mussolini (Italy), and Hideki Tojo (Japan)
- The causes and effect of World War II

Children should know:

- The significance of the Tropics of Cancer and Capricorn and the Prime/Greenwich Meridian and time zones
- How to use six figure grid references, symbols and keys
- Key human and physical characteristics of Europe, North and South America and Russia
- Describe the causes and effects of natural disasters on the world

