

History Curriculum – What will the children actually learn?

Key Threshold Concepts (Substantive Knowledge)

When constructing our curriculum, we considered key threshold concepts or “the big ideas” which shape the ways pupils think within each subject. These threshold concepts, also known as “substantive knowledge,” are explored in every year group which help pupils gradually increase their understanding of them. Over time this approach of revisiting concepts helps children to *know more and remember more*. In our History lessons children are taught the key threshold concepts (substantive knowledge) below:

- i) Investigate and interpret the past,
- ii) Build an overview of world history and
- ii) Understand chronology,
- iv) Communicate historically.

The key threshold concepts for each class are set out in our three learning Milestones. Milestone 1 (Years 1 & 2), Milestone 2 (Years 3 & 4) and Milestone 3 (Year 5 & 6). These can be seen below alongside the topics that are to be taught in each class.

Topic Specific Milestones

In addition to the key threshold Milestones our curriculum sets out progression in the form of topic specific ‘Milestones’ for every topic taught. Each Milestone contains a range of descriptors which provide details of the skills, within each topic, to be covered and taught in class. KS1 children work to achieve the objectives set out in Milestone 1. Lower KS2 children work to achieve the objectives set out in Milestone 2 and upper Key Stage 2 children work to achieve the objectives set out in Milestone 3.

Vocabulary:

Research has shown that pupils with the most extensive vocabulary have:

- better reasoning, inference and pragmatic skills
- academic success and employment
- better mental health in adulthood.

Each milestone introduces a range of age appropriate historical vocabulary. These are set out below.

Key Threshold Milestone 1 (Year 1 & 2)

Milestone 1

Investigate and interpret the past

Observe or handle evidence to ask questions and find answers to questions about the past.

Ask questions such as: What was it like for people? What happened? How long ago?

Identify some of the different ways the past has been represented.

Use artefacts, pictures, stories, online sources and databases to find out about the past.

Build an overview of world history

Describe historical events.

Describe significant people from the past.

Recognise that there are reasons why people in the past acted as they did.

Understand chronology

Place events and artefacts in order on a timeline.

Label timelines with words or phrases such as: past, present, older and newer.

Use dates where appropriate.

Recount changes that have occurred in their own lives.

Communicate historically

Use words and phrases such as:

- a long time ago
- recently
- when my parents/carers were children
- years, decades and centuries to describe the passing of time.

Show an understanding of concepts such as:

- nation and a nation's history
- civilisation
- monarchy
- parliament
- democracy
- war and peace.

Milestone 1 vocabulary



| Vocabulary | Definition |
|--------------------|--|
| observe | To look carefully at something in order to learn about it |
| artefact | An ornament, tool or other object that is made by a human being, such as tools, coins, clothing, pottery and jewellery |
| represent | To describe something in a certain way, e.g. one might represent things in pictures, writing, diagrams or tables |
| past | Any time before the present (now) |
| present | The period of time we are in now |
| future | The period of time that will come after the present |
| recount | To tell or describe a story or event to people |
| appropriate | Suitable, right or acceptable for a purpose |

| Vocabulary | Definition |
|---------------------|--|
| recent | Having happened a short time ago |
| year | The time it takes the Earth to orbit (travel around) the Sun – a year lasts 365 days but every four years it lasts 366 days (called a leap year) |
| decade | A period of time that lasts ten years |
| century | A period of time that lasts one hundred years |
| nation | An individual country or group of countries that share a government |
| civilisation | An organised group of humans with its own culture |
| monarchy | The king or queen and royal family of a country |
| parliament | A group of people who make or change laws |
| law | A set of rules in a county that one must follow otherwise there will be a punishment |
| democracy | A system of government in which the people choose who is in charge or the rules they follow by voting in elections |

TOPICS TAUGHT in KS1:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 1 & 2 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

KS1 (Class 3 – Years 1 & 2) Rolling Programme

| Subject | Year A (2022-2023), (2024-2025) (2026-2027) etc. | | | Year B (2021-2022), (2023-2024), (2025-2026) etc. | | |
|--|---|--|---|---|---|---|
| | Autumn Term | Spring Term | Summer Term | Autumn Term | Spring Term | Summer Term |
| History <small>(see Chris Quigley: History Curriculum Companion for topic details)</small> | Event beyond living memory: i) The Great fire of London ii) The Plague | Event within living memory: i) First World War | Significant lives (Strong women): i) Grace Darling ii) Emily Davison iii) Florence Nightingale iv) Rosa Parks (Black history) | Event beyond living memory: i) The Battle of Hastings ii) The Gunpowder Plot | Event within living memory: i) The Moon Landings Significant lives: i) Neil Armstrong ii) JFK iii) Martin Luther King (Black History) | Significant local event: i) The Industrial Revolution ii) The Steam Engine Significant lives: i) Jethro Tull (Agricultural revolution) |

What will children learn within each topic?

The Great fire of London

- i) Describe when/how the fire started and why it spread so quickly
- ii) Draw a timeline of the key events of the fire and other dates in history
- iii) How did the fire go out?
- iv) Learn about Samuel Pepys (Famous eye witness who kept a diary. This is a “primary source” of evidence)
- v) Why was the Great Fire of London a significant event?
- vi) What was learnt from the disaster? What did they change as they rebuilt London?

The Plague

- i) What are the key facts regarding the Plague?
 - a) When did the plague reach England?
 - b) What was the plague known as? (Black Death)
 - c) How many people died of the plague?
 - d) Who was affected by the plague?
 - e) How were people warned that someone had the plague?
 - f) How were victims of the plague buried?
 - g) How did people at the time think the plague was being spread? How was it actually spread?

- ii) What role did travel, exploration and the movement of people play in the spread of the plague?
- iii) Whose diary from 1665 is a primary source of evidence regarding the plague?
- iv) Learn about the village of Eyam in Derbyshire (lockdown)
- v) Suggest some reasons why the Great Fire of London may have helped stop the spread of the plague, for a short time, in 1665.

First World War (The Great War, WWI)

- i) What are the key events/facts regarding the the First World War?
- ii) How did the war start?
- iii) Label a timeline with key dates from WWI
- iv) Mark the locations of several key battles on a map of Europe. Annotate these with dates.
- v) Investigate trench warfare (Battles of Verdun and the Somme). Learn about new technology e.g. tanks
- vi) Explain how women so stayed at home helped with the war effort. Did this help women get the vote?
- vii) Compare and contrast WWI with a more recent conflict e.g. The Gulf War

Grace Darling

- i) Who was Grace Darling and why do we remember her?
- ii) Label a timeline with events from Grace Darling's life.
- iii) How did Grace Darling feel during the rescue?
- iv) Explain how her actions helped changed society's attitudes towards women.

Emily Davison

- i) Who was Emily Davison and why do we remember her?
- ii) Label a timeline with events from Emily Davison's life.
- iii) Describe what it means to vote and why the Suffragettes wanted to take direct action? What did they do?
- iv) How did Emily Davison die? (Pathe newsreel recorded the horse race where this happened - Primary source of evidence – DO NOT SHOW THIS TO THE CHILDREN)
- v) Did her actions lead to women being given the vote? Was this immediate? Which countries allowed women to vote first?

Florence Nightingale

- i) Who was Florence Nightingale and why do we remember her?
- ii) Label a timeline with events from Florence Nightingale's life.
- iii) When and where did the Crimean War take place? Which countries were at war?
- iv) Name the hospital (Scutari Hospital) in the Crimea where Florence Nightingale took her team of nurses to help.
- v) Describe the conditions she found at the hospital.
- vi) What did she do that helped the wounded soldiers and made nursing a respected profession?

Rosa Parks

- i) Who was Rosa Parks and why do we remember her?
- ii) Label a timeline with events from Rosa Park's life.
- iii) How did Rosa Parks help change the law on segregation in the USA?

- iv) Compare and contrast the protests of the civil rights movement (peaceful protests) with those of the suffragette movement (Direct action – some of which was violent/illegal)

The Battle of Hastings

- i) When and where do the Battle of Hastings take place? Who was the battle between?
- ii) Add the key dates of the Norman conquest onto a timeline alongside other important dates that you know.
- iii) Why did the Normans want to invade?
- iv) What is the Bayeux Tapestry?
- v) How did William's army win the Battle of Hastings? What happened to King Harold?
- vi) What is the legacy of this victory? (Williams descendants have ruled ever since)

The Gunpowder Plot

- i) Who was Guy Fawkes and why do we remember him?
- ii) Label a timeline with events from Guy Fawkes's life.
- iii) What was the gunpowder plot and how was it discovered?
- iv) Why did they choose the date and location for the attack? Who would be there at that time and why?
- v) Were the conspirators protestants or catholics?
- vi) How did life for catholics change after the plot failed?
- vii) What happened to Guy Fawkes and his fellow conspirators?
- viii) How do we remember the gunpowder plot each year?
- ix) What is the fireworks code? How do we stay safe on bonfire night?

The Moon Landings

- i) When did the moon landing happen and who was involved?
- ii) What was the name of the main spacecraft (Apollo 11) and landing vehicle (Eagle) used in the moon landing?
- iii) What did Neil Armstrong say when he stepped onto the moon? What would you have said?
- iv) Create 1960's timeline that shows the key moments in the space race that took place during that decade.
- v) What was the space race, who was it between and why did it happen?

Neil Armstrong

- i) Who was Neil Armstrong and why do we remember him?
- ii) Label a timeline with events from Neil Armstrong's life.
- iii) Explain why leaders of the USA wanted to send someone to the moon.
- iv) How long did Neil Armstrong and Buzz Aldrin spend walking on the moon? What were they doing during this time?
- v) Why do you think Neil Armstrong wanted to be remembered for more than the moon landing?

John F Kennedy (JFK)

- i) Who was JFK and why do we remember him?
- ii) Label a timeline with events from JFK's life.
- iii) Explain why JFK was so popular (First TV president)
- iv) What was the cold war and why was the exploration and discovery of space so important to JFK?

- v) Why would someone want to kill JFK?

Martin Luther King (MLK)

- i) Who was MLK and why do we remember him?
- ii) Create a timeline in the 1950's and 1960's including events involving MLK and others you know about.
- iii) What was MLK dreaming about in his "I have a dream" speech?
- iv) What did MLK and Mahatma Gandhi have in common regarding their protests?

The Industrial Revolution

- i) What was the industrial revolution and when did it happen?
- ii) How did the industrial revolution impact the way people lived and worked? (Consider the workers and the mill owners)
- iii) Why did textiles cost less to buy as a result of the industrial revolution?
- iv) How did the industrial revolution change transport?
- v) What was it like being a child during the industrial revolution?

The Steam Engine

- i) Who invented the first steam engine? When was this?
- ii) Create a timeline which shows the key events leading up to the creation of James Watt's steam engine.
- iii) How did the creation of the steam engine change the way people lived and worked? (travel/tourism and industrial revolution – the movement of goods)
- iv) What is the Flying Scotsman and where is it now?

Jethro Tull

- i) Who was Jethro Tull and why do we remember him?
- ii) What was the impact of Jethro Tull's seed drill invention?
- iii) Label a timeline with events from Jethro Tull's life.
- iv) What was the agricultural revolution responsible for? (People were able to start living in settlements rather than being hunter-gatherers)

Key Threshold Milestone 2 (Year 3 & 4)

Milestone 2

| Investigate and interpret the past | Build an overview of world history | Understand chronology | Communicate historically |
|--|--|---|--|
| <p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p> | <p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Give a broad overview of life in Britain: from ancient to medieval times.</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> | <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Use dates and terms to describe events.</p> | <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none">• dates• time period• era• change• chronology. <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> |

Milestone 2 vocabulary



| Vocabulary | Definition |
|--------------------------------------|--|
| Primary and secondary sources | |
| source | The person, place or thing that you get something from |
| evidence | Anything that you see, experience, hear or are told which causes you to believe something is true or has really happened |
| historical source | An item that gives information about the past |
| primary source | First-hand evidence (primary describes something that comes first) about an event. Primary sources of evidence include: autobiographies, memoirs, diaries, personal letters, correspondence, interviews, photographs, drawings, posters, works of art, literature, speeches, original documents (e.g. birth certificates, deeds, census returns), artefacts (e.g. tools, coins, clothing, furniture, cups, newspapers) |
| account | A report or description of an event or an experience (primary and secondary) |

| Vocabulary | Definition |
|-------------------------|---|
| secondary source | Secondary means something that comes after the first (primary) thing. Secondary sources of evidence are created after the event has taken place. They include: bibliographies, biographical works, reference books, dictionaries, encyclopedias, atlases, articles – after the event, history books, textbooks. |

TOPICS TAUGHT in Lower KS2:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 3 & 4 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

Lower KS2 (Class 2 – Year 3 & 4) Rolling Programme

| Subject | Year A (2022-2023), (2024-2025) (2026-2027) etc. | | | Year B (2021-2022), (2023-2024), (2025-2026) etc. | | |
|--|--|--|--|---|--|---|
| | Autumn Term | Spring Term | Summer Term | Autumn Term | Spring Term | Summer Term |
| History <small>(see Chris Quigley: History Curriculum Companion for topic details)</small> | The Stone Age i) Tools and weapons ii) Hunter gatherers iii) Clues from the past | The Bronze Age i) Bronze Age around the world ii) Clues from the Past The Iron Age i) Tools and weapons ii) Forts and farming | The Romans i) Romans around the world ii) Roman Britain iii) Clues from the past | Anglo-Saxons i) Anglo-Saxon kingdom and conquest ii) Beliefs and burials | The Vikings i) Sailors and raiders ii) Kingdoms and conquests | Ancient Egypt i) Clues from the past ii) Pyramids and obelisks iii) Beliefs and burials |

What will children learn within each topic?

The Stone Age

- i) Describe the three different periods of the Stone Age. Place them on a timeline.
- ii) How did people find food during the Stone Age? (Migration)
- iii) What is meant by the words nomadic, migration, settlement and communal? Explain these in the context of the Stone Age.
- iv) What tools and weapons did Stone Age people use? (Oldowan toolkit) How did this impact what they ate and where they lived?
- v) Compare and contrast the settlement at Skara Brae with early Mesolithic settlements.
- vi) What sources of evidence are there to tell us about the Stone Age? (Lascaux cave paintings)

The Bronze Age

- i) Create and annotate a timeline that includes Stone Age and Bronze Age dates.
- ii) Provide an overview of the key changes that have occurred during the period covered by your timeline.
- iii) Label a map with the dates when the Bronze Age started in civilisations around the world.
- iv) Who were the Sumerians and what did they build and create? (cuneiform script and ziggurats etc.)
- v) What artefacts have been found in Bronze Age burial sites and what can we deduce about Bronze Age society from these hoards?
- vi) What is Stonehenge and why was it important to people that lived at that time?

The Iron Age

- i) Give an overview of the key changes from the Stone Age to the Iron Age, focusing on food, farming and settlements.
- ii) Create a timeline including Stone Age, Bronze Age and Iron Age dates. Compare and contrast society during the different time periods.
- iii) Why is it significant that Iron Age communities were able to grow surplus food?
- iv) Why did Iron Age communities build fortified settlements? Describe the key features of Iron Age hill forts. Include examples of significant sites.

- v) What types of weapons did Iron Age warriors use? Why were there conflicts?
- vi) Did the new Iron Age weapons increase the number of conflicts? Was the new technology the difference between winning and losing conflicts?

The Romans

- i) Label a timeline with key dates in the history of the Roman Empire. Highlight the key dates in Roman Britain.
- ii) Learn about Britain as it was conquered by the Romans.
 - a) Where did Hadrian build a wall? Why? What is meant by territory? Mark the entire Roman Empire territory on a map.
 - b) Who led the Iceni tribe against the Romans? Investigate the life of Queen Boudicca.
 - c) Compare and contrast the invasions of Britain in 55 BCE and 54 BCE with the invasion of 43 BCE.
 - d) How was it possible for the 1200 Roman Soldiers to defeat almost 80,000 Iceni tribespeople? Learn about Roman warfare.
 - e) Explain the reasons the Romans left Britain.
- iii) What happened in Pompeii? Why can it tell us so much about Roman life?
- iv) What was the Colosseum and what was it used for?
- v) Investigate the fall of the Roman Empire.

Anglo-Saxons

- i) Explain when and why the Anglo-Saxons came to Britain and where the Jutes, Angles and Saxon tribes came from.
- ii) What happened when the Roman army left Britain? How did the Anglo-Saxon tribes obtain their land?
- iii) Create a map to show the four main kingdom of Anglo-Saxon times were.
- iv) Identify the main characteristics of Anglo-Saxon Britain. Explain the heroic code.
- v) Summarise the significant changes in the social, ethnic, cultural and religious diversity of Britain during Anglo-Saxon times.
- vi) What does the burial site at Sutton Hoo tell us about Anglo-Saxon beliefs?

The Vikings

- i) Who were the Vikings? Where did they come from? What were they good at? (sailing, exploring, raiding, trading, colonising)
- ii) Why were Vikings raids so effective? (no time for defence to gather) What were their main targets? (Churches/monasteries – lots of gold/little defence)
- iii) Why were Viking longships so important to them?
- iv) Using a timeline and historical vocabulary give an overview of significant Viking and Anglo-Saxon events.
- v) Investigate a famous battle between the Vikings and the Anglo-Saxons.
- vi) Who was Leif Eriksson and what was he the first to do? (set foot in North America 500 years before C. Columbus). How did exploration help them trade?
- vii) Did the Vikings believe in one God?

Ancient Egypt

- h) Create a timeline that includes dates of the Ancient Egyptian era and other historical dates that you know.
- i) What were some of the key inventions and discoveries made by the Ancient Egyptians?
- j) What is irrigation and how did it help the Egyptians to settle by the River Nile?
- k) What is the Narmer Palette and what does it explain? (how Ancient Egypt was formed)
- l) What is the Rosetta Stone and how has it helped historians? (helped them to decipher hieroglyphics).
- m) Who was Tutankhamun? Learn about the Valley of the Kings, Howard Carter's expedition to find his tomb and the treasure that was discovered.
- n) What are pyramids and obelisks and why did the Egyptians build them? (skilled workforce used to build them)
- o) What do Egyptian tomb paintings tell us about daily life in this time period?
- p) Compare and contrast Ancient Egyptian burials with those of the Stone Age and Bronze Age.

Key Threshold Milestone 3 (Year 5 & 6)

Milestone 3

| Investigate and interpret the past | Build an overview of world history | Understand chronology | Communicate historically |
|---|--|---|--|
| <p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p> | <p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> | <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Use dates and terms accurately in describing events.</p> | <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none">• dates• time period• era• chronology• continuity• change• century• decade• legacy. <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p> |

Milestone 3 vocabulary



| Vocabulary | Definition |
|-------------------|---|
| suitable | Right or acceptable for a particular person, purpose or event |
| hypothesis | An idea that may explain a situation that has not yet been proven to be correct – an idea to try something out |
| testable | Able to be tested or tried (by a procedure intended to establish quality and reliability) |
| reliable | Likely to be correct |
| culture | The ideas, customs and social behaviour of a society |
| racial | Relating to race |
| diverse | Containing many different elements (this may refer to: <ul style="list-style-type: none">• gender• race• ethnicity• abilities• sexual orientation• beliefs• culture – food, music, art) |

| Vocabulary | Definition |
|--------------------------------|---|
| characteristic features | The particular qualities or aspects that make something recognisable |
| analyse | To consider something carefully in order to understand it or reveal something or find something out |
| justify | To show or prove to be right or to be reasonable or necessary |
| propaganda | Often inaccurate information, published or broadcast by a political organisation in order to influence people |
| bias | A tendency to prefer and favour one person or thing |
| culture | The ideas, customs and social behaviour of a society |

TOPICS TAUGHT in Upper KS2:

In addition to the specific skills that the children will keep revisiting through the key concepts or substantive knowledge there will be specific learning related to individual topics. At Stapleford Primary School children are taught in mixed age classes e.g. Years 5 & 6 together etc. As a result, we have a two-year topic plan to prevent the children repeating subject matter. More detail is shown below as to what will be taught within each topic.

Upper KS2 (Class 1 – Years 5 & 6) Rolling Programme

| Subject | Year A (2022-2023), (2024-2025) (2026-2027) etc. | | | Year B (2021-2022), (2023-2024), (2025-2026) etc. | | |
|---|---|--|---|---|--|---|
| | Autumn Term | Spring Term | Summer Term | Autumn Term | Spring Term | Summer Term |
| History (see Chris Quigley: History Curriculum Companion for topic details) | Ancient Greeks i) Influence and impact ii) Myths and legends iii) Clues from the past | The Maya i)builders and growers ii) clues from the past | The Tudors i) Tudor monarchs ii) Tudor entertainment and exploration iii) A local history study – The history of Hatfield House | Second World War - Weapons - Battle of Britain - Impact of WWII | The Aztecs - Builders and makers - Farmers and fighters | The Victorians i) Innovation and industry ii) Exploration and empire |

What will children learn within each topic?

Ancient Greeks

- i) Create a chronology of important events in Ancient Greek History.
- ii) What are some of the legacies of Ancient Greece?
 - a) Democracy – explain the influence of Ancient Greeks on today's political system.
 - b) Great thinkers – Pythagoras, Hippocrates, Archimedes etc.
 - c) Olympics
 - d) Architecture – What are some of the key features of Greek buildings. Compare the Parthenon in Athens with the Pantheon in Rome.
- iii) Give an overview of significant Greek myths. Why were they significant?
- iv) Compare and contrast Ancient Greek religious beliefs with Roman religious beliefs.
- v) Provide an overview of the Trojan War and the Siege of Troy.

The Maya

- i) Who were the Maya?
 - a) When was the golden age of the Maya? Plot them on a timeline.
 - b) List some of their scientific achievements and farming methods.
- ii) Give an overview of the characteristic features of a Maya city.
- iii) What makes the Maya a significant ancient civilization? (Writing system etc.) Explain the changes that took place between 1800BCE & 900CE in Maya civilization.
- iv) What impact did the arrival of the Spanish have on the continuity of Maya culture and beliefs? Explain why many Maya artefacts have been lost.
- v) The sudden collapse of the Maya's main cities was caused by many different factors. What were these?

The Tudors

- i) Label a timeline with significant events in the Tudor dynasty.
 - a) How did they become the ruling family of England and Wales?
 - b) Changes to how government worked
 - c) Architecture - Move away from building castles.
 - d) The Protestant Reformation - Break away from the Catholic church – Henry VIII and his six wives
 - e) The Spanish Armada
 - f) The development of the arts.
 - g) How did Tudor rule come to an end?
- ii) Present information about three Tudor monarchs. Compare and contrast their reigns.
- iii) Why was the Elizabethan era known as the golden age?
 - a) Famous explorers
 - b) New overseas trade routes
 - c) Growth in agriculture
 - d) Peace and prosperity
 - e) The Renaissance movement
 - f) The Globe Theatre

Second World War

- i) Plot the significant events of the Second World War on a timeline. Provide an overview for each.
 - a) How the war started
 - b) Dunkirk
 - c) The Blitz and evacuations
 - d) The Battle of Britain
 - e) Pearl Harbour – USA joined the war
 - f) D DAY Landings
 - g) USA drop two atomic bombs on Japan
 - h) VE Day and VJ Day
- ii) Did the events of the First World War make another global conflict inevitable?
- iii) Who were Adolf Hitler and Winston Churchill?
- iv) Which countries were on which side during the Second World War?
- v) What was the long term impact of the war on everyday life in Britain? Rationing, rebuilding, NHS etc.
- vi) What was the holocaust?
- vii) Legacy - What is the United nations?

The Aztecs

- i) Explain why the Aztec empire became so powerful (trade and conflict).
- ii) Compare Aztec settlements with those in Britain during the same time period.
 - a) Write a chronology or the history of Tenochtitlan from its founding to modern times. What has changed? What has stayed the same?
 - b) Pyramids
 - c) aqueducts
- iii) Make observations about Aztec farmers and warriors.
- iv) Compare and contrast Aztec clothing to early Tudor clothing.
- v) Explain how agriculture had a significant impact on the success of the Aztec empire.
- vi) Compare and contrast Aztec religious ceremonies and belief with those held by the Maya.
- vii) Investigate the conquistadors and their impact on South American civilisations.

The Victorians

- i) Plot the significant events of the Victorian era on a timeline.
- ii) The Victoria era was a time of rapid scientific development. Learn about:
 - a) New inventions – postage stamp, steel, telephones, London Underground, electric lighting, gramophone (recorded sound), pneumatic tyres.
 - b) What impact did scientific and technological development have on the way people lived and worked?
- iii) Compare and contrast rural and urban settlements before and after the industrial revolution.
- iv) Name some famous scientists and writers from the time and provide an overview of their work.
 - a) Charles Dickens
 - b) Bronte sisters
 - c) Charles Darwin (Origin of species – how did this scientific publication impact/contradict religious beliefs of the time?)
- v) Why was exploration popular at this time? What were explorers looking for/trying to achieve? (trade, map uncharted territories, spread faith, expand Empire etc.)
- vi) Explain some of the positive and negative consequences of the British Empire.