

Bathford Church School

Our Learning in History

Our history curriculum is based on the following principles:

Grow: The children will understand the purpose of their learning, using a knowledge rich curriculum to respond to enquiry 'big' questions across Key Stage One and Two. We recognise that we are fortunate to live in an area that is surrounded by places of significant historical interest and utilize these to provide high quality, purposeful and exciting opportunities so that children can apply and deepen their skills and knowledge.

We will revisit and systematically build on their historical knowledge year on year. Therefore, our curriculum includes overview and depth studies, using a chronological approach to the teaching and learning of British history and regular opportunities to establish clear narratives between the periods studied in British, local and world history.

Children experience age-appropriate historical vocabulary in all year groups to ensure that they have the subject specific language skills required to communicate their understanding, ask questions and establish connections.

Care: The history curriculum works in conjunction with the whole school themes: 'Identity and Diversity', 'Social Justice and Equity' and 'Sustainable Development'. Our curriculum addresses negative stereotyping through investigating similarities and differences across a range of historical and locational contexts.

Children consider how their lives have changed compared to those of the past, reflecting on the sacrifices and progress made by others to provide them with the opportunities for future success.

Serve: Our curriculum promotes thinking as a global citizen, enabling children to make deep connections between their learning, our local context and the world in which they live. We use exciting and challenging enquiry questions to bring the themes to life and develop active, collaborative and responsible global citizens.

Share: Children are given the opportunity to question, discuss, debate and communicate, developing a shared connection to one another, our local environment, the natural world and wider world.

Key:

	Skills
	Vocabulary
	Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills as a Historian	<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Answer questions using artefacts, photographs and other historical resources.</p> <p>Share their opinion and their opinion of others.</p> <p>Give an opinion based on evidence they have looked at.</p> <p>Describe some of the many changes over time that have happened since they were born.</p> <p>Give examples of things that were different when my grandparents were children.</p> <p>Find out about the past by talking to an older person.</p> <p>Can depict on a timeline the sequence of a few objects or pieces of information.</p>	<p>Answer questions by using a specific source such as an information book, artefacts, photographs and other historical resources.</p> <p>Give an opinion about a historical event, based on the evidence they have studied (primary sources).</p> <p>Give an opinion on whose achievements have had the greatest effect.</p> <p>Research the life of someone who used to live in their area and the difference they have made.</p> <p>Sequence independently on an annotated timeline.</p>	<p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Use various sources of evidence to answer questions and to piece together information about a period of history (primary and secondary sources).</p> <p>Give opinions and challenge the opinions of others in order to answer an enquiry question.</p> <p>Identify similarities and differences about different periods of history.</p> <p>Research to find answers to specific historical questions about their locality.</p>	<p>Give more than one reason to support an historical argument.</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p> <p>Identify similarities and differences between given periods in history and understand the causal links between them.</p> <p>Research two versions of an event and say how they differ.</p>	<p>Give more than one reason to support an historical argument.</p> <p>Communicate knowledge and understanding of sources orally and in writing and offer points of view based upon what they have found out.</p> <p>Compare the lived experiences of different historical periods objectively.</p> <p>Appreciate how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>Look at two different versions of an event and say how the author may be attempting to persuade or give a specific viewpoint</p>	<p>Look at two different versions of an event and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>Describe a key event from Britain's past using a range of evidence from different sources.</p> <p>Use a range of sources to support their point of view.</p> <p>Evaluate impact of new technology through historical periods. (wheel, flint, steam engine, computer)</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary	now then today yesterday tomorrow day week long ago old/new parent grand parent lifetime calendar memory remember	the present the past the future date month year modern recent long ago timeline order similar different important clue living memory grandparents' time great grand parents' time memories artefact I know...	decade century generation era/period circa period chronological order significant king/queen rule reign nation investigate research historian museum evidence source similarities differences I know...because	ancient/modern B.C (Before Christ) A.D (Anno Domini) thousands of years millennium prehistory/history archaeologist archaeology ancient conquest invasion civilisation Emperor Empire sources importance significance legacy impact effects reason change continuity I think...because Historians think...because This suggests... Perhaps...	B.C.E (Before the Common Era) C.E (The Common Era) culture achievements legacy democracy reliable/unreliable source consequences cause/s I can infer... My conclusion is that....	extent of change extent of continuity turning point legislation experiences oral history primary evidence secondary evidence eye witness that... impression interpretation On one hand... On the other hand... However... This source suggests that... This source doesn't show...	variety of sources the purpose bias propaganda one sided biased motive extent of continuity extent of change The source omits to mention... could have been might have been may

	Identity and Diversity		
	Year 1	Year 2	Year 3
Enquiry	What makes us special? Where we live? Old and new in Bathford Assessment: Children to be able to name buildings in the village and their purposes.	Does everyone fit in somewhere? How has communication changed over time? Assessment: Fact file about changes in communication over time/ annotated time line of changes in communication.	Why do traditions differ between countries? Why is it important to remember? Assessment:
Hook	Fly in from space to Bathford on Google Maps	Crack the code Letter from class pen pal in Africa (or other place linked to learning)	Visit to the local war memorial at St Swithun's Church Visit from a member of the Bathford Historical Society
Curriculum Coverage	NC// Changes within and beyond living memory.	<ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Changes in an aspect of social history
Chronological knowledge	When were the first houses built in Bathford When was the old school first built – understanding that the Victorian era was over 100 years ago When was the new school built – understanding that the 70s/80s was just before some of our parents were born	15,000 - 10,000 BC Cave Paintings France 3,000 BC Hieroglyphs Egypt 196 BC Rosetta Stone Ancient Egyptian, Demotic & Ancient Greek 1,150 AD Carrier Pigeon Baghdad 1500 Postal service 1830s Telegrams 1844 AD Morse Code 1876 AD Telephone - Alexander Graham Bell (Scottish) 1918 AD Enigma Code German 1920s Black & White Films 1920s Radio 1930s Black & White TV 1930s Colour Film 1950s Colour TV 1970s Desktop computer 1970s British Sign Language Supported in schools. 1980s Mobile Phone 1990s Internet Commercialised	1914 - 1918 World War I 11 th November 1918 Armistice signed in French town of Redonthe 1939 – 1945 World War II 8 th May 1945 VE Day

		1999 Smart Phone 2000s Laptop 2010 Tablet	
Wider knowledge	<ul style="list-style-type: none"> Understand that buildings come from different times Recognise that some buildings change use Spot clues on buildings about what they might have been used for <p>Use historical resources – images, buildings and recounts - to learn and inform our understanding</p>	<ul style="list-style-type: none"> Understand the significance of communication in the past and present. Recognise and name a range of methods of communication, saying how they worked and placing them in time order. 	<ul style="list-style-type: none"> What are we remembering? When is Armistice Day and what is it? Why is it important to remember the dead? Who were the local people who died? <p>How do we remember people who die in conflicts fighting for their country both locally and nationally?</p>
Topic Vocabulary	Old New Reuse Modern	Oral messages Carrier pigeon Communication Messenger Morse code Telegram Internet Telephone	<div>Truce</div> <div>Declaration</div> <div>War</div> <div>War memorial</div> <div>First World War</div> <div>Second World War</div> <div>Enemy</div> <div>Allies</div> <div>Remember</div> <div>Remembrance Sunday</div> <div>Poppy</div> <div>Poppy Appeal</div> <div>Armistice</div>

Cycle 1	Identity and Diversity		
	Year 4	Year 5	Year 6
Enquiry	How has creativity been expressed in different ways over time? Assessment: create a fact file making comparisons between different pieces of art and their styles at different points in time.	Who was Queen Victoria? What was a Victorian childhood like? Assessment: Present findings about Queen Victoria in a written form, for example a fact file.	What was life and conditions in the trenches like for a soldier? Why is camaraderie important in war? How did soldiers cope with war? Assessment: Writing a letter home, as a soldier describing perils of life within trenches
Hook	Create an art gallery that children can review, as art critics. <i>What does the painting mean to you? Compare and contrast ideas about art and what different pieces could mean or represent.</i>	Visit Sevington Victorian School and/or have a Victorian School Day	WW1– trench warfare – create classroom into the trenches - drama to re-enact life in the trenches as a young soldier – perils and camaraderie
Curriculum Coverage	NC// Know about great artists, craft makers & designers and understand the historical and cultural development of their art forms. Look at how art (in various forms) has changed over time, influenced by the period of time it was created in. Exploring the use of different materials and how this has changed over time.	NC// A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <ul style="list-style-type: none"> The changing role and power of the monarchy during the century Changes in an aspect of social history – childhood 	NC// A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Chronological knowledge	Renaissance (1400-1600) Baroque (1600-1750) Classical (1750-1827) Romantic (1827-1900) Impressionism (1850 – 1895) Realism (1850-1925) Modern (1900 – 1970) Cubism (1906 – 1914) Surrealism (1920-1930) Contemporary (1950 onwards) Pop art (1955-1969)	Queen Victoria: 1819: Victoria is born at Kensington Palace 1837: Victoria becomes Queen of England age 18 1838: Victoria is crowned at Westminster Abbey 1840: Marriage of Queen Victoria and Prince Albert 1840: Princess Victoria is born - first child 1841: Prince Albert Edward is born - second child and future King of England 1842: Attempted assassination of Queen Victoria 1851: Great Exhibition opens in the Crystal Palace 1861: Prince Albert dies of typhoid fever 1877: Victoria becomes Empress of India 1897: Queen Victoria celebrates her Diamond Jubilee 1901: The death of Queen Victoria age 81 Childhood: 1842: Mines Act ends child labour 1870: Education Act	June 1914: assassination Archduke Franz Ferdinand Austria declares war on Serbia August 1914: Germany declares war on Russia, France, and Belgium August 1914: Great Britain declares war on Germany September 1914: Battle of the Marne December 1914: Christmas Truce on Western Front April 1915: Gallipoli Campaign – British and French troops land on Gallipoli peninsula February 1916: Battle of Verdun longest battle of the war's Western Front – more than 300 days July 1916: Battle of the Somme – one of the most devastating events in WW1 – five months battle deadliest in Britain's history January 1917: USA declares war on Germany November 1918: Armistice January 1919: Paris Peace Conference

		1880: Compulsory education for children under 10	June 1919: Treaty of Versailles signed	
Wider knowledge	<p>Painters, sculptures, architects, designers and the materials they use in their work.</p> <p>Art movements and associated artists including well-known pieces of work.</p> <p>Materials and tools used; including how to use them with increasing effectiveness for different purposes/impact on the audience.</p> <p>Colours and how colour is used to represent different mood/themes in artwork.</p>	<p>Queen Victorian’s changing identity, from young Queen, wife, mother and empress through to an aged lady in mourning. Look at paintings, photographs, film footage as the evidence over time. Use Victoria’s diaries as a primary source (accessed online).</p> <p>Children’s working lives and life in the workhouse.</p> <p>Famous Victorians and their influence now and then, such as Thomas Barnardo, Elizabeth Fry, Mary Seacole, William Morris.</p> <p>Key inventions and advances during this period.</p> <p>Present information in writing and orally.</p>	<p>Impact of war propaganda posters to recruit soldiers and support the war efforts– cross curricular art. No social media at the time – impact of posters.</p> <p>Exploring life within trenches from soldier’s diary accounts, video footage and photos.</p> <p>What was the Christmas Truce? Why was it significant? Exploring camaraderie within military units</p> <p>1st July – 18th November 1916 – France - Battle of the Somme – exploring different historical texts and accounts – how different resources can give different accounts of events – why is this? Are they reliable/ to they show bias?</p>	
Topic Vocabulary	<p>Primary, secondary, texture, pattern, perspective, tint, tone, complementary colours, focal point, horizon, background and foreground.</p> <p>Artist, movement, style.</p>	<p>Change, continuity, turning point, legislation, experiences, oral history, primary evidence, secondary evidence, eyewitness, impression, interpretation</p> <p>Monarch, monarchy, reign, coronation, succession, empire, slavery, workhouse, chimney sweep, schoolmaster, governess, blackboard, quill, engineer, philanthropist etc</p>	<p>Armistice</p> <p>Ceasefire</p> <p>Truce</p> <p>Trenches</p> <p>Going over the top</p> <p>Dugouts</p> <p>No mans land</p> <p>Declare</p> <p>Invade</p>	<p>Ration</p> <p>Triple Entente/the Allies</p> <p>Triple Alliance/ Central Powers</p> <p>Alliances</p> <p>Assassinated</p>

	Social Justice and Equity			
	Year 1		Year 2	Year 3
Enquiry	Do other children and children in the past have the same toys as we do? Assessment: Children to describe features of a Victorian toy and how they’ve changed.	Bath Buildings – what makes them special? Assessment: Children to draw a Wood the Elder Georgian Bath house	Who was the greatest explorer? Assessment: Speech written for debate about explorers	Was life in Bath better after the Romans invaded? Assessment: Diary writing looking at the experience of visit the baths from different perspectives in Roman society.
Hook	Bringing in a Christmas toy	The Three Little Pigs	Pirate day	Trip to the Roman Baths
Curriculum Coverage	NC// Changes within and beyond living memory.	NC//Changes within and beyond living memory. Significant person from the past	NC// The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Christopher Columbus and Neil Armstrong,]	NC// The Roman Empire and its impact on Britain.
Chronological knowledge	<ul style="list-style-type: none">Understand that toys have changed over last 100 yearsTrack the use/development of plastic and electronics in toys	<ul style="list-style-type: none">Understand that building from the past were constructed in a different way.Understand that Bath stone and the design and planning of Bath by John Wood the Elder is almost unique	Create chronologies for the significant individual’s life and where this sits in a wider time period e.g. 20 th Century, 19 th Century.	<ul style="list-style-type: none">43AD Invasion of Britain.Romans arrived in Bath between 44AD and 47AD70 AD construction of the baths1878 ruins discovered of the baths.
Wider knowledge	Children to understand and be able to describe what toys were like in the recent and more distant past. Children to be able to talk about the materials they are made of and to be aware of how fortunate they are compared to children from past times and to some children still today.	Children to learn about the extraordinary planning and building of Georgian Bath using the local stone and the designs of John Wood. Children to learn that this was over 200 years ago and so the materials for building had to be local and the colour of the stone is one of Bath’s unique features.	Select different representations of the individual so children develop their awareness of different sources of information. When did the individual live? – chronology Why is this individual remembered? What were the most important events in his/her life? What were some of the features of the society when she/he lived?	This unit is structured around three sequential history enquiries: <ul style="list-style-type: none">What was life like before the invasion?Why did the Romans invade Bath?How can the Roman Baths help us to find out about Roman life?

Topic Vocab	Old	Architecture	Emelia Earhart	Celts	Empire
	Modern	Planning	Christopher Columbus	Tribes	Baths
	Grandparents	Stone	Mae C Jemison	Settlement	Mosaics
	Victorians	Georgian	Helen Sharman astronaut	Invasion	Villas
	Wood		explorers	Conquer	Slaves
	Plastic		pilot	Legion	Aquae Sulis / Aqua
	Electronic		tragedy	Centurion	ducts
	wealth			Emperor	

	Social Justice and Equity		
	Year 4	Year 5	Year 6
Enquiry	How effective was the leadership and practices of Ancient Egypt? Assessment: Create a diary from the perspective of different members of Egyptian society, exploring the views and lifestyles of the different groups.	How democratic were the Ancient Greeks? What is the legacy of the Ancient Greeks? Assessment:	How can we create a fair and inclusive society? Assessment: Persuasive speech on how we can be inclusive – using historical examples to reflect on changes within society
Hook	Visit from an Egyptologist – interactive day with real artefacts, activities and stories from Ancient Egypt	Fun session exploring Archimedes' Principle and/or Explore modern Greece and make a collage	Segregate in class & discussion of feelings
Curriculum Coverage	NC// 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 Egypt	NC// Ancient Greece – a study of Greek life and achievements and their influence on the western world	NC// A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. [Changes in an aspect of social history: equality in society]
Chronological knowledge	c.3100BC – People began to settle in the area of Ancient Egypt. c.2700BC – The first pyramid structure of 'Saqqara' was built for Pharaoh Djoser. c.2250BC – The Great Pyramid of Giza was built. 332BC – Greek leader, Alexander, successfully conquered Egypt, where he ruled until his death.	3000BC: Minoan civilisation begins on Crete 1200BC: Trojan wars 776BC: The first Olympic Games 750BC: First Greek alphabet created 700BC: Iliad and Odyssey written by Homer 500BC: Democracy first used in Athens 470BC: Theatres become popular 447 - 438BC: Parthenon is built 334 - 323BC: Conquests of Alexander the Great 146BC: Greece becomes part of the Roman Empire	1954 – Brown v Board of Education 1955 -Montgomery Bus Boycott 1957 – Little Rock Nine – Little Rock Central High School Integration 1960 – Greensboro sit in 1961 – Freedom Rides begin 1963 – March on Washington – Martin Luther King – I have a dream 1964 – Civil Rights Act & MLK receives noble peace prize 1965 – Bloody Sunday – Selma to Montgomery March 1965 – Chicago Freedom Movement 1967 – Vietnam War Opposition 1968 – Poor People's Campaign 1968 – Assassination of MLK

Wider knowledge	<p>What did the Ancient Egyptians believe? How do we know?</p> <p>How different were beliefs in Ancient Egypt from today? How did religion affect life in Ancient Egypt?</p> <p>How did Civilisation adapt to the needs of Egyptian life?</p> <p>The importance of The River Nile to the people of Egypt.</p> <p>How archaeological discoveries have helped to inform us about life in Ancient Egypt.</p>	<p>Explore the Ancient Greeks through their myths, Gods and Goddesses, used to explain physical phenomena such as the seasons and weather.</p> <p>Locate Greece on the map and use its geographical features and position to explore its influence beyond its shores.</p> <p>Discover what the Greeks understood by democracy and how it was used within the period of the Ancient Greeks. How does it compare with today?</p> <p>Look at the achievements of the Greeks and explore their ongoing legacy, such as the work of philosophers, mathematicians, scientists. Explore theatres, the arts and The Olympics – how do these compare with today? Use primary sources, such as Greek pottery, to find out what life was like during that time.</p> <p>Present both sides and different points of view.</p>	<p>What is justice? What is segregation?</p> <p>Why do we need laws? Who do these laws protect? (Civil Rights Act)</p> <p>What impact did the American civil rights movement have internationally?</p> <p>How have we evolved as a society in the tolerance and acceptance of race and diversity?</p> <p>Link to society in UK – who was William Willberforce? What impact did he have on ending the slave trade in England?</p>
Topic Vocab	<p>Pharaoh</p> <p>Scarab</p> <p>Amulet</p> <p>canopic jar</p> <p>Sarcophagus</p> <p>Tomb</p> <p>Afterlife</p> <p>Hieroglyphics</p> <p>Mummification</p> <p>Ankh</p>	<p>On one hand...</p> <p>On the other hand...</p> <p>However...</p> <p>This source suggests that...</p> <p>This source doesn't show...</p> <p>Re-cap BC, BCE and AD</p> <p>Civilisation, city-state, Mediterranean, culture, ancient, Sparta, Aegean, labyrinth, peninsula, Hippocrates, Pythagoras, Archimedes, Athens, Crete, Parthenon, etc</p>	<p>Boycott</p> <p>Non-violence</p> <p>Segregation</p> <p>Protests</p> <p>Civil Rights</p> <p>Laws</p> <p>Justice</p> <p>March</p> <p>Sit-ins</p> <p>Assassination</p> <p>race</p> <p>discrimination</p> <p>multi-cultural</p> <p>diversity</p> <p>ethnicity</p> <p>integration</p> <p>slave trade</p>

	Sustainable Development		
	Year 1	Year 2	Year 3
Enquiry	Why are forests and woods necessary for the world? Who looks after our planet? Assessment: Children write a fact file on David Attenborough or Jane Goodall	Is it always better to rebuild than to start again? Assessment: Fact file about old and new London buildings and how they were rebuilt after the great fire of London.	How much did life change from the Stone Age to the Iron Age? Assessment:
Hook	Night Monkey, Day Monkey The Parrot Tico Tango	Visit from Fire Brigade	Walk to Little Solsbury Hill – the site of an Iron Age Fort
Curriculum Coverage	Life of a significant individual who has contribute to international achievement	NC// Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London.]	NC// Changes in Britain from the Stone Age to the Iron Age. Late Neolithic: hunter-gatherers and early farmers Bronze Age: religion, technology and travel Iron Age: hill forts, tribal kingdoms, farming, art and culture
Chronological knowledge	<ul style="list-style-type: none"> Children to understand that the idea of conservation and looking after the planet is very recent within our grandparents lifetime Children to understand that the damage we have done to the world is recent (post-industrial) 	Create chronological report of the developments of the Great fire from Sunday 2 nd September 1666, 1 am to the evening of Thursday 6 th September 1666.	3000BC Village of Skara Brae built in Orkney Construction starts on Stonehenge 2500BC 'Bell Beaker' culture arrives in Britain 2100BC Bronze starts to be used for weapons and tools 1800BC First large copper mines are dug 1200BC Celtic culture begins to arrive in Britain and tribal kingdoms develop 800BC Iron instead of bronze begins to be used for weapons and tools. First hillforts are constructed 43AD Romans invade Britain
Wider knowledge	Children to look at the lives and work of two amazing conservationists – Jane Goodall and David Attenborough. Track how their work began and when and why it has become more important during both of their lifetimes. Children to understand how their different careers have helped our planet considerably.	How has fire fighting changed over time? Would the fire have caused as much damage if it had happened now?	How has man made use of the resources around him? How did the discovery of bronze and iron change life for man in Britain?

Topic Vocab	Conservationist		Bronze	Celt
	Environment		Alloy	Sacrifice
	Protect		Bone Marrow	Tribe
	Preserve		Earthwork	Iron
	Forests		Hillforts	Stone
	jungles		Druids	Roundhouses

	Sustainable Development		
	Year 4	Year 5	Year 6
Enquiry	What enticed the Anglo-Saxons and Vikings to invade Britain? Assessment: write a letter from an Anglo-Saxon/Viking person to somebody still in Scandinavia explaining their reasons for coming to Britain/persuading them to join them.	What did Brunel do for us in Bath and beyond? How did the development of the railways hasten or delay climate change? Assessment: Present a case for or against the opening of the railways being a significant turning point in British history.	What caused the demise of the Maya Civilisation? Assessment: small group presentations what do you think were the main reasons for the collapse of the Maya Civilisation? Explain
Hook	Children to be archaeologists and look through artefacts left behind to discover what life was like in the Anglo-Saxon and Viking times.	A local walk, to discover the bridge and railway running through Bathford.	Playing a version of the Maya Pok a Tok outside
Curriculum Coverage	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066. Britain's settlement by Anglo-Saxons and Scots: Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture	<ul style="list-style-type: none"> a local history study A significant turning point in British history, for example, the first railways 	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.
Chronological knowledge	793 AD Vikings attack from Norway. They attack the monastery at Lindisfarne in Northumbria. 871 AD Alfred the Great becomes king of Wessex. 886 AD King Alfred agrees a treaty. Alfred keep the west and the Vikings the east which is later known as Danelaw. 900 AD The Vikings establish rule over Scotland. 1014 AD Cnut becomes king of the Danes and England 1042 AD Edward II returns from Normandy to become king of England. He is better known as Edward the Confessor because of his piety. 1066 AD The last Anglo Saxon King, Harold, is defeated by William the Conqueror at the Battle of Hastings and Norman Britain begins.	Isambard Kingdom Brunel: 1806: Isambard Kingdom Brunel is born 1825: Work begins on the Thames tunnel 1831: Wins a competition to bridge the Avon in Bristol 1833: Appointed chief engineer for Great Western Railway 1840/1: Bathford railways bridge opens 1841: Box Tunnel and Temple Meads is completed 1843: SS Great Britain is launched 1859: Brunel dies 1864: Clifton Suspension Bridge is opened	2000 BC: Maya Civilisation comes into being in Central America 1500 BC: Olmec Civilisation develops, Maya will take on much of their culture 1000 BC: Maya begin to form larger settlements at places like Copan and Chalchuapa 700 BC: Mayan writing first starts to develop 600 BC: Large buildings built in the city of El Mirador 600 BC: Maya begin to farm. This enables their society to support larger populations and cities grow. 400 BC: First Mayan calendars are carved in stone 300 BC: Maya adopt idea of a monarchy for their government. 100 BC: City state Teotihuacan established 100 BC: First pyramids built 400 AD: Teotihuacan dominant city rules 600 AD: Teotihuacan declines in power

			900 AD: Teotihuacan is abandoned – cities collapse 925 AD: Chichen Itza becomes most powerful city state 1250 AD: After declining for years, Chichen Itza is abandoned 1517 AD: Post classic period comes to an end with the arrival of the Spanish conquistador Hernandez de Cordoba		
Wider knowledge	<ul style="list-style-type: none">Explore what image do we have of the Vikings and Anglo Saxons.Know how the Vikings tried to take over Britain.Understand how recent excavations changed our view of the Vikings and how was Anglo Saxon Britain ruled.	Explore two aspects of Brunel’s impact and legacy. First, his lasting engineering legacy, visible in the bridges, tunnels, viaducts, buildings and rail routes he left behind. Second, the example he has set for the engineers and innovators who followed him and who are inspired to translate their creative thought into action. What did Brunel do for Bathford, Bath and beyond? Discover the bridges, railways and tunnels in our area. What was the impact of his work on the environment locally? How did the engineering advances compliment or damage the countryside? What was the environmental impact of the construction process?	Exploring Maya timeline sequence of key events Why were the Maya Civilisation important? Exploring inventions and achievements: astronomy, ball courts, chocolate, medicines, law and order, maths, maya art, maya calendar, maya writing system Exploring different written resources & video clips as to why Maya Civilisation collapsed. Why do different resources give different reasons? Are the resources explored reliable? They can give at least 2 valid reasons for the Mayan demise. Show an understanding of the provisional and uncertain nature of the conclusions we can draw and can use appropriately tentative language to express this. They can begin to see how factors can be linked.		
Topic Vocab	Longboat Chieftain Berserker Danegeld Yggdrasil Danelaw	Asgard Jarl Karl Figurehead Valhalla	Change, continuity, turning point, legislation, experiences, oral history, primary evidence, secondary evidence, eyewitness, impression, interpretation Bridge, tunnel, viaduct, aqueduct, tunnelling, engineer, Industrial Revolution, railway, Box Tunnel, Suspension Bridge, Great Western, design, construction, transport, legacy	civilisation rituals codices maize cacao beans scribes astronomy hieroglyphs pyramid monument temples	droughts climate change warfare disease ecological failure broken social system political instability population deforestation sacrifice