

Subject: History

National Curriculum	Sticky knowledge	Skills	Key vocabulary
EYFS			
<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> Children will talk about their families and people they know who are in their community. Children will be able to make comments about images of the past. Children will be able to make comparisons and contrasts about characters from stories, including figures from the past. 	Talking Connecting ideas Comparing Contrasting Curious Engaged Fascinated Describing Labels	Family Mummy Daddy Brother Sister Pet Step Dad/Mum Uncle Auntie Cousin Godparents Great auntie/ uncle/ grandparents Friends Community Past Present Future Compare Historical figure Significant Important
Year 1			
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Phrases to denote the changing of time e.g. times within the day, days of the week, last year We live differently to how our parents and grandparents lived.	Chronology <ul style="list-style-type: none"> sequence events or objects in chronological order Range & Depth of Historical Knowledge <ul style="list-style-type: none"> begin to describe similarities and differences in artefacts drama – why people did things in the past 	Morning Afternoon Evening Night Days Weeks Months Years Past Present

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<p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p>The First Aeroplane</p> <ul style="list-style-type: none"> • The Wright brothers were called Orville and Wilbur. • They started building kites and helicopter toys. • They invented the first successful aeroplane. • Their first flight was in 1903. • Know some of the differences between a Wright plane and a modern aeroplane. <p>Remembrance Day</p> <ul style="list-style-type: none"> • Poppies are a symbol of hope and remind us of the people who died in the First World War. • Remembrance Day happens every year. 	<ul style="list-style-type: none"> • use a range of sources to find out characteristic features of the past <p>Interpretation of History</p> <ul style="list-style-type: none"> • begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website etc) <p>Historical Enquiry</p> <ul style="list-style-type: none"> • sort artefacts “then” and “now” • use as wide a range of sources as possible • speaking and listening (links to literacy) • to ask and answer questions related to different sources and objects <p>Organisation & Communication</p> <ul style="list-style-type: none"> • Time lines (3D with objects/ sequential pictures) • drawing • drama/role play • writing (reports, labelling, simple recount) • Computing 	<p>Plane Orville Wilbur Wright brothers Pilot Flight</p>
<p>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, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<p>Mary Seacole</p> <ul style="list-style-type: none"> • Mary Seacole is from Jamaica. • She was a nurse who wanted to help heal soldiers in a war. • Originally, she was turned away as she was black. • She therefore, paid for her own transport to the war zone. • She set up The British Hotel (a hospital). • She was later known as ‘Mother Seacole’. 		<p>Jamaica Mary Seacole War Black Transport Soldiers The British Hotel Mother Seacole</p>

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Significant historical events, people and places in their own locality.	Year 1 and 2 Key Stage topic afternoon on Henry Moore (art links) <ul style="list-style-type: none"> Henry Moore was born in 1898 and died in 1986 He is a famous sculptor. His work can be seen all over the world. He was a teacher before he became an artist. He used stone and bronze to create his sculptures. His works are semi-abstract and show the link between people and nature. He used 'direct carving' as a technique. He moved to Much Hadham in 1940 Many of his works can be viewed at his museum in Perry Green, near Much Hadham. 		Sculpture Abstract Bronze Stone Shape
Year 2			
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Cars, then and now – linked to DT (wheels and axles) <ul style="list-style-type: none"> The first car with an engine was designed by Karl Benz. Date: 1885 Place: Germany. The car only had three wheels and no roof. In the 1900 America started to build cars in factories to make them more affordable. Cars now have roofs, glass windows, thicker tyres and are lower to make them quicker. 	Chronology <ul style="list-style-type: none"> sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life describe memories of key events in lives 	Wheels Axles Karl Benz Engine Petrol Structure Engineer Factory

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<p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p>Great Fire of London</p> <ul style="list-style-type: none"> The fire started on the 2nd September 1666. The fire began in a bakery on Pudding Lane. The baker was called Thomas Farriner. It was so dry and windy that the fire spread very quickly. Many houses were also made out of wood. There was no fire brigade at the time. St. Paul's Cathedral was destroyed in the fire. People used leather buckets and water squirts to try and extinguish the flames. King Charles II ordered houses to be pulled down using fire hooks and blown up so that the fire would not spread as easily. 6 people died from the fire. Over 13,000 houses were destroyed. It ended on the 6th September 1666. When rebuilding, houses needed to be faced in brick rather than wood. <p>Remembrance Day</p> <ul style="list-style-type: none"> World War 1 began in 1914 and ended in 1918. Remembrance Day takes place each year on 11th November. Remembrance Day is a time to remember those who died in World War I. The 2 minute silence takes place at 11am. Poppies are a symbol of hope for a peaceful future. 	<p>Range & Depth of Historical Knowledge</p> <ul style="list-style-type: none"> find out about people and events in other times collections of artefacts – confidently describe similarities and differences drama – develop empathy and understanding (hot seating, sp. and listening) <p>Interpretation of History</p> <ul style="list-style-type: none"> compare pictures or photographs of people or events in the past able to identify different ways to represent the past <p>Historical Enquiry</p> <ul style="list-style-type: none"> use a source – why, what, who, how, where to ask questions and find answers sequence a collection of artefacts use of time lines discuss the effectiveness of sources 	<p>Pudding Lane Paul's Cathedral King Charles II River Thames Extinguish Fire hook Wood Brick</p> <p>Poppies Soldiers Respect Hope Flanders Field War Peace</p>
<p>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, Elizabeth I and Queen Victoria, Christopher</p>	<p>Guy Fawkes (linked with English)</p> <ul style="list-style-type: none"> Guy Fawkes was a Catholic, who did not agree with the Protestant rule in the country at that time. In 1606 he became part of a group of 13 men, who planned to blow up the Houses of Parliament whilst King James I was present. The plan was to store gunpowder in barrels in the cellar of the Houses of Parliament. Robert Catesby was actually the one who devised and led the plot. 	<p>Organisation & Communication</p> <ul style="list-style-type: none"> Class display/ museum annotated photographs Computing 	<p>Guy Fawkes Robert Catesby Houses of Parliament Plot Cellar Protestant Catholic Gun powder</p>

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<p>Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<ul style="list-style-type: none"> • Guy Fawkes was the one who guarded the gun powder and would have lit the fuse had he not been caught. • He was caught because a letter was sent to Lord Monteagle warning him about the plot. King James I was informed of the letter and ordered the cellars to be searched. • Guy Fawkes was captured before he could light the fuse. He was imprisoned in the Tower of London and tortured for information on the others. • King James I ordered that the 5th November should be marked every year to celebrate that the plot had not been successful. <p>Christopher Columbus</p> <ul style="list-style-type: none"> • Christopher Columbus was born in Italy. • He was an explorer who aimed to find new lands by boat. • The King and Queen of Spain gave him money and 3 ships to help fund his explorations. • He travelled across the Atlantic to America four times. • He used the position of the sun, moon and stars to help him navigate his way, along with a compass. • On his first voyage, he landed in the Bahamas. He called this the 'New World'. He was trying to find Asia. • He brought back lots of different foods, which had never been seen before such as pineapples. <p>Neil Armstrong</p> <ul style="list-style-type: none"> • Neil Armstrong was the first man to walk on the moon. • His first flight into space was in 1966. • The space mission when he landed on the moon was called Apollo 11 and the rocket was called Saturn V (5). • The Apollo 11 mission took place in 1969. • The other astronauts were called Buzz Aldrin and Michael Collins. • It took them 4 days to reach the moon. 		<p>Voyage Exploration Ships Atlantic Asia Navigate Route America Discover Continent</p> <p>Space Astronaut Moon Earth Mission Apollo 11 Saturn 5 USA</p>
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	<ul style="list-style-type: none"> • They collected moon rocks and dirt to take back to Earth with them. • Neil Armstrong’s famous phrase is “One small step for man, one giant step for mankind”. • They placed an American flag on the moon. <p>Helen Sharman</p> <ul style="list-style-type: none"> • First British astronaut in space. • She went into space in 1991. • She applied to be an astronaut after hearing an advertisement on the radio. She was selected from over 13,000 applicants. • She had not trained as an astronaut in her previous career. • She was in space for 8 days, most of which was spent on the space 		Orbit
			Space station Project Juno
Significant historical events, people and places in their own locality.	<p>Year 1 and 2</p> <p>Key Stage topic afternoon on Henry Moore (art links)</p> <ul style="list-style-type: none"> • Henry Moore was born in 1898 and died in 1986 • He is a famous sculptor. • His work can be seen all over the world. • He was a teacher before he became an artist. • He used stone and bronze to create his sculptures. • His works are semi-abstract and show the link between people and nature. • He used ‘direct carving’ as a technique. • He moved to Much Hadham in 1940 • Many of his works can be viewed at his museum in Perry Green, near Much Hadham. 		<p>Sculpture</p> <p>Abstract</p> <p>Bronze</p> <p>Stone</p> <p>Shape</p>
Year 3			
Changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> • The Stone age was a prehistoric era which occurred before the eras previously studied. • It was called the Stone Age because it was dominated by stone tools. • It consisted of three different periods called Paleolithic, Mesolithic and Neolithic. 	<p>Chronology</p> <ul style="list-style-type: none"> • place the time studied on a time line • sequence events or artefacts 	<p>bronze</p> <p>alloy</p> <p>bone marrow</p> <p>earthwork</p> <p>Celt</p>

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	<ul style="list-style-type: none"> ● It lasted from 2.5 million years ago to approx 5 million years ago. ● Changes that impacted on the way people lived included the discovery of fire, the development of increasingly sophisticated tools and the introduction of settlements and farming. ● The way people lived (homes, diet) was influenced by natural materials. ● Religion became more organised as the era progressed into the Bronze Age. (burial grounds etc). ● The Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade. (e.g. simple boats). ● In the Iron Age there was a range of economic and social changes. For example, the concept of wealth, different towns and defences and an increase in trade and land ownership 	<ul style="list-style-type: none"> ● use dates related to the passing of time <p>Range & Depth of Historical Knowledge</p> <ul style="list-style-type: none"> ● find out about everyday lives of people in time studied ● compare with our life today ● identify reasons for and results of people's actions ● understand why people may have had to do something ● Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II) <p>Interpretation of History</p> <ul style="list-style-type: none"> ● identify and give reasons for different ways in which the past is represented ● distinguish between different sources and evaluate their usefulness ● look at representations of the period – museum, cartoons etc. <p>Historical Enquiry</p> <ul style="list-style-type: none"> ● use a range of sources to find out about a period ● observe small details – artefacts, pictures ● select and record information relevant to the study ● begin to use the library, e-learning for research 	<p>sacrifice tribe iron</p>
<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<ul style="list-style-type: none"> ● The ancient Greek empire coincides with the end of Ancient Egypt (which was conquered by the Ancient Greeks) ● Ancient Greece had a warm, dry climate, as it does today. ● Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. Two of the best-known city states are Athens and Sparta. ● In Athens, Greek styles of art, architecture, philosophy and theatre were developed. ● Athens had a democratic government – people who lived there made decisions by voting. ● In Sparta, there was a strong emphasis on military warfare. ● In 490bc, Persians invasion led to the Battle of Marathon; The Athenians sent a hoplite (Greek foot soldier) named Pheidippides to ask Sparta for help but won the battle without them. ● The first Olympic games were held in 776 in the city-state Olympia. ● The Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian. ● Religion was very important in Ancient Greece. The Greeks believed there were different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour. ● Some of our alphabet came from the one that the Ancient Greeks used. 		<p>Ancient Athenian City state Civilisation Democracy Empire Honour Persian Philosopher Spartans</p>

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	<ul style="list-style-type: none"> Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146 BC. 	<ul style="list-style-type: none"> ask and answer questions Organisation & Communication <ul style="list-style-type: none"> communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode 	
Year 4			
The Roman Empire and its impact on Britain	<ul style="list-style-type: none"> The Roman invasion coincided with the Iron Age. To know the extent of which the Roman empire had spread by AD55 and the state of its army, as a context to the invasions of Celtic Britain. To know how some of the pre-existing laws, living conditions and architecture of Celtic Britain differed from those that followed the Roman invasion. That the British invasion was resisted by Celtic tribes and that one of the most significant of these was the Iceni tribe, led by Boudicca. To know about the relationship between Celts and Romans after each invasion (ie relative peace and trade links). That the Roman invasion had a lasting influence on Britain, including new towns, roads, plants, animals, food, language and that this has an impact on lifestyle (for example, religion, public order, food, libraries, language, the calendar and mathematics). 	Chronology <ul style="list-style-type: none"> place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD Range & Depth of Historical Knowledge <ul style="list-style-type: none"> use evidence to reconstruct life in time studied identify key features and events look for links and effects in time studied offer a reasonable explanation for some events develop a broad understanding of ancient civilisations study an ancient civilization in detail (e.g. Benin, Shang Dynasty, Egypt) Interpretation of History <ul style="list-style-type: none"> look at the evidence available begin to evaluate the usefulness of different sources 	Caledonia Celts emperor Iceni legion Picts Roman Empire
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	<ul style="list-style-type: none"> The ancient Egyptian empire lasted for about 3000 years (30 centuries) from its unification around 3100BC to its conquest by Alexander the Great in 332BC Egypt is in North Africa and that 90% is a desert area. The ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water. The annual flooding of the Nile enabled the Egyptians to grow crops around the banks as the ancient Egyptians developed irrigation systems to sustain their crops. Ancient Egyptians used hieroglyphics to communicate The Pharaoh was an Egyptian king who owned all the land, made laws, collected taxes and defended Egypt. 		BC AD Irrigation Silt Hieroglyphics Cartouche Pharaoh Ra Amun Horus Thoth Ma'at

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	<ul style="list-style-type: none"> • A Pharaoh represented the Gods on earth and performed rituals and built temples to honour the gods. • Ancient Egyptians believed in an afterlife and preserved the body after death using mummification, storing internal organs in 'canopic jars' • Tutankhamun's tomb was discovered by Howard Carter in 1922 and that subsequent events led to the widespread belief that the tomb was cursed 	<ul style="list-style-type: none"> • use of text books and historical knowledge <p>Historical Enquiry</p> <ul style="list-style-type: none"> • use evidence to build up a picture of a past event • choose relevant material to present a picture of one aspect of life in time past • ask a variety of questions • use the library, e-learning for research <p>Organisation & Communication</p> <ul style="list-style-type: none"> • select data and organise it into a data file to answer historical questions • know the period in which the study is set • display findings in a variety of ways • work independently and in groups 	<p>Isis Osiris Hathor Anubis Sekhmet</p>
Year 5			
Britain's settlement by Anglo-Saxons and Scots	<ul style="list-style-type: none"> • The departure of the Romans left Britain vulnerable to invasion by tribal forces from foreign lands. • The Angles, Saxons, Jutes and Picts were from other parts of Europe. • The invading forces were drawn to England because of floods and famine in their own countries and the contrasting rich and fertile farmland in England. • Anglo-Saxon contributions to language, place names, defence and literature changed the social and cultural landscape of England. • Anglo-Saxon settlement differed from Roman settlements in England in that they were made up of small agricultural settlements rather than walled cities. 	<p>Chronology</p> <ul style="list-style-type: none"> • place current study on time line in relation to other studies • know and sequence key events of time studied • use relevant terms and periods labels • relate current studies to previous studies 	<p>Angles Christianity missionary Pagan Picts Romans Saxons Scots</p>

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	<ul style="list-style-type: none"> The effectiveness Anglo-Saxon society depended on discrete skills of its members. Anglo-Saxon artefacts and sites are an important source of knowledge and have contributed to historical enquiry. The Sutton Hoo burial site holds important information about Anglo-Saxon life. 	<ul style="list-style-type: none"> make comparisons between different times in history 	
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<ul style="list-style-type: none"> The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in boats called longships and first arrived in Britain around AD 787 The Vikings raided places such as monasteries and pillaged expensive items to trade (the first recorded raid took place in AD 793). They were looking for valuable goods like gold and jewels, imported foods and other useful materials. The Vikings also wanted to claim land and tried to take over much of Britain. They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain. 	<p>Range & Depth of Historical Knowledge</p> <ul style="list-style-type: none"> study different aspects of life of different people – differences between men and women examine causes and results of great events and the impact on people compare life in early and late times studied compare an aspect of life with the same aspect in another period <p>Interpretation of History</p> <ul style="list-style-type: none"> compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events 	<p>Danegeld exile invade kingdom longship outlawed pagans pillaged raid wergild</p>
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Railway and bridges	<ul style="list-style-type: none"> The Victorians were the people who lived during the reign of Queen Victoria, from the 20 June 1837 until the date of her death on the 22 January 1901. Queen Victoria led the expansion of the British empire and saw major changes to all aspects of Britain due to exciting discoveries and inventions. 1863 – First underground railway opens in London. Victorian Britain saw the beginning of the industrial revolution. More people moved into the cities from the countryside Queen Victoria believed that education should be for all, and by the end of her reign, going to school became compulsory for all children, rich or poor. In 1880, this became the law Isambard Kingdom Brunel was a great engineer who helped to change the face of Britain. He designed bridges, railways and ocean liners. Isambard Kingdom Brunel's contributions to / influence on modern engineering, including types of bridges (DT links). 	<p>Historical Enquiry</p> <ul style="list-style-type: none"> begin to identify primary and secondary sources use evidence to build up a picture of life in time studied select relevant sections of information confident use of library, e-learning, research <p>Organisation & Communication</p> <ul style="list-style-type: none"> fit events into a display sorted by theme time 	<p>Engineering Travel Structure Victorian Industrial Revolution Materials Equipment Fuel Construction</p>

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	<ul style="list-style-type: none"> The typewriter, telephone, motorcar and moving film were all invented in the Victorian Era. The period of time between 1837 to 1901 when Queen Victoria reigned over Britain. The first railroads in Britain were mine carts pulled along wooden tracks by horses. Thomas Savery invented and made one of the first steam engines in 1698. The first passenger-carrying railway line was the Stockton to Darlington line built by George Stephenson in 1825. Contributions made by famous engineers of this period, including men and women (including Amelia Earhart and Caroline Haslet). 	<ul style="list-style-type: none"> use appropriate terms, matching dates to people and events record and communicate knowledge in different forms· work independently and in groups showing initiative 	
Year 6			
<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> <p>WW2: The Home Front</p>	<ul style="list-style-type: none"> WWII is an aspect of 'Modern History'. Germany invaded Poland September 1, 1939. Britain and France declared war on Germany (start of WWII) on September 3, 1939. Dunkirk was evacuated and France surrendered to Germany (May - June 1940). Germany used blitzkrieg to take over much of western Europe. Germany launched air attacks on Great Britain beginning The Battle of Britain and the Blitz (July 1940); Germany, Italy and Japan signed the Tripartite Pact, creating the axis alliance. USA entered the war after the Japanese attacked the US navy in Pearl Harbour (December 7th 1941). D-Day and Normandy invasion; Allied forces invaded France and pushed back the Germans (6/06/44). Germany surrenders on 7/05/20) and VE Day (Victory in Europe) declared the following day. The war ends on September 2nd 1945 Neville Chamberlain was UK Prime Minister from 1937-1940. Winston Churchill was UK Prime Minister from 1940-45 and again from 1951-55). Adolf Hitler was leader of the Nazi Party and chancellor of Germany, 1933-45. 	<p>Chronology</p> <ul style="list-style-type: none"> place current study on time line in relation to other studies use relevant dates and terms sequence up to ten events on a time line <p>Range & Depth of Historical Knowledge</p> <ul style="list-style-type: none"> find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings compare beliefs and behaviour with another period studied write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied 	<p>Allies</p> <p>Axis</p> <p>conscripted</p> <p>dogfight</p> <p>commemorate</p> <p>home front</p> <p>rationing</p> <p>evacuation</p>

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	<ul style="list-style-type: none"> To know specific locations in the immediate and wider locality that were affected by bomb damage and relate these to old maps to compare and contrast. To gain knowledge of the experiences of children during the war and know that many children from London were evacuated. Rationing was introduced across the UK in January 1940. Name some of the jobs that women did in the war and understand how the role of women changed due to men being away at war. Anne Frank and her family went into hiding as a result of Jewish persecution by the Nazis (she wrote a famous diary of her experiences). 	<ul style="list-style-type: none"> compare and contrast ancient civilisations <p>Interpretation of History</p> <ul style="list-style-type: none"> link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations – fact or fiction and opinion be aware that different evidence will lead to different conclusions confident use of the library etc. for research 	
A local history study	<ul style="list-style-type: none"> Much Hadham dates back to Saxon times To know why the Saxons originally settled in Much Hadham Recognise key features of buildings from different historical periods (including Tudor, Georgian, Edwardian, Victorian) and use this to identify buildings How and where in Much Hadham was affected by World War 2 bombs Know the different ages of our school buildings and some of the history of the teachers and children who attended in the past 	<p>Historical Enquiry</p> <ul style="list-style-type: none"> recognise primary and secondary sources use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out bring knowledge gathering from several sources together in a fluent account 	<p>sources</p> <p>Tudor Georgian Edwardian Victorian timber-frame bay windows census log books</p>
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	<ul style="list-style-type: none"> Know that the Maya civilisation existed from around 2000BC until 1500AD. Know that the civilisation existed in the area now known as Central America (part of the continent of North America) and name some of the countries that now exist within this region e.g. Mexico & Guatemala. Know that the Mayans believed in and worshipped a number of different gods and explain the Mayan belief of the Underworld, Middleworld and Upperworld. Know that the Mayans developed a complex number and counting system that was advanced for their time and that this is thought to have developed from objects used, such as pebbles, shells and sticks Name some of the powerful cities within the Maya civilisation e.g. Chichen Itza, Tikal. 	<p>Organisation & Communication</p> <ul style="list-style-type: none"> select aspect of study to make a display use a variety of ways to communicate knowledge and understanding including extended writing plan and carry out individual investigation 	<p>civilisation drought ritual jaguar scribes codices maize cacao beans</p>



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	<ul style="list-style-type: none">• Know that the Maya writing system was made up of over 800 symbols and that Maya scribes wrote books called codices, made from the bark of fig trees.• Describe a range of foods eaten by the ancient Maya people e.g. maize and cacao beans and explain why some foods were significant (e.g. cacao beans used for medicines, in ceremonie and for trade).		
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