



The BIG Picture

In this unit the children will learn about the remarkable achievements of the ancient Maya. Children will learn about and understand in an empathetic way, a civilisation that is very different to their own. Through these activities pupils will learn about the Maya perspective of time, the calendar system, writing, maths and the environment. Aside from learning about Mayan culture, we will encourage children to move away from the tendency in applying one's own cultural values in judging the behaviour and beliefs of people raised in other cultures. Instead, children will be aware of the different (though not inferior) ways of doing things and the complexity of human life. Children will build upon their Year 3 learning about what makes a civilisation and use this to draw comparisons with the civilisations previously studied.

What do we already know? What can we already do?

Children will know History is a study of people and events that happened in the past and know how it has influenced life today. (Y1 and 2).

Children will understand what artefacts are and that they are often kept in museums. (Y1 – toys Through Time)

Children will understand the term civilisation and will know about some of the earliest civilisations (Y3 – Ancient Civilisations and Ancient Egypt).

Key vocabulary & understanding:

Sources, BC, age, ancient, Maya, civilization, rainforest, culture.

National Curriculum Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age.
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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.

Specific unit objectives

- To know when and where the Maya lived and the type of environment that they lived in.
- To understand the difficulties of sustaining a civilization in a rainforest environment.
- To develop an awareness of how the Maya fit in to a wider chronological pattern of other civilisations and periods.
- To recognise key aspects of the Mayan civilisation including numbers, writing and time.
- To understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history.
- To place events, people and changes of British, local and world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD.
- To make some connections and contrasts eg. change, cause, similarity, difference, and significance.
- To identify similarities/ differences between different times in the past in periods covered so far.
- To describe how events/ people being studied have had an impact on the modern world.
- To show empathy for people living in the past, recognising what their lives may have been like and how they may have felt.

Key Questions

Where and when did the Maya live?
What was Maya writing like?
How did the Maya tell the time?
What numbers did the Maya use in Maths?
How do we know about the Maya?
Why are the Maya important?
How were the Maya similar or different to the other civilisations you have learnt about?
What impact have the Maya had on our lives today? What is their legacy?

Key Knowledge

Know about the impact of the Mayan civilization on the wider world.

Know why the Mayans were considered an advanced society in relation to other peoples alive during that period of time in Europe.

Key Texts

The Chocolate Tre: A Mayan Folktale – Linda Lowery
The Great Kapok Tree – Lynne Cherry
A range of non-fiction books to support with sources.
Step into the Aztec and Maya Worlds - Fiona MacDonald



The BIG Picture

For 600 years, the Romans ruled most of Europe, North Africa and the Middle East, with their many well trained armies being one of their greatest weapons. The Romans were able to influence and develop many countries through the customs and innovations their armies brought to the conquered people. This unit looks at the Roman invasion of Britain and its impact on British society. The children will be interpreting both written texts and artefacts to come to conclusions about the Roman Army and the Roman Empire. Children will begin to understand why the sources we use may not be accurate and how we must be critical in assessing sources. This unit introduces children to the concept of invasion and settlement. It builds upon their Year 3 learning about what a civilisation is (Year 3 – Ancient Civilisations) This unit build upon the Year 3 Unit of Stone Age, Bronze Age and Iron Ages as it continues the chronological narrative of the British Isles. Children have the opportunity to apply their Historical knowledge in their writing lessons through their unit based on the book Escape From Pompeii.

What do we already know? What can we already do?

Children will know History is a study of people and events that happened in the past and know how it has influenced life today. (Y1 and 2).

Children will understand what artefacts are and that they are often kept in museums. (Y1 – toys Through Time)

Children will understand the term civilisation and will know about some of the earliest civilisations (Y3 – Ancient Civilisations and Ancient Egypt, Year 4 – The Maya).

Children will know about the earliest inhabitants of Britain and what life was like for these people. (Y3 – Stone Age, Bronze Age and Iron Age)

Key vocabulary & understanding:

Sources, BC, age, ancient, Rome, civilization, invasion, army, soldier, Celts, Boudicca.

National Curriculum Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

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-a local history study

-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

-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

-Ancient Greece – a study of Greek life and achievements and their influence on the western world

-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.

Specific unit objectives

- To know that the Romans successfully invaded Britain towards the end of the Iron Age.
- To know that the Roman era was from 27B and lasted over a thousand years.
- To be able to explain the different views of the Romans and Celts.
- To know about Julius Caesar's first failed attempt to invade Britain in 55BC and the part the Celts played in this.
- To know about the conquest of Britain by the Romans in 43AD.
- To know about Hadrian's wall and why it was built.
- To understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history.
- To place events, people and changes of British, local and world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD.
- To make some connections and contrasts eg. change, cause, similarity, difference, and significance across the civilisations studied.
- To describe how events/ people being studied have had an impact on the modern world.
- To question the accuracy of modern depictions of historical events.

Key Questions

When and why did the Romans invade Britain?

What kind of men could join the Roman Army?

How do we know about life on Hadrian's Wall?

Who was Boudicca and why do we remember her?

How did Celtic people live?

Why did the Romans build Hadrian's Wall in the north of England?

How did the Romans influence the culture of the people already here?

Did the native Britons welcome or resist the Romans, and why?

What is the lasting legacy of the Romans in Britain?

How was Roman civilisation similar or different to the other civilisations you have studied?

Key Knowledge

Know how Britain changed from the Iron Age to the end of the Roman occupation.

Know how the Roman occupation of Britain helped advance British society.

Know how there was resistance to the Roman occupation and know about Boudicca.

Know about at least one famous Roman emperor.

Key Texts

The Secrets of Vesuvius - Caroline Lawrence

The Sandal - Tony Bradman

Escape from Pompeii - Christina Balit

Rotten Romans – Terry Deary

Cutthroat Celts – Terry Deary

A selection of non-fiction books to use as sources.

Empire's End – A Roman Story – Leila Rasheed

The Roman Soldiers Handbook – Usbourne

You Wouldn't Want To Be A

Roman Soldier – David Stewart



The BIG Picture

The history of Western civilisations began with the Greeks. This civilisation was responsible for many ideas and advances in the fields of art, architecture, mathematics, literature, politics, sport and science. In this unit the children will use a range of sources to find about the life and achievements of the Ancient Greeks. Through their investigations they will find out about the city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period. They will also learn about the continuing legacy of Ancient Greeks and the children will explore their influence on education, language, architecture, government and the Olympic Games.

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Children will understand the term civilisation and will know about some of the earliest civilisations (Y3 – Ancient Civilisations and Ancient Egypt, Year 4 – The Maya).

Children will know about the earliest inhabitants of Britain and what life was like for these people. (Y3 – Stone Age, Bronze Age and Iron Age)

Key vocabulary & understanding:

Sources, BC, age, ancient, Greece, civilization, democracy, Athens, Sparta, Parthenon, remains, culture, legacy.

National Curriculum Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

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Specific unit objectives

- To about the location, physical features and climate of modern Greece.
- To place Ancient Greece in time.
- To know that Ancient Greece consisted of city states.
- To identify some of the similarities and differences between life in Athens and Sparta.
- To infer information from artefacts about what life was like in Ancient Greece.
- To describe the Ancient Olympics.
- To show some understanding that aspects of the past have been represented and interpreted in different ways.
- To use different sources to identify the most important achievements of Alexander the Great giving reasons.
- To describe similarities and differences from the past and give reasons for some of these.
- To understand how city states in Ancient Greece were ruled and how democracy in Ancient Athens is different from that in the UK today.
- To compare modern and Ancient Greek language identifying the influence of past on present.
- To understand the legacy left by the Ancient Greeks.
- To compare Ancient Greece with other civilisations studied.

Key Questions

Who were the Ancient Greeks?

What do artefacts and archaeological sites tell us about what life was like in Ancient Greece?

What can we learn anything from Greek myths and legends?

What do we know about the achievements of Alexander the Great?

What are the similarities between our school and schools in Ancient Greece??

How were the Ancient Greeks governed and are there any similarities with how we are governed today?

How have the Olympic Games changed since they were first held in Ancient Greece?

What is the lasting legacy of the Ancient Greeks?

Key Knowledge

Know some of the main characteristics of the Athenians and Spartans.

Know about the influence the Gods had on Ancient Greece.

Know at least 5 sports from the Ancient Olympics.

Key Texts

Leo and The Gorgons Curse – Joe

Tod Stanton

Greek Myths – Marcia Williams

So You Think You've Got it Bad? A

Kid's Life in Ancient Greece -

Chae Strathie & Marisa Morea

A Visitor's Guide to Ancient

Greece - Lesley Sims

The Orchard Book of Greek

Myths - Geraldine McCaughrean

& Emma Chichester Clark

How to be a hero - Christopher

Edge and Graham Howells.

Groovy Greeks – Terry Deary