

Historical Coverage

Progression in History

	<i>By the end of Reception</i>	<i>By the end of Year 2</i>	<i>By the end of Year 4</i>	<i>By the end of Year 6</i>
	<p>Talk about the lives of the people around them and their roles in society. Mum, dad, brother, sister, auntie, uncle, grandma, grandad, teacher, firefighter, king, queen, doctors, nurses etc.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. How people lived (knights, castles vs now).</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. Difference in how people lived.</p> <p>Use relevant and correct terminology and vocabulary linked to the foundations linked to History curriculum— Please see vocabulary list.</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Toys past and present / Seaside holidays past and present.</p> <p>Toys they play with now, toys grandparents played with, are they similar shapes/characters, old and new toys.</p> <p>Seaside holidays- similar activities such as sunbathing, swimming, using photographs of seaside's then and now, how do they look different etc, seaside events from across the country.</p> <p>Substantive- society</p> <p>Events beyond living memory that are significant nationally or globally. Intrepid Explorers.</p> <p>Christopher Columbus- discoveries, impact on the country and what he brought back. Key events.</p> <p>Neil Armstrong- discoveries, key events, impact on knowledge now.</p> <p>Comparison of achievements- which was the greatest? Most important? Why?</p> <p>Substantive- society, exploration, nation/country, peace, trade, travel, kingdom, peace</p>	<p>Changes in Britain from the Stone Age to the Iron Age. How archaeologists find out about early history, technological advances in these periods (Stonehenge, agriculture, permanent settlers, livestock, change in materials)</p> <p>Substantive- civilisation, culture, farming, society, trade, travel, nation, technology, ruler</p> <p>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/</p> <p>As above, writing systems (cuneiform writing Sumerians, Egyptian hieroglyphics, Shang Dynasty oracle script), trade (no written records, early money in Sumerians, clay money, seals in Indus Valley, Phoenicians), mathematical systems (Egyptian numbers in decimals, Sumerians base number of 60, Indus Valley weight systems, bricks and rulers), technology & inventions (Sumerians wheel, jewellery, fabric on looms, weapons such as gunpowder in China), buildings and architecture (Egyptian pyramids, Sumerian ziggurats).</p> <p>Substantive- society, nation, technology, transport, war, knowledge, civilisation, empire, economy</p> <p>The Roman Empire and its impact on Britain. How Rome invaded England, Ancient Celts and how their world changed, Boudicca from different points of view, good or bad, revolt, roads, towns, construction, public baths and entertainment.</p> <p>Substantive- civilisation, conquest, empire, economy, enslavement, occupation, settlement, revolt, migration, knowledge, culture</p>	<p>Britain's settlement by Vikings, Anglo-Saxons and Scots.</p> <p>Britain before invasion, kingdoms in 8th century, England split into Danelaw and reign of King Alfred (king of rest of England not under Vikings), Viking & Anglo-Saxons in England (similar societies, difference in written history, gods, legacy today in place names), unification of England (reconquest by King Athelstan), death of King Harold and subsequent battle of Hastings.</p> <p>Substantive- treaty, civilisation, economy, empire, farming, kingdom, knowledge, migration, occupation, power, settlement, nation, country, trade, religion, transport, society, ruler, religion, exploration, city</p> <p>Ancient Egypt – a study of Egyptian life and achievements and their influence on the western world.</p> <p>Ancient Egypt in time and location (continent vs Bronze Age in England), Pharaohs and their reputations (Cleopatra, Rameses II etc), burials and mummification, Howard Carter's discovery of King Tut (legacy of archaeology, the start of Egyptology), hierarchy of society (clothing, religion, farming).</p> <p>Substantive- civilisation, culture, empire, enslavement, farming, knowledge, power, nation, country, peace, religion, ruler, war,</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 – Guy Fawkes / Florence Nightingale.</p> <p>FN- Conditions in Scutari before and after FN, how hospitals look now, similarities and differences between now and Victorian times.</p> <p>GF- Religious tensions with King James I, was GF's actions the correct ones? Why is Bonfire night celebrated today?</p> <p><i>Substantive- society, city, ruler, religion, technology, conflict, government, parliament, transport, war, building,</i></p>	<p>A non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900- 1300.</p> <p>How and when Europeans encountered the Mayan civilisations, organisation of society (city stakes, noble and priest's vs modern constitutional monarchy in England), religion (gods, ceremonies, rituals), Mayan number systems (calendar, writing, codices and glyphs), decline Mayan way of life (not completely, hypothesis as to why)</p> <p><i>Substantive- society, nation, technology, travel, war, knowledge, civilisation, empire, economy, ruler</i></p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Three types of government of Ancient Greece (monarchy, oligarchy and democracy), city states of Athens and Sparta (A-slave labour & democracy, S-Army, obedience, inland), Greek Warfare (Hoplites, triremes, weapons), religion of gods and goddesses & legends, daily life (women's roles, men, farming etc), impact on modern world (marathons, universities, theatres, Olympic games).</p> <p><i>Substantive- democracy, civilisation, culture, economy, empire, enslavement, farming, knowledge, leisure, nation, country, government, peace, religion, ruler, trade</i></p> <p>WW2- the causes of, the impact of various key events such as the Holocaust, the Blitz and code breaking (study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</p> <p>Events on run up to WWII (Hitler's rise to power, Chamberlain's speech), main events of WWII (invasion of Russia, invasion of France, America's entry to war after Pearl Harbour, nuclear explosions, VE day, VJ Day, etc), evacuees (reasons for, the Blitz, real life accounts, protective measures), Allie and Axis powers (labelling them on map), communication (code-breaking, Alan Turing, Enigma Code), Holocaust (main events of, reasons for, impact and legacy today, genocides of today link), importance of rationing and how this ended in the 50s.</p> <p><i>Substantive- propaganda, treaty, kingdom, occupation, power, nation, government, peace, religion, ruler, technology, trade, travel, war, city</i></p>
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	<i>By the end of Reception</i>	<i>By the end of Year 2</i>	<i>By the end of Year 4</i>	<i>By the end of Year 6</i>
Historical Terms	<p>I can use words and phrases like:</p> <p>Me, my family, parents, grandparents, great grandparents, friends, same, different, similar, like, dislike, at the weekend, yesterday I...., past, present, future, when I was born, before I was born,</p> <p>Answer simple: how and why questions in response to stories and their experiences/visits (local community) E.g. How do you? Why did? What do you think happened? How is it different / same?</p>	<p>I can use words and phrases like: old, new and a long time ago.</p> <p>I can use words and phrases like: before, after, past, present, then and now.</p> <p>I can answer simple how and why questions in response to historical events.</p>	<p>I can begin to use some key terms related to the period of history being studied.</p> <p>I can use terms related to the period of history being Studied.</p> <p>I can understand more complex terms e.g., BCE/AD.</p>	<p>I can use terms related to the period of history being studied.</p> <p>I can explain more complex terms e.g., BCE/AD.</p> <p>I can use terms related to all the period of history I have studied.</p>

Chronological Understanding

	<i>By the end of Reception</i>	<i>By the end of Year 2</i>	<i>By the end of Year 4</i>	<i>By the end of Year 6</i>
	<p>Sequence events - E.g., routine, steps to completing a task (putting on a wetsuit/making snack), talk through the day - using language such as first, then, last, before, after</p> <p>Recognise things they do every day - e.g., daily timetable, days of the week, calendar at group times (how many days left at school, today is... yesterday was..., tomorrow is... etc.)</p> <p>Describe own experiences, past and present - focusing on changes at different points/timescales - children are asked to bring a family photo in and we talk about who they are and how they have changed if it was a photo from when they were a baby.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling; e.g. Use vocabulary: today, tomorrow, yesterday, year -Selection of books with characters from different time frames – dinosaurs, Victorians, futuristic -Place images of key milestones in the correct order – sequencing from baby, F1 and F1</p>	<ul style="list-style-type: none"> Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives 	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms e.g., BC/AD 	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line

Historical Enquiry

	<i>By the end of Reception</i>	<i>By the end of Year 2</i>	<i>By the end of Year 4</i>	<i>By the end of Year 6</i>
	<p>Know that information can be retrieved from books/internet - <i>staff always model information finding and books are always displayed within the classroom for children to access.</i></p> <p>Ask questions ascertaining to their own experience or a story. <i>For example - Objects/images are used to spark curiosity - what is it? How does it work? Why is it needed? Etc.</i></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and -when appropriate - maps.</p>	<p>I can recognise that some objects belonged to the past, ask, and answer questions about them (how, why, when).</p> <p>I can find out things about the past by talking to an older person, looking in books or using the internet.</p> <p>I can sequence a collection of artefacts (pictures and physical resources).</p> <p>I can research the life of a famous person from the past using different sources of evidence.</p> <p>I can ask and answer questions about a source and discuss its effectiveness.</p>	<p>I can use my mathematical knowledge to work out how long-ago events happened.</p> <p>I can use a range of sources to find out about a period of history.</p> <p>I can begin to use research skills to find answers to specific historical questions using books and the internet and record my findings.</p> <p>I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</p> <p>I can research what it was like for people in a given period of history and present my findings.</p>	<p>I can begin to identify primary and secondary Sources.</p> <p>I can use evidence to build up a picture of life in a given period of history.</p> <p>I can use research skills to select relevant sections of information in order to answer specific questions.</p> <p>I can recognise primary and secondary Sources.</p> <p>I can use a range of sources to find out about an aspect or period of time past and begin to consider what else we may need to know.</p> <p>I can describe the features of historical events and way of life from periods I have studied, using knowledge gathered from several sources coherently</p>

	<i>By the end of Reception</i>	<i>By the end of Year 2</i>	<i>By the end of Year 4</i>	<i>By the end of Year 6</i>
Range and depth of historical knowledge	<p>Recognise the difference between past and present in their own lives/experiences <i>Recall something that has happened such as a celebration or experiences e.g., Christmas, Birthday, Holi, Diwali</i></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.</p>	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives (Seaside holidays, toys) They know and recount episodes from stories about the past Recognise why people did things, why events happened and what happened as a result (GF, FN) Identify differences between ways of life at different times (Comparison of hospitals to now, intrepid explorers to now) 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied (culture, farming, trade etc) Compare with our life today Identify reasons for and results of people's actions (beginning/end of conflicts) Understand why people may have wanted to do something Use evidence to reconstruct life in time studied (archaeology, artefacts, written accounts) Identify key features and events of time studied (timelines) Look for links and effects in time studied (reasons for settlement, revolts etc) Offer a reasonable explanation for some events (why would Mayans disappear etc) 	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women (Greeks, Vikings, WWII etc) Examine causes and results of great events and the impact on people (WWII, Greeks etc) Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period (Anglo-Saxons vs Vikings, Sparta vs. Athens) Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings (Hierarchy of power in time periods) Compare beliefs and behaviour with another time 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

Interpretations of History

	<i>By the end of Reception</i>	<i>By the end of Year 2</i>	<i>By the end of Year 4</i>	<i>By the end of Year 6</i>
	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Compare objects such as transport/technology from the past to now.</p> <p>Children will be able to use correct terminology such as a long time ago, yesterday, last week/year along with current tenses when talking about their own experiences that have happened in the past.</p>	<ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at representations of the period – museum, cartoons etc • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge 	<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction • Offer some reasons for different versions of events • 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 • Confidently use the library and internet for research

Substantive Concepts

	<i>By the end of Reception</i>	<i>By the end of Year 2</i>	<i>By the end of Year 4</i>	<i>By the end of Year 6</i>
	<ul style="list-style-type: none"> Kings & Queens (Monarchy) Government – linked to British Values – Democracy/Rule of law Country Religion Travel/transport Games – past and present (teachers/parents/grandparents vs now) 	<ul style="list-style-type: none"> Technology/transport- Florence Nightingale- progression of medical care, location of Scutari. Intrepid Explorers- Christopher Columbus’ physical journeys, Neil Armstrong’s moon landing, technology that was a consequence of Armstrong and Columbus, lasting legacy of the journeys. Seaside Holidays- comparison of holidays from Victorian times to now, where do people go, what equipment was/is used. Guy Fawkes- fireworks tradition, Bonfire night, the Gunpowder Plot itself. Religion Florence Nightingale- strict Christian, as with others at the time. Intrepid Explorers- Christian context of each time period, belief systems in other countries during these periods, changing beliefs due to what has been explored and found. Seaside Holidays- context of Christianity at the time, modesty, values. Guy Fawkes- Christian belief at the time of one true ruler anointed by God, people losing faith in the king. Civilisation/Government/Trade/Money Florence Nightingale- expectation of medical care from the government, provisions given. Intrepid Explorers- Columbus’ legacy on the places he discovered (discoveries, what was taken from the Americas to Europe), effects of Armstrong on future space travel, how this changed beliefs and continues to today. Seaside Holidays- money spent on different objects (comparison between then and now), the growing of seaside towns to accommodate this, societal attitude towards leisure time. Guy Fawkes- concept of Parliament and government in the Gunpowder Plot, 	<ul style="list-style-type: none"> Technology/transport Religion Civilisation/Government/Trade/Money Culture/Society Building/Settlements War/Battle/Conflict 	<ul style="list-style-type: none"> Technology/transport Religion Civilisation/Government/Trade/Money Culture/Society Building/Settlements War/Battle/Conflict

	<ul style="list-style-type: none">•	<ul style="list-style-type: none">○ Culture/Society Florence Nightingale- her legacy, change in medical care, other pioneers like her (Mary Seacole). Intrepid Explorers- Columbus’ legacy on the places he discovered (discoveries, what was taken from the Americas to Europe), effects of Armstrong on future space travel, how this changed beliefs and continues to today. Seaside Holidays- money spent on different objects (comparison between then and now), the growing of seaside towns to accommodate this, societal attitude towards leisure time.○ Building/Settlements Florence Nightingale- Scutari, hospitals, equipment. Intrepid Explorers- life in the Americas before Columbus, what he found there, inside a spaceship, how equipped for the journey it was. Seaside Holidays- growing of seaside towns to accommodate societal change in attitude.○ War/Battle/Conflict Florence Nightingale- The Crimean War context, Scutari. Intrepid Explorers- context of the space race, Cold War. Seaside Holidays- no major world war in Victorian era, more leisure time, people felt safe.		
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History Cycle 1

Begin to make sense of their own life-story and family's history through roleplay, discussion, book reading and play.

Comment on images of familiar situations/celebrations/experiences in the past.

Compare and contrast characters from stories, including figures from the past. Were they good? Bad? Did they make good choices? How do you know?

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps

Know some similarities and differences

Florence Nightingale

I know who Florence Nightingale was and when she lived. (L1)

I know why Florence Nightingale went to Scutari and what hospital conditions were like when she got there. (L2)

I know how Florence Nightingale improved the conditions at the Scutari hospital. (L3)

I know about Florence Nightingale's later life. (L4) (L6)

I know some of the similarities and differences between medical care now and in Victorian times. (L5)

Intrepid Explorers.

I know when Christopher Columbus lived and what he was trying to achieve. (L1)

I know about Christopher Columbus's journey and what he discovered. (L2)

I know what Christopher Columbus brought back to Europe. (L3)

I know who Neil Armstrong is and why he is remembered today. (L4)

I know about Neil Armstrong's landing on the moon and the impact this had on the world. (L5)

I know about the achievements of Columbus and Armstrong. (L6) (L7)

Seaside Holidays

Prehistoric Britain

I know how archaeologists find out about the past when there is no written history. (L1)

I know about cave men of the early Palaeolithic period of the Stone Age. (L2)

I know about the lives of people in the Mesolithic period of the Stone Age. (L3)

I know about some of the technological advances in the Neolithic period of the Stone. (L4)

I know about Stonehenge and what it might have been used for. (L2)

I know about life in the Bronze Age, and how bronze was made and used. (L5)

I know about the lives of people in the Iron Age and how life had developed from the Bronze Age. (L5) (L6)

Ancient Rome

I know the terms 'invade', 'settle', and what they mean. (L1, L6)

I know how to place the Romans on a timeline. (L1)

I know why and how the Romans successfully invaded Britain. (L2)

I know who was in Britain when the Romans invaded and about their way of life. (L3, L7)

I know who Boudicca was. (L4)

World War II

I know about the events leading to the outbreak of WWII, (L1)

I know some main events of WWII and can place them chronologically onto a timeline. (L2)

I know about the Blitz and how it relates to protective equipment and evacuees, (L3,4, 5)

I know the countries that were part of the Allies and Axis powers and can identify them on a map. (L6)

I understand the importance of code-breaking during the war and how it played a vital role in WWII. (L7)

I can explain what the Holocaust was and some of the main events that happened. (L8,9,10)

Ancient Egypt

I know the difference between AD and BC, and can place key dates relating to Ancient Egypt on a timeline. (L1)

I know how to place key events on a timeline, and learning the difference between AD and BC. (L7)

I know the social structure of ancient Egyptian societies. (L5)

I know the role, rights and responsibilities of the pharaohs and key events in the lives of some of the most famous pharaohs. (L3)

I know about the Ancient Egyptian deities, their appearances and roles. (L3)

	<p>between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>I know about the features of seaside holidays. (L1)</p> <p>I can use photographs to find clues about what seaside holidays were like in the past. (L2)</p> <p>I know about how and when seaside holidays became popular. (L3)</p> <p>I understand what seaside holidays were like 100 years ago. (L4)</p> <p>I can place events relating to seaside holidays in the order in which they happened. (L5)</p> <p>I can identify things that are different and things that are the same between seaside holidays now and in the past. (L6)</p>	<p>I know about the results of Boudicca's revolt. (L5)</p>	<p>I know what the pyramids were built for. (L2, L6)</p> <p>I know some of the greatest inventions and achievements of the Ancient Egyptians. (L4)</p>
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Vocabulary Cycle 1

	<i>By the end of reception</i>	<i>By the end of Year 2</i>	<i>By the end of Year 4</i>	<i>By the end of Year 6</i>
	Today Yesterday Tomorrow Present Past Future Day Week When I was little Remember Ago Order Past Events Birthday Easter Christmas Celebration Past Old New Time King Queen Soldier Country Ruler Transport Travel Religion Memory Remembrance Day	Florence Nightingale Scutari Crimean War Hospital Nurse Victorian Soldier Wound Infections Diseases Famous Conditions Lady with the Lamp Intrepid Explorers Europe Explorers Sailor Travel America Asia Voyage Exploration Apollo 11 Achievements	Prehistoric Britain Archaeologists Remains Site Surveying Stonework Prehistory Magnetometer Palaeolithic Mesolithic Neolithic Neanderthals Homo sapiens Star Carr Stonehenge Settlement Bronze Age Celts Iron Bronze Stone Age	WWII Air raid Allies Blackout Blitz Evacuee Gas Mask Luftwaffe Rationing Ration Book Warden Nazi Allies Axis Treaty Victory Battle Holocaust Prisoner of War Prejudice (racial, disability, religion) Massacre Genocide

Vocabulary Cycle 1

Seaside Holidays

Victorian
Steam Train
Tradition
Health
Bathing Machines
Entertainment
Promenade

Ancient Rome

Invade
Settle
Army
Strategy
Celt
Roman
Revolt
Rule
Conquer
Legionaries
Auxiliaries
Pilum
Cassis
Scutum
Gladius
Lorica Segmenta
Caligae
Warriors
Londinium
Amphitheatres
Gladiators
Villa

Ancient Egypt

Hieroglyphs
Pharaohs
Ancient
AD
BC
Egyptologist
Mummification
After-life
Archaeology
Vizier
Scribes
Craftsmen
Nobles
Slaves
Pyramids
Coffins
Tombs
Grave
Grave goods
Remains
Mummy
Canopic Jars
Preservation
Natron
Amulet
Mask of Anubis
Funeral
Sarcophagus

	<i>By the end of Reception</i>	<i>By the end of Year 2</i>	<i>By the end of Year 4</i>	<i>By the end of Year 6</i>
History Cycle 2	<p>Begin to make sense of their own life-story and family's history through roleplay, discussion, book reading and play.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past. Were they good? Bad? Did they make good choices? How do you know?</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps.</p>	<p>Guy Fawkes</p> <p>I know what Bonfire Night is. (L1)</p> <p>I know about King James I of England. (L2)</p> <p>I know who Guy Fawkes was. (L3)</p> <p>I know what happened next in the Gunpowder Plot. (L4)</p> <p>I know why fireworks are lit on November 5th. (L5)</p> <p>Toys Past and Present</p> <p>I know some of the characteristics of toys past and present. (L1)</p> <p>I know what toys our parents and grandparents played with. (L2)</p> <p>I know what toys were like at different times in the past. (L3)</p> <p>I know toys that are old and toys that are new. (L4)</p> <p>I know how toys are different and how they are the same. (L5)</p>	<p>The Maya</p> <p>I know how and when Europeans encountered the Mayan civilisation. (L1)</p> <p>I know about the Mayan civilisation and their way of life. (L2, L7)</p> <p>I know how Mayan society was organised and how this compares to modern society. (L3)</p> <p>I know what the Maya believed in, including their religious rites and rituals. (L4)</p> <p>I know what life was like for the Maya (L5)</p> <p>I know some the achievements of the Maya including their number systems and calendar. (L6)</p> <p>Early Civilisations</p> <p>I know where and when the first civilisations began. (L1)</p> <p>I know about the first writing systems. (L2)</p> <p>I know how trade worked in some early civilisations. (L3)</p> <p>I know about mathematical understanding in some early civilisations. (L4)</p> <p>I know some of the technology and inventions of some early civilisations. (L5)</p> <p>I know about the buildings and architecture of some early civilisations. (L6)</p>	<p>Vikings Vs Anglo Saxons</p> <p>I know what Britain was like before the first Viking invasions. (L1)</p> <p>I know about the Viking invasions of Britain. (L2)</p> <p>I know about the Viking settlement of Britain and how this affected the Anglo Saxons. (L3)</p> <p>I know why King Alfred was dubbed 'Alfred the Great' (L4)</p> <p>I know what life was like for Vikings living in Britain. (L5)</p> <p>I know how and when England became a Unified country. (L6) (L7)</p> <p>Ancient Greece.</p> <p>I know who the ancient Greeks were, and can place their civilisation in time. (L1)</p> <p>I know about different types of government in ancient Greece. (L2)</p> <p>I know about multiple city-states of Ancient Greece, including Athens and Sparta. (L2) (L3)</p> <p>I know about daily life in ancient Greece. (L5)</p> <p>I know about religion in ancient Greece. (L4)</p> <p>I know about the ancient Greek scholars and philosophers. (L6)</p> <p>I know how the ancient Greeks have influenced modern-day life. (L6)</p>

	<i>By the end of Reception</i>	<i>By the end of Year 2</i>	<i>By the end of Year 4</i>	<i>By the end of Year 6</i>
Vocabulary Cycle 2	Today Yesterday Tomorrow Present Past Future Day Week When I was little Remember Ago Order Past Events Birthday Easter Christmas Celebration Past Old New Time King Queen Soldier Country Ruler Transport Travel Religion Memory Remembrance Day	Guy Fawkes Tudor Bonfire Night Plot/plotters Puritans Reign Houses of Parliament Conspiracy Co-conspirators Punishment Toys Past and Present Past Decades Popular Chronologically Favourite Modern Recent	The Maya Rituals Mesoamerica Temple Civilisation Nobles City states Afterlife Writing system Number system Abandon Early Civilisations Civilisation AD/BC Cuneiform system Sumerians Technology Measurement Ziggurats Phoenicians Trade	Vikings Vs Anglo-Saxons Invasion Kingdom Settlement Danelaw Wessex Unified Conquest Lindisfarne Legacy Bretwalda Anglo-Saxon chronicle Treaty Danegeld Ancient Greece Warfare Democracy Expansion Empire Civilisation Marathon State Hoplites Triremes

Additional granular detail can be found in the corresponding planning and Plan Bee overviews.