

<p>UKS2 rolling programme Year A</p>	<p><u>Changes in Britain from Stone A to Iron Age</u></p> <p><u>From Bronze Age to Iron Age 2022</u></p> <p>Why did the Mayan Empire decline so quickly?</p> <p><u>From Sept 2024</u></p>	<p>What was life Like in Tudor Britain?</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>What does the Census tell us about our local area?</p> <p>Was Fleetwood always here?</p> <p>Know the earliest origins of Fleetwood.</p> <p>Know the earliest recorded sources of Fleetwood was in Domesday book</p> <p>Explain the use of the land until 'Fleetwood' began</p> <p>Why is there a Fleetwood?</p> <p>Know how, and explain why Fleetwood began as a Victorian town.</p> <p>Understand and explain the roles of important individuals e.g. Peter Hesketh and Decimus Burton in Fleetwood's development.</p> <p>How does Fleetwood fit into our national story?</p> <p>19th C - industrial revolution, new railways, holidays, Wake weeks</p> <p>Know how Fleetwood grew as a holiday</p>
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			destination e.g. leisure, transport accommodation it offered (contrast to national story)
Knowledge	<p>Know some achievements of the Ancient Maya</p> <p>e.g. built cities without metal tools or cartwheels, Mathematics, Science</p> <p>Know when and where the Mayans lived</p> <p>e.g. Know where Mayans lived in rainforest; farming, hunting & developed villages & cities</p> <p>Suggest some reasons for strength/growth of Mayans: e.g. knew how to grow crops (slash & burn) irrigate fields, & how to hunt and trade</p> <p>Compare with Egyptians who had The Gift Nile v Mayans difficult rainforest and mountains</p> <p>What was life like at the height of the Mayan civilization?</p> <p>Hierarchical society – King to slaves rich and poor. Role of the ruler at centre of life.</p> <p>Mayan city features e.g. steeped pyramids</p>	<p>Know who Henry VIII and Queen Elizabeth I were</p> <p>Place the Tudors in British history's chronological framework</p> <p>Extract information about Henry VIII from a range of sources and discuss how reliable sources are.</p> <p>Explain and justify their interpretation of Henry VIII using evidence from sources.</p> <ul style="list-style-type: none"> · Make deductions from sources about Anne Boleyn · Interpret historical sources about Anne B and support their interpretations with evidence. · Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements. · Identify primary sources · Highlight evidence in a source and make historical 	<p>Know what a census is and understand it is an important source of information for Historians</p> <p>Identify the type of information the census gives historians about people.</p> <p>Use the census to investigate lives from the past including in our local area</p> <p>Use the census information to make inferences about people from the past, providing supporting evidence for their statements</p> <p>Interpret evidence and explain answers. e.g to explain if a family were rich or poor</p> <p>Make observations from the census and identify changes between periods of time.</p> <p>Identify some of the dangers of working in a textile mill in Victorian times</p> <p>Create questions to identify the thoughts and feelings of a Victorian working child.</p> <p>Extract information from the census to</p>

	<p>Und Mayans were one of the most sophisticated societies of their age, strong belief system & hierarchal society.</p> <p>How can we possibly know what it was like there 1,000 years ago?</p> <p>Know some ways we know about Maya e.g. present day Maya, glyphs, oral tradition..</p> <p>Understand still learning e.g. lack of evidence destroyed by Spanish 16C, glyphs</p> <p>Why did a civilized society believe in human sacrifice?</p> <p>Explain why human sacrifice was practised i.e.</p> <p>To appease their gods.</p> <p>Understand that over 1,000 years ago moral values were different in England too.</p> <p>Discuss whether Maya were civilized</p> <p>Why did the Mayan empire ended so quickly?</p> <p>Know Mayan civilisation lasted 2,000 years</p> <p>Know it was declining at the time of Saxon control in Britain.</p>	<p>deductions from evidence.</p> <ul style="list-style-type: none"> · Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester. · Make deductions using inventories and make judgements e.g. as to whether a person was rich or poor. · Explain how inventories are useful as a source to historians. 	<p>recreate the lives of people who lived in a household from the local area.</p>
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	<p>Understand there are different interpretations why ended so suddenly (e.g. drought, over-population, warfare, poor land, disease)</p> <p>Understand it was probably a combination of factors, rather than one factor alone.</p> <p>Explain some legacies of Ancient Mayans</p>		
Vocabulary	<p>Mayan The Ancient Maya Egyptians</p> <p>Ancient civilisation AD/CE BC/BCE</p> <p>Thousands of years millennium pyramids hieroglyphics ancient, civilisation, city, village, South America rainforest jungle Europe archaeology sources primary secondary evidence interpret might/possibly explanation interpretation important significance</p> <p>My conclusion is</p> <p>Use provisional& tentative language (<i>might have, perhaps, possibly, maybe</i>)</p>	<p>Tudor, monarch, Battle of Bosworth</p> <p>Henry VII, Tudor Elizabeth of York</p> <p>Henry VII ,Catherine of Aragon Ann Boleyn , Jane Seymour, Ann of Cleves , Katherine Howard, Katherine Parr</p> <p>Tyrant, Fair Ruler Monarch,</p> <p>Portrait, royal progress,</p> <p>Evidence, source, Primary source, Secondary source, reliability, reliable, unreliable, audience, purpose, creator</p> <p>Interpretation accuracy historical investigation</p> <p>I can infer that... This source suggests My conclusion is...</p>	<p>Census</p> <p>Comparing</p> <p>Enumeration books</p> <p>bobbins, can hooker, flax flax mill spinner</p> <p>carding, textiles, linen, textile mill</p> <p>William Dodd, governess, piecer</p> <p>head of household</p> <p>joiner, overlooker, scholar, suffragette,</p> <p>shilling</p> <p>reconstruct</p> <p>inference</p> <p>observation primary/secondary evidence artefacts sources interpretation reliable</p>

		Use provisional & tentative language (<i>might have, perhaps, possibly, maybe</i>)	interpret suggest Historian I can infer that... This source suggests that.... Use provisional& tentative language (<i>might have, perhaps, possibly, may</i>) causes change similarities continuity impact legacy
Chronology	Place Maya on time line and know where it places against other ancient civilisations e.g. Egyptians and later periods studied e.g. Roman Know key dates, characters and events of Maya E. Use relevant terms and periods labels	Place Tudors on timeline in relation to other periods and key events studied so far e.g. Anglo Saxons and Vikings Know and sequence key events of time studied e.g. the reigns of Henry VII Elizabeth I Use relevant terms and periods labels e.g. 16 th century Tudor Make comparisons between different times	Relate current studies to previous studies e.g. Vikings, Victorians (Y3/4 study) Make comparisons between different times in Fleetwood's history (using census) Use relevant dates and terms e.g. Victorians 19 th 20 th Century
Range and Depth of Historical Knowledge	Compare life in early & later times of the Maya Find about beliefs, behaviour and characteristics of people in A Maya Compare & contrast ancient civilisations noting trends / connections e.g. Egyptians and Mayans	Examine causes and results of great events & impact on people Compare an aspect of life with the same aspect in another period (e.g. Tudor with Roman) Find about beliefs, behaviour and characteristics of people,	Know key dates, characters and events of time studied

	<p>Use evidence to reconstruct life in A Maya & compare with our life today</p> <p>Compare and contrast key aspects of life for Ancient Mayans and Ancient Egyptians</p> <p>Offer a reasonable explanation for some events e.g. Decline of Mayan empire, why they believed in human sacrifice</p>	<p>recognising that not everyone shares same views/ feelings</p> <p>Know key dates, characters and events of the Tudor period</p>	
<p>interpretations of History</p> <p>Children will study how historians interpret the past and why events, people and changes were interpreted in different ways. They will learn to evaluate a range of historical interpretations, considering their reliability and quality</p>	<p>Offer some reasons for different versions of events</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Consider ways of checking accuracy of interpretations – fact or fiction opinion</p> <p>Use library, internet etc to research</p>	<p>Compare accounts of e.g. Henry VIII /Ann Boleyn from different sources considering bias, opinion, accuracy Fact or fiction?</p> <p>Offer reasons for different versions of events or portrayals of people</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion/bias</p> <p>Link sources and work out how conclusions were arrived at.</p>	<p>Use the census information to make interpretations of lives in the past</p> <p>Discuss the usefulness of the Census as a source of information about the past</p>

<p>Historical Enquiry</p> <p>Children use a range of different sources to investigate the past identifying whether they are primary or secondary sources. They use sources of evidence to build up a picture of the past and can identify the reliability and limitations in the sources they use</p>	<p>Devise historically valid questions about change.</p> <p>Select relevant sections of information or sources to answer questions</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Identify some primary & secondary sources</p>	<p>Devise historically valid questions about change, cause, similarity and difference</p> <p>Use sources to make deductions about the past e.g. inventories</p> <p>Know which sources are primary and secondary sources</p> <p>Select relevant sources/sections of information to support their own judgement/build up a picture</p>	<p>Devise questions to identify the thoughts and feelings of a Victorian working child</p> <p>Confident use of library, e-learning e.g. to answer questions</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Bring knowledge together, gathering from several sources, into a fluent account.</p>
<p>Change and continuity</p>	<p>Identify and explain change and continuity across 2 periods of history</p> <p>Make comparisons between different time periods studied</p>	<p>Compare an aspect of life with the same aspect in another period (e.g. Tudor with Roman)</p> <p>Identify and explain change and continuity across periods of history</p>	<p>Make comparisons between different times in Fleetwood's history (using census)</p> <p>Identify continuities and changes within and between periods of time</p>
<p>Organisation and Communication</p>	<p>Select aspect of study to make a display</p> <p>Use appropriate terms, matching dates to people and events</p>	<p>Fit events into a display sorted by theme/time</p> <p>Use appropriate terms, matching</p>	<p>Use appropriate terms, matching dates to people and events</p> <p>Record and communicate knowledge in</p>

	<p>Record and communicate knowledge in several different forms</p> <p>Work independently /in groups</p>	<p>dates to people and events</p> <p>Work independently and in groups showing initiative</p> <p>Use a variety of ways to communicate knowledge and understanding</p>	<p>Use a variety of ways to communicate knowledge and understanding</p> <p>Carry out individual investigations and present findings</p>
<p>Communicating findings</p>	<p>Record and communicate knowledge in different forms</p> <p>“Always require pupils to organise and communicate their findings at the end of the sequence so their learning gains coherence. Sometimes your objectives will relate to helping pupils to communicate clearly. They should use their understanding of the history to help them decide how to organise and present their ideas most effectively.”</p>	<p>Use a variety of ways to communicate knowledge and understanding</p>	<p>Use a variety of ways to communicate knowledge and understanding including extended writing plan</p>