







# Curriculum Knowledge & Skills Progression: History

<u>Substantive Content</u>	<u>Justice and Equality</u>		<u>Migration</u>		<u>Civilisation</u>	
<u>Disciplinary Content</u>	<u>Cause and Consequence</u>	<u>Change and Continuity</u>	<u>Similarity and Difference</u>	<u>Sources and Evidence</u>	<u>Historical Significance</u>	<u>Interpretations</u>
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<u>'Settling in'</u> 'All about me' Megaboy Once there were Giants Funnybones	<u>'Toys'</u> A Chair for Baby Bear Nobot Robot T'was the Night Before Christmas	<u>Traditional Stories</u> A year on Adam's Farm The Three Little Pigs Three Billy Goats Gruff	<u>Contemporary stories</u> The Man on the Moon; a Day in the life of Bob Gruffalo Tree: Seasons Come, Seasons Go	<u>Mini-beasts</u> The Very Hungry Caterpillar The Tiny Seed What the Ladybird Heard	<u>The World</u> Handa's Surprise Atlases Bringing the Rain to Kapiti Plain Mama Panya's Pancake
Reception	<b><u>Beginning to think and work like Historians (Methods and Concepts).</u></b>  In the EYFS, the characteristics of effective learning from the Statutory Framework for the Early Years Foundation Stage are the foundations on which thinking skills and working like historians are built on. While children are playing and exploring, teachers' model, encourage and support children in reception class to do the following: <ul style="list-style-type: none"> <li>• <b>Explore/Observe/ Discuss:</b> Talk about changes in children's lives, moving house, new baby. Share stories in picture books about other children, families and the past. Fictional stories about growth and change; relate to children's own experiences.</li> <li>• <b>Grouping &amp; Sorting:</b> Sort sets of old/new artefacts. How was it made? How does it work? How was it used? Making guesses.</li> <li>• <b>Question:</b> Show an interest in and be curious about historical artefacts and events in the past.</li> <li>• <b>Describe:</b> Talk about what they notice/observe when investigating historical artefacts.</li> <li>• <b>Chronology:</b> Put photographs or objects in chronological order. Birthdays, seasons, days of week, months of year. Timelines – using, modelling &amp; making.</li> <li>• <b>Research:</b> Talk to people (visits/visitors/family) and think of questions to ask to find out about events and historical artefacts.</li> <li>• <b>Vocabulary:</b> Use simple vocabulary to name and describe historical artefacts, concepts and methods.</li> </ul>					
	<b><u>EYFS Statutory Framework</u></b> <b>Understanding the World</b> <b>ELG: Past &amp; Present</b> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <b>Communication and Language</b> <b>ELG: Speaking</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.					
	<b><u>Enhanced Provision provides opportunities to:-</u></b> <b>Identify</b> Distinguish something or someone from others that may be similar <b>Describe</b> 'Say what you see'. Give an account in words of an artefact or someone <b>Observe</b> Identify and distinguish with a degree of analysis artefacts that may potentially be more noteworthy or important than others <b>Categorise/Classify</b> Arrange information into particular groups according to shared qualities or characteristics <b>Sequence</b> Place a set of related events or things that follow each other into an order <b>Compare and contrast</b> Find similarities and differences					
	<b>Chronology of Life</b> Children will sequence a learning journey throughout the year, highlighting	<b>Toys</b> Children will understand that toys and games have changed over time.	<b>People Who Help Us</b> Children will learn about the different people who help us	<b>Seasons</b> Children will learn about the changes in the year and understand the time goes past.	<b>Kings &amp; Queens</b> Children will learn about the Royal Family and the role they play in society.	<b>Celebrations through the Year</b> Children will learn about celebrations throughout the
Intent						

	significant events such as Nativity and Sport's Day.		such as farmers, police and nurses.			year and revisit the class learning journey.
<b>Future Learning</b>	Children will extend their understanding of the past and the passage of time in their own lifetime. They will add to this timeline as they learn about new events and individuals through the year. The concepts of 'the past' and the passage of time are foundational to all future historical learning and will underpin all Y1 and Y2 units. Children will be sequencing events over a long period of time and for specific events.		Children will learn about another significant individual: Learie Constantine. Children will develop their understanding of how things change over time when they explore how communication has changed. They will learn about another historically significant journey when they learn about the Transatlantic Slave Trade.		Children will learn more about British rulers who they have seen portraits of in this unit.	
<b>Key Vocabulary</b>	<b>baby</b> A very young child who has not yet begun to walk or talk <b>toddler</b> A young child who is learning or who has recently learned to walk <b>adult</b> A human that has grown to full size and strength. <b>then</b> (At) that time (in the past) <b>now</b> At the present time <b>before</b> At a time earlier than... <b>grow</b> To increase in size <b>similar</b> Looking or being almost the same <b>different</b> Not the same		<b>monarch</b> A king or queen <b>rule</b> To be in charge of a country <b>crown</b> A circular decoration for the head, usually made from gold and jewels <b>sword</b> A weapon with a long, sharp metal blade and a handle <b>medal</b> A small, metal disc, with words or a picture on it, given as a <b>reward</b> for a brave action or to remember a special event <b>London</b> capital city of the England <b>Buckingham Palace</b> a big palace in London		<b>school</b> A place where children go to be educated <b>blackboard</b> A dark surface on a wall or a frame that a teacher writes on with chalk <b>desk</b> A type of table for working at <b>shop</b> A place where you can buy things <b>butchers</b> A shop that sells meat <b>bakery</b> A shop that sells bread and cakes <b>greengrocers</b> A shop that sells fresh fruit and vegetables <b>home</b> The house, flat etc where you live <b>king</b> A male monarch <b>Jesus</b> The central figure of Christianity	


Year 1 – Oak Class						
Term	Autumn: Homes in the Past		Spring: The Great Fire of London		Summer: Monarchs	
<b>Intent</b>	Children will investigate homes then and now by looking at the features of a variety of different types of homes and exploring a timeline of homes in Britain before taking a closer look at what houses were like in Victorian times.	 Civilisation	Children will find out about the Great Fire of London and the effect it had on the people. Children will find out when, where, how and why the Great Fire happened, and explore how we know about it through the diary of Samuel Pepys and other sources.	 Civilisation	Children will explore famous palaces in the United Kingdom and how they were used by queens in the past and present. Children will explore the lives and accomplishments of Queen Elizabeth I, Queen Elizabeth II and Henry VIII.	 Justice/Equality
<b>Substantive Knowledge</b>	<b>By the end of this unit, pupils will know that:</b> <ul style="list-style-type: none"> <li>Homes were different a long time ago because of changes in technology.</li> <li>People live in different types of homes.</li> <li>Old homes did not have electricity.</li> </ul>		<b>By the end of this unit, pupils will know that:</b> <ul style="list-style-type: none"> <li>The Great Fire of London happened in 1666.</li> <li>The fire started in a bakery on Pudding Lane.</li> <li>Buildings were close together and often made of wood, meaning that the fire spread quickly.</li> <li>Buildings were rebuilt further apart and made with stone.</li> </ul>		<b>By the end of this unit, pupils will know that:</b> <ul style="list-style-type: none"> <li>Queen Elizabeth II had her jubilee in 2022.</li> <li>Queen Elizabeth II was the longest reigning monarch.</li> <li>Queen Elizabeth II was an important monarch.</li> </ul>	
<b>Disciplinary</b>	Pupils should understand the concepts of continuity and change.		Pupils should understand the concepts of the cause & consequence.		Pupils should understand the concept of historical significance.	
<b>Enquiry Skills</b>	<b>Historical Interpretations</b> <ul style="list-style-type: none"> <li>observe and use pictures, photographs and artefacts to find out about the past. (1) (4)</li> </ul> <b>Historical Investigations</b> <ul style="list-style-type: none"> <li>sort some objects/artefacts into new and old and then and now. (3) (5)</li> </ul> <b>Chronological Understanding</b> <ul style="list-style-type: none"> <li>sequence pictures from different periods. (2)</li> </ul>		<b>Historical Interpretations</b> <ul style="list-style-type: none"> <li>explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. (1) (4)</li> <li>observe and use pictures, photographs and artefacts to find out about the past. (5)</li> </ul> <b>Chronological Understanding</b> <ul style="list-style-type: none"> <li>sequence events that are close together in time. (2) (3)</li> </ul>		<b>Historical Interpretations</b> <ul style="list-style-type: none"> <li>observe and use pictures, photographs and artefacts to find out about the past. (2) (3) (4)</li> </ul> <b>Historical Investigations</b> <ul style="list-style-type: none"> <li>observe or handle evidence to ask simple questions about the past. (1)</li> </ul> <b>Chronological Understanding</b> <ul style="list-style-type: none"> <li>order dates from earliest to latest on simple timelines. (5)</li> </ul>	
<b>Timeline</b>	<b>Within living memory</b>		<b>Beyond living memory</b> A fire broke out in a bakery on Pudding Lane the fire gets very close to the Tower of London. St Paul's Cathedral is destroyed by the fire. the wind dies down and the fire spreads more slowly. the last fire was extinguished.		<b>Within living memory</b>	

<b>Key Vocabulary</b>	<b>bungalow, detached house, semi-detached house, terrace house, modern, past, present, future</b>	<b>bakery, diary, fire engine, firefighter, St Paul’s Cathedral, rebuilt, River Thames, Samuel Pepys, fire-hook, Pudding Lane</b>	<b>monarch, Parliament, succession, crown, power, reign, coronation</b>
<b>Prior Learning</b>	I know that people live in different places. I know that things change over time.	I know that buildings were once made from wood. I know firefighters help people in danger.	I know that King Charles III is the King. I know that Queen Elizabeth II was a Queen.
<b>Future Learning</b>	Homes change and modernise over time.	Building regulations and materials changed following the events from the Great Fire of London.	The Gunpowder Plot was a plot to kill King James I by blowing up the Houses of Parliament. The plotters were Catholic and felt they were being treated unfairly by the King. The plot failed. On the 5th of November each year, people burn bonfires and light fireworks to commemorate the failure of the plot.
<b>Enquiry questions/Suggested Sequence of teaching</b>	<ol style="list-style-type: none"> <li>What are the variety of homes today?</li> <li>What are the similarities and differences between homes?</li> <li>What are the features of old homes?</li> <li>What were Victorian homes like?</li> <li>How were different objects used in Victorian homes?</li> <li><b>Assessment:</b> Draw and label an old home labelling its features, and state what the features are and used for. (What were old homes like?)</li> </ol>	<ol style="list-style-type: none"> <li>What was London like a long time ago?</li> <li>Where and when did the Great Fire of London start?</li> <li>What were the events of the Great Fire of London?</li> <li>Why did the fire spread so quickly and stay alight for so long?</li> <li>Who was Samuel Pepys?</li> <li><b>Assessment:</b> Draw and label the main causes of the fire starting, then explain what the consequence was. (What caused the Great Fire and what was the consequence?)</li> </ol>	<ol style="list-style-type: none"> <li>What special objects do you have?</li> <li>Artefacts - What objects do Kings and Queens have?</li> <li>What did Queen Elizabeth II do in her lifetime?</li> <li>What was the role of Queen Elizabeth II?</li> <li><b>Assessment:</b> Explain why Queen Elizabeth II was an important monarch. (What did Queen Elizabeth II do for our country?)</li> </ol>




Year 2 – Elm Class			
Term	Autumn: Guy Fawkes and the Gunpowder Plot		Summer: Learie Constantine
<b>Intent</b>	<p>The children will learn why the Catholic population of England was unhappy. Children will discover how Guy Fawkes came to be a part of the Plot and will look in detail at the events leading up to, and after, 5th November 1605.</p> 	<p>The children will learn about Thurnham Church and St. Bernadette’s Church. The children will observe the differences in the church’s architecture and how they were built differently.</p> 	<p>The children will learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> 
<b>Substantive Knowledge</b>	<p><b>By the end of this unit, pupils will know that:</b></p> <ul style="list-style-type: none"> <li>The Gunpowder Plot was a plot to kill King James I by blowing up the Houses of Parliament.</li> <li>The plotters were Catholic and felt they were being treated unfairly by the King.</li> <li>The plot failed.</li> <li>On the 5th of November each year, people burn bonfires and light fireworks to commemorate the failure of the plot.</li> </ul>	<p><b>By the end of this unit, pupils will know that:</b></p> <ul style="list-style-type: none"> <li>Thurnham Church has gothic architecture, St Bernadette’s does not.</li> <li>Different materials were used when building the churches.</li> <li>St. Bernadette’s was built more recently.</li> </ul>	<p><b>By the end of this unit, pupils will know that:</b></p> <ul style="list-style-type: none"> <li>Learie Constantine was a significant cricketer.</li> <li>Learie Constantine fought against discrimination.</li> <li>Learie Constantine was given the Trinity Cross.</li> <li>People were discriminated against because of their race or skin colour.</li> </ul>
<b>Disciplinary</b>	Pupils should understand the concepts of the cause & consequence.		Pupils should understand the concept of historical significance.
<b>Enquiry Skills</b>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>sequence events that are close together in time. (4)</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>describe significant individuals from the past (2) (3)</li> </ul> <p>know and recount episodes from stories and significant events in history (1) (5)</p>	<p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"> <li>observe and use pictures, photographs and artefacts to find out about the past. (1) (2)</li> </ul> <p><b>Historical Investigations</b></p> <ul style="list-style-type: none"> <li>observe or handle evidence to ask simple questions about the past. (3) (5)</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>know and recount episodes from stories and significant events in history (4)</li> </ul>	<p><b>Historical Interpretations</b></p> <ul style="list-style-type: none"> <li>observe and use pictures, photographs and artefacts to find out about the past. (1)</li> </ul> <p><b>Knowledge and Understanding of Events and People in the Past</b></p> <ul style="list-style-type: none"> <li>know and recount episodes from stories and significant events in history (2) (3) (4) (5)</li> </ul>



<b>Chronology</b>	<b>Beyond living memory</b> <b>May 1604</b> , Guy Fawkes discussed his plan. <b>March 1605</b> , the group rent a cellar under the House of Lords. <b>October 1605</b> , Lord Monteagle receives a letter warning him not to attend the opening of Parliament. <b>November 1605</b> , A search under the Houses of Parliament was ordered. <b>November 1605</b> , Guy Fawkes is arrested.	<b>1500s</b> Thurnham was built. <b>1600s</b> Rev. North was the first priest <b>1700s</b> The Parish of Thurnham was founded. <b>1900s</b> St. Bernadette's was built more recently.	<b>Within living memory</b> <b>1901</b> Learie Constantine was born in Trinidad. <b>1922</b> Constantine was playing for Trinidad in major tournaments. <b>1923</b> Constantine was selected for the West Indian tour of England. <b>1928 – 1937</b> Learie Constantine played for Nelson in the Lancashire League <b>1962</b> Learie was knighted and became Lord Learie Constantine <b>1971</b> Learie died.
<b>Key Vocabulary</b>	<b>The Gunpowder plot, Catholics, Protestants, Houses of Parliament, Gunpowder, Secretary of State</b>	<b>Thurnham, stained glass, porch, chapel, mural, rood screen, priest holes, imprisoned</b>	<b>Trinidad and Tobago, Trinity Cross, enslave, racial discrimination, tournament, batting, bowling, fielder, significant, legal action</b>
<b>Prior Learning</b>	I know that monarchs rule the country. I know that we celebrate Bonfire Night.	I know that some churches are older than others. I know that stone is used for buildings because of its strength.	I know that people are treated differently. I know that people come to our country from somewhere else. I know that police and monarchy keep people safe and treat people fairly.
<b>Future Learning</b>	People don't always agree with monarchy and other significant individuals.	In the Stone Age, tools and weapons were made of stone. People started to settle in communities and farm the land.	Rich Tudors had plenty of everything whereas the poor Tudors had very little. Poor people in Tudor times had difficult lives. Rich people in Tudor times enjoyed a variety of food, clothes, entertainment and past times. Rich Tudors used more expensive materials to show their wealth.
<b>Enquiry questions/Suggested Sequence of teaching</b>	1. What is Bonfire Night? 2. Who was King James I of England and why were Catholics unhappy? 3. Who was Guy Fawkes? 4. What happened in the Gunpowder Plot? 5. How is Guy Fawkes caught? 6. <b>Assessment:</b> Explain why Bonfire night is celebrated. (Why is Bonfire Night celebrated?)	1. How was Thurnham Church built? 2. What is Gothic architecture? 3. What is Thurnham Church like? 4. Why are there Priest Holes in St Thomas and St Elizabeth Church? 5. How was St. Bernadette's Church built? 6. <b>Assessment:</b> How has the Catholic Church changed since Thurnham was built?	1. Why do we receive special medals? 2. What was the Trinity Cross? 3. Who was Learie Constantine and what is he remembered for? 4. How did Learie Constantine become a significant cricketer? 5. How did Learie Constantine support Black people? 6. <b>Assessment:</b> Produce a non-chronological report about Learie Constantine. (Why was Learie Constantine a significant individual?)

Year 3 – Beech Class			
Term	Autumn Changes in Britain from Stone Age to Iron Age		Spring Tudors
<b>Intent</b>	Children will explore the Stone Age, Bronze Age and Iron Age, discovering how humans first came to Britain, how they lived and what developments were made during each era.	 Civilisation	Children will learn about the lives of rich and poor Tudors and examine the differences in their lifestyle between the rich and poor.
<b>Substantive Knowledge</b>	<b>By the end of this unit, pupils will know that:</b> <ul style="list-style-type: none"> <li>In the Stone Age, tools and weapons were made of stone.</li> <li>People started to settle in communities and farm the land.</li> <li>In the Bronze Age, people made bronze tools, containers and jewellery.</li> <li>In the Iron Age, people began to make tools and weapons from iron.</li> </ul>	<b>By the end of this unit, pupils will know that:</b> <ul style="list-style-type: none"> <li>Rich Tudors had plenty of everything whereas the poor Tudors had very little.</li> <li>Poor people in Tudor times had difficult lives.</li> <li>Rich people in Tudor times enjoyed a variety of food, clothes, entertainment and past times.</li> <li>Rich Tudors used more expensive materials to show their wealth.</li> </ul>	<b>By the end of this unit, pupils will know that:</b> <ul style="list-style-type: none"> <li>Life revolved around the Nile, which supported farming, craft and was used for trade.</li> <li>When pharaohs died, priests would prepare their bodies with a process called mummification.</li> <li>The ancient Egyptians wrote in hieroglyphics.</li> <li>The ancient Egyptians worshipped gods who were responsible for different aspects of life.</li> </ul>
<b>Disciplinary</b>	Pupils should understand the concept of historical significance.		Pupils should understand the concept of similarity and difference.

<b>Enquiry Skills</b>	<b>Historical Investigations</b> <ul style="list-style-type: none"> <li>use a range of primary and secondary sources to find out about the past.</li> <li>construct informed responses about a key event in the past through careful selection and organisation of relevant historical information.</li> <li>regularly address and sometimes devise own questions to find answers about the past.</li> </ul> <b>Chronological Understanding</b> <ul style="list-style-type: none"> <li>sequence several events or artefacts on a timeline using dates,</li> <li>understand that a timeline can be divided into BC and AD.</li> </ul>	<b>Historical Investigations</b> <ul style="list-style-type: none"> <li>use a range of primary and secondary sources to find out about the past. (2)</li> <li>begin to undertake their own research. (1)</li> </ul> <b>Presenting and Communicating</b> <ul style="list-style-type: none"> <li>find out about the everyday lives of people compared with our life today. (4) (5)</li> <li>describe connections and contrasts between aspects of history, people, events and artefacts studied. (3)</li> </ul>	<b>Historical Investigations</b> <ul style="list-style-type: none"> <li>use a range of primary and secondary sources to find out about the past. (1) (5)</li> <li>gather more detail from sources to build up a clearer picture of the past. (2)</li> </ul> <b>Historical Interpretations</b> <ul style="list-style-type: none"> <li>begin to understand some of the ways in which historians and others investigate the past. (4)</li> </ul> <b>Presenting and Communicating</b> <ul style="list-style-type: none"> <li>find out about the everyday lives of people in time studied compared with our life today. (3)</li> </ul>
<b>Timelines</b>	<b>3,000 BC</b> New Stone Age begins: farming people arrive from Europe. First stone circles erected. <b>2,100 BC</b> Bronze Age begins. <b>2,000 BC</b> Stonehenge completed. <b>750 BC</b> Iron Age began. Iron replaces bronze as most useful metal.	<b>1485 to 1603</b> The Tudor period. <b>1485</b> Henry VII became King of England <b>1509</b> Henry VIII became King of England <b>1547</b> Edward VI became King of England <b>1553</b> Jane Grey became Queen of England <b>1553</b> Mary I became Queen of Scotland <b>1558</b> Elizabeth I became Queen of England	<b>3100 BC to 332BC</b> Egyptian Civilisation <b>2650 BC</b> - The first step pyramid is built. <b>2250 BC</b> - Gods for all areas of their lives are introduced. <b>1070 BC</b> - The gods Ra and Amun are joined to create Amun-Ra, the king of the gods. <b>332 BC</b> - Alexander the Great conquers Egypt and founded Alexandria <b>30 BC</b> - Queen Cleopatra kills herself. Romans conquer Egypt.
<b>Key Vocabulary</b>	<b>prehistoric, Hunter-gatherer, flint, Nomad, Skara Brae, hillfort, smelting, druid, domesticate, chronology</b>	<b>Tudor, Monarch, Wattle and Daub, Deserving Poor, Farthingale, Workhouse, Court</b>	<b>ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb</b>
<b>Prior Learning</b>	I know that monuments can tell us about what life was previously like. I know that technology evolves through time.	I know that people are treated differently in society. Monarchs are wealthy and influential.	I know that people started to settle in communities and farm the land. I know that in the Iron Age, people began to make tools and weapons from iron.
<b>Future Learning</b>	Life revolved around the Nile, which supported farming, craft and was used for trade. When pharaohs died, priests would prepare their bodies with a process called mummification. The ancient Egyptians wrote in hieroglyphics. The ancient Egyptians worshipped gods who were responsible for different aspects of life.	Cotton Mills in the Industrial Revolution were built so labourers could make cotton cloth and yarn powered by engines. Mill owners used child labour and didn't have safe working environments. Lancashire was the county where most of the cotton mills were. Cotton Mills eventually closed causing mass unemployment and poverty.	Benin was an advanced society as long ago as a thousand years - more advanced than Saxon and Viking society at the time. Benin society was organised around the all-important Oba who lived in his own palace within a well-defended city. The society is best remembered for its magnificent bronzes. At the end of the Victorian period, the British looted a vast collection of bronzes from Benin.
<b>Enquiry questions/Suggested Sequence of teaching</b>	1. How Did People Survive During the Stone Age? 2. What Changed for People Living in Stone Age Britain? 3. How Do We Know About Life in the Stone Age? 4. How Did Life Change in the Bronze Age? 5. What Do We Know About Britain's Prehistoric Monuments? 6. <b>Assessment:</b> Children select their own way to explain how life changed during the Stone Age to Iron Age. (How did life change during the Stone Age to the Iron Age?)	1. Who were the Tudors? Who were Henry VIII and Elizabeth I? 2. What foods were eaten by rich Tudors? 3. What were the differences between rich Tudor houses? 4. What was clothing like for rich Tudors? 5. What was life like for rich Tudors? 6. <b>Assessment:</b> Children produce a non-chronological report explaining what their understanding about the lives of rich tudors. (What was life like for rich Tudors?)	1. Who were the Ancient Egyptians? 2. What was life like in Ancient Egypt? 3. What was the ritual of mummification? 4. How did we discover early civilisations? 5. How was early writing developed over time? 6. <b>Assessment:</b> Create an explanation poster explaining what life was like for people during Ancient Egypt. (What was life like for people during Ancient Egypt?)



Year 4 – Eucalyptus Class						
Term	Autumn The Roman Empire and its impact on Britain		Spring The Lancashire Cotton Industry		Summer Anglo Saxons and Scots	
Intent	Children will learn when the Roman era was and what its society was like. Children will learn who Boudicca was and whether the Romans were good for Britain.	 Migration	A study over time tracing how several aspects of national history are reflected in the locality. A study of an aspect of history or a site beyond 1066 that is significant in the locality.	 Justice/Equality	Children will learn what life was like for Anglo Saxon people. The children will learn about who the Anglo Saxons were and what their settlements were like.	 Migration
Substantive Knowledge	<b>By the end of this unit, pupils will know that:</b> <ul style="list-style-type: none"><li>The Romans launched a successful invasion in 43 AD and left in 410 AD because Rome was under attack.</li><li>Boudicca was the tribal leader of the Iceni who led a failed uprising against the Romans.</li><li>Roman Society was ordered: Emperor, Patricians (aristocracy), Plebeians and Slaves.</li><li>The Celts were tribal people from Europe and the Iron age ran alongside Celtic Britain.</li></ul>		<b>By the end of this unit, pupils will know that:</b> <ul style="list-style-type: none"><li>Cotton Mills in the Industrial Revolution were built so labourers could make cotton cloth and yarn powered by engines.</li><li>Mill owners used child labour and didn’t have safe working environments.</li><li>Lancashire was the county where most of the cotton mills were.</li><li>Cotton Mills eventually closed causing mass unemployment and poverty.</li></ul>		<b>By the end of this unit, pupils will know that:</b> <ul style="list-style-type: none"><li>Anglo Saxons largely converted to Christianity over time.</li><li>Anglo Saxons came from Denmark and Germany to settle in Britain.</li><li>The Anglo Saxons had 7 kingdoms, made up of individual towns, led by rulers</li><li>Archaeologists discovered artefacts at Sutton Hoo which tells us about what life could have been like.</li></ul>	
Disciplinary	Pupils should understand the concepts of the cause & consequence.		Pupils should understand the concept of historical significance.		Pupils should understand the concept of historical significance.	
Enquiry Skills	<b>Historical Investigations</b> <ul style="list-style-type: none"><li>begin to undertake their own research. (1)</li><li>use a range of primary and secondary sources to find out about the past. (2)</li></ul> <b>Presenting and Communicating</b> <ul style="list-style-type: none"><li>present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies). (3)</li><li>find out about the everyday lives of people in time studied compared with our life today. (4)</li><li>explain how people and events in the past have influenced life today. (5);</li></ul>		<b>Historical Investigations</b> <ul style="list-style-type: none"><li>begin to undertake their own research. (1) (2)</li><li>use a range of primary and secondary sources to find out about the past. (3)</li></ul> <b>Presenting and Communicating</b> <ul style="list-style-type: none"><li>find out about the everyday lives of people in time studied compared with our life today. (4) (5)</li></ul>		<b>Chronological Understanding</b> <ul style="list-style-type: none"><li>sequence several events, artefacts or historical figures on a timeline using dates. (4)</li></ul> <b>Historical Investigations</b> <ul style="list-style-type: none"><li>construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information. (5)</li><li>gather more detail from sources such as maps to build up a clearer picture of the past. (2)</li></ul> <b>Presenting and Communicating</b> <ul style="list-style-type: none"><li>find out about the everyday lives of people in time studied compared with our life today. (1) (3)</li></ul>	
Timelines	<b>43 AD</b> Romans invade, and Britain becomes part of the Roman Empire <b>61 AD</b> Boudicca leads the Iceni in revolt against the Romans. <b>70 AD</b> Romans conquer Wales and the North <b>122 – 128 AD</b> Emperor Hadrian builds a wall on the Scottish Border <b>140 AD</b> Romans conquer Scotland <b>401 – 410 AD</b> The Romans withdraw from Britain: Anglo Saxons migrants begin to Settle. <b>1823</b> Lancaster Museum was founded. <b>1973/4</b> , Discovered and excavated the Roman bathhouse in Vicarage Field, Lancaster.		<b>1777</b> Preston’s First Cotton Mill opens. <b>1822</b> Guild, Procession of the Cotton Trades <b>1862</b> Cotton Famine <b>1882</b> Guild celebrated Preston’s strength and world-wide importance as a cotton town. <b>1960s-1970s</b> One Lancashire mill closes every week.		<b>410 AD</b> The Romans withdraw from Britain <b>During the 5th and 7th Century AD</b> , Scotland was invaded by Gaels, who originated from Ireland. <b>449 AD</b> - The Anglo-Saxons arrive in Britain from mainland Europe. <b>516 AD</b> - Local Britons defeat the Angles and Saxon invaders. <b>680 AD</b> - The mighty epic poem ‘Beowulf’ is thought to have been written around this time. <b>757 AD</b> - King Offa of Mercia builds a huge wall along the border of Wales and Mercia. <b>871 AD</b> Alfred the Great becomes king of Wessex. <b>886 AD</b> King Alfred agrees a treaty. Alfred keep the west and the Vikings the east which is later known as Danelaw.	
Key Vocabulary	empire, aqueduct, Centurion, Emperor, Boudicca, chariot, invasion, archaeology, ruins		cotton, industry, mill, cloth, natural fabrics, profit, dependence, census, insurrection, famine, slave, racial, equality		Angles and Saxons, Picts, Scots, invaders, kingdom, Pagan, Christianity	
Prior Learning	I know that groups of people came to England to settle. I know that weapons were made from wood and metal.		I know that clothes showed how wealthy people were. I know that people weren’t always treated fairly.		<b>KS2</b> I know that the Romans launched a successful invasion in 43 AD and left in 410 AD because Rome was under attack. I know that Boudicca was the tribal leader of the Iceni who led a failed uprising against the Romans.	



<b>Future Learning</b>	Anglo Saxons largely converted to Christianity over time. Anglo Saxons came from Denmark and Germany to settle in Britain. The Anglo Saxons had 7 kingdoms, made up of individual towns, led by rulers Archaeologists discovered artefacts at Sutton Hoo which tells us about what life could have been like.	Charles II saw an opportunity to make money by trading in enslaved people from Africa. Enslaved people were bought by rich British families who made them work for them as servants. Lancaster was the fourth biggest slave trading port in the UK - sending over 180 slave ships to sea. Olaudah Equiano published what many now consider to be the first significant work about an enslaved person's life.	Vikings travelled in longboats to Britain to steal valuable items to trade and to claim land as their own. King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Aethelstan drove the Vikings out of the majority of England. Harold, the last Anglo Saxon King, was defeated by William of Normand at the Battle of Hastings in 1066.
<b>Enquiry questions/Suggested Sequence of teaching</b>	<ol style="list-style-type: none"> <li>When was the Roman Era?</li> <li>What was Roman Society and Celtic Britain like?</li> <li>What was the impact of the Roman's invading?</li> <li>Who was Boudicca?</li> <li>Were the Romans good for Britain?</li> <li><b>Assessment:</b> Write a report detailing what the impact was in Britain during the Roman period. (What was the impact during the Roman Period?)</li> </ol>	<ol style="list-style-type: none"> <li>Where do our clothes come from in the present?</li> <li>Where do our clothes come from in the past?</li> <li>How significant was the Lancashire Cotton industry for the people of Lancashire?</li> <li>What was life for the Lancashire cotton factory workers like?</li> <li>How did the 1862 Cotton Famine affect the people of Lancashire?</li> <li><b>Assessment:</b> Produce a non-chronological report explaining your knowledge of the Lancashire Cotton Industry. (What was life like during the Lancashire Cotton Industry?)</li> </ol>	<ol style="list-style-type: none"> <li>Who were the Anglo-Saxons?</li> <li>What were Anglo Saxon settlements like?</li> <li>What is it like being Anglo Saxon?</li> <li>Why was Sutton Hoo important?</li> <li>What was Anglo Saxon religion?</li> <li><b>Assessment:</b> Write a letter to someone in the present day explaining how life was different for Anglo Saxons. (How does the present day compare to life in Anglo Saxon times?)</li> </ol>

Year 5 – Willow Class			
Term	Autumn Anglo Saxons and Vikings in Britain	Spring Titanic	Summer The Benin Kingdom
Intent	Children will learn how and why the Vikings arrived in Britain. Children will learn about the impact the Vikings had on the Anglo Saxons and what led to the Anglo Saxons being overruled.	Children will learn why Titanic sunk and will compare the social class system. They will be able to explain who was to blame for the sinking of Titanic. The children will learn about what was learnt following the disaster.	Children will learn why Benin was a significant civilisation.
Substantive Knowledge	<b>By the end of this unit, pupils will know that:</b> <ul style="list-style-type: none"> <li>Vikings travelled in longboats to Britain to steal valuable items to trade and to claim land as their own.</li> <li>King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings.</li> <li>Aethelstan drove the Vikings out of the majority of England.</li> <li>Harold, the last Anglo Saxon King, was defeated by William of Normand at the Battle of Hastings in 1066.</li> </ul>	<b>By the end of this unit, pupils will know that:</b> <ul style="list-style-type: none"> <li>Titanic sunk based on several reasons, including ignoring ice warnings, lookout crew not being equipped with binoculars.</li> <li>There was a social class system during 1912.</li> <li>Passenger comfort was prioritised over safety regulations.</li> <li>Over 1500 people died because of the sinking, with many survivors experiencing “survivors’ guilt”.</li> </ul>	<b>By the end of this unit, pupils will know that:</b> <ul style="list-style-type: none"> <li>Benin was an advanced society as long ago as a thousand years - more advanced than Saxon and Viking society at the time.</li> <li>Benin society was organised around the all-important Oba who lived in his own palace within a well-defended city.</li> <li>The society is best remembered for its magnificent bronzes.</li> <li>At the end of the Victorian period, the British looted a vast collection of bronzes from Benin.</li> </ul>
Disciplinary	Pupils should understand the concept of historical significance.	Pupils should understand the concepts of the cause & consequence.	Pupils should understand the concept of similarity and difference.
Enquiry Skills	<b>Historical Investigations</b> <ul style="list-style-type: none"> <li>use a wide range of different evidence to collect evidence about the past. (2) (4)</li> </ul> <b>Historical Interpretations</b> <ul style="list-style-type: none"> <li>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. (1) (3) (5)</li> </ul>	<b>Historical Interpretations</b> <ul style="list-style-type: none"> <li>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. (1)</li> <li>start to understand the difference between primary and secondary evidence and start to question its reliability. (4)</li> </ul> <b>Historical Investigations</b> <ul style="list-style-type: none"> <li>recognise when they are using primary and secondary sources of information to investigate the past. (2) (3) (5)</li> </ul>	<b>Chronological Understanding</b> <ul style="list-style-type: none"> <li>order an increasing number of significant events, movements and dates on a timeline using dates accurately. (1)</li> </ul> <b>Historical Interpretations</b> <ul style="list-style-type: none"> <li>find and analyse a wide range of evidence about the past (2) (4)</li> <li>use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. (3)</li> </ul> <b>Historical Investigations</b> <ul style="list-style-type: none"> <li>investigate their own lines of enquiry by posing historically valid questions to answer. (5)</li> </ul>

<b>Timelines</b>	<p><b>449 AD</b> The Anglo-Saxons arrive in Britain from mainland Europe.</p> <p><b>793 AD</b> Vikings attack from Norway. They attack the monastery at Lindisfarne in Northumbria.</p> <p><b>871 AD</b> Alfred the Great becomes king of Wessex.</p> <p><b>886 AD</b> King Alfred agrees a treaty. Alfred keep the west and the Vikings the east which is later known as Danelaw.</p> <p><b>900 AD</b> The Vikings establish rule over Scotland.</p> <p><b>1014 AD</b> Cnut becomes king of the Danes and England</p> <p><b>1042 AD</b> Edward II returns from Normandy to become king of England.</p> <p><b>1066 AD</b> The last Anglo-Saxon King, Harold, is defeated by William the Conqueror at the Battle of Hastings and Norman Britain begins.</p>	<p><b>April 10, 1912, 09:30:</b> Passengers arrive in Southampton and board ship.</p> <p><b>April 12 and 13 1912:</b> The Titanic sails through calm waters</p> <p><b>April 14 23:40:</b> The lookouts see an iceberg dead ahead.</p> <p><b>April 14 23:50:</b> Water has poured in and risen 14 feet in the front part of the ship</p> <p><b>April 15th 00:00:</b> The captain is told the ship can only stay afloat for a couple of hours.</p> <p><b>April 15 00:05:</b> Orders are given to uncover the lifeboats and to get passengers and crew ready on deck.</p> <p><b>April 15 00:25:</b> Lifeboats are now loading with women and children first.</p> <p><b>April 15, 00:45:</b> The first lifeboat is safely lowered away.</p> <p><b>April 15 02:05:</b> The last lifeboat leaves.</p> <p><b>April 15 02:20:</b> The Titanic's broken off stern settles back into the water.</p> <p><b>April 15 08:50:</b> The Carpathia leaves the area bound for New York.</p>	<p><b>AD 400</b> The Yoruba people start using iron tools.</p> <p><b>AD 600</b> The area becomes the Ife Kingdom, one of the earliest kingdoms in the West African Rainforest.</p> <p><b>AD 900</b> The Kingdom of Benin begins to develop, and boundaries are established around the region called Igodomigodo in what is now Nigeria.</p> <p><b>AD 1091</b> The Edo people were ruled by the Ogiso, which means ‘kings of the sky.’</p> <p><b>AD 1100</b> The last Ogiso of Igodomigodo, Owodo, dies and there is nobody to rule.</p> <p><b>AD 1180</b> Eweka becomes the new ruler and changes the name Igodomigodo to Edo. He calls himself the Oba.</p> <p><b>AD 1300- 1700</b> The ‘golden age’ of Edo. It has a large, powerful army and skilled craftspeople.</p> <p><b>AD 1489</b> It was only when Portuguese contacted the Kingdom of Benin that the name ‘Benin’ began to be used. This name is now widely used to describe the entire civilisation from AD900.</p>
<b>Key Vocabulary</b>	Lindisfarne, longboat, Danelaw, runes, saga, monastery, churn, Alfred the Great, Sutton Hoo	crow’s nest, bow, stern, capacity, Carpathia, compartments, funnels, flares, maiden voyage, rivets	Ogiso, Oba, Edo, Yoruba, ohen, animists, brass
<b>Prior Learning</b>	<p>I know that Vikings were skilled craftspeople who came to Britain to settle.</p> <p>I know that some Vikings were warriors who came to Britain to attack.</p>	<p>There are different interpretations in history.</p> <p>Titanic sank in 1912.</p>	<p>I know that life revolved around the Nile, which supported farming, craft and was used for trade.</p> <p>I know that when pharaohs died, priests would prepare their bodies with a process called mummification.</p>
<b>Future Learning</b>	KS3	KS3	<p>Ancient Greece was made up of city states. There were often battles between these states.</p> <p>The first Olympic Games happened in ancient Greece.</p> <p>Independent city states existed for most of the ancient Greek period. However, near the end of this period, King Philip II of Macedonia ruled over all ancient Greece.</p> <p>Alexander the Great (The son of King Philip) took over the empire along with other lands that he conquered.</p>
<b>Enquiry questions/Suggested Sequence of teaching</b>	<ol style="list-style-type: none"> <li>Who were the Vikings?</li> <li>What was the Anglo-Saxon Resistance?</li> <li>Who was Danegeld?</li> <li>What was Viking life like?</li> <li>Who were the last Anglo Saxon Kings?</li> <li><b>Assessment:</b> Write a report about the impact of Vikings being in Britain. (What was the impact of the Vikings being in Britain?)</li> </ol>	<ol style="list-style-type: none"> <li>What were the events that led to Titanic’s sinking?</li> <li>How do we know about the sinking?</li> <li>What contributed to Titanic’s sinking?</li> <li>Who was responsible for the sinking?</li> <li><b>Assessment:</b> Write a report to White Star Line explaining what the causes were of Titanic sinking. (What caused Titanic to sink?)</li> </ol>	<ol style="list-style-type: none"> <li>How did Benin become developed?</li> <li>How do we know about the Benin Kingdom?</li> <li>Who were the leaders of the Benin Kingdom?</li> <li>What was trade like?</li> <li>What caused the decline of Benin?</li> <li><b>Assessment:</b> Produce a non-chronological report about the Benin Kingdom, explaining its significance. (Why was Benin significant?)</li> </ol>

Year 6 – Sycamore Class				
Term	Autumn The Transatlantic Slave Trade		Spring Ancient Greece	Summer The Mayans
Intent	<p>Children will learn about the impact of the Transatlantic Slave Trade and the role Lancaster played</p>	 Justice/Equality	<p>Children will learn about the lives of the Ancient Greeks and the impact it had on the world. The children will learn the significance of Athens and Sparta.</p>	 Civilisation



<b>Substantive Knowledge</b>	<b>By the end of this unit, pupils will know that:</b> <ul style="list-style-type: none"> <li>Charles II saw an opportunity to make money by trading in enslaved people from Africa.</li> <li>Enslaved people were bought by rich British families who made them work for them as servants.</li> <li>Lancaster was the fourth biggest slave trading port in the UK - sending over 180 slave ships to sea.</li> <li>Olaudah Equiano published what many now consider to be the first significant work about an enslaved person's life.</li> </ul>	<b>By the end of this unit, pupils will know that:</b> <ul style="list-style-type: none"> <li>Ancient Greece was made up of city states. There were often battles between these states.</li> <li>The first Olympic Games happened in ancient Greece.</li> <li>Independent city states existed for most of the ancient Greek period. However, near the end of this period, King Philip II of Macedonia ruled over all ancient Greece.</li> <li>Alexander the Great (The son of King Philip) took over the empire along with other lands that he conquered.</li> </ul>	<b>By the end of this unit, pupils will know that:</b> <ul style="list-style-type: none"> <li>Each city state was ruled by its own king supported by nobles and priests.</li> <li>Maize was the most important food source and was sacred to the Maya.</li> <li>Mayans honoured their gods by making offerings and sacrifices.</li> </ul>
<b>Disciplinary</b>	Pupils should understand the concept of similarity and difference.	Pupils should understand the concept of similarity and difference.	Pupils should understand the concept of similarity and difference.
<b>Enquiry Skills</b>	<b>Historical Investigations</b> <ul style="list-style-type: none"> <li>use a wide range of different evidence to collect evidence about the past. (4)</li> <li>investigate their own lines of enquiry by posing historically valid questions to answer. (5) (6)</li> <li>recognise when they are using primary and secondary sources of information to investigate the past. (2)</li> </ul> <b>Historical Interpretations</b> <ul style="list-style-type: none"> <li>find and analyse a wide range of evidence about the past. (1) (3)</li> </ul>	<b>Chronological Understanding</b> <ul style="list-style-type: none"> <li>understand how some historical events/periods occurred concurrently in different locations (3)</li> </ul> <b>Historical Interpretations</b> <ul style="list-style-type: none"> <li>find and analyse a wide range of evidence about the past. (1) (2)</li> </ul> <b>Presenting and Communicating</b> <ul style="list-style-type: none"> <li>present, communicate and organise ideas about from the past using detailed discussions. (4) (5)</li> </ul>	<b>Chronological Understanding</b> <ul style="list-style-type: none"> <li>order an increasing number of significant events, movements and dates on a timeline using dates accurately.</li> </ul> <b>Historical Interpretations</b> <ul style="list-style-type: none"> <li>find and analyse a wide range of evidence about the past. (1) (2) (5)</li> <li>consider different ways of checking the accuracy of interpretations of the past. (4)</li> </ul>
<b>Timelines</b>	<p><b>1480s</b> The Portuguese populate their island colonies off the coast of western Africa largely with enslaved Black Africans.</p> <p><b>1500s</b> Spain and Portugal begin establishing colonies in the New World. Large parts of the Caribbean will be depopulated during the European conquest.</p> <p><b>1600s</b> The Dutch, English, and French also establish colonies in the New World and become major participants in the transatlantic slave trade.</p> <p><b>1700s</b> The largest numbers of enslaved Africans are taken to the Americas during this period, accounting for nearly three-fifths of the total volume of the transatlantic slave trade.</p> <p><b>1780s</b> The peak of the transatlantic slave trade is reached.</p> <p><b>1807</b> Great Britain abolishes the slave trade with its colonies.</p> <p><b>1808</b> The U.S. Congress bans the importation of slaves into the country.</p> <p><b>1833</b> Great Britain passes the Slavery Abolition Act.</p> <p><b>1834</b> The law abolishes slavery in most British colonies, freeing more than 800,000 enslaved Africans in the Caribbean and South Africa as well as a small number in Canada.</p>	<p><b>1200 BC</b> The Trojan War begins (Athens versus Troy)</p> <p><b>1100 BC</b> End of Mycenaean age, Ancient Greece enters a 'Dark Age'.</p> <p><b>800 BC</b> The Ancient Greeks found colonies around the Mediterranean and the Black Sea.</p> <p><b>776 BC</b> The first Olympic Games.</p> <p><b>700 BC</b> The Iliad and Odyssey set down by Homer.</p> <p><b>508 BC</b> Democracy is founded in Athens.</p> <p><b>431 BC</b> The Peloponnesian War (Athens versus Sparta) begins.</p> <p><b>404 BC</b> The Peloponnesian War ends with the defeat of Athens by Sparta and with it comes to an end of Greece's 'Golden Age'.</p> <p><b>336 BC</b> Alexander the Great ruler of Ancient Greece and establishes an Ancient Greek Empire.</p> <p><b>146 BC</b> Rome conquers Greece</p>	<p><b>2000 BC - 1000 BC</b> People begin to farm and settle in small villages. People copy the crafts of the Olmec people, including making pottery and carving with jade. Basic trade is developed.</p> <p><b>900 BC</b> Farmers begin to use irrigation systems to help their plants to grow. This means larger settlements can form.</p> <p><b>300 BC</b> The first cities begin to develop and the Mayan population grows rapidly.</p> <p><b>292 BC</b> The first known Mayan writing is produced.</p> <p><b>50 BC</b> The first temple is built in Cerros.</p> <p><b>250 AD</b> The Maya begin their most powerful era. Astronomy, mathematics and architecture are all developing.</p> <p><b>300 AD</b> The Maya adopt the idea of a monarchy and are now ruled by kings.</p> <p><b>500 AD - 800 AD</b> Major cities develop and thrive, such as Tikal, Palenque, Uxmal and Copan. Fine temples and palaces are built and art, culture and religion all reach their peak.</p> <p><b>800 - 900 AD</b> The major cities begin to decline and are eventually abandoned</p>
<b>Key Vocabulary</b>	<b>century, slave, enslave, racial, abolish, abolition, stow, influential, Atlantic, Transatlantic, trade</b>	<b>ancient, civilisation, City States, democracy, empire, legacies</b>	<b>dynasty, civilisation, maize, codex, hieroglyphics, stela, scribe, bloodletting, cacao, cenote</b>
<b>Prior Learning</b>	I know that Learie Constantine fought against discrimination. I know that people were discriminated against because of their race or skin colour.	I know that life revolved around the Nile, which supported farming, craft and was used for trade. I know that when pharaohs died, priests would prepare their bodies with a process called mummification.	Ancient civilisations evolved around a water source. Civilisations overlapped with other historical events.
<b>Future Learning</b>	KS3	Each city state was ruled by its own king supported by nobles and priests. Maize was the most important food source and was sacred to the Maya. Mayans honoured their gods by making offerings and sacrifices.	KS3
<b>Enquiry questions/Suggest</b>	<ol style="list-style-type: none"> <li>What was the transatlantic slave trade?</li> <li>What was the impact of the transatlantic slave trade?</li> <li>What do we know about the people who were enslaved?</li> </ol>	<ol style="list-style-type: none"> <li>Who were the Ancient Greeks?</li> <li>What was Alexander the Great's Empire like?</li> <li>What was life in Ancient Greece like?</li> </ol>	<ol style="list-style-type: none"> <li>Who were the Maya and what is the Maya number system?</li> <li>What did Mayan people grow and eat?</li> <li>Where are Ancient Maya cities?</li> </ol>

ed Sequence of teaching	<div>4. When and why did the slave trade stop?</div> <div>5. How has slavery impacted the modern world?</div> <div>6. <b>Assessment:</b> Write a report explaining how Lancaster played a role in the Slave Trade. (How did Lancaster play a part in the Slave Trade?)</div>	<div>4. What was significant about Athens and Sparta?</div> <div>5. How have the Olympic Games changed over time?</div> <div>6. <b>Assessment:</b> How does Ancient Greece compare with Ancient Egypt?</div>	<div>4. How do we know about the Maya?</div> <div>5. Why did the civilisation decline?</div> <div>6. <b>Assessment:</b> Write a letter to the Mayan’s explaining how it compares with Benin. (How does Maya compare with the Benin Kingdom?)</div>
-------------------------	--	--	--