

# Curriculum Intent & Progression Document

# HISTORY

St. Mary's Catholic Voluntary Academy, Grantham

2022-23



Subject Leader: Mrs Chapman

Mrs Chapman/Jacqueline Brewell  
St. Mary's Catholic Voluntary Academy, Grantham  
2022-23

### **Mission Statement**

Christ is at the centre of St. Mary's as we strive to nurture and care for all our community members by encouraging them to **Believe, Succeed** and **Soar** within God's love, to achieve the very best that they can, in all areas.

### **Our Vision**

We are disciples who put our faith into action in all that we do.  
We are role models who encourage others to shine and be the best version of themselves that they can be.  
We are investigators who ask questions about the past, the present and the future.  
We are artists who show our creativity and talents with flair and imagination.  
We are storytellers who have a passion for reading and are able to communicate in many ways.  
We are problem solvers who tackle tasks with an open mind and a positive approach.  
We are team players who work together to achieve our goals.  
We are explorers who learn new skills, embrace other cultures and value our locality and the wider world.  
We **Believe. We Succeed. We Soar.**

### **Our Gospel Virtues**

**To achieve our full Christian potential, we all need to live out our Gospel Virtues: -**

#### **Love**

A Christ-like love respects the talent of each person in our school.

#### **Faith**

Faith helps us to do God's will in this world.

#### **Hope**

Hope helps us to see a new life beyond our present one.

#### **Peace**

We know that if we love one another, peace will be all around us.

#### **Mercy**

We believe that mercy will be shown by the way we forgive others.

#### **Community**

We believe our community here unites us all as followers of Jesus.

# Curriculum Intent General Principles:

Below, the General Principles of our whole school curriculum intention are in black print, along with what this translates to as regards History in red:

The **General Principles** of our curriculum are that children:

- Meet Jesus through all aspects of their work. It is our intention that the children will encounter Jesus through elements of their history work. We hope to encourage them to look at the wonderful and complex world in which we live through new eyes and with greater understanding of how things work, how things change and their role in its preservation. Through the teaching of History, our school values are embedded encouraging children to question and to foster/experience God's awe and wonder asking 'why', whilst showing respect when understanding people's lives in the past.
- Experience the challenge and enjoyment of learning. As you walk around our school, look at our work and talk to our children, you will see them enjoying learning experiences that demonstrate the love our children have for history. We are a school that nurtures motivated and curious children; who learn how people lived in the past, comparing this to our modern world. Children understand the past so that they can make thoughtful observations and judgements about it. The subject of history encourages comparison, questioning, hypothesising and analysis through practical research of secondary sources and educational visits where primary evidence can be seen and learnt about. Our school sits in the heart of a historical town and county allowing a number of opportunities to teach a child about the history of their local area, from EYFS and up to Year 6. The teaching of History takes a visual, auditory and kinaesthetic approach to learning (VAK) ensuring that it is accessible to all learners. Children find out about different periods in History through our progressive History curriculum, which is inspiring and memorable for all, as it is practical and relevant: using video, artefacts, visits and links with the local community. Coming together to build knowledge and skills through lessons, trips and discussion fosters a sense of belonging.
- Learn within a coherent and progressive framework. Following a time of somewhat fragmented planning, that lacked fluency and clear progression, we have created our own long term and medium -term planning with the theme of 'chronology' running through it. The framework is progressive, chronological and sequenced. It is powerful and transferable. It is intended to support a child to build up a sense of knowledge overtime and to use previous knowledge to access future knowledge. Our curriculum is planned in such a way that as a child moves through our school, their historical knowledge and understanding will deepen as it would have been built on the foundations laid in the previous years. Planning provides the class teachers with three units of work for the academic year which will be taught in the terms of Advent 1, Lent 1 and Pentecost 1, with Geography being taught in the alternative terms. Within each unit, the class teacher is provided with six individual lesson objectives for the six lessons that they will teach. Each unit of work begins with placing that particular time on a timeline and comparing it to events/time in history from the child's previous learning. The child's individual timeline then builds up throughout their history learning, unit to unit and school year to school year. The planning allows opportunities for repetition and reinforcement of key learning/sticky knowledge between year groups and from EYFS to Key Stage One and from Key Stage One to Key Stage Two. This ensures that working memory is not overloaded but we give pupils and teachers time to 'dive deeper' and 'linger longer' within a period of history. This supports a child to 'remember more and know more' securing this knowledge in their long-term memory. We have also structured the framework to allow staff to use 'Rosenshine' principles in their teaching alongside their own personal experiences, activities and resources to augment this planning, as we do not follow a scheme. As a school we are working towards small components of learning being taught to reach a bigger composite at the end of a unit of work.
- See clear links between different aspects of their learning. History is not a stand-alone subject. Links are made to other areas of the curriculum, particularly Geography and Science, Religious Education, Art and Design Technology as well as a child's outdoor learning in the WOW area..
- Understand the purpose and value of their learning and see its relevance to their past, present and future. We aim to equip our pupils with the knowledge, understanding and enquiry skills to understand the past, the present and the future.
- Explore the breadth and depth of the national curriculum. The intention is that the learning goes beyond that of the National Curriculum and that areas of learning are planned to teach the history of our local area here in Grantham and beyond, stretching out to our country, England and the wider world, encompassing the countries

that some of our children originate from. We believe that teaching History in this way is important in broadening children's horizons and developing life skills, empowering a generation of life-long learners in secondary school and beyond.

## Curriculum Intent: HISTORY (2022-23)

EYFS HISTORY					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will ...	PENTECOST 2 Children will ...
<p><b>Families. Growing and Changing</b> Know members of their immediate family and community. Know and be able to describe people who are familiar to them.</p>	<p><b>Lives of significant people.</b> Know significant figures from the past and present and compare them. Know and use the language of time when talking about past/present events in their own lives and in the lives of others they have learnt about through books. Know how to talk about themselves as babies and birthdays. Know why and how we celebrate key historical events (bonfire night, remembrance day, Christmas day).</p>	<p><b>How has life changed.</b> Know from differences that familiar situations took place in the past and that there are similarities and differences. Know that many stories are from the past and be able to compare and contrast characters. Know how to visually represent their own day on a simple timeline (corresponds with the number 7 work and days of the week).</p>	<p><b>How has technology changed. Historical events, significant people.</b> Know how some elements of technology have changed over time including the telephone, blackboard/IWB etc. Know how to talk about and understand changes in their own lifetime by creating a personal timeline. Know how to describe images of familiar situations in the past such as 'When we were giants' 'Peepo' (Shirley Hughes stories)</p>	<p><b>Growth and Change.</b> Know how to comment on images of animals growing and changing overtime. Know how to recount an event (orally, pictorially, and/or with captions). Know about key roles people have in society both in the present and past. Know how to name and describe people who are familiar to them within their community (fire service, police, doctor, dentist)</p>	<p><b>How has transport changed. Historical events, significant people.</b> Know how to comment on images of transport from the past. Know how to order experiences in relation to themselves and others including stories. Know how to describe features of objects, people places and make comparisons; know how to talk about what is the same and different.</p>
VOCABULARY					

People family, change, lives, history, grow, same/different, day, today yesterday, tomorrow, week, month, year, birthday, when I was a baby, before I was born, parents, grandparents, remember, calendar	Past/present, now, comparing, history, historical, years, artefacts, long ago, who?	A long time ago, once upon a time, timeline, ordering, lifetime	Modern, old, new, plastic, materials, clue, what?	Growing, changing,	
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Year 1 HISTORY					
ADVENT 1 Children will...	ADVENT 2 Children will ...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p><b>Events beyond living memory that are significant nationally or globally-</b> What happened to dinosaurs?</p> <p><b>The lives of significant individuals-</b> Mary Anning.</p> <p>L1: Know where dinosaurs sit on a timeline. L2: Know what a fossil is and how these help us to find out about the past. L3: Know that there are many different kinds of dinosaurs.</p>		<p><b>Events beyond living memory that are significant nationally or globally/ Changes within living memory -</b> The Great Fire of London.</p> <p>L1: Know where the Great Fire of London sits on a timeline. L2: Know what the living conditions in London were like at the time of the great fire. L3: Know how the GFofL started and why. L4: Know the key events of the GFofL L5: Know how we know about the GFofL today.</p>		<p><b>The lives of significant individuals/ Changes within living memory/ Events beyond living memory -</b> (Historical heroes) Florence Nightingale.</p> <p>L1: Know where the life of Florence Nightingale sits on a timeline and to know that she was a famous nurse. L2: Know some key events in the life of Florence Nightingale. L3: Know what condition were like in</p>	

L4/5: Know where Mary Anning is placed on a timeline; know about her life and what she discovered. L6: Know the impact of work and that discoveries continue to be made.		L6: Know the changes that came about because of the GFofL (Fires Service and re-building of London with consideration of materials/space).		Nursing in the time of FN. L4/5: Know what changes FN made to improve nursing. L6: Know the impact of FN's work and why we remember her today.	
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**VOCABULARY**

carnivore, herbivore, Fossil, eggs, bones, skeleton, dinosaur names, extinct, reptile, prehistoric, scales, scientists, discovery, Ichthyosaurus, Plesiosaur, significant, creatures, rock.		plague, 17 <sup>th</sup> century, diary, rebuilt, St Paul's Cathedral, London, order, event, timeline, change, historical source, reliable, information, eyewitness, diary, Samuel Pepys, rebuild, King Charles II, Sir Christopher Wren, The Monument, architect, declaration, flammable, century.		Crimean War, WW1, allies, Florence Nightingale, cared, nursed, supplies, hospital, Crimea, Scutari, soldiers, injured, government, problem, solution.	
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<b>Year 2 HISTORY</b>					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<b>Events beyond living memory -</b> Castles and castle life <b>Significant historical people and places -</b>		<b>Events beyond living memory -</b> Sea explorers/ land discoveries		<b>Changes within living memory/ Events beyond living memory/ The lives of</b>	

<p>Belvoir Castle (locality).</p> <p>L1: Know that there are different types of castles; know where castles through the ages are placed on a timeline,  L2: Know the purpose of a castle.  L3: Know about life in a castle,  L4: Know that Belvoir Castle is local to us and when it was built.  L5/L6: Visit Belvoir Castle and revisit of learning from the trip.</p>		<p><b>The lives of significant individuals</b>  - Grace Darling.</p> <p>L1: Know where a range of sea explorers (from 1271-Present Day) are placed on a timeline.  L2: Know about the journeys of Christopher Columbus and in particular his discovery of the Americas.  L3: Know about the journeys of Dame Ellen MacArthur and in particular her solo around the world sailing record.  L4: Know what a pirate is and what they do; know the name of at least one famous pirate.  L5/6: Know who Grace Darling was, place her on a timeline and to know about her famous rescue.</p>		<p><b>significant individuals</b>  -British Monarchy.</p> <p>L1: Know historical vocabulary associated with the monarchy (see below).  L2: Know where to place British monarchs on a timeline.  L3: Know about the impact of King Henry VIII reign on the people of England.  L4: Know about the impact of Queen Elizabeth's reign on the people of England.  L5: Know about the impact of Queen Victoria's reign on the people of the United Kingdom.  L6: Know about Queen Elizabeth II and her reign on the people of the United Kingdom.</p>	
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**VOCABULARY**

<p>Castle, Norman motte and bailey castles, Stone keep motte and bailey castle, Stone keep castle with stone curtain walls, Concentric castles,</p>		<p>Sir Francis Drake, Roald Amundsen, Vasco de Gama, Captain James Cook, Marco Polo, Sir Walter Raleigh, Henry Hudson, Willem Janszoon,</p>		<p>AD, century, decade, empire, government, hierarchy, kingdom, monarch, palace, period, power, reign, royal, ruler, sovereign, year.</p>	
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<p>Courtyard castle and moat, Medieval fortified manor house, style, chronological order, earliest, most recent, changed.</p> <p>Castle, tower, turret, moat, battlements, barbican, drawbridge, portcullis, arrow loop, hill, bailey, motte, keep, defend, protect, danger, control, enemy, attack, weapons.</p> <p>Castle, cook, gardener, candlemaker, carpenter, marshal, herald, messenger, watchman.</p> <p>Belvoir Castle, Leicestershire, Duke and Duchess of Rutland, 1067, 11<sup>th</sup> century, hill, beautiful view, destroyed, ruins. Belvoir Castle, kitchen, saloon, guard room, ballroom, butler, servant, Duke and Duchess of Rutland.</p>		<p>Christopher Columbus, Dame Ellen MacArthur, sea explorer, voyage, journey, timeline, first, earliest, next, last, most recent, chronological order, after, before.</p> <p>Sea explorer, voyage, journey, ship, navigate, Christopher Columbus, Europe, America, Atlantic Ocean, caravel, compass.</p> <p>Dame Allen MacArthur, sailing, Great Britain, alone, world, single-handed, knighted.</p> <p>Pirate, captain, ship, Jolly Roger flag, treasure, steal, jewellery, parrot, cannon, eye patch, island, hook, sword, women, Sir Henry Morgan, Anne Bonny, William Kidd, nationality, born, died, nickname.</p> <p>Grace Darling, lighthouse, Northumberland, boat, shipwreck, storm, waves, rescue, survivors, heroine, bravery, medal, RNLI, timeline, first, earliest, next, last, most recent,</p>		<p>Alfred the Great, William the Conqueror, King Henry VIII, Queen Victoria, Queen Elizabeth I, Queen Elizabeth II, timeline, first, earliest, next, last, most recent, chronological order, after, before.</p> <p>Catherine of Aragon, Anne Boleyn, Jane Seymour, Catherine Parr, Anne of Cleves, Catherine Howard, divorced, beheaded, died, positive, negative, Roman Catholic Church, monasteries, protect, invaders, enemies, parliament. Education, languages, Privy Council, parliament, decisions, Royal navy, Spanish Armada.</p> <p>Kensington Palace, governess, Prince Albert, traditions, laws, charity, hospital, public, popular.</p> <p>Crowned, throne, state banquets, Buckingham Palace, Commonwealth.</p>	
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chronological order,  
after, before.

**Year 3  
HISTORY**

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p><b>Changes in Britain- Stone age to Iron age.</b></p> <p>L1: Know where to place the stone age on a timeline; to know what humans needed for survival in the stone age. L2: Know what was discovered at Skara Brae and know why this is important. L3: Know what Stonehenge is and how it gives us different answers about the past. L4: Know where to place the bronze age on a timeline; know the impact of copper mining on bronze age people. L5: Know where to place the iron age on a timeline; to know how and why hillforts were develop in the iron age. L6: Know who the Iron age Druids were and</p>		<p><b>Ancient Greece.</b></p> <p>L1: Know where to place the ancient Greeks on a timeline; know where Greece is on a world map and to know what the ancient Greeks are famous for. L2/3: Know what daily life was like in ancient Greece including clothing and schooling. L4: Know that Ancient Greeks had many Gods and Goddesses. L5/6: Know that the Olympics originated in Ancient Greek times; know some similarities and differences between the Olympic games then and now.</p>		<p><b>Romans.</b></p> <p>L1: Know where to place the Romans on a timeline; know where Rome is on the map and know the extent of the Roman empire. L2: Know the key facts about the Roman invasion of Britain. L3: Know that Romans constructed a road network and to know some of the main Roman settlements in England. L4: Know when, how and why Hadrian's wall was built. L5: Know about daily life in Roman Britain with particular regards to Roman Baths and the water system. L6: Know about the religious beliefs of the Romans and some of</p>	

how they give us different answers about the past.				their Gods and Goddesses.	
<b>VOCABULARY</b>					
flint, spear, axe, bow and arrow, mammoth, marrow, archaeologist, source, Skara Brae, prehistoric, dwelling, inhabited, artefacts, Neolithic, Stonehenge, excavations, archaeological, livestock, mining, copper, bronze, alloy, earthwork, Celt, Druid, sacrifice, copper, chronological, roundhouse, hillfort, offering.		ancient, civilisation, empire, trade, timeline, chronology, chronologically, BC, AD, similarities, differences, gods, goddesses, beliefs, altar, temple, era religion, priests, immortal, mortal, myths.		Roman empire, Rome, emperor, invasion, conquest, empire, Julius Caesar, Emperor Claudius, conquer, occupy, Roman road, highway, Hadrian, turret, milecastle, fort, Picts, Gods, goddesses, ritual, sacrifice, worship, festival, superstition, prayer, Roman baths, tepidarium, frigidarium, caldarium, springs, strigil, aqueduct, hypocaust, Boudicca, Iceni, legion, great bath.	

<b>Year 4 HISTORY</b>					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<b>Ancient Egyptians.</b>  L1: Know where to place the Ancient Egypt on a timeline; know where Egypt is on a world map and to share		<b>Anglo Saxons and the Scots (Celts).</b>  L1: Know where to place the Anglo Saxons and the Scots (Celts) on a timeline; know why, where and when		<b>Vikings.</b>  L1: Know where to place the Vikings on a timeline and know where the Vikings came from and when they invaded Britain.	

<p>what we all know about Ancient Egypt already.  L2: Know what daily life was like for Ancient Egyptian people.  L3: Know what a mummy is; know why Ancient Egyptians used this process.  L4: Know about the discovery of the tomb of Tutankhamun; know that the artefacts found give us information about the past.  L5: Know that different Egyptian Gods possess different powers and compare and contrast these with each other.  L6: Know that the Ancient Egyptians had their own form of writing.</p>		<p>the Scots and Anglos Saxons invaded Britain.  L2: Know that there were seven Anglo Saxon kingdoms and know that some of the roots of modern place names are from Anglo Saxon times.  L3: Know the design of a particular Anglo Saxon village; know some of the jobs people did.  L4: Know that the Anglo Saxons were skilled craftsmen.  L5/6: Know that the Anglo Saxons worshipped various Gods; know that Britain was converted to Christianity during this period; know Saint Columba, Saint Aiden and King Oswald's roles in the conversion to Christianity; know about the establishment of the monastery on Lindisfarne.</p>		<p>L2: Know how and why they invaded Britain.  L3: Know significant events and figures of the period including Alfred the Great.  L4: Know how Vikings lived and worked.  L5: Know about the crime and punishment system in Viking times.  L6: Know some Viking God's and what they represent.</p>	
<b>VOCABULARY</b>					
<p>Ancient, Egypt, Egyptian, pharaoh, hieroglyphics, Ra, Amun, Horus, Thoth, Ma'at, Isis, Osiris,</p>		<p>invasion, Angles, Saxons, Jutes, Frisians, Scots, Picts, root meaning, village, town county, kingdom,</p>		<p>Viking, raid, invade, Denmark, Norway, Sweden, Norse, Alfred the Great, Saga, runes, Odin, Frigg, longhouse,</p>	

<p>Hathor, Anubis, Sekhmet, Tutankhamun, sarcophagus, mummification, Ancient, Egypt, Egyptian, civilisation, BC/AD, kingdoms, wealth, exhibit, evidence, essential, crops, silt, fertilised, canals, irrigation, flax, papyrus, replenish, burial, purified, canopic, Duamatef, Imsety, Qebehsenuf, Hapi, jackal, falcon, baboon, stomach, liver, intestines, lungs, natron, linen, sarcophagus, amulets, resin, Book of the Dead, source, pharaoh, empire, Valley of the Kings, tomb, treasures, burial chamber, sarcophagus, curse, archaeologist, artefacts, papyrus, scribes, rituals, Demotic, decode, cartouche, sacred, translate, irrigation silt hieroglyphics cartouche pharaoh</p>		<p>settlement, weaver, tanner, smith, potter, jeweller, woodworker, thatched roof, pagan, superstitious, ritual, sacrifice, worship, gods, Woden, Frige, Tiw, Thunor, Eostre, Paganism, Christianity, missionary, bishop, saint, cathedral, abbey, priory, Lindisfarne, Canterbury, Iona, Augustine, Aidan, Columba, Oswald, Pope Gregory the Great, Angles, Christianity, missionary, Pagan, Picts, Romans, Saxons, Scots</p>		<p>Thing, outlaw, outlawed, law speaker, criminal, justice, defendant, court, ordeal, wergild, Danegeld, Exile , Invade , Kingdom, Outlawed, Pagans Pillaged , Raid Wergild</p>	
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**Year 5  
HISTORY**

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<p><b>World War I (WWI).</b></p> <p>L1: Know where to place WW1 on a timeline; know why the First World War started. L2: Know the countries involved in WW1 and which were part of Allied forces, Neutral Countries and Opposing Countries. L3/4: Know what life was like in the trenches, including armoury and equipment. L5: Know the start date of the Battle of the Somme; know the events of the Battle of the Somme and the impact of this battle both on the battle field and back in the UK. L6: Know when and how WW1 ended and how this links to our annual remembrance commemorations.</p>		<p><b>Tudors.</b></p> <p>L1: Know where to place Tudors on a timeline; to know how the War of the Roses led to the first Tudor king. L2: Know the chronology of Tudor Monarchs and that the Tudor period ended because Queen Elizabeth 1 had no children. L3/4: Know that King Henry VIII had six wives and that he formed the Church of England L5/6: Know about life in King Henry VIII's court including food, entertainment (including Shakespeare) and clothing.</p>		<p><b>A local history study- Isaac Newton/Woolsthorpe Manor.</b></p> <p>L1: Know where to place Isaac Newton on a timeline; know that Isaac Newton was born at Woolsthorpe Manor Lincolnshire (local to us); know about his early life and childhood until he finished university. L2: Know that Isaac Newton discovered gravity including story of how this discovery came about. L3: Know about Isaac Newton's other major discoveries (White light is made up of a mixture of colours and First, Second and Third Laws of motion- using child friendly explanations) L4: Know about Isaac Newton' later life and achievements</p>	

				(President of the Royal Society, made a knight, MP and warden of the Royal Mint) L5/6: Visit Woolsthorpe Manor and revisit of learning from the trip.	
<b>VOCABULARY</b>					
allied forces, trench, Battle of the Somme, remembrance, No Mans Land, battalions, conscription, front line, white feather, Lord Kitchener, Armistice, sandbags, rations, dug out.		monarch, beefeater, dress, gown, kirtle, chemise, corset, french hood, ruff, lute, stockings, gallows, bed warmer, reign, scythe, gallows, Henry V111, six wives, Hever Castle, dancing, court, farming, painting, rich, roasted, sweet, plentiful, House of York House of Lancaster, emblem, Richard of York, Tudor rose.		Isaac Newton, Grantham, Lincolnshire, Woolsthorpe, laws, MP, discovery, university, Cambridge, inventor, gravity, forces, maths, apple, Moon, orbit, prism, refract, disperse, Westminster Abbey	

<b>Year 6 HISTORY</b>					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
<b>World War II (WW2).</b>  L1: Know where to place WW2 on a timeline; know why the Second World War started.		<b>Mayans.</b>  L1: Know where to place Mayan Civilisation on a timeline; know who the ancient Mayan people		<b>The Victorians.</b>  L1: Know where to place the Victorians on a timeline; know the key events in the life of Queen Victoria.	

<p>L2/3: Know the key events of WW2 and place these on a timeline (to include Battle of Britain, Dunkirk Evacuation, Pearl Harbour, D Day Landings, the Dambusters-local link-Woodhall Spa Lincolnshire, Atomic bombs)  L4: Know what happened to London and other strategic cities across Britain in the Blitz;  L5: Know why children were evacuated in WW2 and know where they went and how they were treated.  L6: Know why rationing took place in WW2, know which foods were rationed and make comparisons between rationed diet and current diet.</p>		<p>were, where in the world they lived.  L2: Know about the religious beliefs and practices of the ancient Mayan people and what their gods represented to the people.  L3: Know a range of foods eaten by the ancient Mayan people; know why certain food were particularly important to them (maize, cacao beans).  L4: Know about the ancient Mayan writing and number systems.  L5: Know some possible causes for the decline of the ancient Mayans.  L6: Know some of the things that still remain of the ancient Mayans and how this was discovered; know that investigations continue to this day.</p>		<p>L2: Know what life was like for rich Victorians.  L3: Know what life was like for poor Victorians (Servants, slums and workhouse)  L4: Know about schooling in Victorian times; know that some children did not go to school and to know about the jobs they did  L5: Know about crime and punishment in the Victorian era.  L6: Know that the Victorian era was one of invention and innovation; know some of the Victorian inventions.</p>	
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VOCABULARY

<p>World War II, Britain, Germany, Nazi, France, Neville Chamberlain, Winston Churchill, Adolf Hitler, Jerry. invade, occupy, Battle of France, Battle</p>		<p>civilisation, Mesoamerica, civilisation, sacrifice, worship, bloodletting, ritual, Xibalba, upperworld, base 10, base 20, vigesimal</p>		<p>Victorian, rich, poor, home, school, punishment, invention, servant, slum, workhouse, reign, Empire, inventions, inventors, debtor's</p>	
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<p>of Britain, The Blitz, Dunkirk, D-Day, Pearl Harbour, VE Day, Luftwaffe, surrender, Munich agreement, Allies, Axis Powers, conscription, air raid, air raid siren, Anderson shelter, evacuation, evacuees, host family, blackout, billeting officer, city, country, telegram, homesick, gas mask, identity card, ration book, rationing, ration book, coupons, Dig for Victory, Lord Woolton, Battle of France, Battle of Britain, Dunkirk, Pearl Harbour, Dambusters Raid, Battle of the Bulge, atomic bomb, spitfire.</p>		<p>number system, hieroglyphs, syllabogram, logogram, codex, codices, cacao, maize, Ahau or Ahaw, tzamna, Conquistadors, Quetzal, obsidian, Chichen Itza,city-state, huipil, kin, Kukulcan, Pre-classic Period, Post-classic Period, stela, Tikal, Tzolk'in, Uinal, Yucatan Peninsula</p>		<p>[prison, sovereign, privy, slum, Industrial Revolution, monarch, sewers, shilling, telegraph, mill, steam engine, spinning wheel., census, governess, chapel.</p>	
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