

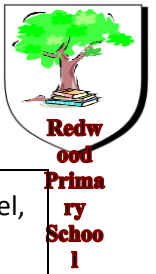








History Curriculum Coverage: EYFS and KEY STAGE ONE

Expected Vocabulary. NC Objectives. Intended activities. Additional knowledge for prior learning for KS2


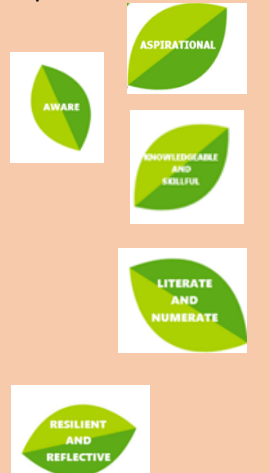

Nursery	Curriculum Objective/Knowledge/Activity	Vocab
<p>Autumn Term</p> 	<p><u>Understanding The World:</u></p> <ul style="list-style-type: none"> • I will talk about all the things that make me unique, like how I look, the things I am great at, the things I find tricky, the people that look after me, my school family and my home family. • I will learn about the things that make me similar to my friends and celebrate those that are unique to me. • I will think about things that I might like to do or try one day. 	<p>Same, different, skin colour, hair colour, freckles, glasses, long, short</p>
<p>Spring Term</p>	<p>n/a – see Geography document / Understanding The World</p>	
<p>Summer Term</p>	<p>n/a – see Geography document / Understanding The World</p>	
Foundation Stage 2	Curriculum Objective/Knowledge/Activity	Vocab
<p>Autumn Term</p> 	<p><u>Understanding The World:</u></p> <ul style="list-style-type: none"> • I will have opportunities for staff to get to know me and my family. • I will learn about familiar adults in school and their role I will talk about my immediate family and community and people who are familiar to me • I will talk about lives of people around me and their roles 	<p>Family, community, jobs (names of jobs in school) playground, hall, garden, field, trim trail, entrance, route summer, autumn, season, change</p>

Redwood Primary School

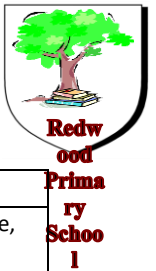










<p>Spring Term</p>  	<ul style="list-style-type: none"> • Old and new ways of travelling and how they are the same and different • Explore some similarities and differences between things in the past and now through books, photos and images of old and new ways of travelling <p>Linked to activities below:</p> <ul style="list-style-type: none"> • Journeys and maps in real life and books 	<p>Vehicle, transport, travel, destination, journey, similar, different, old, new, past, present Direction, plan, map, route</p>
<p>Summer Term</p>  	<ul style="list-style-type: none"> • Go, GO, Grow! I will talk about growth and change in me <p>Linked to activities below:</p> <ul style="list-style-type: none"> • Sow beans and sunflowers • Observe Spring bulbs planted • Observe changes in themselves using baby photos 	<p>Seed, grow, petal, stem, leaf, roots, soil, sunlight, weather, spring, growth, grow, change</p>
<p>Summer Term</p>  	<ul style="list-style-type: none"> • Prehistoric Dinosaurs. Labelling dinosaur pictures, dinosaur descriptions, creating a dinosaur fact booklet. What's inside the egg? <p>Linked to activities below:</p> <ul style="list-style-type: none"> • Look at photos and videos • Read non fiction books • Discuss changes before living memory 	<p>Fossil, Bone, tooth, prehistoric, old, older, oldest, dinosaur</p>

Year One	Curriculum Objective	Knowledge/Activity	Vocab
----------	----------------------	--------------------	-------

<p>Topic One</p> 	<p>Marvellous Me</p> <ul style="list-style-type: none"> • changes within living memory • events beyond living memory that are significant nationally or globally 	<p>Marvellous Me prior learning In Foundation Stage... I have talked about the lives of the people around me. I have learnt about similarities and differences between things in the past and now through settings, characters and events encountered in books that have been read to me in class I will learn how my life has changed. I will use words related to the passing of time. To learnt about significant national and global events such as Remembrance Day</p>	<p>Past, present, now, then, future, baby, child, toddler, adolescent, adult, elderly, middle-aged, growing up, grow change.</p>
<p>Topic Two</p> 	<p>Step back in time</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally • to know where the people and events they study fit within a chronological framework • the lives of significant individuals in the past who have contributed to national and international achievements 	<p>Y1 Step back in Time Prior Learning FS1 Children look at photos of themselves as babies and talk holidays the children may have taken. In Summer, they review their year in Nursery. In FS2, children create a time-line display and set goals for things they hope they can achieve in the future.</p> <ol style="list-style-type: none"> 1. To learn about significant individuals. Who was Amy Johnson? 2. To look at elements of life that have changed since the 1900s when Amy Johnson was alive 3. To think about what happened to Amy Johnson 4. To compare and learn about the lives of significant individuals. Compare Amy Johnson and Neil Armstrong 	<p>Portrait, features, family, older, younger, elderly, teenager, child & baby.</p>
<p>Topic Three</p> 	<p>London and the UK</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • to know where the people and events they study fit within a chronological framework 	<p>Y1 London and the UK Prior Learning Children will look at a range of historical buildings in both London and Derby noting differences and similarities. Children will learn about castles including a castle visit to Nottingham Castle Children will learn about the life of Robin Hood</p>	
<p>Year Two</p>	<p>Curriculum Objective</p>	<p>Knowledge/Activity</p>	<p>Vocab</p>

Redwood Primary School










<p>Topic One</p>    	<p>Local Study: What happened in Eyam in 1665?</p> <ul style="list-style-type: none"> significant historical events, people and places in their own locality 	<p>Local Study: What happened in Eyam in 1665? In Year 1: I learnt to be aware of changes within living memory. I developed an awareness of the past, using common words and phrases relating to the passing of time. I learnt about the passing of time in our living memory and created a timeline of our own living memory. I used a vocabulary of everyday historical terms. I learnt about the similarities and differences between ways of life in different periods.</p> <p>Children will learn about why the village of Eyam in Derbyshire is special. They will learn about the Plague of 1665 and how it was brought to the village on contaminated cloth. They will learn about how the village stopped the spread of the plague to other local villages. Children will have the opportunity to visit the village of Eyam.</p>	<p>Bubonic Plague, Eyam, village, Peak District, Infested, flea, quarantine, heroes, disease, infection.</p>
<p>Topic Two</p>    	<p>The Great Fire of London events beyond living memory that are significant nationally or globally (for example, the Great Fire of London)</p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>To know where the people and events they study fit within a chronological framework</p> <p>To identify similarities and differences between ways of life in different periods.</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Y2 The Great Fire of London Prior Learning Y1 – Step back in time– significant individuals</p> <ol style="list-style-type: none"> To ask questions about the past. Why is the Great Fire of London so significant? To know how to find out about the past from a range of sources of information. Children will compare London of 1666 and 21st Century. Children will create a timeline using facts from the plague & Great Fire of London, including Samuel Pepys’s account. Children will find differences between ways of life at different times by investigating 1) fire fighting equipment of 1666 and 21st Century 2) writing with a quill pen. Children will investigate the reliability of eye-witness accounts and write their own newspaper report. Ask and answer questions using parts of stories and other sources to show that I know and understand key features of events. 	<p>London, Fire, Great Fire, Pudding Lane, River Thames, Samuel Pepys, Chronological order, Timelines, past, present, sources, research, events, quarantine, infection, bubonic plague.</p>




<p>Topic Three</p>	<p>Changes in Technology and the lives of significant individuals – Tim Berners-Lee</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth II and Queen Victoria) changes within living memory – where appropriate, these should be used to reveal aspects of change in national life significant historical events, people and places in their own locality 	<p>In Year 1: I learnt about the lives of significant individuals in the past (Queen Elizabeth II and King Charles III). I used words related to the passing of time. I learnt about the order of events in History. I learnt about the similarities and differences between ways of life in different periods.</p> <p>This unit looks at the changes in technology over the past 60 years. The children will begin by thinking about the term 'technology' and what that means. They will then consider the technology that they use in their everyday lives. The lessons then look back at technology of the past, spanning 60 years. Lessons 2, 3 and 4 focus on a specific kind of technology e.g. technology to help us write, talk and be entertained. Children will make comparisons between technology of the past and the modern day, thinking about how our lives have changed with the advances in technology. The lessons then move on to thinking about historical figures in the history of technology, e.g. Tim Berners-Lee and the impact his inventions have had. Throughout all of these lessons, children will discuss what things we do to help us find out about the past. The children will learn about being a history detective and will be encouraged to ask questions, make comparisons and use evidence to help them come to conclusions.</p>	<p>after, before, different, evidence, modern, new, now, old, past, present, same, technology, then, today, timeline</p>

History Curriculum Coverage: Key Stage Two

Expected Vocabulary. NC Objectives. Intended activities. Additional knowledge for upper year groups

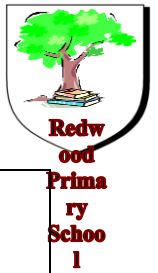
Year Three	Curriculum Objective	Knowledge/Activity	Vocab
<p>Topic One</p> 	<p>Through the Ages. Stone Age – Iron Age</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods of study.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Y3 Stone Age- Iron Age Prior Learning Y2 – The Black Death & Great Fire of London</p> <ol style="list-style-type: none"> 1. I can record the similarities and differences between The Stone Age and The Iron Age 2. What key changes took place from the Neolithic to the Bronze Age? 3. How did daily life change from the Stone Age to the Iron Age? 4. How did daily life change from the Stone Age to the Iron Age? 5. What was life like in the East Midlands region during the Stone Age 	<p>Britain, Europe, Britons, Celts, tribe, farmers, village, king, queen, war, battle, warrior, shield, sword, excavation, roundhouse, hill-fort, settlement, druid, gods, jewelry, torc, bracaе, tunic, dress, brat, shoes,</p>





<p>Topic Two and Three</p>      	<p>Queen Victoria and Victoria Derby</p> <p>Study an aspect of time in British history that expands pupils’ knowledge beyond 1066: the changing power of monarchs using case study of Queen Victoria.</p> <p>A local history study. A study of an aspect of history (Victorian age) that is significant in the locality</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods of study.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>Y3 Queen Victoria Prior Learning Y1 –Amy Johnson– significant individuals Y1 Me and my world and Step back in time Y2 Map It Out! Y2 – Neil Armstrong - significant individuals Y2 – The Black Death & Great Fire of London.</p> <ol style="list-style-type: none"> 1. To understand the concepts of a monarchy 2. I can discuss a day in the life of Queen Victoria 3. Create a family tree from Victoria to the present day 4. Understand the British Empire and its standing throughout the world in Victorian times 5. Learn about the influences from the Victorian age that are still prevalent in today’s society. <hr/> <ol style="list-style-type: none"> 1. Learn about Isambard Kingdom Brunel and write his biography from video clips, books and the internet. What significant people had an impact on transport in the Victorian time? 2. Learn about Florence Nightingale 3. Learn about George Stephenson’s Rocket and create a fact file. 4. To compare Victorian railways with modern railways. What transport was available at the beginning of the Victorian period? 5. Research the development of Victorian transport – bicycles, cars, trains and boats. What significant inventions were there regarding transport in the Victorian times? 6. Investigate the importance of the railways to Derby in the Victorian era. What impact did Derby have on the changes in transport during the Victorian period? 	<p>Timeline, chronological order, family tree, reign, British Empire, colonies, William Morris.</p> <hr/> <p>Industry, change, railways, Crimean war, lady of the lamp, arboretum, hospital</p>
---	---	--	---







Year Four	Curriculum Objective	Knowledge/Activity	Vocab
<p>Topic One</p>   	<p>Ancient Egypt (Achievements of the earliest civilisations)</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods of study.</p> <p>To address and devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Y4 Ancient Egypt Prior Learning In Y3, children studied the Stone Age</p> <p>Some of the children’s knowledge of Ancient Egypt will be taught through Literacy units: The Story of Tutankhamun by Patricia Cleveland-Peck.</p> <ol style="list-style-type: none"> Who were the Ancient Egyptians? Children will identify Egypt on a map, use a timeline to identify when the Ancient Egyptian civilisation was and look at Egyptian artefacts. How did early Egypt begin and what was life like? Children will look at the hierarchy in Ancient Egypt and meet Nushum the wife of an Ancient Egyptian Craftsman. They will learn what life is like in an Ancient Egyptian village. Did the Ancient Egyptians write anything down? Children will learn about Egyptian hieroglyphics and the importance of the Rosetta Stone. Who were the Egyptian Gods? Children will learn about different Egyptian Gods and understand how they worshipped them. What did the Ancient Egyptians believe about the afterlife? Children will learn about mummification and the afterlife. How were the pyramids built? Children will learn about the pyramids of Giza as well as the Valley of the Kings and the reasons why the Pyramids were built. What is Egypt like today? Children will compare and contrast life in Egypt today to Ancient Egypt. 	<p>Pyramid, Egypt, Africa, Bandages, Gods, Mask, Time Line, Country, Statue, Cat, History, Heiroglyphics, Pharoah, Ancient, BCE (Before Common Era), Continents, Noble, Tonne, Sphinx, Canopic Jars, Death Mask, Inscription, Vizier, Tutankhamun, Cleopatra</p>
<p>Topic Two</p> <p>Theme: Roman Battles</p>	<p>The Romans</p>	<p>Y4 Romans Prior Learning In Y3, children studied the Victorian era – turning point in British History</p>	<p>CE. BCE, century, chronological, timeline, empire, conquer, founder,</p>

	<p>Study the Roman Empire and its impact on Britain.</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods of study.</p> <p>To address and devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p>	<ol style="list-style-type: none"> 1. What do we know about Early Rome? Children will learn about CE and BCe and plot key events of Rome and the Roman Empire. They will learn about the story of Romulus and Remus. 2. To understand how powerful the Roman army was. Children will learn about the different types of Roman soldiers and aspects of their uniform. 3. To order the events that led up to 43CE. Children will learn about the events that led up to the invasion of Britain by the Romans. 4. To compare and contrast a Roman settlement with a Celtic village. Children will learn about the features of a Roman settlement and compare and contrast it with a Celtic settlement. 5. To write a comparison of Roman and Celtic settlements. Children will write about the two settlements. 6. To use sources to make inferences about what life was like in the East Midlands. Children will look at Roman life in the East Midlands including the settlement of Lindum Colonia 	<p>invasion, invade, bloodthirsty, battle, legion, army, soldier, legionary, armour, helmet, shield, centuries, legions, formation, spears, javelins, cavalry, conquer, victory, hostile, architecture, amphitheatre, bath house, temple, aqueduct, nutrition, banquet</p>
<p>Topic Three</p> <p>Theme: Boudicca's life and her legacy.</p>	<p>Boudicca</p> <p>To follow on from the Roman study, focussing on British resistance.</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods of study.</p> <p>To address and devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Y4 Boudicca Prior Learning In Y3, children studied the Victorian era – turning point in British History</p> <ol style="list-style-type: none"> Learn what life was like for Queen Boudicca by learning where and how she lived in 60AD. To understand why Boudicca led an uprising against the Romans; The Death of King Prasutagus – because the Romans tried to take over the running of their tribe. To learn about, understand and portray the great Battle of Colchester (Camulodunum) – through drama/dance. I can write a rallying speech from Boudicca to the Celts about her successful rebellion, using evidence from previous battles with the Romans 	<p>settlement, environment, ceremonies, stronghold, mainland, defense, inventory, estates, legions, conquering, sub-human, suppression, enforcement, objected, flogged, dominance, systematic, insufficient, rendezvous, inhabitants, javelins, Britons, savages, wrath, unstoppable, confrontation, phalanx.</p>

	<p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>5. To learn how (and where) Boudicca continued her revolt against the Romans by destroying London (Londinium) and St Albans (Verulamium)</p> <p>6. To know how Boudicca’s rebellion ended.</p>	
<p>Year Five</p>	<p>Curriculum Objective</p>	<p>Knowledge/Activity</p>	<p>Vocab</p>
<p>Topic One</p> <p>Theme: Settlements</p>	<p>The Dark Ages</p> <p>Britain’s settlement by Anglo Saxons & Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>To address and devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To establish clear narratives within and across the periods of study.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Y5 Anglo-Saxons Prior Learning</p> <p>Y4 – Romans & Boudicca – Invaders & Resistance - Turning points in British History</p> <ol style="list-style-type: none"> 1. To understand where the Anglo Saxons came from and why they invaded Britain. 2. To understand how Anglo-Saxon Britain was ruled and divided. 3. To know what life was like for people living in Anglo-Saxon Britain. 4. To understand where the Vikings came from and where they settled. 5 To understand about the Viking raid of Lindisfarne and why this was a significant event in British history. 6 To understand who Alfred the Great was and why he became famous. 7 To learn about significant events that ended the Anglo-Saxon era. 	<p>Invade, settle, Angles, Saxons, Jutes, settlement, journey, farmer warriors, Sutton Hoo, burial mound, Netherlands, Northern Germany, kingdom, Wessex, East Anglia, Mercia, Kent, Northumberland, Angle-Land.</p> <p>Denmark, Sweden, Norway, Scandinavia, warrior, figurehead, Alfred the Great, resistance, invasion, settlement, Wessex, Mercia, Danelaw, Battle of Stamford, Battle of Hastings, longship, homeland & York.</p>



<p>Topic Two</p> <p>Theme: Influence on 21st Century</p>    	<p>Ancient Greece</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To address and devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Y5 Ancient Greece Prior Learning Y4 – Ancient Egypt</p> <ol style="list-style-type: none"> 1. Where is Greece & a timeline involving all Primary learning so far 2. To know the Ancient Greeks invented Libraries, Lighthouses, Doctors & Theatre. 3. To explore similarities & differences between Ancient & Modern Olympics 4. To understand how our English alphabet originated from Greece. 5. Maths & Science – learn about Great Thinkers from Ancient Greece 6. Democracy – practise the alternatives in a classroom situation 7. Architecture – use pillars to create stronger structures. 	<p>Comparison, Athens, Sparta, timeline, influence, scrolls, oath, Olympic event names, marathon, Marathon, Persia, amphitheatre, Alpha, Beta etc, democracy, monarchy, aristocracy, oligarchy, pillar, duric, ionic, corninthian.</p> <p>Plus, of course, the many names of famous Ancient Greeks</p>

<p>Topic Three</p>    	<p>Tudors</p> <p>To understand the key events leading to the Tudor reign in England. Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Find out about great artists, architects and designers in history. To learn about a significant turning point in British history. To learn about the changing power of monarchs in British history.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To address and devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Tudors Prior Learning Year 2- Great Fire of London. Year 3 – how monarchy changed great Britain.</p> <p>Children will find out about great architects and designers. Children will learn about the reformation of the Church and what made Henry VIII a significant person in British history. We will touch on how the reign of Elizabeth I coincided with the age of exploration and discovery.</p> <ol style="list-style-type: none"> 1. To find out about great artists, architects and designers in history. 2. To learn about Henry's VIII six wives and why he had so many. 3. To understand why the reformation of the Church of England began. 4. To understand the difference between Roman Catholic and Protestant beliefs. 5. To understand the significance of the Elizabethan period 	<p>Monarchy, reign, monasteries, protestant, Church of England, divorced, beheaded, survived, reformation.</p>
<p>Year 6</p>	<p>Curriculum Objective</p>	<p>Knowledge/Activity</p>	<p>Vocab</p>
<p>Topic One</p>  	<p>World War II – The Blitz</p> <p>A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066: A significant turning point in British history eg Battle of Britain.</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p>	<p>Y6 World War II Prior Learning Y4 – Romans & Boudicca – turning point in British History Y5 – Anglo-Saxons & Vikings - turning point in British History</p> <ol style="list-style-type: none"> 1. To recognise the events that led to the start of WWII, using Neville Chamberlain's speech as a hook. 2. To discuss the role of men and women and that women took on new roles. 	<p>World War, timeline, motive, Allied, Axis, agreement, propaganda, air raid, siren, bomb shelter, Anderson, gas mask, Blitz, evacuation, conditions,</p>

	<p>To establish clear narratives within and across the periods of study.</p> <p>To address and devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>3. To recognise the difficulties faced by families and the how different areas of the country were more vulnerable</p> <p>4. To understand the life of an evacuee through labelling their own suitcase and writing a diary.</p> <p>5. To recognise the conditions and experiences of evacuees.</p> <p>6. To develop a deeper understanding of cultural and life during WW2 through a carousel with activities including making rations, mending/sewing, learn and sing wartime songs, use morse code to send messages</p>	
<p>Topic Two</p>	<p>World War II – The Holocaust</p> <p>To establish clear narratives within and across the periods of study.</p> <p>To address and devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>Y6 World War II Prior Learning The Blitz – see above</p> <p>1. To understand Jewish life before the Holocaust using photographs.</p> <p>2. Understanding why and how Jews were persecuted by completing a timeline of the Nazi’s rise to power.</p> <p>3. Developing empathy and understanding of ways in which raising awareness could help injustice - by investigating examples of propaganda against Jews.</p> <p>4. Learning what the Holocaust actually is by watching old nBBC news reports.</p>	<p>Jews, Jewish, Judaism, religion, nationality, evidence, persecution, discrimination, prejudice, propaganda, Holocaust, Kindertransport, evacuation, evacuee, ghettos.</p>

	<p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p>	<p>5. Knowing how Jewish children were saved from the Nazis by contrasting with the experiences of English evacuees from the previous topic.</p> <p>6. Learning about life inside Jewish ghettos through rotation around various sensory activities.</p>	
<p>Topic Three</p> <p>Theme: Beliefs</p>	<p>The Ancient Mayans A non-European society that provides contrast with British history: Mayan civilisation</p> <p>To develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Y6 Ancient Maya Prior Learning Y4 – Ancient Egypt Y5 – Ancient Greece</p> <ol style="list-style-type: none"> 1. Introduce the culture and civilisation and establish its place in history, particularly through carvings and buildings. 2. Recognise how the Mayan’s location and climate impacted their beliefs. Children will find Guatemala in atlases, maps & internet and learn about their climate. 3. Learn about Mayan gods 4. Understand Mayan calendars and how they link to beliefs. 5. Investigate sacred places & how they were used in Mayan society 6. Recognise the beliefs of modern Mayans. 	<p>Mayan, Guatemala, civilisation, carving, Mesoamerica, temple, ceremony, Tikal, Yax Mutal, Acropolis, lowlands, deity, underworld, maize, calendar, archaeologist, pyramids, El Tigre,</p>