



# **Castle Hills Primary Academy**

**Progression of Learning**

**History Autumn Cycle B**

History			
Significant events of the past – The Great Fire of London			
Concept	Learning Outcome	Sticky Knowledge	
Past/Present	How is life different today to the 17 <sup>th</sup> century?	The 17 <sup>th</sup> century was <b>1600-1699</b> and was approximately <b>300-400 years ago</b> . Some jobs in the 17 <sup>th</sup> century still exist today however they possibly use different tools and equipment. Some jobs that exist today were not around in the 17 <sup>th</sup> century and some jobs that existed in the 17 <sup>th</sup> century are not around today. <b>Houses/buildings</b> in the 17 <sup>th</sup> century were mainly made of <b>wood and thatched roofs</b> whereas most modern houses and buildings are made of brick or metal. People mainly <b>travelled on foot or by horse and cart</b> in the 17 <sup>th</sup> century. There were no <b>cars, trains, buses or airplanes</b> like we have today. <b>Streets</b> would be very dark at night and would be luminated by lighting lamps on the streets. Today, we use electricity to make dark streets safer at night. Our current <b>monarch is King Charles III</b> . Throughout the 17 <sup>th</sup> century there were many changes to the monarchy, one of which being <b>King Charles II</b>	
Jobs	How are fire fighters today different to those in the 17 <sup>th</sup> century?	Fire fighters in the 17 <sup>th</sup> century used very different equipment to what we use today. <b>Fire engines</b> would have been a wooden cart filled with buckets of water from the <b>river</b> . They would have had a <b>water spout</b> to spray water from that were used by pumping the handle. <b>Four people</b> were needed at one time to make a fire engine work. <b>Fire hooks</b> were used to help pull down burning buildings to stop the fire from spreading. Fire fighters did not have specialist clothing to protect themselves from the fire. Fire fighters were not an organised brigade like they are today and people had very little knowledge of how to put out fires.	
Transport			
Chronological sequencing	What were the key events of the Great Fire of London?	Children must understand what a time line is and how it shows how close/near certain events were. The fire started in a <b>bakery on Pudding Lane on Sunday 2<sup>nd</sup> September 1666</b> . <b>Early on Sunday morning</b> , the fire for the ovens had not been put out properly. The fire began to spread through the bakery. <b>Early on Sunday morning</b> , a man named <b>Samuel Pepys</b> began to write a bout what he was seeing. <b>By Sunday evening</b> , the fire had spread quickly due to many factors (houses made from wood, wood was dry due to hot weather, windy, houses close together). <b>On Monday morning</b> , fire posts were set up and people came to help put out the fires. Buildings were pulled down but it continued to spread. People began carrying their belongings on the <b>river Thames</b> to keep them safe. <b>By Monday evening</b> , the fire had spread all the way to the Tower of London. <b>On Tuesday</b> , St. Paul’s Cathedral set on fire as it was covered in wooden scaffolding. The lead roof melted and broke the stone Cathedral. <b>By Wednesday</b> , the fire began to burn less quickly as the wind was slowing down. <b>On Thursday</b> , the fire stopped. Only 6 people died but thousands of people had lost their homes and belongings.	
	When was the Great Fire of London?	Children must understand what a time line is and how it shows how close/near certain events were. Children will begin to explore the concept of <b>history</b> as being <b>significant events or people of the past</b> . Children will understand that the Great Fire of London happened over <b>350</b> years ago and map this out on a time line, along with <b>today, their birth, railway expansion of 1800s (Y2) and the lives of Florence Nightingale/Mary Seacole (Y2)</b> .	
Interpreting sources	How do we know about the Great Fire of London?	A <b>historical source</b> is ‘evidence’ from the time/event which can help up to understand what happened. <b>An eye-witness</b> is someone who has seen an event first-hand. There are no photographs of the Great Fire of London because cameras had not been invented. We know a lot about events that happened a long time ago because of what eye-witnesses wrote down. Many people have made <b>paintings</b> of the Great Fire of London. Some sources are more reliable than others – <b>a painting isn’t always a reliable source as it was made after the event and the artist may not have been an eye-witness</b> . <b>Samuel Pepys</b> was an eye-witness to the Great Fire of London and wrote a diary about what he saw. Many historians use <b>Sam Pepys’ diary</b> as their main historical source in understanding what happened during the Great Fire of London.	
Cause and effect	How were people affected by the Great Fire of London?	Before the fire, most houses were <b>made of wood, streets were narrow and crowded and houses were close together</b> . There was no <b>organised fire brigade</b> and fires were mainly put out using buckets of water. After the fire, many people’s homes were burnt or pulled down and in some areas the ground was so hot it took days before it could be walked on. Around <b>65,000</b> people were left homeless and had to live in tents. <b>Approximately one third</b> of the city had to be rebuilt. <b>King Charles II</b> gave a speech to celebrate the bravery of the people who helped put out the fire. He also said that he would work to rebuild the city. Details of the speech were written down in <b>His Majesty’s Declaration of 1666</b> which is another <b>historical source</b> used by historians.	
KS1	Influence and innovation	How significant was the Great Fire of London?	
	Monarchy/Leadership	In <b>October 1666</b> , King Charles II appointed architects, including <b>Sir Christopher Wren</b> , to rebuild London. The <b>1667 Rebuilding Act</b> made significant changes to the way buildings should be made which can still be seen in London today. Buildings had to be made from <b>brick or stone</b> and <b>streets were made wider</b> . <b>Fire hydrant systems</b> meant that there was easier access to water and people did not have to travel to the river. <b>St. Paul’s Cathedral</b> was completely redesigned and rebuilt – it is one of the most recognised buildings in the world today. <b>Wooden water pipes</b> that were destroyed during the fire were rebuilt which meant more houses had access to water. New laws were put in place that stated every parish must have two fire squirts, leather buckets and other fire fighting equipment. Eventually, the <b>Metropolitan Fire Brigade</b> was formed which is still in action today.	
	Prior Learning	Vocabulary	
	<ul style="list-style-type: none"> <li>• People who help me – Firefighters</li> <li>• Knowledge of London</li> <li>• Houses and homes</li> <li>• Kings and Queens</li> </ul>	Century House Fire Transport Monarch/King Fire engine River Fire hook Time line Chronological Source Diary Significant Fire brigade	Children will be able to chronologically sequence events on a time line of events Children will be able to draw conclusions on the difficulties faced when putting out the Great Fire of London based on knowledge they have gained on fire fighting in the 17 <sup>th</sup> century Children will be able to use historical sources, <b>such as Samuel Pepys’ diary and His Majesty’s Declaration</b> , to investigate the past, including <b>asking and answering questions</b> , and start to understand that there may be more than one interpretation of the past Children will start to understand that there is more than one type of source that can be analysed from the past ( <b>written/painting</b> ) Children will use vocabulary such as <b>past, the next day, after that, then, present, old, modern</b> to indicate the passing of time and to retell a story from the past Children will be able to compare <b>similarities and differences</b> between life today and life in the 17 <sup>th</sup> century before focussing on differences in fire fighting Children will observe and use photographs, illustrations and paintings to help them find out about the past Children will be able to use accounts ( <b>Samuel Pepys’ diary</b> ) to distinguish between fact and fiction Children will be able to describe significant people from the past ( <b>Samuel Pepys/King Charles II</b> )

Anglo-Saxons and Scots		
Concept	Learning Outcome	Sticky Knowledge
<b>Religion</b>  <b>After-life</b>	How did the Anglo-Saxons worship?	Early Anglo-Saxons were <b>pagans, not Christians</b> . Christianity continued to spread after the Romans left Britain in areas the Anglo-Saxons did not settle, particularly in places like <b>Wales and the west</b> . Anglo-Saxon paganism was a polytheistic belief system which centred around deities known as the <b>ese</b> . They had their own <b>gods, beliefs and superstitions</b> . Over time their beliefs changed and many Anglo-Saxons were converted to <b>Christianity</b> . Some of the most important Anglo-Saxon gods gave their names to days of the week ( <b>Tiw, god of war = Tuesday; Woden, King of the Gods = Wednesday; Thunor, god of thunder = Thursday; Frige, goddess of love = Friday</b> ). Anglo-Saxons celebrated many <b>festivals</b> where different gods were worshiped. They would pray and make sacrifices of objects and animals. It is also believed they would dance around bonfires. Some major Anglo-Saxon pagan festivals were <b>Modraniht (Mother Night), Eostremonath and Blodmonath</b> . There are many similarities between some pagan festivals and some Christian festivals. Anglo-Saxons were very superstitious and believed in <b>good/bad omens, lucky charms, spells and magic</b> . When Anglo-Saxons died, they cremated or buried in a grave with their belongings. Men were buried with <b>spears and knives</b> . Women were buried with <b>tools for sewing and weaving</b> . In AD 595 <b>Pope Gregory</b> sent <b>St Augustine</b> to Britain on a mission to convert the Anglo-Saxons to Christianity. He first converted <b>King Ethelbert</b> and more and more Anglo-Saxons also converted as they realised they could unite their people under one God. This led to the building of <b>monasteries</b> which were the only 'schools' in Anglo-Saxon times – boys went there to study and become monks and some girls became nuns. St Augustine founded <b>Canterbury Cathedral</b> – the original was burnt down in a fire and had to be rebuilt but it is still one of the most famous and important Christian buildings in the world. St Augustine became the <b>Archbishop of Canterbury</b> – this is a position still held today and is now the head of the Church of England. The Celts in Ireland had already been practicing Christianity for many years and so missionaries from Ireland were also sent to England and Scotland to convince them to convert. An Irish missionary named Columba was particularly successful in converting the Scots and the remains of the abbey he built can still be seen today. Another Irish missionary named Aiden established <b>Lindisfarne</b> , a priory which became very influential in the conversion of Anglo-Saxons in the north.
<b>Everyday Life</b>  <b>Culture</b>  <b>Homes</b>  <b>Jobs and children</b>	What was life like in Britain during Anglo-Saxon times?	Most Anglo-Saxons were <b>farmers</b> who lived in <b>wooden huts</b> . Farmers would use <b>ploughs and oxen</b> to help them sew crops. Children did not go to school – girls would help in the home, learning to sew, cook and weave and boys would learn the skills of their fathers, such as farming, metalwork and fishing. Some children would go to monasteries to train to be a monk or a nun. Anglo-Saxons made many objects from wood. They also made intricate and beautiful jewellery as well as <b>instruments, toys and games</b> . Initially, the jewellery they made had pagan designs, however when they converted to Christianity they made artwork for churches, some of which can still be seen today. We know a lot about what life was like in Anglo-Saxon times due to the writing of a monk named <b>Bede</b> who wrote about the history of English people in AD730. Anglo-Saxons used <b>runes</b> to mark their stories, however very few have survived. Most of what we know about Anglo-Saxons comes from <b>burial sites, building remains and grave goods</b> . Anglo-Saxons were avid story tellers and told stories verbally, rather than painting them on cave walls like in the Stone Age. One of the most famous Anglo-Saxon stories is <b>Beowulf</b> . Anglo-Saxons preferred to live in small villages rather than cities like the Romans. They lived in <b>family houses</b> which were centred around the <b>central hall</b> where the <b>chief</b> lived. Villages were situated near water sources like rivers. Villages had farms and designated areas for specific jobs such as metalwork or weaving. Most houses had one room with a fire in the centre. Roofs were thatched with straw and the sides made from panels of wood. Meat and fish were hung from the ceiling so that the smoke from the fire could cure it.
<b>Transport</b>  <b>Conquer/Invasion</b>	Who invaded Britain during the Anglo-Saxon period?  Why was Britain invaded during the Anglo-Saxon period?	The last <b>Roman soldiers</b> left Britain by AD 410 and people came to Britain on <b>ships</b> by crossing the North Sea. The Anglo-Saxon period in Britain was around <b>AD 410-1066</b> . The Anglo-Saxons were a mix of <b>tribes from Germany, Denmark and the Netherlands</b> . The three biggest tribes were the <b>Angles (German-Dutch), Saxons (Southern Danish) and Jutes (Northern Danish)</b> . The land they settled on was called ' <b>Angle-land</b> ' (England). They arrived in Britain over several decades. Some historians believe they were driven from their native lands due to rising floodwater. The Anglo-Saxons were <b>not a united people</b> but groups of warring tribes who settled in different areas of Britain. At the end of Roman rule, England was being attacked by the <b>Scottish Picts</b> from the north and the <b>Anglo-Saxons</b> from the east. The Romans had built <b>Hadrian's Wall</b> to prevent the attacks from the north and in AD 380 the Saxons were invited to Britain to help fight against the Picts. The Roman army left and Britain no longer had a strong defence against invasion. There were many battles between the Anglo-Saxons and the Britons and over time the Anglo-Saxons were able to take control over most of Britain. The Anglo-Saxons settled in eastern England, now known as <b>Kent, Essex, Sussex and East Anglia</b> . The majority of Britons fled to the west, now <b>Wales and Cornwall</b> . There are four main reasons why the Anglo-Saxons came to Britain – <b>fight, farming, build new homes and by invitation</b> . Most Anglo-Saxons stayed away from existing Roman towns and wanted to make their own homes but warrior chiefs knew that walled cities meant security and would take control over them. Britain was also invaded by the Scottish Picts who climbed over Hadrian's Wall. It is believed the Picts were ruthless and caused destruction wherever they went. <b>King Vortigern</b> was left with the task of controlling the Scots and Picts. One belief is that he enlisted the help of brothers <b>Hengest and Horsa</b> from <b>Jutland (modern Denmark)</b> to help fight against the Picts and Scots, however the brothers decided to keep the parts of Britain they gained control of for themselves. This is a widely believed version of events, however there is no concrete historical evidence that this happened.
<b>Citizenship</b>  <b>Monarchy/Leadership</b>	Who ruled Britain during Anglo-Saxon times?	Anglo-Saxon Britain was not ruled by one person and they were not united kingdoms. They arrived as different <b>tribes</b> and settled in different parts of Britain. The seven most prominent kingdoms were <b>Kent (Jutes), Wessex (West Saxons), East Anglia (East Angles), Mercia (Mercians), Essex (East Saxons), Sussex (South Saxons) and Northumbria (Northumbrians)</b> . Each group of settlers had a leader or <b>war chief</b> and a strong capable leader became <b>cyning</b> (Anglo-Saxon word for king). Each kingdom had its own army and leadership was passed down through sons. Occasionally, strong kings would claim to be <b>Bretwalda</b> ('King of all Britain'). Anglo-Saxons did not have prisons and people who broke laws would be <b>executed or fined</b> . Saxon queens were called <b>cwen</b> and were able to hold a lot of power. Whilst they were not the official leader of their tribe, they would often rule in their husband's place when they were away at battle and were highly regarded by others. <b>Children will explore Anglo-Saxon rule in further detail in Summer term (Anglo-Saxons and Vikings)</b>
<b>Influence and innovation</b>	How did the Anglo-Saxons influence Britain?	Many words created by the Anglo-Saxons are still used today, such as <b>cow, cheese, werewolf and ghost</b> . Many place names that still exist today were established by the Anglo-Saxons, typically places ending with <b>-ford, -ham or -worth</b> . Other town, village, city or county names which also originate from the Anglo-Saxons include ( <b>burh, bury, croft, field, ings, ley, mer/mere, ney, stow, ton/tun, wic/wich</b> ). After their conversion to Christianity, many churches and cathedrals were built which are still around today. Christianity remains to be the most prominent religion in Britain. The Anglo-Saxons also innovated storytelling and poetry, giving way and inspiration to other creators many years later. They created a legal system of courts which can be loosely reflected in the way the House of Lords and House of Commons is set up today.
<b>Prior Learning</b> <ul style="list-style-type: none"> <li>Roman gods/ goddesses</li> <li>Roman conquest of Britain</li> <li>Early homes/ settlements (Roman/ Stone Age)</li> <li>Life for children in Roman times</li> <li>Iron Age farming</li> <li>Stone Age tools</li> <li>Geography of Britain</li> <li>Knowledge of BC/AD</li> </ul>	<b>Vocabulary</b> God/goddess Invasion Pagan Christianity Farmer Chief Roman Tribe/Kingdom King Pict Angle Saxon Jute AD	<b>Historical Skills/Enquiry</b> Children will be able to chronologically sequence events on a timeline Children will be able to place the Anglo-Saxon period on a timeline of periods already studied ( <b>Today, WW1, Railway expansion of 1800s, Great Fire of London, Roman Britain [Y4], Stone Age – Iron Age [Y4]</b> ) Children will be able to identify what has stayed the same and what has changed between periods of history and identify reasons for these changes Children will begin to understand that historical events can be the cause for a series of following events ( <b>Romans leaving Britain</b> ) Children will be able to identify similarities and differences within a period of time, including how people lived and their beliefs Children will be able to identify ways in which historians find out about the past Children will use a range of primary and secondary sources to find out about the past Children will use sources such as maps to gather more information about the past Children will address questions about the past and begin to devise their own questions which they will begin to investigate Children will learn about the everyday life of people in the past and compare it to their lives today Children will be able to explain how people and events of the past have influenced today Children will start to present their own ideas based on what they have found out

LKS2

Ancient Greece		
Concept	Learning Outcome	Sticky Knowledge
Religion	How did the ancient Greeks worship?	The Greeks believed that gods and goddesses watched over them. Their gods looked like humans but were much more powerful. Each city had a <b>patron</b> god or goddess and people believed patrons would keep them from harm. They thought the gods lived high above <b>Mount Olympus</b> . They also believed gods would interfere with what was going on, such as sending thunderstorms. Major gods/goddesses included <b>Hades (God of the Underworld), Aphrodite (Goddess of love), Hera (Queen of the Gods and wife of Zeus, Goddess of women and marriage), Zeus (King of the Gods), Athena (Goddess of wisdom and war), Poseidon (God of the Sea)</b> . The Greeks built temples made of stone with columns to worship their gods, some of which are still standing today. When people needed help they would pray to the gods, or please them by bringing them gifts such as money or flowers. The Greeks loved to make up stories about the gods, such as the <b>stories of Heracles and Perseus</b> . The Greeks believed that when you died you went to the <b>Underworld</b> – an underground kingdom ruled by the god <b>Hades</b> . Souls would have to pay to cross the <b>River Styx</b> into the after-life and so people would have a coin placed in their mouth at their funeral so they could pay the fare. Three judges would decide where they would spend eternity. The greatest place to go was the <b>Elysian Fields</b> . The worst would end up in a horrible pit called <b>Tartarus</b> and the middle ground was called the <b>Asphodel Meadows</b> .
Mythology	What did the ancient Greeks believe?	
Everyday Life	What was life like in ancient Greece?	Ancient Greece had a warm, dry climate. Some jobs around in ancient Greece included <b>trading, farming, fishing, scholar, soldier, scientist and artist</b> . The Greeks built stone temples and open-air theatres for people to watch plays. Most Greeks lived in small villages in the countryside and many were poor as farmland was scarce. This is why many Greeks sailed to find new land to settle on. Most homes were built around a <b>courtyard or garden</b> . Walls were made of wood or mud bricks. They had no windows but used shutters to keep out the sun. Rich people would decorate their homes with colourful tiles and paintings. Most homes did not have a bathroom and people would use <b>public bath houses</b> or nearby rivers. Women would wear a long tunic called a <b>chiton</b> and a cloak called a <b>himation</b> . Young men wore short tunics whilst older men wore longer ones. Most people did not wear shoes but some wore <b>leather sandals</b> . Rich people often wore lots of jewellery. Artefacts found by archaeologists show that children would play with <b>dolls, hoops, yo-yos and hobby horses</b> . It is thought that children also played an early version of marbles. Men and women ate separately and rich people always ate at home – only the poor or slaves would eat in public. Typical food and drink included <b>bread, fruit, honey, wine, cheese, porridge, fish, vegetables, eggs and nuts</b> . Only rich people ate meat. The Greeks were known for their incredible <b>architecture and artwork</b> . They made pottery in red and black which was very popular and sold all over the world. Their pottery often told stories of heroes or gods. The Greeks also told their stories through plays and people would come from all over Greece to Athens to watch the work of <b>Sophocles, Euripides and Aeschylus</b> . The Greeks believed that the best way to build was using maths and their use of columns meant they were able to create many impressive buildings, some of which are still standing today.
Culture		
Jobs and children		
Homes		
Clothes		
Food		
Citizenship	How was ancient Greece ruled?	The kingdoms in Greece were ruled by a 'king-like' figure in the <b>Archaic period</b> . Greece founded a democratic system in the <b>Classical Greek</b> period. The country was divided into kingdoms, or city-states, such as <b>Sparta, Athens, Corinth and Olympia</b> . Each city-state ruled itself and had its own <b>government, laws and army</b> . The city-states notoriously did not get along and would often battle one another. The kingdoms united together to fight against the <b>Persian Empire</b> . One man named <b>Alexander the Great</b> managed to rule all of Greece in the <b>300sBC</b> . His empire stretched as far as Asia. Sparta and Athens fought in a long war called the <b>Peloponnesian War</b> from <b>431 to 404BC</b> . Soldiers would use long spears and round shields to protect themselves. Soldiers would lock their shields together when in formation, similar to the Roman army. The Spartans were known for their strict discipline and exceptional army. Boys would leave their families at aged 7 to begin their 23-year long army training. Spartan women were not allowed to join the army but they could join in with sport and were given much more freedom than other Greek women. The Greeks built huge warships with oars and sails. Some needed 170 men to row them and had a sharp metal ram. The Greeks were exceptionally good at fighting at sea.
Democracy	Who did the ancient Greeks fight?	
Battle		
Influence and innovation	How significant were the ancient Greeks to modern society?	The Greeks created the <b>Olympic Games</b> over <b>2700 years ago</b> in Olympia. Around 50,000 people would come to watch from all over Greece every four years. These games were also a religious festival held in honour of <b>Zeus</b> . Winners were given a wreath of leaves and a hero's welcome at home. Winners were seen to be 'touched by the gods'. Any wars being fought must cease in order for people to travel to the games. Only men, boys and unmarried girls were allowed to compete in the games. The events included <b>running, discus, javelin, long jump, wrestling and chariot racing</b> . The first games were held in <b>776BC</b> and ended in <b>393 AD</b> . The modern Olympics, which are still around today, were first held in <b>1896</b> . Our alphabet is based on the Greek one and many of the words we use today come from ancient Greece. The expansion of Greek ideas can be attributed to the vastness of Alexander the Great's Empire. When the Romans took control of Greece, they kept many of their customs which can be seen in modern Britain, such as laws and justice systems. The Greeks also invented modern mathematics, sculpture and science and invented things such as alarm clocks, catapults and vending machines.
Chronological Understanding	Who were the ancient Greeks?	The Greeks called themselves <b>Hellenes</b> and their land was <b>Hella</b> . The name 'Greeks' was given to the people of Greece by the Romans – they lived on mainland Greece and Greek islands but also scattered around territories in the <b>Mediterranean Sea</b> . There were Greeks in Italy, Sicily, Turkey, North Africa and even France. People have been living in Greece for <b>over 40,000 years</b> . The earliest settlers in Greece lived as hunter-gatherers, like the ones seen in prehistoric Britain. The <b>Minoans</b> , who lived on the <b>Isle of Crete</b> were the first great Greek civilisation and were named after their King, Minos. The <b>Mycenaean</b> civilisation came after, who were famous for fighting in the <b>battle of Troy</b> . <b>Homer</b> , a famous Greek author wrote about the Mycenaeans in his books <i>The Odyssey</i> and <i>The Iliad</i> . In <b>1100BC</b> Greece entered a 'Dark Age' – not much is known about this period as all written sources and artwork has disappeared. The 'Dark Ages' lasted around 300 years before civilisation emerged again in the ' <b>Archaic period</b> '. They started trading more and held the first <b>Olympic Games</b> . In <b>480BC</b> , Greece entered what historians call ' <b>Classical Greece</b> '. In this period, they built temples, founded a democratic system, wrote plays and made scientific discoveries. The final period of ancient Greek history was the <b>Hellenistic period</b> from <b>323BC to 30BC</b> . This ended when the Romans invaded Greece.
Prior Learning	Vocabulary	Historical Skills/Enquiry
<ul style="list-style-type: none"> <li>Hunter-gatherer lifestyles</li> <li>Roman expansion of Europe</li> <li>Division of a country into kingdoms (Anglo-Saxons)</li> <li>Knowledge of BC/AD</li> <li>Building for entertainment (colosseum)</li> <li>Roman villas</li> <li>Roman bath houses</li> <li>Historical clothing (Roman/Prehistoric)</li> <li>History of toys (KS1)</li> <li>Roman food</li> <li>Gods and goddesses (Anglo-Saxon/Roman/Egyptian)</li> <li>Roman army</li> </ul>	<ul style="list-style-type: none"> <li>God/Goddess</li> <li>Deity</li> <li>Mount Olympus</li> <li>Farmer</li> <li>Trader</li> <li>Soldier</li> <li>Scholar</li> <li>Bath house</li> <li>Architecture</li> <li>Empire</li> <li>Government</li> <li>Law</li> <li>Army</li> <li>Significant</li> <li>Invention</li> <li>BC</li> <li>Battle</li> <li>Invasion</li> </ul>	<ul style="list-style-type: none"> <li>Children will be able to chronologically sequence Greek eras on a timeline</li> <li>Children will be able to place Ancient Greece on a timeline of events previously studied (<b>Today, WW1, Railway expansion of 1800s, Great Fire of London, Roman Britain, Stone Age – Iron Age, Vikings, Anglo-Saxons, Tudor dynasty [Y6], WW2 [Y6]</b>)</li> <li>Children will be able to describe the main changes with in a period of history (Ancient Greece)</li> <li>Children will be able to identify how one event can lead to the cause of another (<b>Peloponnesian War</b>)</li> <li>Children will be able to give examples of how life was similar and different in the past</li> <li>Children will be able to identify historically significant people and how their actions influenced others (<b>Alexander the Great/Sophocles/Archimedes</b>)</li> <li>Children will be able to analyse a wide range of sources from the past and offer reasons for different interpretations of the past</li> <li>Children will start to consider the differences between primary and secondary sources, considering the reliability of each, and identify when they are using a primary or secondary source</li> <li>Children will continue to develop their knowledge of how historians interpret the past</li> <li>Children will use a wide range of sources to gather evidence about the past (<b>historical sites, pottery, ceramics/mosaics, artefacts, paintings/drawings</b>)</li> <li>Children will be able to select a historically relevant source in order to answer questions that are posed to them</li> <li>Children will be able to create their own historical enquiry by posing their own question and seeking answers</li> <li>Children will be able to understand that some other significant historical periods occurred at the same time (<b>Ancient Egypt, Ancient Rome, Bronze Age, Iron Age</b>)</li> <li>Children will be able to present their findings about the past and engage in discussions and debates</li> </ul>

UKS2