



**Castle Hills Primary Academy**  
**Progression of Learning**  
**History Spring Cycle B**

History		
Changes within Living Memory: Toys Past and Present		
Concept	Learning Outcome	Sticky Knowledge
<b>Past/Present</b>	What toys did people play with in the past?	The toys we own today have changed a lot over time. Some toys use mechanical or electrical systems to make them work. Toys in the <b>Victorian era</b> were usually made of wood and fabric and included <b>hoola hoops, marbles and skipping ropes</b> . Toys in the early 20 <sup>th</sup> century started to use mechanisms and started to become more recognisable to the toys we see today. These toys included <b>teddy bears, toy cars and colouring crayons</b> . In the 1950s/60s, toys began to be more widely produced and some were made from plastic as it was cheaper. Toys from this time included <b>Barbie dolls, board games and tin robots</b> . In the 1980s/90s, toys began to use electrical systems and games consoles were introduced. Popular toys from this time included <b>Nintendo Game Boy, action figures and a wider variety of dolls like Polly Pockets</b> . Now, most toys we play with include an electrical system, such as <b>games consoles, iPads and robots</b> . Many toys that we have studied in the past are still popular today, such as crayons, dolls and skipping ropes.
<b>Chronological understanding</b>		
<b>Interpreting sources</b>	How can I find out about the past?	A <b>historical source</b> is 'evidence' from the time/event that help us to find out about the past. Sources and artefacts can be used to help us find out about the past. Toys from different time periods are an example of a source or artefact.
<b>Children and toys</b>	What did toys look like in the past?	<b>Victorian era</b> – Victorian toys were usually made of wood, metal or paper. Children from rich families would play with toys such as tea sets, rocking horses and model trains. Children from poor families would have made their own toys such as peg dolls or soft toys made from spare rags. Victorian children also loved playing games outside such as football.
<b>Society and class</b>	How are toys from the past different to toys today?  What kind of toys did my parents or grandparent play with?  Did all people play with the same toys?	<b>Early 1900s</b> – Children from richer families would have played with toys like Meccano. In 1902, the first teddy bear was created and began to be mass produced in Europe. In 1903, the first pack of Crayola crayons was made, which are still used by children today. Children from poorer families would have continued to make their own toys from spare materials and fabric they could find in the home. <b>1950s/1960s</b> – Families had more income during this time and so more children were able to purchase toys. Toys at this time were made of cheaper materials like plastics. <b>1980s-1990s</b> – Toys started to use more and more advance components. Many toys were inspired by characters from other countries. More and more children were playing with toys due to families having more disposable income.
<b>Innovation</b>	How and why have toys changed over time?	Toys have changed since the Victorian era from many reasons. Materials such as plastics have become cheaper and more durable than other materials such as wood. Technology has advanced which has allowed toy creators to use electrical systems in their designs. Toys are much safer now than they are in the past. Toys are tested before they are sold to make sure they are safe enough to play with and are marketed towards the correct age. Attitudes towards toys have changed. In the past, girls played with a certain type of toy whilst boys played with another. Now, children of both genders play with the same toys. Toys are also used in schools and nurseries to help children learn. Toys are no longer only for 'rich' children and are played with by most children
<b>Prior Learning</b>	<b>Vocabulary</b>	<b>Historical Skills/Enquiry</b>
KS1	<ul style="list-style-type: none"> <li>• Concept/idea of past and present</li> <li>• Different materials (science)</li> <li>• EYFS – Our favourite toys, toys from the past</li> </ul> Past Present Toy Material Rich Poor Timeline Old New Modern Before After Future Source	Children will be able to describe what modern toys look like Children will be able to suggest ways we can learn about the past ( <b>artefacts, sources, museums, research</b> ) Children will be able to create a timeline to show the chronology of toys from the Victorian era to the modern day ( <b>Victorian, 1900s, 1950s/60s, 1980s/90s, Present day</b> ) Children will be able to state what is different and what is similar to the toys they play with and toys from the past Children will be able to compare the toys they play with to toys their parents and grandparents played with Children will be able to use historical photographs to compare toys from the Victorian period to the toys we play with now Children will be able to use research ( <b>internet/books</b> ) to answer questions posed to them about the past ( <b>toys in the early 1900s</b> ) Children will be able to use artefacts ( <b>toys</b> ) to find out information about the past ( <b>1950s/60s – how children played with toys</b> ) Children will be able to pose their own questions about the past ( <b>toys from 1980s/90s</b> ) and suggest ways in which they can find the answer Children will be able to handle sources to ask questions about the past Children will be able to handle sources to find answers to questions about the past Children will be able to explain changes within their own memories Children will be able to use phrases such as <b>old, new, past, present, modern, olden, oldest, before, after and future</b> Children will be able to predict what they think toys will look like in the future

Awesome Egyptians		
Concept	Learning Outcome	Sticky Knowledge
<b>Civilisation</b>	Who were the ancient Egyptians?	Egypt is a country in North Africa. The Egyptian civilisation began around 5,000 years ago when people began settling in villages along the river Nile. The civilisation lasted for around 3000 years and occurred at the same time as the <b>Bronze Age, Iron Age and Roman</b> civilisations in Britain. The <b>Nile</b> was an important place for the Egyptians as it was a source of food and water which is why people decided to settle there. The ancient Egyptians were around for about 3000 years, making them the longest surviving civilisation.
<b>Culture Society/Hierarchy/Class Everyday life Food Homes Children Jobs Farming Architecture</b>	What was life like in ancient Egypt?	<ul style="list-style-type: none"> <li>The Egyptians grew lots of crops like wheat, barley, fruit and vegetables as the land by the Nile was made fertile. They also used papyrus and flax to make paper and clothes. The Egyptians were experts at farming and construction. The <b>Great Pyramid of Giza</b> was 480ft high and made of 2.3million bricks. It was build around <b>2500BC</b> was the tallest manmade structure for around 3000 years. In comparison, early settlers in Britain constructed Stonehenge around a similar time. The Great Pyramid was looted several times and all that remains inside now are some <b>sarcophagi</b> of early pharaohs. The Great pyramid was part of a group of pyramids outside of Giza which also included the <b>Great Sphinx</b>.</li> <li>There were a variety of jobs available for everyday people in Ancient Egypt including <b>baker, merchant, priest, craftsman, scribe and doctor</b>. Jobs were usually inherited from their parents. Women had special rights, were able to own property and worked alongside their husbands. <b>Marriage</b> was important and women were respected as wives and mothers however people did get divorced and remarried. Enslaved people worked as forced labour and sometimes in trade. They were often paid in food.</li> <li>Children did not go to school but instead attended <b>apprenticeships</b> where they would train for a job in later life.</li> <li>The ancient ruins of <b>Deir-el Medina</b> gave the most detailed information of what life was like in ancient Egypt and has been used by archaeologists to find out more about this time.</li> <li>Not many homes have survived to today, however they would have been made from mud bricks and the floors made of earth. They would have had a kitchen, living room and bedroom.</li> <li><b>Querns</b> were used to grind wheat into flour, as early settlers did in Britain during the Bronze Age. The area near the Nile flooded annually making the land fertile. They would usually eat lots of fruits and vegetables grown themselves. Richer people ate meat and other products from animals such as eggs. Poorer people ate bread, onions and food from crops which were easy to grow.</li> </ul>
<b>Religion After-life</b>	How did the ancient Egyptians worship?  What was life after death like in ancient Egypt?	The ancient Egyptians had a <b>polytheistic</b> religion. Religion was important to the ancient Egyptians and they worshiped over 2000 gods and goddesses. The Egyptians please their gods by giving them offerings and gifts so that the natural order could be kept. Some gods were stars but others were combinations of humans and animals. Some of the major gods and goddesses included <b>Thoth (scribe for the other gods), Osiris (God of the Underworld), Sekhmet (Goddess of War), Anubis (God of mummification), Isis (Goddess of motherhood and love), Horus (God of the Sky) and Set (God of Chaos)</b> . When the Greeks and Romans invaded ancient Egypt, a mixture of gods and rituals were used. By the 6 <sup>th</sup> century AD, most ancient Egyptian temples had been destroyed or turned into something else. Today, most of the population in Egypt are Muslim. They also believed in a never ending after life and spent a lot of time preparing for this as they believed the afterlife was more important than their life on Earth. The ancient Egyptians preserved the bodies of important people through <b>mummification</b> and built special tombs where they placed riches and prized possessions. Some tombs were built in the shape of giant <b>pyramids</b> .
<b>Farming</b>	Why was farming important to the ancient Egyptians?	The Egyptians based their farming on the flooding of the Nile. They used <b>irrigation</b> by digging channels to divert the water away from the villages towards the farmland. The invented tools like a <b>shaduf</b> which raised the water from the river. Farming was the basis of the Ancient Egyptian civilisation and allowed them to build a wealthy empire. They were the first civilisation to farm on a large scale and grow stable crops on a regular basis. From around 2200BC, farmers began to use oxen and ploughs similarly to the development of farming in Britain during the Bronze and Iron Ages.
<b>Communication</b>	How did the ancient Egyptians communicate?	The Egyptians created a writing system called hieroglyphics which was one of the first known writing systems in the world. They believed that hieroglyphs were created by the gods. In 1799 AD, the <b>Rosetta Stone</b> was discovered and allowed language experts to translate hieroglyphics. People who wrote hieroglyphics were called scribes and they had to train to do this as it was very complicated. Some pictures were symbolic and represented whole words and some were phonetic and just represented sounds. Hieroglyphics inspired the Latin alphabet which we still use today. As hieroglyphics are written records, it allows us to find out far more information about the past compared to other societies that lived at the same time, such as the stone age.
<b>War Invasion</b>	Who invaded ancient Egypt?	By around 1000BC, Egypt had been divided by war – the south was ruled by priests from Thebes and the north ruled by pharaohs. In 332BC, <b>Alexander the Great</b> and his Greek army conquered Ancient Egypt and made himself pharaoh. After this, descendants of his general <b>Ptolemy</b> ruled for nearly 300 years. In <b>30BC</b> the <b>Romans</b> invaded Egypt and <b>Emperor Augustus</b> defeated <b>Pharaoh Cleopatra VII</b> . Egypt then became a part of the Roman Empire.
<b>Ruler/Monarchy/Leadership</b>	Who ruled ancient Egypt?	Egyptians were ruled by kings and queens called <b>pharaohs</b> . There were around 170 different pharaohs during the ancient Egyptian civilisation. <b>Cleopatra VII</b> was the last pharaoh of Ancient Egypt. She joined forces with <b>Julius Caesar</b> against her brother after they had fallen out. She also married another Roman general, <b>Mark Anthony</b> , and they had three children. Mark Anthony wanted his children to inherit land in Rome which angered some people and led to the Roman conquest of Egypt. Pharaohs collected taxes, enforced the law and led the Egyptian army against invasions. <b>King Tutankhamun</b> is one of the most famous Egyptian pharaohs as his tomb was discovered in <b>1922 by Howard Carter</b> almost intact and full of treasures. He became king after his father, <b>Akhenaten</b> , died. Many people did not like his father as he outlawed all of the Gods except for <b>Aten</b> . Tutankhamun was only 9 when he inherited the throne and he reversed a lot of his father's decisions. He moved the Egyptian capital back to Thebes and allowed people to worship the Gods again. He died at age 18 without an heir.
<b>Influence and innovation</b>	Why were the ancient Egyptians significant?	The ancient Egyptians invented many things that we still use today. They created papyrus which was the first type of paper used and made ink to write with. Rich people liked to look their best and created wigs and make-up made from crushed beetles – they are one of the earliest known civilisations to do so. They are also the first known civilisations to have men employed to cut people's hair, use toothpaste and sit at a table and chair.
<b>Prior Learning</b>	<b>Vocabulary</b>	<b>Historical Skills/Enquiry</b>
<ul style="list-style-type: none"> <li>Civilisations – early settlers, Roman, Anglo-Saxon</li> <li>Farming (Stone Age to Iron Age)</li> <li>Children and school (Roman)</li> <li>Querns – Bronze Age</li> <li>Polytheistic religions – Roman, Anglo-Saxon</li> <li>Stone age cave paintings</li> <li>Roman expansion and conquest</li> </ul>	Egypt Civilisation Pyramid Polytheistic Sarcophagus Sphinx Canopic jar God/Goddess Mummification Afterlife Farming Hieroglyphics Pharaoh Empire Roman Invasion Significant Invention BC/AD Source	Children will be able to place the ancient Egyptian civilisation on a timeline of periods previously studied and understand how long the period lasted Children will understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Children will be able to chronologically sequence important events within the ancient Egyptian civilisation on a timeline ( <b>arrival of first settlers, invention of hieroglyphics, building of the pyramids including the Great Pyramid of Giza, building of the Great Sphinx, use of oxen to farm, invasion of Alexander the Great, rule of Tutankhamun, rule of Cleopatra VII, end of the Egyptian civilisation after Roman conquest</b> ) Children will be able to understand that some events in history have consequences that can last long after the event is over ( <b>marriage of Cleopatra VII and Mark Anthony</b> ) Children will be able to understand how life was different for different groups of people in the past ( <b>rich and poor</b> ) Children will be able to draw on similarities between different civilisations ( <b>farming, polytheistic religions, settling near rivers</b> ) Children will be able to identify how life in the past is similar to today ( <b>make-up/hair, jobs and apprenticeships</b> ) Children will be able to identify historically significant people ( <b>King Tutankhamun, Cleopatra VII, Howard Carter</b> ) and consider what makes these people significant Children will be able to understand different interpretations of the past and consider why these interpretations may be different ( <b>discovery of Tutankhamun's tomb</b> ) Children will be able to use a range of primary and secondary sources ( <b>artefacts, burial sites, newspaper reports</b> ) to draw their own conclusions on the past Children will be able to use sources and historical information to answer questions about an aspect of life in the past ( <b>afterlife and burials</b> ) Children will be able to devise their own questions about the past and use historical information to answer them ( <b>daily life</b> ) Children will be able to explain how the ancient Egyptian civilisation has influenced life today ( <b>written communication, see influence and innovation</b> ) Children will be able to communicate ideas about the past through written narratives Children will be able to present their own research on the past to their peers

LKS2

Magnificent Mayans		
Concept	Learning Outcome	Sticky Knowledge
<b>Civilisation</b>	Who were the Mayans?	The Maya civilisation began in a place called <b>Mesoamerica</b> , a huge area made up of <b>Mexico and central America</b> . The Mayans first developed their civilisation around <b>2000BC</b> , known as the 'Pre-Classic period'. The 'Classic Period' was around <b>250AD-900AD</b> . In around <b>1600AD</b> (Post-Classic period), the Maya civilisation was conquered by Spanish invaders. During the Maya civilisation, Britain went through the Stone, Bronze and Iron Ages; Roman Britain and Anglo-Saxon, Viking and Tudor England.
<b>Culture Homes Food Architecture Society/Hierarchy/Class Clothes</b>	What was life like in the ancient Maya civilisation?  How was society structured in ancient Maya?	<ul style="list-style-type: none"> <li>The Maya built <b>temples, palaces, schools and marketplaces</b>. They took millions of hours to build. Many buildings were made from <b>limestone</b> which was widely available across the Maya region. Poorer homes were made from wood, thatch, straw and mud. Poor homes were oval in shape and used <b>wattle and daub</b>, similar to roundhouses in Bronze Age Britain. They had one room with a hearth/fire in the centre, again similar to Bronze Age homes. The Mayans also build pyramids, similar to that of the Egyptians. One of the most famous pyramids is <b>Chichen Itza</b> and is considered to be one of the seven wonders of the world.</li> <li>Royals and rich nobles lived in the <b>ceremonial centre</b> whilst poorer people lived further out.</li> <li>Most Mayans got their food by <b>hunting, foraging and large-scale farming</b>. The poor mainly ate maize, beans, squash, avocado and chilli peppers. They would use the maize to make tortillas by grinding it using a <b>metate</b>, similar to the quern used in Bronze Age Britain and Ancient Egypt. For meat, they ate deer, armadillo, guinea pigs, turtles and iguanas. They were the first humans to grow <b>cacao beans</b> which they used to make chocolate drinks that they gave to the rich. Cacao was said to be a gift from the Gods. Many of these foods are still eaten today and cacao beans continue to be grown to make chocolate.</li> <li>Clothes were used to distinguish between the rich and poor in society. Textiles were an important part of religious beliefs and women were usually given the role of weaver. Cotton used and dyed into bright colours. Richer people also wore feathers and pearl beads. Men typically wore a <b>loincloth</b> and a sleeveless shirt. Women wore a <b>huipil</b> or a <b>traje</b> which was held together with a <b>faja</b> (sash). Huipils and trajes are still worn today in Mexican culture. Men and women wore sandals. Rich people wore jewellery made from jade or bone. The Gods were defined by their clothing and so the humans would try to imitate them with what they wore.</li> </ul>
<b>Religion</b>	What did the Maya believe in?	The Mayans had a <b>polytheistic religion</b> . Each God represented a different aspect of life and were pleased by giving offerings and sacrifices. They would bury the dead underneath the floors so they could protect the living. Their Gods were closely linked to the calendar and their importance changed depending on the movement of the sun, moon and stars. The different gods tell us what was important to the Maya ( <b>Itzamna – Creator God, Chaac – Rain God, Yum Kaax – Nature God, Hunab Ku – the one God, Ix Chel – Goddess of medicine and childbirth, Kinich Ahau – Sun God, Ek Chuaj – merchant Deity and God of Cacao, Kukulcan – Serpent God, The Death Gods</b> ). Priests were highly thought of and would perform rituals, religious dances and sacrifices. Priests would record rituals in <b>Mayan hieroglyphs</b> . They believed that the Earth had the form of a giant turtle and floated through the ocean of the sky. Heaven was made up of 13 levels and those who died in battle went to the highest level, similar to the Viking concept of Valhalla. They also believed in the Underworld.
<b>Transport Infrastructure</b>	How did the Mayans move?	The Mayans built raised roads called <b>sacbeob</b> to make it easier to travel through the jungle. Whilst the Romans built their roads much more sophisticatedly and with the intent to connect powerful cities, the Maya built their roads for ease of travel and for the purpose of religious pilgrimages. They did not use wheels and would either carry things on their backs or use logs to roll heavier items.
<b>Invasion</b>	What happened to the ancient Mayans?	Between 1517-1687AD, Spanish invaders ( <b>Conquistadores</b> ) started to destroy Mayan cities. They were armed with steel swords and muskets whereas the Mayans only had spears, bows and arrows. They also brought over new diseases which killed many Mayan people. The Spanish were cruel to the native Mayans which caused their population to get smaller. Some remote villages were left untouched and they continued their Mayan beliefs and languages. Spanish is now the most spoken language in central America due to the Spanish conquest. The Spanish also destroyed many of the Mayan writing and only three books survive which use this ancient language. Although the Mayans lived at the same time as many other ancient civilisations ( <b>Romans, Egyptians, Greeks</b> ), they managed to remain unconquered due to being on the other side of the Atlantic Ocean. During the time of the Spanish conquest, Europe had begun building more impressive ships which could make the journey across the Atlantic.
<b>Farming Trade</b>	Why was farming important to the ancient Mayans?	Farming was extremely important to the Mayans as most people grew their own crops. Farmers would grown <b>maize, beans and squash</b> and would trade their food with others. Historians have found remains of a huge market hall ( <b>Chunchucmil</b> ), modern day Mexico, which tells us that the Mayans traded on a large scale. The Mayans were successful at farming as they studied the stars and weather. This meant that their calendars were far more accurate than European calendars at the time. They dug canals into their farming fields which made the land fertile and also meant they could catch fish. This technique is similar to the irrigation technique used by the ancient Egyptians
<b>Ruler/Monarchy/Leadership</b>	Who ruled in ancient Mesoamerica?	Each of the Mayan cities was ruled by a king or queen. They believed the rulers had to keep the Gods happy. One ruler was <b>K'inich Janaab Pakal</b> , known today as <b>Pakal the Great</b> . He was king of <b>Palenque</b> . He became king at 12 and ruled for 68 years between <b>615-683AD</b> . During his reign, he expanded cities and built many monuments and temples. He was buried in a large <b>sarcophagus</b> in a large pyramid known as <b>Temple of the Inscriptions</b> . The temple was opened in <b>1958 by Alberto Ruz Lhuillier</b> . He was buried with treasures and had a funerary mask made of Jade.
<b>Influence and innovation Invention</b>	What did the Mayans invent?	The <b>Tzolkin</b> calendar was 260 days long and kept track of religious ceremonies. It is still used by some Maya people today. The <b>Haab</b> calendar was used alongside the Tzolkin calendar and had 365 days. Whilst it is not the same as our calendar, it is similar in that it was calculated using the sun. They were extremely advanced in farming techniques, many of which are still used today. They also created complex looms and weaving techniques which have been used by later civilisations. Their study of astronomy and space was advanced for the time and they had a much better understanding than other civilisations.
<b>Prior Learning</b>	<b>Vocabulary</b>	<b>Historical Skills/Enquiry</b>
<ul style="list-style-type: none"> <li>Chronology of previous periods studied</li> <li>Concept of civilisation</li> <li>Bronze Age homes and building materials</li> <li>Farming – ancient Egypt, Bronze Age</li> <li>Trade – Bronze Age</li> <li>Jewellery – Anglo-Saxons</li> <li>Polytheistic religions – Roman, Greek, Anglo-Saxon, Viking, Egyptian</li> <li>Hieroglyphics</li> <li>Afterlife – Viking concept of Valhalla, the Underworld</li> <li>Opening of Tutankhamun's tomb</li> <li>Building of pyramids</li> <li>Conquests of other civilisations</li> </ul>	Maya Mesoamerica BC/AD Conquer Invasion Temple Pyramid Architecture Society Hierarchy Farming Trade Polytheistic God/Goddess Afterlife Conquistadores Hieroglyphs King/Queen	Children will be able to place the ancient Mayan civilisation on a timeline of events previously studied Children will understand how long the Mayan civilisation lasted and how they managed to remain unconquered by Europe for so long Children will be able to place significant events of the Mayan civilisation on a timeline ( <b>settlers began building villages, settlers began to farm and trade, Mayans begin to develop hieroglyphs, invention of solar calendars, social structure changes to include kings, first pyramids are built, reign of Pakal the Great, Spanish invasion</b> ) Children will be able to explain why some events in time are more significant and have longer lasting affects than others ( <b>invasion of Romans in Egypt vs invasion of the Spanish in Mesoamerica</b> ) Children will be able to explain the short and long term effects of an event being studied ( <b>Invasion of the Spanish</b> ) Children will be able to explain how life was both similar and different for people living at that time ( <b>rich and poor</b> ) Children will be able to make comparisons between the civilisation studied and other civilisations at that time ( <b>Egyptians, Romans, Bronze Age Britain, Vikings</b> ) Children will be able to research the life of a historically significant individual ( <b>Pakal the Great</b> ) and compare their life to another historically significant individual ( <b>Alexander the Great</b> ) Children will be able to analyse a range of sources about the past ( <b>burial sites, death masks, artefacts, Mayan writing</b> ) and offer clear reasons for different interpretations of the past Children will be able to recognise the difference between primary and secondary sources and begin to question its reliability Children will understand the different ways in which historians find out about the past and make comparisons between these ( <b>discovery of tombs</b> ) Children will develop their own lines of historical enquiry and pose historically valid questions to answer ( <b>daily life</b> ) Children will be able to explain the impact the Maya civilisation has had on life today Children will be able to present their own research on an aspect of history to their peers ( <b>gods and religious beliefs</b> )