

Great Corby School and Nursery



History Progression

Marcus Garvey, 'a people without the knowledge of their past history, origin and culture is like a tree without roots'.



The EYFS framework is structured very differently to the national curriculum as it is organised across **seven areas of learning** rather than subject areas.

- Communication and Language
- Personal, social and emotional development
- Physical development
- Literacy
- Mathematics
- Understanding the World
- Expressive art and design.

Alongside the seven areas of learning are **the characteristics of effective teaching and learning**.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning are:

- *playing and exploring – children investigate and experience things, and ‘have a go’*
- *active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements*
- *creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things*

Taken from Development Matters revised 2021

The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

Children are given opportunities to develop their own play and independent exploration through our vision of curiosity and wonder. Communication and Language and Personal, Social and Emotional Development are intertwined in everything we do.

This document demonstrates which statements from the revised 2021 Development Matters are prerequisite skills for **history** within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for **history**.



The most relevant statements for **history** are taken from the following areas of learning: •Understanding the World

History					
Development Matters		Vocabulary	Examples of how this is achieved in EYFS		
Birth to Three	Understanding the World	<ul style="list-style-type: none"> •Make Connections between the features of their family and other families. 	<ul style="list-style-type: none"> • History • Historian • After • Before • New • Old • Now • Past • Present • Time 	<ul style="list-style-type: none"> • Know about personal history – birthdays, celebrations. • Celebrating cultural diversity of children in the class. • Traditional festivals and celebrations. • Routines - Learning Feedback times – talking about learning from the previous day / week etc... • Through interactions talking about what they did yesterday, last week, last year. • Life cycles and growing plants to introduce change over time. • Personal history: how they celebrate Christmas, new year, family celebrations 	<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.
Three and Four-Year-Olds	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life story and family’s history. 			
Children in Reception	Understanding the World	<ul style="list-style-type: none"> •Comment on images of familiar situation in the past •Compare and contrast characters from stories including figures from the past. 			
ELG	Understanding the World	Past and Present			



			<p>experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books, read in class and storytelling. 		<p>such as birthdays – throughout the year.</p> <ul style="list-style-type: none"> • Learning about the family traditions of children in class from different cultural backgrounds. • Remembrance Day. • Black History – Rosa Parks. • Bonfire Night – Guy Fawkes. 	
		<p>People Cultural and Communities</p>	<ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 			



Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Pupils should be taught the following:</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. • The lives of significant individuals in the past who have contributed to national and international achievements. Some will be used to compare aspects of life in different periods. • Significant historical events, people and places in their own locality. 	<p>Pupils should be taught the following:</p> <ul style="list-style-type: none"> • Changes in Britain from Stone Age to Iron Age. <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain. • Britain's settlement by Anglo-Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. 	<p>Pupils should be taught the following:</p> <ul style="list-style-type: none"> • A local history study. • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • Ancient Greece – a study of Greek life, achievements and their influence on the western world. • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
<p>Key Stage 3 – main feeder school</p>		
<ul style="list-style-type: none"> • A local study enables students to make tangible links between historical events and developments. Students visit Brampton and embark upon a walking tour to stir interest and help gain an understanding of the history surrounding them. Use of local historical sites, virtual tours, images, and clips allow students to develop an understanding of Cumbria's history and make relevant historical links. The local connections to Cumbria are also covered across all subsequent units of study and make links between historical sites of interest across the CET. • A study of Roman Britain allows students to unpick the traditional idea that the Romans were a strong, innovative, and revolutionary group of people with had a glorious past, through studying aspects of life in the Roman Empire that conflict with this ideal. The topic develops student's understanding of what an empire is and why it was so important to the Romans. • A study of Anglo Saxon England provides students with the opportunity to focus on what life was like in Britain prior to the Norman invasion, moving onto the idea of power and challenges to leadership. Cause and consequence and change and continuity across the period are focused upon when looking at the short-term impact of the invasion on Britain. • A study of Medieval England develops student understanding of the longer-term impact of the Norman invasion, focusing on life for people across different social groups. The unit builds more challenge in the form of introducing students to the challenges faced by the Church and Crown and the impact of religious ideas on non- Christian states. This links directly to Year 8 in terms of the English Civil War and the struggles faced by the Crown. Students explore key concepts such as Parliament and peasantry in their understanding of the Peasant's Revolt, looking at the causes and consequences of social disorder at local and national levels. 		



Subject Overview Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Although history is not explicitly taught in our Early Years setting, we support our children to understand the world through lots of discussions about the past and the present. This is also achieved through stories and a range of personal experiences – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. (See skills progression document for more information)					
Class 1	<i>NC - Changes within living memory</i> Past Shop and present shops Community Knowledge	<i>NC - The lives of significant people</i> Mary Anning and David Attenborough Community and Knowledge	<i>NC - More lives of significant people</i> Neil Armstrong Mae Jemison Bernard Harris Jnr Tim Peake			
Class 2	<i>NC - Britain's settlement by Anglo- Saxons and Scots</i> Anglo – Saxon and Scots Invasion Power Community	<i>NC - Viking and Anglo-Saxon Struggle for the Kingdom of England to the time of Edward the Confessor</i> Vikings and Anglo-Saxon Struggles Invasion Power Community	<i>NC - The achievement of the earliest civilizations and a depth study of one.</i> Ancient Civilizations – Egypt Civilisation Knowledge Power Invasion			
Class 3	NC – Ancient Greece – a study of Greek life and achievement and their influence on the western world Ancient Greeks Power Democracy Knowledge Civilisation	NC – A study of an aspect of theme in British History that extends pupils' chronological knowledge beyond 1066 WW2 including The Battle of Britain (includes an element of a local study) Power Invasion Democracy Community				



Subject Overview Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Although history is not explicitly taught in our Early Years setting, we support our children to understand the world through lots of discussions about the past and the present. This is also achieved through stories and a range of personal experiences – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. (See skills progression document for more information)					
Class 1	NC – Events beyond living memory Great Fire of London Community Power Knowledge Democracy		NC Significant Historical Events, People in our locality Local Study – Beatrix Potter Local Study – Carlisle Castle Community Knowledge Power			NC - Revisit – Events Beyond Living Memory Great Fire of London Community Power Knowledge Democracy
Class 2	NC – Change in Britain from the Stone Age to the Iron Age Stone Age to Iron Age Knowledge Community Power			NC - Roman Empire and the Impact on Britain NC – a local history study Romans Invasion Power Civilisation		
Class 3	NC – A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066 Events Beyond 1066 – Significant Monarchs William the Conqueror Henry V111 Elizabeth 1 Charles 11 Queen Victoria Power Invasion Democracy		NC – A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066 Windrush Generation Community Democracy Power		NC - a non-European society that provides contrasts with British history – one study chosen Comparison Study – Mayans and Anglo – Saxons Civilisation Power Knowledge	

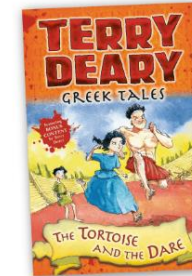
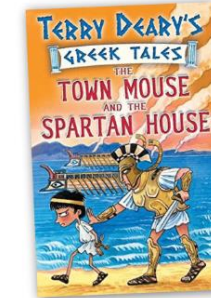
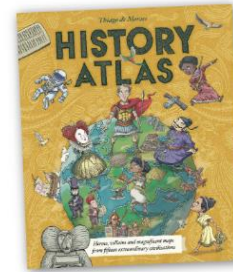
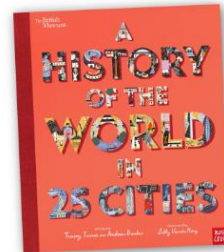
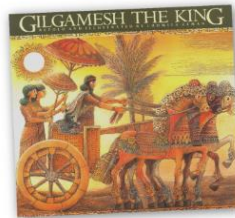
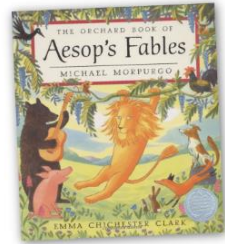
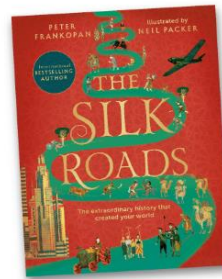
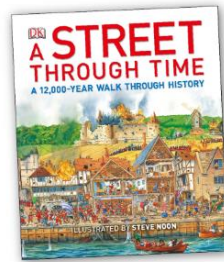
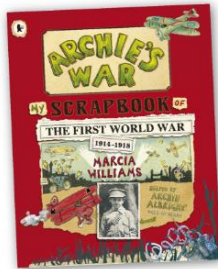
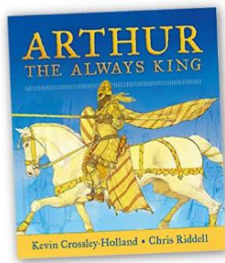


The 6 Substantive knowledge concepts

The Substantive knowledge is the subject knowledge and explicit vocabulary used about the past. The 6 Substantive Concepts below are the suggested vehicle to connect the substantive knowledge.

BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS					
Community	Knowledge	Invasion	Civilisation	Power	Democracy
<p>This gives us a focus on a large group of people living in a place.</p> <p> </p> <p>This can be within a large area, such as the community of people during the Great Fire of London or the Windrush Generation.</p> <p>It can also be the evolving communities of the people in Palaeolithic, Mesolithic and Neolithic times.</p> <p> </p> <p>Community can also be the people affected in World Wars.</p>	<p>This gives a focus on the difference knowledge makes to people.</p> <p> </p> <p>The migration of people and their knowledge of technology, such as smelting bronze, led to a change in the way people lived their lives.</p> <p>Knowledge brings about change.</p> <p> </p> <p>This can be seen through the emergence of great civilisations, such as the Ancient Egyptians.</p> <p> </p> <p>It can also be the rise of knowledge and invention, such as the Maya or Ancient Greeks.</p>	<p>Taking over another country or region with an armed force.</p> <p> </p> <p>Hitler's iniquitous beliefs led him to invade Poland and France.</p> <p>Invasion is a substantive concept throughout history.</p> <p> </p> <p>It can mean a small-scale forceable take-over of a village or town, or in the larger scale of a city-state or country.</p>	<p>A large group of people who follow similar laws, religion and rules.</p> <p> </p> <p>Larger than a community.</p> <p> </p> <p>Great civilisations have cities, architecture, laws, culture and art.</p> <p> </p> <p>Ancient Egyptians, Greeks and Maya were great civilisations.</p> <p> </p> <p>They advanced their society through knowledge and power.</p>	<p>The power to advance technology, architecture and the arts.</p> <p>or</p> <p>the power over people and places.</p> <p> </p> <p>Power to build The Parthenon, great theatres and the Lighthouse at Alexandria.</p> <p> </p> <p>Power struggle: Athens vs Sparta or Anglo-Saxons and Vikings.</p> <p> </p> <p>Kings, queens and leaders used power to achieve their goals, such as Queen Victoria and her desire to rule an Empire.</p> <p> </p> <p>Alexander the Great unified power in Ancient Greece.</p> <p> </p> <p>War with the Persians.</p>	<p>A form of government voted for by the people.</p> <p> </p> <p>Democracy has many forms through time.</p> <p> </p> <p>In Ancient Greece, certain people in Athens could vote, but it wasn't a true democracy.</p> <p> </p> <p>Democracy hasn't always been equal.</p> <p> </p> <p>Democracy today is typically represented by a government who are voted for by the majority of people in that country.</p> <p> </p> <p>The opposite to democracy is dictatorship or tyrannical leadership.</p>





To enhance our students' knowledge, retention, and abilities in all subjects, we seek out excellent texts. It turns out that we learn more if we hear things in a story.

Here is a sample of some of the amazing books we use to bring History to life.

<https://theteacherscollection.com/>



CYCLE A - History Progression Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 (Y1+2)	<p>How has our village changed? Past shops and present shops</p> <p><i>NC - Changes within living memory</i> Community Knowledge</p> <p>Y1: Changes within living memory</p> <ul style="list-style-type: none"> Explain how I have grown and changed in my life. Identify features of our school's local area. Identify shops in my local community. Identify the differences between past and present shops. Enquire how shops have changed. Explain how shops are different today compared to the past. <p>Vocabulary Toddler Timeline Present</p>		<p>Why are the lives of Mary Anning and David Attenborough significant? Mary Anning and David Attenborough</p> <p><i>NC - The lives of significant people</i> Community and Knowledge</p> <p>Y1: The lives of significant people</p> <ul style="list-style-type: none"> Learn about Mary Anning. Learn about Mary Anning's discovery. Learn about David Attenborough. Learn about David Attenborough's achievements. Compare Mary Anning and David Attenborough. Explain the similarities and differences. <p>Vocabulary Legacy Inspire Revealed Explore Similar</p>		<p>Why are space explorers significant? More astronauts</p> <p><i>NC - More lives of significant people</i> Community and Knowledge</p> <p>Y1: More lives of significant people</p> <ul style="list-style-type: none"> Learn about Neil Armstrong. Learn about Mae Jemison. Learn about Bernard Harris Jr. Learn about Tim Peake. Explain the above significant peoples' achievements. <p>Vocabulary Legacy Inspire Pioneer Explore Similar Orbit Racism Significant Astronaut</p>	



	<p>Compare Memory Community Tills Supermarket Customer Bakery</p> <p>Cultural Capital Local enquiry walk Explore local businesses Invite a local citizen / member of our community to a reminiscent session Visit Beamish</p>	<p>Fossil Documentary Significant Naturalist Expedition</p>	<p>Expedition</p> <p>Cultural Capital Stem Ambassador</p>
LKS2 (Y3+4)	<p>Who were the Anglo-Saxons and what changes did they bring to Britain? <i>NC - Britain's settlement by Anglo-Saxons and Scots</i> Invasion Power Community</p> <p>Y4: Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> • Understand why the Anglo-Saxons came to Britain. • Locate where the Anglo-Saxons came from. • Explain what life was like in Anglo-Saxon Britain. 	<p>The Vikings – ruthless killers or peaceful settlers? <i>NC - Viking and Anglo-Saxon Struggle for the Kingdom of England to the time of Edward the Confessor</i> Invasion Power Community</p> <p>Y4: Vikings and Anglo-Saxons struggle</p>	<p>Who were the Ancient Egyptians and why are they significant? <i>NC - The achievement of the earliest civilizations and a depth study of one.</i> Civilisation Knowledge Power Invasion</p> <p>Y4: Ancient civilisation – Egypt</p> <ul style="list-style-type: none"> • Learn who were a few of the earliest civilisations and what they achieved. • Explain who the Egyptians were and locate where they lived in the world. • Learn about the Old Kingdom, significant people and their achievements. • Learn about the Middle Kingdom, significant people and their achievements.



	<ul style="list-style-type: none"> • Know the seven kingdoms that were formed by the Anglo-Saxons. • Explain how we know about Anglo-Saxons through the use of artefacts. • Learn how religion influenced the Anglo-Saxons and explore how we know this. <p>Vocabulary Abandoned Defenceless Dominant Missionary Pagan Reliant Heptarchy Laden Sporadic Vanquish Viewpoint Migration</p> <p>Cultural Capital Tullie House – Workshop</p>	<ul style="list-style-type: none"> • Learn what life was like for Vikings. • Know when the Vikings attacked Britain. • Locate where the Vikings invaded and settled. • Understand why the Vikings so feared and successful. • Know when the Vikings were most powerful. • Explain what peace was agreed between the Anglo-Saxons and Vikings. • Learn about what 	<ul style="list-style-type: none"> • Learn about the New Kingdom, significant people and their achievements. • Learn how and what the Ancient Egyptians wrote. • Explain how the Ancient Egyptians utilised the River Nile. • Learn what the Ancient Egyptians believed in. • Explain what and how we know about Tutankhamun. <p>Vocabulary Colossal Stability Society Civilisation Irrigation Mysteriously Funerary Hieroglyphs Artefact Pillaged Obelisk Pharoah</p> <p>Cultural Capital Great North Museum Egyptian expedition in Newcastle</p>
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		<p>happened to the Vikings in England.</p> <ul style="list-style-type: none">• Justify why the Normans and Vikings both thought they had the right to the throne of England. <p>Vocabulary Repelled Tapestry Confessor Converted Legend Brutality Heathen Chronicle Chieftain Fjord Manuscript Ousted</p> <p>Cultural Capital</p>	
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		Tullie House: Cumwhitton expedition Local Viking enthusiast visitor	
UKS2 (Y5+6)	<p>Can we thank Ancient Greece for anything in our lives today? <i>NC – Ancient Greece – a study of Greek life and achievement and their influence on the Western world</i> Power Democracy Knowledge Civilisation</p> <p>Y5: Ancient Greeks</p> <ul style="list-style-type: none"> Learn who the Ancient Greeks were and when they ruled. Explain what beliefs the Ancient Greeks held. Compare the differences between Athens and Sparta. Describe what democracy was like in Athens. Explain why the theatre was important to the Ancient Greeks. Identify which myths and fables the Ancient Greeks created. Explain what happened at the Battles of Marathon and Salamis and why they were important. Understand why the Olympic games were invented by the Ancient Greeks. Know who Alexander the Great was and why he was so renowned. <p>Vocabulary Democracy</p>		<p>What was World War 2 and how does it affect life today? WW2 including The Battle of Britain (includes an element of a local study)</p> <p><i>NC – A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066</i> Power Invasion Democracy Community</p> <p>Y6: The Battle of Britain</p> <ul style="list-style-type: none"> Know why Britain declared war on Germany in 1939. Understand why rationing was introduced. Explain why people were evacuated from cities. Learn about what happened in the Battle of Britain. Learn about how Hitler continued to attack Britain during The Blitz. Explain how conflict changed society in the Second World War. Locate previous airbase locations in / near our locality (Watch Tree / Spade Adam). Explain why airbases were important to the war effort. Explain how we remember the brave men and women who defended our country. <p>Vocabulary</p>



	<p>Honour Phenomenal Deteriorated Armoured Oppressive City-state Tyrant Sanctuary Tactical Valiantly Unified</p>	<p>Ferocious Infantry Civilians Intercept Radar Occupation Anti-Semitic Lutwaffe Blitzkreig Evacuated Rationing Blackout Altitude Boisterous Cemetery Penetrate Strategic Supremacy Airbase Axis Bombardment Incendiary Memorial Segregation</p> <p>Cultural Capital Devil's Porridge museum Invite a local citizen / member of our community to a reminiscent session Military museum at Carlisle Castle and Tullie House</p>
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		Evacuation re-enactment.
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CYCLE B - History Progression Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 (Y1+2)	<p>What happened in the Great Fire of London and why was it significant? <i>NC – Events beyond living memory that are significant nationally or globally</i> Community Power Knowledge Democracy</p> <p>Y2: Events Beyond Living Memory</p> <ul style="list-style-type: none"> Locate London on a map and learn when the Great Fire of London happened. Learn how the fire started and explain how it spread so quickly. Learn about where the fire spread and the order of events. Explore sources to explain how we know about the Great Fire of London. Investigate the effects that the fire had on London. <p>Vocabulary Bustling Raged</p>		<p>Why is Beatrix Potter significant? Local Study – Beatrix Potter and then Carlisle Castle <i>NC - Significant Historical events, people and places in their own locality</i> Community Knowledge Power</p> <p>Y2: Significant Historical Events, People and Places in our Locality</p> <ul style="list-style-type: none"> Explain where Cumbria is and what it is like today. Explain who Beatrix Potter was. Describe why Beatrix Potter was famous. Describe the impact Beatrix Potter has had on our culture today. <p>Vocabulary Writer Illustrator Botany Mycology Published Victorian Businesswoman Memorabilia</p>			<p>What can we remember about the Great Fire of London and the effect it had? <i>NC - Revisit – Events Beyond Living Memory</i> Community Power Knowledge Democracy</p> <p>Y2: Revisit Events Beyond Living Memory</p> <ul style="list-style-type: none"> Explain what you remember about the Great Fire of London. Explain what happened



	<p>Extinguished Merchant Engulfed Flammable Devoured Possessions Ineffective Doused</p>	<p>Spin-off Conservation Hill Top Farm Pneumonia</p> <p>Cultural Capital Visit her house/National Trust site</p>	<p>during the Great Fire of London.</p> <ul style="list-style-type: none"> Explain the effect of the Great Fire of London and how we know about it. <p>Vocabulary Bustling Raged Extinguished Merchant Engulfed Flammable Devoured Possessions Ineffective Doused</p>
<p>LKS2 (Y3+4)</p>	<p>What was better the Stone Age, Bronze Age or the Iron Age? NC – Change in Britain from the Stone Age to the Iron Age Knowledge Community Power</p> <p>Y3: Stone Age to Iron Age</p> <ul style="list-style-type: none"> Identify the three ages of the Stone Age. 	<p>What was the impact of Roman Britain? NC - Roman Empire and the Impact on Britain NC – a local history study Invasion Power Civilisation</p> <p>Y3: Roman Empire and the Impact on Britain</p>	



	<ul style="list-style-type: none"> • Explain what the Palaeolithic times were like and how we know. • Explain what the Mesolithic times and how we know. • Explain what the Neolithic times were like and how we know. • Explain the differences between the Stone Age periods. <p>Vocabulary Ancient Community Dense Extinct Roaming Prehistory Domesticated Arid Gatherer Nomad Reared Submerged</p>	<ul style="list-style-type: none"> • Explain who the Romans were and locate Italy on a map. • Learn about what it was like to live in Rome. • Recall what it was like for Celtic people to live in the Iron Age. • Know when the Romans invaded Britain. • Explain who resisted the Roman invasion. • Understand and explain the effects the Romans had on Britain and its technology at the time. • Understand and explain the effects the Romans had on Briton’s beliefs at the time. • Summarise the impact of the Roman Empire on Britain. <p>Vocabulary Previously Conquered Rebellion Luxurious Culture Settlement Amphitheatre Emperor Aqueducts Invasion Barbarian Forum</p> <p>Cultural Capital Visit Vindolanda and Roman Army Museum</p>
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<p>UKS2 (Y5+6)</p>	<p>How has our monarchy changed? <i>NC – A study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066</i> Power Invasion Democracy</p> <p>Y6: Events Beyond 1066 – Significant Monarchs</p> <ul style="list-style-type: none"> • Learn how William I is remembered and explain the legacy he left behind. • Learn how Henry VIII is remembered and explain the legacy he left behind. • Learn how Elizabeth I is remembered and explain the legacy she left behind. • Learn how Charles II is remembered and explain the legacy he left behind. • Learn how Queen Victoria is remembered and explain the legacy she left behind. • Decide who was the greatest past monarch and explain why. <p>Vocabulary Lucrative Prosperity Republic</p>	<p>What is the significance of the Windrush Generation? <i>NC – A study of an aspect or the theme in British History that extends pupils’ chronological knowledge beyond 1066</i> Community Democracy Power</p> <p>Y6: Windrush Generation</p> <ul style="list-style-type: none"> • Locate the Caribbean island and learn about its history. • Understand how the people of the Caribbean helped Britain in war against Nazi Germany and Hitler. • Understand why people migrated from the Caribbean to England in 1948. • Explain what life was like for the Windrush pioneers. • Learn about Sam King and Norma Best and what they did. • Explain how the Windrush migration changed Britain for the better. <p>Vocabulary Intolerance Immigrate Prejudice Colony</p>	<p>The Mayans: How do they compare to British History? <i>NC - a non-European society that provides contrasts with British history – one study chosen</i> Civilisation Power Knowledge</p> <p>Y5: Comparison Study – Mayans and Anglo-Saxons</p> <ul style="list-style-type: none"> • Locate where the Maya lived. • Sequence the significant events in the Maya’s history. • Understand what Maya city-states were like. • Identify Maya inventions. • Learn what happened to the Maya city-states. • Recall knowledge about Anglo-Saxon Britain. • Compare and contrast the lives of Maya and Anglo-Saxons in c.AD 900. <p>Vocabulary Population Famine Descendant Declining Citizen Native</p>
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	Plundered Arrogant Duplicitous Aristocracy Monastery Dissolution Privateers Industrialisation Annulment Cultural Capital Visit Carlisle Castle	Emigrate Discrimination Racism Segregation Diversity Disembarked Demobilised Iniquitous Cultural Capital Anti-Racist Cumbria	Deforestation Codex Sacrifice Astronomy Warrior Polytheistic
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Statements written in green are desirable statements and therefore may not be covered.

