**History Spring 2**

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| **EYFS** | **Year 1/2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Intent**The children can explore life in medieval times and compare it to their own lives. They can share information about figures from the past including Amelia Earheart.  | **Intent****Geography Unit to be taught**  | **Intent: Persia and Greece**Pupils will learn about the empires of Greece and Persia, compare their similarities and differences and understand the different wars that took place between the two empires. | **Intent: Persia and Greece**Pupils will learn about the empires of Greece and Persia, compare their similarities and differences and understand the different wars that took place between the two empires | **Intent: Persia and Greece**Pupils will learn about the empires of Greece and Persia, compare their similarities and differences and understand the different wars that took place between the two empires | **Intent: How did the Maya civilization compare to the Anglo Saxons?**Children will learn about the Maya civilization, identify features of their settlements, similarities and differences between Anglo Saxons  |
| **Sequence of learning:**-Can I compare and contrast characters from stories including the Rapping Princess and Billy and the Dragon?-Can I compare and contrast my family and how I live with people who lived in castles and villages from the past? -Can I compare and contrast the clothes worn by knights, princesses and villagers in the past compared to people nowadays?-Can I talk about and play collaboratively with medieval style musical instruments compared to modern musical instruments?-Can I explain the places that are special to me and people in my community when I explore the local castles and learn about local travel routes and vehicles in discussion times? | **Sequence of Lessons:** | **Sequence of lessons:** 1. The king of kings2. The Persian Empire3. The Greek city states4. Greek gods and goddesses5. The Greek language and The Iliad.6. The Greek and Persian wars | **Sequence of lessons:** 1. The king of kings2. The Persian Empire3. The Greek city states4. Greek gods and goddesses5. The Greek language and The Iliad.6. The Greek and Persian wars | **Sequence of lessons**: 1. The king of kings2. The Persian Empire3. The Greek city states4. Greek gods and goddesses5. The Greek language and The Iliad.6. The Greek and Persian wars | **Sequence of lessons**: 1: Who were the Maya and when did they live?2: How did the Maya settle in the rainforest?3, What similarities and differences existed between Maya and Anglo-Saxon homes?4: What did the Maya believe?5, What do archaeological remains tell us about Maya cities?6, The decline of the Maya cities: man-made or natural disaster? |
| **Key Vocabulary** Past, present, instruments, medieval, archaeology, old, new, worn, same, different | **Key Vocabulary**  | **Key Vocabulary:** Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer’s Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War, Disciplinary focus: similarity and difference What did Greek city-states have in common? Greek religion – gods and goddesses. | **Key Vocabulary** Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer’s Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War, Disciplinary focus: similarity and difference What did Greek city-states have in common? Greek religion – gods and goddesses. | **Key Vocabulary:** Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer’s Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War, Disciplinary focus: similarity and difference What did Greek city-states have in common? Greek religion – gods and goddesses. | **Key Vocabulary:** Abandon, city-stateClassic periodcreation story, decline, deforestation, droughthieroglyphics, pyramidrainforest, slash and burntropical rainforest |
| **Impact**The children will be able to explain where and how people lived in the past after we visit St Catherine's and Restormel Castles. | **Impact** | **Impact:** Children will be able to identify what the Greek city states had in common and compare features. | **Impact:**Children can describe how we are connected to farms and farming. | **Impact**Children can retell stories of Abram, Isaac and Jacob. They can explain why the Promised Land is so important to Judaism. | **Impact:** Describe the key physical features of the Maya civilisation. Sequence the key periods in the Maya civilisation. and differences between Maya and Anglo-Saxon houses. |