A logo for a school

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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 kings  2. The Persian Empire  3. The Greek city states  4. Greek gods and goddesses  5. The Greek language and The Iliad.  6. The Greek and Persian wars | **Sequence of lessons:**  1. The king of kings  2. The Persian Empire  3. The Greek city states  4. Greek gods and goddesses  5. The Greek language and The Iliad.  6. The Greek and Persian wars | **Sequence of lessons**:  1. The king of kings  2. The Persian Empire  3. The Greek city states  4. Greek gods and goddesses  5. 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-state  Classic period  creation story, decline, deforestation, drought  hieroglyphics, pyramid  rainforest, slash and burn  tropical 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. |