

History

Knowledge Progression Map

2024-2025



National Curriculum/Early Learning Goals	Granular knowledge	Greater Depth	Vocabulary
<p>EYFS</p> <p>ELG: Understanding the world past and present</p> <ul style="list-style-type: none"> Talk about people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in the class. Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Granular knowledge:</p> <ul style="list-style-type: none"> I can talk about events from my own life I know that my family may be different to other families I know that families have different traditions I know that people in my family were also babies once I can order and sequence familiar events using visual prompts I can order events in my own life I talk about the past and future I can talk about past and present events in my life and in the lives of my family I know and can use words like: old, new and a long time ago I can question why things happen and give explanations I can identify ways that families are similar and different I can identify similarities and differences between traditions I realise that humans are born, grow and change I can understand that some events and people from history are important because they have achieved something or had an effect on something I am curious about people and show interest in stories I can answer 'how' and 'why' questions ... in response to stories or events I can explain my own knowledge and understanding, and ask appropriate questions I know that information can be retrieved from books and computers 	<ul style="list-style-type: none"> I can recognise differences between past and present events in my own life and give reasons why people's lives were different in the past I can ask and answer questions about past events or the lives of people in my family 	<p>Me Family Friends My life Born Grow Change Community Tradition Similar Different</p> <p>Old New Long time ago Order</p>

<p>Year 1</p>	<p>National Curriculum</p> <p>Pupils should be taught about:</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 <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events • understand some of the ways in which we find out about the past and identify different ways in which it is represented • develop an awareness of the past, using common words and phrases relating to the passing of time • use a wide vocabulary of everyday historical terms 	<p><u>Knowledge of the period changes within living memory: The Monarchy (Queen’s Jubilee and The Coronation)</u></p> <ul style="list-style-type: none"> • I know what a coronation is • I can recognise the key objects of a coronations (sceptre, orb, crown, carriage, robe) • I know what the monarchy is and why we have one • I know what the role of the monarchy is now and how it has changed • I can name the two most recent monarchs (Queen Elizabeth and King Charles) • I know words like old, new, a long time ago, past, present • I know some of the national changes and events that have taken place in my lifetime (the Queen’s death and Charles’ coronation) (locally) • I can give examples of things that were different when my grandparents were children (black and white photos, television, cars, bikes, communication) • I know some events that have taken place before I was born • I know and can begin to use words and phrases like before, after, past, present, then and now relating to the passing of time • I can order events within living memory (Queen’s coronation, Queen’s death, King’s Coronation) • I can recognise that some objects belonged to the past • I know the year that the Queen was born, the coronation, and when she died • I can begin to understand that we can learn about the past from sources such as photos and artefacts • I can ask and answer questions about old and new objects • I can explain what an artefact/object from the past might have been used for • I can find out things about the past by asking questions and talking to an older person to answer them • I can identify that there are reasons for continuities and changes and state some of these. • <i>I can identify why certain people and events are significant in history because of things like their achievements, impact etc.</i> <p><u>Knowledge of significant beyond living memory: Florence Nightingale, Mary Seacole, Edith Cavell</u></p> <ul style="list-style-type: none"> • <i>I know some events that have taken place before I was born</i> • I know words like: old, new, a long time ago, past, present • I know and can begin to use words and phrases like before, after, past, present, then and now relating to the passing of time • <i>I can identify that changes have happened in history that can impact on today (cleaner hospitals, training for nurses)</i> • <i>I can identify that continuity or change can be a good thing or a bad thing (discrimination)</i> • I can begin to understand that we can learn about the past from sources such as photos and artefacts • <i>I can recognise why people did things, why events happened</i> • <i>I can begin to understand what makes someone or something significant</i> • <i>I can identify why certain people and events are significant in history because of things like their achievements, impact etc.</i> • <i>I can identify why some individuals are significant both locally and nationally (George Stephenson – growth of the area, growth of railways nationally etc.)</i> 	<ul style="list-style-type: none"> • I can ask relevant questions using a range of historical sources provided • I can state appropriate reasons why an event occurred in the past and its impact on my life 	<p>Old New Long time ago Past Present Future Older Younger Events Parents Grand parents Great grandparents Significant Before After Past Present Then Now</p>
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<p>Year 2</p>	<p>National Curriculum</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should 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 to:</p> <ul style="list-style-type: none"> ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events understand some of the ways in which we find out about the past and identify different ways in which it is represented develop an awareness of the past, using common words and phrases relating to the passing of time use a wide vocabulary of everyday historical terms <p>HA CPD Links:</p> <p>Recorded Webinar: Beyond living memory: Why did the Great Fire of London spread so quickly?</p> <p>https://www.history.org.uk/primary/resource/10084/recorded-webinar-the-great-fire-of-london</p> <p>Topic Pack:</p> <p>https://www.history.org.uk/primary/module/3964/the-great-fire-of-london-1666</p> <p>Lesson Plans and resources:</p> <p>https://www.history.org.uk/primary/module/3964/the-great-fire-of-london-1666</p>	<p>Great Fire of London:</p> <ul style="list-style-type: none"> I can talk about the life of someone famous from Britain who lived in the past (Samuel Pepys) and say why they were famous I can explain how the fire changed fire safety I can use words and phrases like before, after, past, present, then and now relating to the passing of time when talking about the past I can sequence up to 5 factual events from The Great Fire of London (the start of the fire, Samuel Pepys wrote about the fire in his diary, St Paul’s Cathedral was destroyed, the fire got close to The Tower of London, the end of the fire) I can recognise similarities and differences between ways of life using terms such as then and now, here and there I understand when, where and why the Great Fire of London started (2nd September 1666, in Thomas Farriner’s bakery on Pudding Lane, a spark from the oven) I can explain why the fire spread so quickly (houses made of wood and straw, built close together, jutting out over the streets, hot dry summer, windy weather) and was hard to put out (poor quality equipment, no fire service, slow communication eg no phones, windy weather, mayor refused to demolish houses) I can identify continuities and changes and some of the reasons for them (houses – built of stone or brick, spaced apart, no jutting upper levels; fire service/safety – fire engines, mobile phones, hose pipes, fire hydrants?) I can identify that changes have happened in history that can impact on today I understand how the lives of significant individuals (King Charles II) have impacted upon national achievements (e.g. housing/building regulations) I can understand the difference between a picture and a photograph I can observe details in pictorial sources I can draw simple conclusions about sources to help me understand the past I can understand that sources are created by someone who has knowledge about the past (Samuel Pepys’ diary) <p>Significant Individual: Mahatma Gandhi/ Mother Teresa</p> <ul style="list-style-type: none"> I can talk about the life of someone famous from India who lived in the past (Mahatma Gandhi) and say why they were famous I can explain why Mahatma Gandhi was famous I can sequence key events in his life I can explain what independence means to a country I can explain the effects of his actions I can explain his legacy I can use words and phrases like before, after, past, present, then and now relating to the passing of time when talking about the past I can recognise similarities and differences between ways of life using terms such as then and now, here and there I understand when, where and why Gandhi had impacted on India. I can understand why Gandhi led the famous protest called the Salt March I can understand why Gandhi believed in non-violence. I can identify that changes have happened in history that can impact on today. I understand how the lives of significant individuals (Gandhi) have impacted upon national achievements (e.g. housing/building regulations) 	<ul style="list-style-type: none"> I can explain and summarise significant events of people and the past I can present a viewpoint and give reasons why an event occurred <p>Before After Past Present Then Now Famous Britain Sequence</p> <p>Before After Past Present Then Now</p>
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		<ul style="list-style-type: none"> • I can understand the power of free speech and its consequences. • I can understand who supported Gandhi. • I can understand Gandhi died due to his beliefs. <ul style="list-style-type: none"> • I can begin to understand what makes someone or something significant • I can identify why certain people and events are significant in history because of things like their achievements, impact etc. • I can identify why some individuals are significant both locally and nationally • I can recognise why people did things, why events happened <ul style="list-style-type: none"> • I can talk about the life of someone famous from India who lived in the past (Mother Teresa) and say why they were famous • I can explain why Mother Teresa was famous • I can sequence key events in her life • I can explain her legacy <ul style="list-style-type: none"> • I can use words and phrases like before, after, past, present, then and now relating to the passing of time when talking about the past • I can sequence the key of Mother Teresa • I can recognise similarities and differences between ways of life using terms such as then and now, here and there. <ul style="list-style-type: none"> • I understand when, where and why Mother Teresa had impacted on India. • I understand what Mother Teresa did for India. • I can explain what achievements she earned. • I can explain who she helped. <ul style="list-style-type: none"> • I can identify that changes have happened in history that can impact on today. • I understand how the lives of significant individuals (Mother Teresa) have impacted upon national achievements. • I can explain why she became a saint. • I can what is a missionary. • I can understand what her beliefs and purpose was. 		
Year 3	<p>National Curriculum</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world • Changes in Britain from the Stone Age to the Iron Age <p>HA CPD Links:</p> <p><u>Ancient Greece</u></p>	<p>Ancient Greece:</p> <ul style="list-style-type: none"> • The City State of Athens was a democracy, and its assembly was voted for by male citizens whilst in Sparta decisions were made by two kings and a council of Elders. • When Ancient Greece was (1200 BCE – 323 BCE), and that it was divided into separate states. • Alexander the Great conquers much of the known world. <ul style="list-style-type: none"> • I know and can talk about life in Ancient Greece - - pottery depicts scenes of day to day life, sports and mythology. Writing in stone. • I understand that historians use sources to construct their understanding of the past – artefacts, written evidence, pottery, weapons, clothing • I can observe details in a range of sources (written, pictorial and artefacts) and understand how they might tell me something different about the past • I can draw some conclusions about the past from sources – pottery, buildings • I can gather information to answer a question from 2-3 sources 	<ul style="list-style-type: none"> • I can reflect and explain how events from the past have shaped my life today • I can form reasoned arguments for why events from the past are interpreted in different ways 	<p>Timeline Period Order Sequence Date Similarity Difference Research Stone Age Iron Age Ancient Greece</p> <p>Before</p>

	<p>Topic Pack: https://www.history.org.uk/primary/categories/788/module/3480/ancient-greece-topic-pack</p> <p>Scheme of work: https://www.history.org.uk/primary/resource/6791/scheme-of-work-ancient-greece</p> <p>Changes in Britain from the Stone Age to the Iron Age Teaching the ancient Greeks: https://www.history.org.uk/primary/resource/8683</p>	<ul style="list-style-type: none"> • I can discuss and write about what life for men, women, boys and girls in Athens and Sparta – clothing, education, jobs, housing, food. • I can recognise and explain some of the achievements the Ancient Greeks have had on today– democracy (Athenian democracy developed around the fifth century B.C.E. The Greek idea of democracy was different from present-day democracy because, in Athens, all adult citizens were required to take an active part in the government), maths (Archimedes) buildings (temples and parthenon), philosophy (Plato), myths and legends (Theseus and the Minotaur), Ancient Greece is where the Olympic Games originate from. The Olympic Games were held in Olympia, and it is believed the first one was in 776 B.C • I understand and can explain the influence of the Ancients Greeks on life today – language, theatre • I know what a timeline is and can begin to use it to understand broad differences in time such as then/now, before/after for the periods of history being taught • I can describe periods from the past using approximate dates and an estimate of how long ago it happened • I can use a simple timeline within a specific period of history as a concrete model of the order that things may have happened • I can recognise why people did things, why events happened and what happened as a result – Alexander the Great, City states, democracy. • I can identify significant events or people from a story or historical account and give a reason for this (The Trojan War) • I can compare two different versions of an event and discuss how interpretations of the past can vary and why – Athenian/Spartan boy • I can identify that changes have happened in history that impact on today. • I understand the difference in lifestyle for people living in Athens and Sparta during Ancient Greece. • I can compare life in South Wigston to the life of a boy/girl in Ancient Greece <p>Changes in Britain from the Stone Age to the Iron Age:</p> <ul style="list-style-type: none"> • I know when the Stone Age (15000BC to 2500BC) and Iron Age ((800BC) were • I know some of the key inventions from the Stone Age and Iron Age (Tools, axes, farming equipment (sickle, hoe, plough) • I can use research skills to find answers to specific historical questions • I know when the Stone Age and Iron Age and can place this on a timeline • I can sequence 5-6 objects or artefacts • I can explain some of the changes to life between the Stone Age and the Iron Age • I can compare life in the Stone Age with life in the Iron Age • I can research in order to find similarities and differences between two or more periods of history and ways of life at these different times • I understand that historians use sources to construct their understanding of the past • I can observe details in a range of sources (written, pictorial and artefacts) and understand how they might tell me something different about the past • I can draw some conclusions about the past from sources • I can gather information to answer a question from 2-3 sources 		<p>After Past Present Then Now</p>
<p>Year 4</p>	<p>National Curriculum</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • the Roman Empire and its impact on Britain • a local history study <p>HA CPD Links:</p>	<p>The Roman Empire and its impact on Britain:</p> <ul style="list-style-type: none"> • I understand that the Romans invaded Britain-three times Julius Caesar 55-54BC Emperor Claudius 43 AD • I know some of the key figures from the Roman invasion – Julius Caesar-First Emperor Augustus and Claudius • I can explain the impact of the Roman invasion on Leicestershire-Ratae (Ramparts protected borders) Roman bath at Jewry Wall. Bosworth Country Park trip (excavation). • I can explain some of the key part of Roman life such as how the lives of wealthy people were different from the lives of poorer people- • I can explain some of the times when Britain has been invaded-See above • I know how to produce and use a simple timeline-Class timeline display and evidence in books –Lesson 1 • I can plot events on a timeline using centuries -Class timeline display and evidence in books-Lesson 1 	<ul style="list-style-type: none"> • I can give reasons for trends and changes by analysing a range of evidence/sources • I can explain why events in history could be viewed from different 	<p>Timeline Century Decade Invasion Romans Roman Empire Wealthy/Poor Historic Impact</p>

	<p>The Roman Empire and its impact on Britain (Article)</p> <p>Local study: Lesson plan suggestions https://www.history.org.uk/primary/resource/3863/a-local-study</p>	<ul style="list-style-type: none"> I can sequence 6-8 events or artefacts- Class timeline display and evidence in books-Lesson 1 I can identify why some key events or people from the Roman Empire are deemed significant by historians and make links to how they have shaped our lives today I can compare different interpretations of an individual or event e.g. Boudicca I can make conclusions and simple inferences about the past from a source I can begin to make some simple evaluations of sources and evidence <p>A local history study:</p> <ul style="list-style-type: none"> I can explain how our locality has changed over time I can link cause and effect I can use a range of sources to answer a historical question I can identify where change or continuity has taken place by making some comparisons across periods 	<p>perspectives and that sources may confirm or contradict each other</p>	<p>Centuries</p>
<p>Year 5</p>	<p>National Curriculum</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Britain's settlement by Anglo-Saxons and Scots The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared 	<p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; Britain's settlement by Anglo-Saxons and Scots:</u></p> <ul style="list-style-type: none"> I know that the Vikings and Anglo Saxons invaded Britain (Romans leave c410AD, Anglo-Saxons Rule from 410AD to 1066AD and Norman invasion – Viking invasions beginning with raiding from c700AD until establishment of Danelaw 886AD.) (reasons for moving – links to Geography for migration – land and economic reasons) TIMELINE - chronology I can use a range of sources to answer an investigation question – When analyzing sources - include investigation + investigation question - “How can I investigate what life was like in Anglo-Saxon or Viking Britain using a collection of sources. I can explain how our locality has changed over time I can identify multiple causes and a range of effects from an action (Place names and how country, counties and towns and villages names are affected by past immigrant populations) <p><u>Ancient Egypt:</u></p>	<ul style="list-style-type: none"> I can make connections and comparisons between the past and present through explaining and justifying my reasons. I can adapt my ideas and viewpoints as new historical information arises. 	<p>Timeline Century Decade Significant p people Source Past Hypothesis Settlement Viking Anglo-Saxon Invasion Ancient Egypt</p> <p>Centuries Decades</p>

and a depth study of one of the following: Ancient Egypt

HA CPD Links:

[The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor](#)

[Scheme of Work](#)

[Ancient Egypt: Topic Pack](#)

kingdom, civilization, religion, agriculture, ruler (Pharaoh)

- **I can explain what life was like for the Ancient Egyptians** (Agriculture – farming & seasons)
 - **I know when the Ancient Egyptian period was and can identify this on a timeline + Identify kingdoms**
 - Ch – I can explain that - The history of ancient Egypt is divided into three main periods: the Old Kingdom (about 2,700-2,200 B.C.E.), the Middle Kingdom (2,050-1,800 B.C.E.), and the New Kingdom (about 1,550-1,100 B.C.E.). The New Kingdom was followed by a period called the Late New Kingdom, which lasted to about 343 B.C.E.
 - **I understand some of the key achievements of the Ancient Egyptians** e.g. Inventions – pyramids; set-square and plum line, excavating/mining, farming tools; shaduf, sickle, ox-drawn cart, irrigation (canals).
 - I know how the Ancient Egyptians used mummification and how this is linked to their religious beliefs.
- Anubis – canopic jar gods – belief of an afterlife – take riches to afterlife – body preserved to be reanimated.
- I know why some pharaohs were significant and how these fit into the Kingdoms + any change this developed.
- Before old kingdom?
- Narmer 3273BC – 2987BC - uniting of Upper and Lower Egypt.
- New Kingdom:
- Sobeknefru 1760BC – 1750BC - First reported female pharaoh
- Akhenaten (Amenhotep IV) 1351BC – 1334BC – Change of religion – Polytheism -> Monotheism
- Tutankhamun 1332BC – 1323BC – Youngest Pharaoh – Died young – Change of religion -> Back to Polytheism.
- Ramesses II 1279BC – 1213BC – most powerful pharaoh of the new kingdom – building of cities/temples/monuments - huge army – gained land – long rule – 66 years.
- Ptolemaic Kingdom:
- Cleopatra – final pharaoh of Egypt – end of ancient Egypt kingdoms – ruled by a Pharaoh.
- **I know what some artifacts are from ancient Egypt and their significance.**
 - Hieroglyphics – written form of the language used (symbols represent what they had available)
 - Canopic Jars – used to house organs during mummification – for the afterlife – represented different gods
 - Tutankhamun’s death mask – gold/jewels, pharaohs very important, needed wealth for afterlife
 - Bust of Nefertiti – what she looked like, materials available, preservation, sculpture
 - The Rosetta Stone – Conversion of hieroglyphics to demotic (cursive hieroglyphics) to Greek – allows for some decoding of what hieroglyphics meant supplying historians with information about the time.
 - The Narmer Palette – shows the story of the uniting of upper and lower Egypt – Narmer being the person to do this – shows that there used to be a split in two halves – battle.
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- I know how to read timelines with centuries and decades - Sequence Pharaohs on a timeline – understanding of different times + kingdoms.
 - I can use period labels (e.g. Stone Age, Bronze Age, Iron Age, Middle Ages) - **Old, Middle and New Kingdom.**
 - I can draw a timeline with different historical periods showing key historical events or lives of significant people - Sequence Pharaohs on a timeline – understanding of different times + kingdoms.
 - I can sequence up to 10 events or artefacts - I can explain and sequence the significance of up to 6 Pharaohs
 - I can grasp the concept of different types of change and continuity and how it has taken place (religious, cultural, economic etc.) - **Change of burying pharaohs in pyramids to the Valley of the Kings**, Change of polytheism to monotheism to polytheism again.
 - I can make simple inferences from a range of sources source to learn about what life was like for the Ancient Egyptians – Analyse a collection of sources – hieroglyphics, canopic jars, Tutankhamun’s death mask, Bust of Nefertiti, Rosetta stone, Narmer palette – Questions: What was life like for Ancient Egyptians? - What did they do? What did they believe?
 - I know what a primary and secondary source is and understand that sources are not more reliable because they are primary or secondary or have biases, but can see and use this as another type of useful information about the past (e.g. author’s attitude) - Analyse a collection of primary sources – hieroglyphics, canopic jars, Tutankhamun’s death mask, Bust of Nefertiti, Rosetta stone, Narmer palette – Questions: What was life like for Ancient Egyptians? - What did they do? What did they believe?

		<ul style="list-style-type: none"> I can use a range of sources to answer an investigation question – When analysing sources - include investigation + investigation question - “How can I investigate what life was like in Ancient Egypt using a collection of sources?” I can write at length in a historical form e.g. historical arguments, account or causal narratives (outcome) I can explain the reasons why some events or people are deemed significant by historians e.g. Tutankhamun - I can identify why interpretations can change in light of new evidence and how this can lead to different versions of the past 		
Year 6	<p>National Curriculum</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (A child’s war: WW2) a non-European society that provides contrasts with British history: Mayan civilization c. AD 900 <p><u>HA CPD Links:</u></p>	<p><u>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</u> <i>Relevant to chosen study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</i></p> <p>World War 2:</p> <ul style="list-style-type: none"> I know key dates and figures during WWII <i>WWI ended in 1918, Treaty of Versailles signed in 1919, Hitler created Nazi Party in 1921, Hitler won election in 1933, 1st Sept 1939 – Germany invaded Poland, 3rd Sept 1939 – Britain and France declared war, 10th July 1940 – Battle of Britain, September 1940 – The Blitz, 6th June 1944 – D-day, 7th May 1945 – Germany surrender, VE day 8th May 1945, official end 2nd Sept 1945)</i> I can summarise the main events from a period of history, explaining the order of events and what happened <i>End of WWI – Treaty signed Germany invaded Poland. Allies declaring war. The Blitz Battle of Britain D-day End of the war</i> 	<ul style="list-style-type: none"> I can create my own hypothesis about the past, formulating my own theories about reasons for change I can use a range of concepts and ideas to compare and critically analyse events from the past 	Civilisation

The Maya: a 4,000-year-old civilisation in the Americas

WWII Overview Subject Knowledge

- I can summarise how Britain has had a major influence on the world
- I can identify and explain propaganda and its impact
Covered through studying propaganda posters – also linked into Art learning journey
- I know what a primary and secondary source is and I can analyse the sources seeing bias as another type of useful information
- I know how to read and use a timeline with an expanding use of dates, periods, eras including terms BC/BCE and AD/CE and can explain what this means
Use of Parkland Timeline to discuss where previous knowledge fits into history

Historical Investigation: *Plan a historical investigation question as the outcome to the learning journey which children can use their knowledge and sources to answer*

- I can describe a key event from Britain's past using a range of evidence from different sources
Researched D-day and the Blitz using range of primary (videos) and secondary sources (information books)
- I can use a range of sources to answer an investigation question
- I can write at length in a historical form e.g. historical arguments, account or causal narratives
Recount of events, non-chronological report in English
- I understand that different versions of the past may exist and can give some reasons for this
- I can offer a comparison or contrast across more than one period of history
- I can identify and give reasons for, results of, historical events, situations, changes
Changes to the role of women before, during and after the war.
Changes to children's lives – evacuation, rationing.

Mayan civilization c. AD 900

- I know key dates during the Maya
2,000 BC – the Mayan civilisation began, in 300 BC Mayan cities were still thriving, 900 AD – Cities in the rainforest became abandoned and people moved north to Guatemala and Yucatan, AD 1,000 – Cities such as Chichen Itza were still thriving, **the Spanish took over in the 16th century**
- I know key figures in the Maya
Maya hierarchy and key figures such as K'inich Janaab' Pakal, who was a notable ruler of the city of Palenque; Lady Yohl Ik'nal, one of the few known female rulers of the Maya; and K'awil, the Mayan god of lightning, who was often depicted in Mayan art and mythology.
- I know how to read and use a timeline with an expanding use of dates, periods, eras including terms BC/BCE and AD/CE and can explain what this means: **BC meaning before christ and AD meaning anno Domini translating to the year of our lord.**
Use of Parkland Timeline to discuss where previous knowledge fits into history.
- I can sequence up to 10 events of artefacts for example: Rio Azul Chocolate Cup, Tikal Marcador and Gold Mask at Chichen Itza.
- I can summarise the main events from a period of history, explaining the order of events and what happened for example:
 - 2000 BC - Farming villages begin to form across the Maya region.
 - 1500 BC - The Olmec civilization develops, the Maya will take on much of their culture.
 - 1000 BC - The Maya begin to form larger settlements at places like Copan and Chalchuapa.
 - 700 BC - Mayan writing first starts to develop.
 - 600 BC - Large buildings are built in the city of El Mirador.
 - 600 BC - The Maya begin to farm. This enables their society to support larger populations and the cities begin to grow in size.
 - 600 BC - The settlement at Tikal is formed. This will be one of the major cities in the Maya civilization. It will reach its peak in power during the Classic period.
 - 400 BC - The first Mayan calendars are carved into stone.
 - 300 BC - The Maya adopt the idea of a monarchy for their government. They are now ruled by kings.

Population
Temple
Sacrifice
Hieroglyphs
Codex
Pyramids
Pitz / Pok
a tok
Astronomy
Spanish
Conquest

		<ul style="list-style-type: none">• 100 BC - The city-state of Teotihuacan is established in the Valley of Mexico. It influences the Maya culture for many years.• 100 BC - The first pyramids are built. <ul style="list-style-type: none">• I can explore the features of historical events and way of life from periods I have studied and explain why historians believe some events or people are deemed significant based on impact• I can place features of historical events and people from the past societies and periods in a chronological framework – the order in which events take place.• I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently) <i>Astronomers and mathematicians – creating calendars and complex writing system</i> The Maya numeral system was the system to represent numbers and calendar dates in the Maya civilization. It was a vigesimal (base-20) positional numeral system. The numerals are made up of three symbols: zero (a shell), one (a dot) and five (a bar).• Describe and make links between main events, situations and changes within and across different periods and societies e.g. similarities and differences between Ancient Maya and a previously studied period I can detect change and continuity and comment on these in detail (rate, type, extent: progression or regression)		
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