



## Yaxham Church of England VA Primary School

### History Curriculum Plan - Pioneers

*Through loving God and loving others,  
we flourish, learn & grow.*



<div>Pioneers</div> <div>KS1 - Individuals    KS2 - Civilisations</div>						
		National Curriculum Objectives	Substantive Concepts	Skills	Knowledge	Key Vocabulary
R	Year A	<b><u>Understanding the World Past and Present</u></b>  <b>People, Culture and Communities</b>  Florence Nightingale and Edith Cavell	What a pioneer is.  Nursing - key workers.	<b>Historical Interpretation</b> A - Observe photographs and artefacts C - Begin to learn about a past event  <b>Historical Investigations</b> A - Show an interest in artefacts, photographs and non-fiction texts from the past B - Answer how and why questions C - Ask simple questions about the past  <b>Chronological Understanding</b> B - Talk about past and present events in own lives and lives of family members C - Use words and phrases such as: old, new, before and after D - Begin to understand what a timeline is	A pioneer is someone who begins something new. Nurses help people when they are ill. Florence Nightingale was a British nurse. British people come from the same country we live in. Florence Nightingale helped soldiers. A soldier is someone who works in the army. The army helps protect people. Protect means to keep safe. Edith Cavell was a British nurse who is remembered for helping injured soldiers during World War One. Edith Cavell was born near Norwich.	Pioneer, creates/makes, Florence Nightingale, nurse, help, soldier, army, protect, safe, Edith Cavell, Norwich
	Year B	<b><u>Understanding the World Past and Present</u></b>  <b>People, Culture and Communities</b>  Isambard Kingdom Brunel	Engineering.  Structures.	<b>Historical Interpretation</b> A - Observe photographs and artefacts C - Begin to learn about a past event  <b>Historical Investigations</b> A - Show an interest in artefacts, photographs and non-fiction texts from the past B - Answer how and why questions C - Ask simple questions about the past  <b>Chronological Understanding</b> A - Sorting pictures into past and present B - Talk about past and present events in own lives and lives of family members D - Begin to understand what a timeline is	An engineer is someone who builds machines. Isambard Kingdom Brunel was a British engineer. British people come from the same country we live in. Isambard Kingdom Brunel built bridges and railways. A railway is a track that trains drive on (like a road for cars). A bridge is a structure that allows people and vehicles to cross an open space. A structure is a type of building. A vehicle is something used to transport (take) people.	Pioneer, creates/makes, Isambard Kingdom Brunel, engineer, machines, builds, bridge, railway, track, structure, building, transport, vehicle
YR 1	Year A	<b>The lives of significant individuals in the past who have contributed to national and international achievements</b> Florence Nightingale  <b>Significant historical events, people and places in their own locality</b> Edith Cavell	People can change the course of history.  People can improve lives.  Nursing - key workers.	<b>Historical Interpretation</b> A - Observe pictures, photographs and artefacts to find out about the past C - Learn about two versions of a past event  <b>Historical Investigations</b> A - Observe evidence and say how it can be used to find out about the past B - Answer how and why questions in response to own experiences, stories or events C - Begin to use evidence to ask simple questions about the past  <b>Chronological Understanding</b> B - Describe memories and changes that have happened in own lives C - Use words and phrases such as: old, new, earliest, latest, past, present, future D - Begin to place 1 or 2 events on a timeline	Florence Nightingale was born in 1820 and died in 1910. She was born in a city called 'Florence' in Italy. Florence Nightingale trained as a nurse in Germany. Germany is a country on the continent of Europe. In 1854 there was a war in Russia and Florence Nightingale went to Crimea to care for wounded soldiers. Crimea is in Russia. A war is when people fight. Russia is a country spread across the continents of Europe/Asia. A continent is a large area of land. Florence Nightingale was called 'The Lady with the Lamp' because she often worked at night holding her lamp to check on her patients. A patient is someone who is receiving medicine because they are ill. During the Crimean War, Florence Nightingale wrote letters to Queen Victoria to tell her how the soldiers were. Florence Nightingale and Queen Victoria became friends. Queen Victoria was the Queen of the UK from 1837 to 1901. Edith Cavell was born in 1865 and died in 1915. She was born in Swardeston, near Norwich, in Norfolk. When World War One broke out between Britain and Germany, she went to Belgium to help soldiers who were hurt. Edith did not mind whether they were British, French or German; she treated the injured, regardless of where they came from.	Pioneer, improve/make better, creates/makes, news, Florence Nightingale, nurse, help, soldier, army, protect, safe, country, continent, war, patient, medicine, Queen, Edith Cavell, Norwich, Norfolk, Britain, Germany, Belgium, injured soldier
	Year B	<b>The lives of significant individuals in the past who have contributed to national and international achievements</b> Isambard Kingdom Brunel	People can change the course of history.  People can improve lives.  Engineering and designing.	<b>Historical Interpretation</b> A - Observe pictures, photographs and artefacts to find out about the past C - Learn about two versions of a past event  <b>Historical Investigations</b> A - Observe evidence and say how it can be used to find out about the past B - Answer how and why questions in response to own experiences, stories or events C - Begin to use evidence to ask simple questions about the past	Isambard Kingdom Brunel was born in 1806 and died in 1859. His mother was English and his dad was French. England and France are countries on the continent of Europe. A continent is a large area of land. The name Isambard is a German name which means 'glittering/bright iron'. Iron is a strong, hard metal. A metal is a solid material. Isambard Kingdom Brunel designed Paddington Station and it opened in 1854. Isambard Kingdom Brunel also designed fast ships and in 1938 his first ship 'The Great Western' set off on a voyage. It was the first steamship to ever cross the Atlantic Ocean by steam power. Design is a plan or drawing. A voyage is a long holiday/trip.	Pioneer, creates/makes, Isambard Kingdom Brunel, engineer, machines, builds, bridge, railway, track, structure, building, transport, English, French, Europe, continent, metal, material, Paddington Station, ship, steamship, voyage, design, Atlantic Ocean

				<b>Chronological Understanding</b> A - Sequence artefacts and events that are close together in time B - Describe memories and changes that have happened in own lives D - Begin to place 1 or 2 events on a timeline		
YR 2	<b>Year A</b>	<b>The lives of significant individuals in the past who have contributed to national and international achievements</b> Florence Nightingale  <b>Significant historical events, people and places in their own locality</b> Edith Cavell	The things we have now have been developed from something and somewhere.  Pioneers give opportunities to others.	<b>Historical Interpretation</b> A - Observe and use pictures, photographs and artefacts to find out about the past C - Begin to compare two versions of a past event  <b>Historical Investigations</b> A - Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations B - Ask and answer questions using sources to show understanding of key events C - Select evidence and say how it can be used to find out about the past  <b>Chronological Understanding</b> B - Describe and sequence memories and changes that have happened in own lives C - Use words and phrases such as: earliest, latest, past, present, future, century, new, old, oldest, modern, before, after to show the passing of time D - Order dates from earliest to latest on simple timelines	Florence Nightingale is remembered for making changes to nursing and showing people that nursing was an important job. When Florence Nightingale went to Crimea, she made sure the hospital was clean. She improved the food, beds, clothes and medicines. Florence Nightingale made people understand that nurses needed to be properly trained and hospitals need to be very clean. Florence Nightingale improved the education of nurses as people realised it was an important job. Education is where people learn something. Florence Nightingale's birthday is on the 12th May and her birthday is celebrated every year around the world as Nurses Day. In 1907, Florence Nightingale was the first woman to receive the Order of Merit. The Order of Merit is a special award given by a Queen for extra special work. When the war was over, Florence Nightingale came back to England and arranged training for nurses and she wrote books about nursing. She also wrote to politicians to make sure they improved the hospitals and trained nurses. Training is where you learn how to do something. Edith also secretly helped 200 soldiers escape from German soldiers who were looking to capture them. When the Germans found out what she was doing, she was arrested. She was questioned and admitted helping soldiers escape and return to fight against Germany. The Germans ordered for Edith to be shot as punishment. After she died, a memorial ceremony was held for her at Westminster Abbey, before she was laid to rest in the grounds of Norwich Cathedral. Most people now believe Edith was a hero. She gave up her life to help British, French and Belgian soldiers escape from the Germans, who wanted to capture and imprison them. She also helped many more soldiers recover from illness and injury.	Pioneer, improve/make better, creates/makes, news, Florence Nightingale, nurse, help, soldier, army, protect, safe, country, continent, war, patient, medicine, Queen, hospital, trained/educated, award, training, Edith Cavell, Norwich, Norfolk, arrest, prison, hero
	<b>Year B</b>	<b>The lives of significant individuals in the past who have contributed to national and international achievements</b> Isambard Kingdom Brunel	The things we have now have been developed from something and somewhere.  Pioneers give opportunities to others.	<b>Historical Interpretation</b> A - Observe and use pictures, photographs and artefacts to find out about the past C - Begin to compare two versions of a past event  <b>Historical Investigations</b> A - Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations B - Ask and answer questions using sources to show understanding of key events C - Select evidence and say how it can be used to find out about the past  <b>Chronological Understanding</b> A - Sequence pictures from different periods B - Describe and sequence memories and changes that have happened in own lives D - Order dates from earliest to latest on simple timelines	Isambard Kingdom Brunel engineered a brand new railway that will transport people from place to place. This was the first railway to do this and is called the Great Western Railway. He designed the railway line between London and Bristol. Isambard Kingdom Brunel designed the Clifton Suspension Bridge. Florence Nightingale wrote letters about the hospitals in Crimea and Isambard Kingdom Brunel was asked to design a hospital that would be built in Crimea and it treated over 1000 patients when it was built. Isambard Kingdom Brunel is remembered for his famous engineering work. These include the Great Western Railway, Maidenhead Bridge, Paddington Train Station, Wye Bridge, Royal Albert Bridge and Box Tunnel. These are all in the UK.	Pioneer, creates/makes, Isambard Kingdom Brunel, engineer, machines, builds, bridge, railway, track, structure, building, transport, English, French, Europe, continent, metal, material, Paddington Station, ship, steamship, voyage, design, Atlantic Ocean London, bridge, patient, Florence Nightingale, Crimea
YR 3	<b>Year A</b>	<b>Changes in Britain from the Stone Age to the Iron Age</b> Iron Age	How buildings, materials and standards of living were and how they changed within this age.  Tribes  Housing  Weapons	<b>Historical Interpretation</b> A - Begin to identify and explain that there are different types of evidence and sources that can be used to help represent the past B - Investigate different accounts of historical events  <b>Historical Investigations</b> A - Use a range of sources to find out about the past B - Regularly address and sometimes devise own questions to find answers about the past C - Gather information about one aspect of life in the past  <b>Chronological Understanding</b> A - Sequence some events, artefacts or historical figures on a timeline using dates B - Describe memories and changes that have happened in own lives compared to those of the past D - Explore that a timeline can be divided into BC and AD	We know all about the time in history from archeologists. These people are like detectives who look for evidence. Archaeologists know about the past from cave paintings, skeletons, monuments, objects and burials as these are the only things to tell us about the past. The Iron Age was 3000 years ago. It was named this because iron is easier to use and shape. Tribes were fighting over land. A tribe is a group of people who live and work together. Iron when heated can be made into anything so people had sharper, better tools and weapons. Rocks to make iron were easier to find than rocks that make bronze and iron has more uses and is cheaper than bronze. Spears made from iron were made so tribes could defend their land from other tribes trying to invade them. People in the Bronze Age and Iron Age lived in roundhouses. These could be very large and would have housed many people. One household might have had two houses, one for living and one for cooking and making things. Roundhouses were typical Iron Age circular houses. Some were very large, often housing lots of people living together. They had a timber frame, wattle and daub walls and a thatched roof. There would be a fire in the centre for cooking, light and warmth. Beds were made from hay or feather mattresses and animal skin or woollen blankets. Forts were established high up and tribes lived and worked there. They could defend their homes because they could see for miles and see if enemies were approaching. In the Iron Age, these houses were sometimes rectangular and were often gathered in farming communities on hills. These were known as 'hillforts'. Between 500 and 100 BC, many parts of Britain were dominated by hillforts. These settlements provided a home for hundreds, and later thousands, of people.	Tribes, household, round house, timber, wattle, daub, thatch, defend, enemy, hill fort, community, iron, tool, weapon
	<b>Year B</b>	<b>Changes in Britain from the Stone Age to the Iron Age</b> Stone Age (Stone to	How buildings, materials and standards of living were and how they	<b>Historical Interpretation</b> A - Begin to identify and explain that there are different types of evidence and sources that can be used to help represent the past	The prehistoric period is divided into 3 ages - Stone Age, Bronze Age and Iron Age. The Stone Age was over 10 000 years ago. At this time all there was were thick forests and lots of stones called flint. People needed sharp tools to hunt animals.	Flint, stone, hunt, nomad, nomadic, tool, Skara Brae, hunter gather, Neolithic

		Bronze)	changed within this age.  Stone Age	<p>C - Look at more than two versions of the same event or story in history and identify similarities</p> <p><b>Historical Investigations</b></p> <p>A - Use a range of sources to find out about the past</p> <p>B - Regularly address and sometimes devise own questions to find answers about the past</p> <p>C - Gather information about one aspect of life in the past</p> <p><b>Chronological Understanding</b></p> <p>B - Describe memories and changes that have happened in own lives compared to those of the past</p> <p>C - Begin to use dates to describe historical events</p> <p>D - Explore that a timeline can be divided into BC and AD</p>	<p>People began to be hunter gatherers and they used tools to hunt animals. Once they had used all the land and animals in one area they moved on to somewhere new. This is called being Nomadic.</p> <p>Tools were made from a stone called flint and some from bones and antlers.</p> <p>People tamed wolves by feeding them to build trust. They did this for the wolves to help them hunt deer and protect.</p> <p>Skara Brae was discovered after a storm in AD 1850 removed the earth that had been covering it. It is a village of eight houses, linked by covered passageways. Not all of the houses were built at the same time. The later ones are slightly bigger but they have very similar features, such as a central firepit and stone shelves. The village tells us a lot about life in the late Stone Age, including what people ate and what sort of tools they used.</p> <p>4000 years ago humans discovered farming and settled in villages instead of being hunter gatherers. They chopped down trees to grow crops, kept animals and built permanent homes.</p> <p>Farming marked a new age in Britain - the Neolithic Period (new Stone Age).</p> <p>People hung yarn to make wool and cloth to make clothes to keep warm.</p> <p>People began to trade with other families. This means they swapped items they had with things they didn't have so everyone has a little bit of everything.</p> <p>The Stone Age is named after the stone tools that the earliest humans used to help them survive. They used them to kill animals, such as mammoths, for their meat, bone marrow and skins. The bones were also useful for making tools, such as needles to sew skins together.</p> <p>People in the Stone Age moved around from place to place with the seasons, in order to keep safe and warm and to follow the animals they hunted.</p> <p>The pots were used for drinking from or to smelt copper, store food or to use as urns.</p> <p>Intricate pottery would show someone's wealth and status.</p>	
YR 4	Year A	Changes in Britain from the Stone Age to the Iron Age Iron Age	<p>How buildings, materials and standards of living were and how they evolved compared to the present.</p> <p>Druids</p>	<p><b>Historical Interpretation</b></p> <p>A- Identify and explain that there are different types of evidence and sources that can be used to help represent the past</p> <p>C - Investigate different accounts of historical events and explain some of the reasons why the accounts may be different</p> <p><b>Historical Investigations</b></p> <p>A - Gather more detail from sources, such as maps, to build up a clearer picture of the past</p> <p>B - Regularly address and devise increasingly relevant questions to find answers about the past</p> <p>C - Begin to undertake a given aspect of a topic and know which information to include</p> <p><b>Chronological Understanding</b></p> <p>A - Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart</p> <p>B - Describe and sequence memories and changes that have happened in own lives compared to those of the past</p> <p>D - Understand that a timeline can be divided into BC and AD</p>	<p>Druids were the priests of the tribes we call 'Celts'. Their job was to communicate with the more than 400 gods that the people of the tribes believed in.</p> <p>They believed the gods lived in nature. The main festivals were based around important times in the farming year.</p> <p>The Druids sacrificed food, precious objects and even humans to keep the gods happy.</p> <p>Druids were also like doctors and lawyers. They found cures in plants and resolved disagreements. Their opinions were more important than those of the king.</p> <p>It took at least 20 years to train to be a Druid. However, we only know about them from what the Romans wrote down.</p> <p>Iron Age Celts believed in over 400 gods and goddesses that they thought lived in rivers, woodlands, lakes and other natural places.</p> <p>Druids were priests and religious leaders. They carried out religious rituals and were the only people who could communicate with the gods.</p> <p>During religious festivals and rituals, sacrifices of food, precious objects and even humans were given to the gods in the hope that this would keep them happy. Druids also had other important roles such as those similar to doctors (using plants for medicine), judges (sorting out disagreements within the tribes) and using nature to predict the future.</p> <p>Celtic warriors would have usually fought with a long sword or shield and an oval, wooden shield. They often went into battle wearing blue warpaint.</p>	Druid, tribe, celt, god, nature, farming, battle, warrior, religion, ritual, Roman, priest
	Year B	Changes in Britain from the Stone Age to the Iron Age Stone Age (Stone to Bronze)	<p>How buildings, materials and standards of living were and how they evolved compared to the present.</p> <p>Bronze Age</p>	<p><b>Historical Interpretation</b></p> <p>A- Identify and explain that there are different types of evidence and sources that can be used to help represent the past</p> <p>C - Investigate different accounts of historical events and explain some of the reasons why the accounts may be different</p> <p><b>Historical Investigations</b></p> <p>A - Gather more detail from sources, such as maps, to build up a clearer picture of the past</p> <p>B - Regularly address and devise increasingly relevant questions to find answers about the past</p> <p>C - Begin to undertake a given aspect of a topic and know which information to include</p> <p><b>Chronological Understanding</b></p> <p>B - Describe and sequence memories and changes that have happened in own lives compared to those of the past</p> <p>C - Accurately use dates to describe historical events</p> <p>D - Understand that a timeline can be divided into BC and AD</p>	<p>Bronze is much harder than just pure copper and could be poured into moulds to make tools like axes, spears and daggers.</p> <p>Farming became important as more food was needed and forests were cleared to create the first proper fields, divided up with drystone walls.</p> <p>Roads and trackways were also improved and wheeled, animal-drawn vehicles began to be used.</p> <p>The Bronze Age was 4000 years ago. It was called this because people discovered how to use metal like bronze for the first time.</p> <p>Houses in the Bronze Age were usually built in a round shape using natural materials and had a fire in the centre for warmth, light and cooking. Grass was sometimes grown on the roof to help insulate it:</p> <p>Circular-shaped 'henge' temples were also built to ensure a good harvest each year. e.g. Stonehenge</p> <p>Stonehenge is a famous prehistoric monument in southern England, built at the end of the Stone Age and into the Bronze Age. Originally, it was just an earthwork and up to 150 people were buried there. The huge stones that we see were added in different stages. Some were brought from 240 miles away in Wales.</p> <p>The Bronze Age in Britain lasted around 1500 years.</p> <p>The Bronze Age started at different times in different countries. People travelled to other countries and brought skills, tools and knowledge with them.</p> <p>The use of bronze was brought to Britain around 2100 BC.</p> <p>Bronze was used for tools, weapons, armour and building materials.</p> <p>New people arrived in Britain and brought pottery cups with them. They also knew how to make metal sharper stronger tools to crop and farm and therefore feed more people. Historians call these people 'beaker people' because their pottery looked like beaker cups. It was thought that Bronze was first brought into Britain by the Bell Beaker People. They were named after the distinctive bell-shaped pottery that was decorated with impressions made from a comb or cord. The Bell Beaker People also introduced different types of weapons and jewellery into Britain.</p> <p>The Iron Age ended when the Romans arrived and built roads and indoor plumbing was introduced.were used for weapons.</p>	Bronze, henge, temple, tool, weapon, armour, beaker people, comb, cord, jewellery, StoneHenge

YR 5	Year A	Achievements of the earliest civilizations Shang Dynasty	<p>How developments were established within everyday life.</p> <p>Classes of people.</p>	<p><b>Historical Interpretation</b> A - Find and analyse a wide range of evidence to offer some clear reasons for different interpretations of events C - Start to understand the difference between primary and secondary evidence and the impact of this on reliability</p> <p><b>Historical Investigations</b> A - Begin to use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites B - Recognise when using primary and secondary sources of information to investigate the past C - Begin to undertake own research</p> <p><b>Chronological Understanding</b> B - Describe and compare memories and changes that have happened in own lives compared to those of the past C - Begin to use dates and terms to describe historical events D - Order a number of significant events, movements and dates on a timeline</p>	<p>In China history goes back further than British history. China is a country and is on the continent of Asia. Ancient China was ruled by powerful Kings. China's first kingdom was the Shang and the Chinese called the kingdoms dynasties. Dynasty means kingdoms made by 1 family. This time in history was known as the Shang Dynasty. The word Shang comes from the name of a place in China. The Shang Dynasty was between 1600 BC and 1046 BC - over 5 centuries. A century is 100 years and BC is a time in history we call 'Before Christ' . Over the time of the Shang Dynasty, there were 17 generations of Kings. The Shang ruled in middle China near the Yellow River. The Yellow River was good for growing crops for food. Bronze was the most important metal and weapons, armour and tools were made from bronze. The stone 'jade' was used to make jewellery and treasures. Jade carving was a special skill and was highly respected. Kings had to be good and look after the people as well as fight. They often spoke to the Gods to see if they were doing a good job. In the Shang Dynasty buildings were made from mud and wood. Horses were the fastest form of transport. Shang people didn't drink tea or eat rice, these became popular later on. Instead they ate cheese, bread, wheat and drank beer. The Shang people fought for land, resources and glory. People of the Shang Dynasty believed in lots of Gods including the God of clouds, wind, sun and moon. Shang people worshipped their ancestors and if they were pleased the family would be prosperous. If the spirits were not happy then bad things could happen. People weren't allowed to choose their jobs, it depended on which class you belonged to. Wealthy ruling people were at the top, then priests, soldiers, craftsmen, farmers and then prisoners. Ruling class worked on important jobs for the Shang Government and were rich. Priests predicted the future.Soldiers were respected and honoured for their fighting skills. Craftworkers were the middle class and they made sculptures, pottery and metalwork. Most people were lower class and were farmers. They were respected for the work they grew - most of this was done by hand. Prisoners were the lowest class and captured during battle, they had to do whatever their masters told them to. The Shang Dynasty came to an end when King Di Xin was defeated in a battle. A new Dynasty was then formed.</p>	<p>China, continent, Asia, King, Shang Dynasty, kingdom, BC, century, bronze, jade, Gods, Priests, soldier, wealth, poor, defeat, battle</p>
	Year B	Ancient Greece – a study of Greek life and achievements and their influence on the western world	<p>How developments were established within everyday life.</p> <p>Olympic Games.</p> <p>Government.</p> <p>Theatre, art and language.</p>	<p><b>Historical Interpretation</b> A - Find and analyse a wide range of evidence to offer some clear reasons for different interpretations of events C - Start to understand the difference between primary and secondary evidence and the impact of this on reliability</p> <p><b>Historical Investigations</b> A - Begin to use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites B - Recognise when using primary and secondary sources of information to investigate the past C - Begin to undertake own research</p> <p><b>Chronological Understanding</b> A - Explore how some historical events/periods occurred concurrently in different locations B - Describe and compare memories and changes that have happened in own lives compared to those of the past D - Order a number of significant events, movements and dates on a timeline</p>	<p><b>General life</b> Most people lived in villages or in the countryside. Many Greeks were poor and life was hard, because farmland, water and timber for building were scarce. That's why many Greeks sailed off to find new lands to settle. Ancient Greek homes were built around a courtyard or garden. The walls were often made from wood and mud bricks. They had small windows with no glass but wooden shutters to keep out the hot sun. Many homes didn't have a bathroom. There were public baths, but most people washed using a small bucket or in a nearby stream. Only rich women enjoyed baths at home. Afterwards they rubbed their bodies with perfumed oil to keep their skin soft. At night, Greeks slept on beds stuffed with wool, feathers or dry grass. Most people went to bed as soon as it got dark. The only light came from flickering oil lamps and candles. Men and women usually ate separately in ancient Greece. Rich people always ate at home - only enslaved people and poor people would eat in public. Everyone ate with their fingers, so food was cut up in the kitchen first. Only rich people ate a lot of meat. They would eat hares, deer and wild boar killed by hunters. Octopus was a favourite seafood. Children played with small pottery figures, and dolls made of rags, wood, wax or clay - some of these dolls even had moveable arms and legs. Other toys were rattles, hoops, yo-yos and hobby horses (a pretend horse made from a stick). They also played with balls made from tied-up rags or a blown-up pig's bladder. A game of flicking nuts into a hole or circle may be the ancient Greek version of marbles or tiddlywinks! A Greek woman wore a long tunic called a chiton. This was made from a piece of cotton or linen. Over this, she wore a cloak draped from her shoulders, called a himation. This would be a thin material in summer and a thick one in winter. Young men wore short tunics, while older men preferred long ones. Enslaved men often wore just a strip of cloth called a loincloth. Many people walked around barefoot. Some wore leather sandals or, for horse-riding, high boots. Both men and women wore wide-brimmed hats in hot weather, to shade their faces from the sun. Suntans weren't cool in ancient Greece, so women put white lead on their face to make their skin pale. White lead is poisonous, so it did more harm than good. We know the Greeks liked jewellery too, because bracelets, earrings and necklaces are often buried with dead people in their tombs. Most common people wore fairly plain clothes. Only wealthy people could afford to dye their clothes.</p> <p><b>Olympic Games</b> The Greeks loved sport as much as we do. They enjoyed the discus, javelin, long jump, boxing and horse racing. Athletes prayed to Nike, the goddess of victory - she's still a big name in sport today! Greek men and boys trained in a gymnasium. We also go to the gym, although today women and girls are welcome too. The Greeks loved to watch races in a big, open-air 'stadion', very like a modern sports stadium. Every four years the Greeks held a special sporting festival at Olympia - the Olympic Games. These inspired the modern Olympics which began in 1896. Some of the events were very similar. Like the Greeks, we also hold the Olympics every four years. Legend tells of Pheidippides, who fought at the battle of Marathon in 490BC. When the Greeks won, he ran 26 miles (42 km) to Athens with the news – and then fell down dead. Modern marathon races cover the same distance as his epic run. Ancient Greece was made up of a series of independent city-states such as Athens and Sparta. Although Ancient Greece was made up of many separate states, they all shared a similar culture, with common Gods, myths and the Olympic Games. The Olympic Games saw each of the independent city-states compete against each other at sports every four years. The Olympic Games started as a festival held every four years to honor the Greek god Zeus. Different athletic competitions were added and became the basis for the modern-day Olympic Games. The Olympic Games began as a festival honoring the god Zeus. In 776 BCE, a footrace was added, followed by other competitions in later years.</p>	<p>Civilisation, independent city, city-state Olympic games, Athens, Olympia, Sparta, Macedonia, Troy, Mount Olympus, Crete, Aegean Sea, tyrant, democracy, vote, pottery, clay, tunic, linen, loincloth, barefoot, tomb, Nike, victory, festival, Zeus, government, citizen, democracy</p>

					<p><b>Government</b>            In ancient Athens, citizens would gather together on a dusty hill called the Pnyx. Here they would decide the city's laws and who should sit on its ruling council. This was 'democracy' or 'rule by the people'.            All 30,000 citizens were men. Women and enslaved people didn't get a say. A citizen could speak for the time it took water to run from one jar into another. When this water clock ran out, it was someone else's turn.            A jury of 500 citizens decided if someone was guilty of law-breaking. Punishments included death. Citizens could also vote to get rid of people they disliked. Each man wrote a name on a broken bit of pottery called an 'ostrakon'. Anyone named more than 600 times got kicked out of the city.            Today, we also live in a democracy. Unlike in ancient Greece, women get to vote, too. Juries of 12 people decide if someone is guilty of a crime - we don't use ostracons anymore!            Athens is considered the birthplace of the democratic form of government.            Athens was the birthplace of Democracy, meaning 'rule by the people'.            All citizens in Athens were allowed to vote. However, this meant that women and slaves (who did not qualify as citizens) were not allowed to vote.            The people of Athens did not have to suffer being ruled by a 'tyrant', as they could simply get rid of their leaders through a popular vote. This was known as 'ostracising'.            Under Pericles's leadership, Athenian democracy and power grew, ushering in the Golden Age of Athens.            The city of Alexandria in Egypt exemplified Greek government, culture, and learning. A magnificent library there, with hundreds of thousands of scrolls, attracted scholars and important thinkers from the known world.</p> <p><b>Art, theatre and language</b>            Rich people decorated walls and floors with colourful tiles and paintings.            Culture flourished with the construction of the Parthenon and the growth of Greek drama and other arts.            Greek cities had beautiful temples with stone columns and statues, and open-air theatres where people sat to watch plays.            Ancient Greek stories are still told today. We love films about superheroes and monsters. Our TV soaps are full of stories about long-lost children returning to find their parents - just as ancient Greek plays were.            Even after 3,000 years, we're still using ancient Greek ideas in maths, science and art. Our alphabet is based on the Greek one.</p>	
YR 6	Year A	Achievements of the earliest civilizations Shang Dynasty	Comparing developments in Britain with other civilisations  Standards of living.  Materials.  Buildings and worship.  Technology.	<p><b>Historical Interpretation</b>            A - Begin to evaluate the usefulness of different sources            C - Consider different ways of checking the accuracy of interpretations of the past</p> <p><b>Historical Investigations</b>            A - Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites            B - Select relevant sections of information to address historically valid questions and construct detailed, informed responses            C - Investigate own lines of enquiry by posing historically valid questions to answer</p> <p><b>Chronological Understanding</b>            B - Describe, compare and sequence memories and changes that have happened in own lives compared to those of the past            C - Accurately use dates and terms to describe historical events            D - Order an increasing number of significant events, movements and dates on a timeline, using dates accurately</p>	Life was different depending if you were rich or poor. Poor people lived difficult lives with hardly any food and nowhere to live. Rich people had places to live, lots of food, fine clothes and jade jewellery. They had servants as well. The Shang army was very powerful and highly organised. Most of the soldiers had bronze tools and travelled by foot. Some were archers. The war chariots were the most deadly as they were the fastest and most powerful as they had a soldier and an archer on the chariot. There were no rules during the battles and hardly any medical treatment available to wounded soldiers. Farmers needed to stop enemies invading their lands taking their food and crops. That's why brave warriors were chosen to be Kings. The King could do anything he wanted and ruled over all the people however he liked. Shang Kings also acted as high priests and led religious ceremonies. They were believed to be the best people to offer sacrifices to the ancestors and the Gods. Priests interpreted messages from the Gods to predict the future. Shang Di was the supreme God and was believed to rule all the other Gods. Shang people performed rituals and prayers, offered food and sacrifices to please him. Kings observed the stars as they believed the heavens would show if they were on their side as they believed stars were living spirits. The last King to rule over the Shang Dynasty was Di Xin. He was cruel and became a villain to the people. One night all the people of middle China looked up at the sky and saw 5 bright planets clustering together in 1 small part of the sky - a sign from God. This only happens every 516 years and people believe this was the Gods turning against the Shang. The heavens said that the King had to be overthrown so a war was declared. After he was overthrown, the King Di Xin hid all his treasures in his palace and burned it so no one could have his treasures. He realised the Gods had deserted him and he walked into the fire - this was the end of the Shang Dynasty. Burials that archaeologists have found show us what chariots looked like. Horses were put in burial pits to go to heaven and the afterlife with their masters. Archaeologists have found oracle bones which are the most important piece of history to tell us about the Shang Dynasty. They are animal bones covered in writing used to predict the future. Priests would carve the questions they wanted to ask the Gods in the bone, then heat the bone so it started to crack. After that they would interpret the cracks to try and work out what the Gods were saying. Oracle bones are a primary source. A primary source is when it is exactly from that time period. These bones are important as the questions asked lets us know what was important to the people in the Shang Dynasty and their lives.	China, continent, Asia, King, Shang Dynasty, kingdom, BC, century, bronze, jade, Gods, Priests, soldier, wealth, poor, defeat, battle, treasure, army, archer, chariot, invade, rule, religious ceremony, supreme, villain, war, declare, archaeologists, oracle bone
	Year B	Ancient Greece – a study of Greek life and achievements and their influence on the western world	How Greek achievements influence the Western World.  Philosophy.  Myths and legends.	<p><b>Historical Interpretation</b>            A - Begin to evaluate the usefulness of different sources            C - Consider different ways of checking the accuracy of interpretations of the past</p> <p><b>Historical Investigations</b>            A - Use a wide range of different sources to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites            B - Select relevant sections of information to address historically valid questions and construct detailed, informed responses            C - Investigate own lines of enquiry by posing historically valid questions to answer</p>	The ancient civilizations of Greece have influenced Western society more profoundly than perhaps any other cultures in world history. How did Greek ideas spread so far? It's down to Alexander, the young king of Macedon. He led his army to take over Greece, Persia, Egypt and even part of India. He ruled so much of the world they called him 'Alexander the Great'. Wherever he went, Alexander took Greek ideas. When he died in 323BC, the Romans took over. They admired the Greeks' way of life and carried Greek ideas to even more countries - including ours! Ancient Greek thinkers made big discoveries. Pythagoras found ways to measure and describe shapes that we still use in maths today. Aristotle studied plants, animals and rocks. He devised experiments to find out about the world we live in. Modern scientists do the same kind of thing. The great Greek philosophers, Socrates, Plato, and Aristotle, attempted to use reason to discover truth and an ethical system of behaviour.	Ancient, society, army, Greece, Persia, Egypt, India, Romans, discovery, maths, study, plants, animals, rocks, experiments, philosophers

				<b>Chronological Understanding</b> A - Understand how some historical events/periods occurred concurrently in different locations B - Describe, compare and sequence memories and changes that have happened in own lives compared to those of the past D - Order an increasing number of significant events, movements and dates on a timeline, using dates accurately		
YR 6+	To be able to clearly articulate the lives of significant pioneers and their impact on Britain throughout time.					