

EYFS: History Links

EYFS	Communication and Language	Personal, Social and Emotional Development	Understanding the World
Family	To understand how to listen carefully to stories	To begin to express their feelings and consider the perspectives of others.	To learn about people who help us.
Bonfire	To use sentences including 4-6 words about a subject.		To find out about others, finding out about ourselves.
Christmas	To understand how, why, where questions.		To learn how different people celebrate festivals.
Chinese New Year	To describe events in some detail.		

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Toys (Cycle B: 2021-22)

		<u>Vocabulary</u>	<u>Substantive Knowledge</u>	<u>Disciplinary knowledge</u>		
				<i>Chronology</i>	<i>Knowledge and understanding of historical events</i>	<i>Historical enquiry</i>
Year 1	Past, Present, Now, Then. <i><u>Subject Specific vocabulary:</u></i> Wooden, Metal, Victorian, Electronic	-To know that the Victorian period was from 1837-1901. Link to another historical period- Gt Fire of London. -To know that Victorian toys were made from wood or metal.	-Sequence 3 artefacts from present day. -Sequence 3 artefacts from the Victorian period.	-Recognise key differences between modern life and Victorian life.	-Find answers to simple questions about the Victorian period from sources of information and artefacts.	
Year 2	Modern, Similarities, Differences, Compare. <i><u>Subject Specific vocabulary:</u></i> Wooden, Metal, Victorian, Electronic, Mechanic, Batteries, Wind-up toy.	<i>Science link: To describe the simple physical properties of a variety of everyday materials</i> -To know that Toys were for both girls and boys -To know that Victorian toys differ from modern toys in that many toys today are electrical.	-Sequence 3 artefacts from the present day, explaining the main differences between the artefacts. -Sequence 3 artefacts from the Victorian period, explaining the main differences between the artefacts.	-Recognise key differences between modern life and Victorian life, giving comparisons from their lives.	-Use a second-hand source to answer questions about the Victorian period, based on observations.	

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Great Fire of London (Cycle B: 2021 -22)

	Year 1	<p>Past, Present, Now, Then</p> <p><u>Subject Specific vocabulary:</u> Samuel Pepys, London, Smoke, Fire, Firemen.</p>	<p>-To know about the significant events of The Great Fire of London Link to another Historical period- Victorians.</p> <p>-To know that buildings were mainly made out of wood in the 1600's</p> <p>-To know how buildings are now made of metal and brick and why these changes happened</p>	<p>-Sequence 3 artefacts from the present day.</p> <p>-Sequence 3 artefacts from the Great Fire of London period (1666).</p>	<p>-Recognise key differences between modern life and 1666.</p>	<p>-Find answers to simple questions about the 1600's from sources of information and artefacts.</p>
	Year 2	<p>Modern, Similarities, Differences, Compare, Sequence, Chronology</p> <p><u>Subject Specific vocabulary:</u> Samuel Pepys, London, Smoke, Fire, Firemen, <i>Diary, River Thames, Monument, Pudding Lane</i></p>	<p><i>Science link: To distinguish between an object and the material from which it is made</i></p> <p>-To know that the population of London has increased since 1666 and why this is.</p> <p>-To know who Samuel Pepys was and the role he played in the Great Fire of London.</p>	<p>-Sequence 3 artefacts from the present day, explaining the main differences between the artefacts.</p> <p>-Sequence 3 artefacts from the Victorian period, explaining the main differences between the artefacts.</p>	<p>-Recognise key differences between modern life and 1666, giving comparisons from their lives.</p>	<p>-Use a second-hand source to answer questions about the 1600's, based on observations.</p>

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**History of the NHS: Florence Nightingale
(Cycle B: 2021-22)**

<p>Year 1</p>	<p>Past, Present, Now, Then</p> <p><u>Subject Specific vocabulary:</u> Florence Nightingale, Soldier, Lamp, Hospital.</p>	<p>-Know that Florence Nightingale was a key historical figure in the 19th Century. -To know that she was a nurse and she rejected traditional expectations of women at this time. -To identify similarities and differences between medical care now and in Victorian times.</p>	<p>-Sequence 3 artefacts from the present day. -Sequence 3 artefacts from the Crimean War period.</p>	<p>-Recognise key differences between modern life and the Crimean War period.</p>	<p>-Find answers to simple questions about the Crimean War period from sources of information and artefacts.</p>
<p>Year 2</p>	<p>Modern, Similarities, Differences, Compare, Sequence, Chronology</p> <p><u>Subject specific vocabulary:</u> Florence Nightingale, Soldier, Lamp, Hospital, Red Cross, Crimean War, Charity.</p>	<p>-To know how Florence Nightingale improved hospital conditions in England Science link: describe the importance for humans of hygiene.</p>	<p>-Sequence 3 artefacts from the present day, explaining the main differences between the artefacts. -Sequence 3 artefacts from the Victorian period, explaining the main differences between the artefacts.</p>	<p>-Recognise key differences between modern life and the Crimean War period, giving comparisons from their lives.</p>	<p>-Use a second-hand source to answer questions about the Crimean War period, based on observations.</p>

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**Celebrations: Family History
(Cycle A: 2020-21)**

	Year 1	<p>Past, Present, Now, Then.</p> <p><u>Subject Specific vocabulary:</u> Year, Growing Up, Timeline, Grandparents</p>	<p>-To know that childhood has changed since the time of our grandparents, in terms of technology, jobs and education. -Identify similarities and differences between my own life and that of my grandparent.</p>	<p>-Sequence 3 artefacts from the present day. -Sequence 3 artefacts from the 1950s/ 1960s.</p>	<p>-Recognise key differences between modern life and the 1950s/ 1960s</p>	<p>-Find answers to simple questions about the 1950s/ 1960s from sources of information and artefacts.</p>
	Year 2	<p>Modern, Similarities, Differences, Compare, Sequence, Chronology.</p> <p><u>Subject Specific vocabulary:</u> Year, Growing Up, Timeline, Grandparents, Oral history, 20th Century, 21st Century, 1950s, 1960s.</p>	<p>-Know where people from my family stand in an historical framework -Place significant historical events from my grandparent's lifetime on a timeline.</p>	<p>-Sequence 3 artefacts from the present day, explaining the main differences between the artefacts. -Sequence 3 artefacts from the 1950s/ 1960s, explaining the main differences between the artefacts.</p>	<p>-Recognise key differences between modern life and the 1950s/ 1960s, giving comparisons from their lives.</p>	<p>-Use a second-hand source to answer questions about the 1950s/ 1960s, based on observations.</p>

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**Earth and Space: Neil Armstrong
(Cycle A: 2020-21)**

	Year 1	<p>Past, Present, Now, Then</p> <p><u>Subject Specific vocabulary:</u> Neil Armstrong, Moon, Moon Landing, Astronaut, NASA, Apollo.</p>	<p>-Know about the early life and career of Neil Armstrong.</p> <p>-To know and understand the key events of the flight of Apollo 11 and the first moon landing.</p>	<p>-Sequence 3 artefacts from the present day.</p> <p>-Sequence 3 artefacts from the Apollo Space Programme.</p>	<p>-Recognise key differences between modern space travel and the Apollo Space Programme</p>	<p>Find answers to simple questions about Neil Armstrong and the Apollo programme from sources of information and artefacts.</p>
	Year 2	<p>Modern, Similarities, Differences, Compare, Sequence, Chronology.</p> <p><u>Subject Specific vocabulary:</u> Neil Armstrong, Moon, Moon Landing, Astronaut, NASA Apollo, Space flight, Engineer, Orbit, Lunar Module, Commander.</p>	<p>-Understand that Neil Armstrong is a significant historical figure due to his role in the first moon landing.</p> <p>-Understand the cultural impact of Neil Armstrong's achievements.</p>	<p>-Sequence 3 artefacts from the present day, explaining the main differences between the artefacts.</p> <p>-Sequence 3 artefacts from the Apollo Space Programme, explaining the main differences between the artefacts.</p>	<p>-Recognise key differences between modern space travel and the Apollo Space Programme, giving direct examples</p>	<p>-Use a second-hand source to answer questions about Neil Armstrong and the Apollo Programme based on observations.</p>

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**Explorers: Christopher Columbus
(Cycle A: 2020-21)**

	Year 1	<p>Past, Present, Now, Then</p> <p><u>Subject Specific vocabulary:</u> Christopher Columbus, America, Asia, Journey, Ship, Explorer</p>	<p>-To know that Christopher Columbus lived in the 15th Century. Link to another historical figure (Neil Armstrong). -Understand how life was different in the 15th Century -Explain Christopher Columbus's journey and what he discovered in America.</p>	<p>-Sequence 3 artefacts from the present day. -Sequence 3 artefacts from the voyage of Columbus.</p>	<p>Recognise key differences between modern voyages on the ocean and the voyages of Columbus.</p>	<p>-Find answers to simple questions about the voyages of Columbus from sources of information and artefacts.</p>
	Year 2	<p>Modern, Similarities, Differences, Compare, Sequence, Chronology.</p> <p><u>Subject Specific vocabulary:</u> Christopher Columbus, America, Asia, Voyage, Ship, Explorer, Navigate, New World, Atlantic Ocean</p>	<p>-Understand the impact of Columbus's voyages and what he brought back to Europe. -To effectively compare Neil Armstrong and Christopher Columbus's missions.</p>	<p>-Sequence 3 artefacts from the present day, explaining the main differences between the artefacts. -Sequence 3 artefacts from the voyage of Columbus, explaining the main differences between the artefacts.</p>	<p>-Recognise key differences between modern space travel and the Apollo Space Programme, giving direct examples.</p>	<p>-Use a second-hand source to answer questions about the voyages of Columbus, based on observations.</p>

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**Anglo Saxons and Scots settling in Britain
(Cycle B: LKS2)**

	Year 3	<p>B.C. (Before Christ) A.D (Anno Domini) Millennium</p> <p><u>Subject Specific vocabulary:</u> Anglo Saxons, Vikings, Alfred the Great, Dark Age.</p>	<p>-To Know who the Vikings and Anglo-Saxons were and where they came from.</p> <p>-To Know that the Anglo Saxons settled in Britain from c.410-1066AD.</p> <p>-Know that the Vikings settled in Britain from c.790-1066AD.</p> <p>-To accurately plot significant events on a timeline in relation to units studied in the previous cycle</p> <p>-To know the reasons for the Viking raid on Lindisfarne was due to the wealth of the monastery and the lack of understanding of Christianity.</p> <p>-To know the importance of Alfred the great and the importance of Danelaw.</p> <p>-Understand how England is different today to Anglo-Saxon and Viking times.</p>	<p>-Place Anglo Saxon and Viking period on a time line.</p> <p>-Use dates and terms related to Anglo Saxons and Vikings</p> <p>-Sequence Key events from the Anglo Saxon/ Viking Britain period.</p>	<p>-Find out about the everyday lives of Anglo Saxons/ Vikings.</p> <p>-Compare this with modern life</p> <p>-Identify reasons and motives for Anglo Saxons/ Vikings settling in England.</p>	<p>-Use a range of sources to find out about a period</p> <p>-Observe artefacts to learn about the Anglo-Saxon/ Viking period.</p> <p>-Begin to use the library and internet for research.</p>
	Year 4	<p>B.C. (Before Christ), A.D (Anno Domini), Millennium B.C.E (Before the Common Era), C.E. (Common Era)</p> <p><u>Subject Specific vocabulary:</u> Anglo Saxons, Vikings, Alfred the Great, Dark Age.</p>	<p>-Know and sequence key events of time studied</p> <p>-Date key events of this period</p> <p>-Understand BC and AD.</p>	<p>-Use evidence to analyse life in the Anglo-Saxon/ Viking period of Britain.</p> <p>-Identify significant events and features of this period.</p> <p>-Look for links to modern Britain.</p>	<p>-Use evidence to build up a picture of the Anglo-Saxon/ Viking period.</p> <p>-Ask a variety of questions using age appropriate historical vocabulary.</p> <p>-Use the library and internet with growing confidence.</p>	

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Tudors (Cycle B: LKS2)

Tudors (Cycle B: LKS2)	Year 3	<p>B.C. (Before Christ) A.D (Anno Domini) Millennium</p> <p><u>Subject Specific Vocabulary:</u> Henry VIII, Monarch, Reign, Treason, War of the Roses.</p>	<p>- To Know that the War of the Roses was a civil war fought over the control of England.</p> <p>- To Know that the battle of Bosworth was the last significant battle of the War of the Roses</p> <p>-To know the significance of Henry VIII as a monarch and his role in the disillusion of the monasteries. - Learn the fate of Henry VIII's wives.</p> <p>-To know that life in Tudor times was tough and understand how jobs in Tudor society are quite different to today.</p> <p>-To know about the brutality of crime and punishment in Tudor England.</p>	<p>-Place the Tudor period on a time line.</p> <p>-Use dates and terms related to the Tudors</p> <p>-Sequence Key events from the Tudor period.</p>	<p>-Find out about the everyday lives of Tudors</p> <p>-Compare this with modern life</p> <p>-Identify reasons and motives for Henry VIII's disillusion of the Monasteries</p>	<p>-Use a range of sources to find out about the Tudor period</p> <p>-Observe artefacts to learn about the Tudor period.</p> <p>-Begin to use the library and internet for research.</p>
	Year 4	<p>B.C. (Before Christ), A.D (Anno Domini), Millennium B.C.E (Before the Common Era), C.E. (Common Era)</p> <p><u>Subject Specific Vocabulary:</u> Henry VIII, Monarch, Reign, Treason, War of the Roses, <i>Execution, Heir, Vagrancy.</i></p>	<p>-Know and sequence key events of the Tudor period</p> <p>-Date key events from the Tudor period.</p> <p>-Understand BC and AD.</p>	<p>-Use evidence to analyse life in Tudor Britain.</p> <p>-Identify significant events and features of the Tudor period.</p> <p>-Look for and analyse links to modern Britain.</p>	<p>-Use evidence to build up a picture of the Tudor period.</p> <p>-Ask a variety of questions using age appropriate historical vocabulary.</p> <p>-Use the library and internet with growing confidence.</p>	

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A Local History Study- Knaresborough (Cycle A: LKS2)

Year 3	<p>B.C. (Before Christ), A.D (Anno Domini), Millennium B.C.E (Before the Common Era), C.E. (Common Era)</p> <p><u>Subject Specific Vocabulary:</u> Knaresborough Castle, Mother Shipton</p>	<p>-To know that Knaresborough has been an historically important place since the Norman Conquest</p> <p>-To know about the significance of Knaresborough castle and the famous inhabitants</p> <p>-To know about its significance as a spa town</p> <p>-To know about the tradition and legend related to Knaresborough (Mother Shipton etc).</p>	<p>-Place the significant events in Knaresborough on a time line.</p> <p>-Use dates and terms related to the history of Knaresborough</p> <p>-Sequence Key events from the history of Knaresborough.</p>	<p>-Find out about the everyday lives of historical people in Knaresborough</p> <p>-Compare this with modern life</p>	<p>-Use a range of sources to find out about Knaresborough's history</p> <p>-Observe artefacts to learn about Knaresborough</p> <p>-Begin to use the library and internet for research.</p>
Year 4	<p>B.C. (Before Christ), A.D (Anno Domini), Millennium B.C.E (Before the Common Era), C.E. (Common Era)</p> <p><u>Subject Specific Vocabulary:</u> Knaresborough, Knaresborough Castle, Mother Shipton, Legend, Folklore.</p>		<p>-Know and sequence key from the history of Knaresborough.</p> <p>-Date key events from the history of Knaresborough.</p> <p>-Understand BC and AD.</p>	<p>-Use evidence to analyse life in historical people in Knaresborough.</p> <p>-Identify significant events and features Knaresborough period.</p> <p>-Look for and analyse links to modern Britain.</p>	<p>-Use evidence to build up a picture of Knaresborough's history</p> <p>-Ask a variety of questions using age appropriate historical vocabulary.</p> <p>-Use the library and internet with growing confidence.</p>

The Roman Empire and the Impact on Britain (Cycle A: LKS2)

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Year 3		<p>B.C. (Before Christ), A.D (Anno Domini), Millennium B.C.E (Before the Common Era), C.E. (Common Era)</p> <p><u>Subject Specific Vocabulary:</u> Romans, Empire, Britain, Soldier, Gods, Temple, Bath house, Hadrian's Wall</p>	<p>- Develop a chronologically secure knowledge and understanding of Roman Britain, establishing clear narratives.</p> <p>-To know how and why the Roman Empire began and how the Romans eventually came to Britain.</p>	<p>-Place Roman Britain period on a time line. -Use dates and terms related to the Romans -Sequence Key events from Roman Britain</p>	<p>-Find out about the everyday lives people in Roman Britain -Compare this with modern life -Identify reasons and motives for the Roman Invasion of Britain.</p>	<p>-Use a range of sources to find out about Roman Britain. -Observe artefacts to learn about Roman Britain. -Begin to use the library and internet for research.</p>
	Year 4	<p>B.C. (Before Christ), A.D (Anno Domini), Millennium B.C.E (Before the Common Era), C.E. (Common Era)</p> <p><u>Subject Specific Vocabulary:</u> Romans, Empire, Emperor, Julius Caesar, Britain, Soldier, Centurion, Gods, Temple, Bath house, Aqueduct, Hadrian's Wall</p>	<p>-To know about and research Roman soldier and analyse their importance.</p> <p>- To know and understand the purpose of Hadrian's wall and analyse why it was built.</p> <p>-To know about and research Roman people and culture and link this to its impact on modern life.</p>	<p>-Know and sequence key events of the Roman period -Date key events from Roman Britain -Understand BC and AD.</p>	<p>-Use evidence to analyse life in Roman Britain. -Identify significant events and features of Roman Britain -Look for and analyse links to modern Britain.</p>	<p>-Use evidence to build up a picture of Roman Britain. -Ask a variety of questions using age appropriate historical vocabulary. -Use the library and internet with growing confidence.</p>

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Stone Age to the Iron Age
(Cycle A: LKS2)

<p>Year 3</p>	<p>B.C. (Before Christ), A.D (Anno Domini), Millennium B.C.E (Before the Common Era), C.E. (Common Era)</p> <p><u>Subject Specific Vocabulary:</u> Cave Painting, Fur Pelt, Mammoth, Spears, Tools, Jewellery, Skara Brae.</p>	<p>--To know about the key events of the Stone Age -To know about cave paintings and create some paintings in this style (Link to Art: Identify and draw simple objects, and use marks and lines to produce texture). - To know about different homes from the Palaeolithic, Mesolithic and Neolithic times.</p>	<p>-Place the Stone Age period on a time line. -Use dates and terms related to the Romans -Sequence Key events from Roman Britain</p>	<p>-Find out about the everyday lives people in the Stone Age -Compare this with modern life -Identify reasons and motives for the way life was lived in Stone Age times.</p>	<p>-Use a range of sources to find out about the Stone Age -Observe artefacts to learn about the Stone Age -Begin to use the library and internet for research.</p>
<p>Year 4</p>	<p>B.C. (Before Christ), A.D (Anno Domini), Millennium B.C.E (Before the Common Era), C.E. (Common Era)</p> <p><u>Subject Specific Vocabulary:</u> Cave Painting, Fur Pelt, Mammoth, Spears, Tools, Jewellery, Skara Brae, Archaeology, Evidence.</p>	<p>- To know what people ate in the Stone Age and how their diet changed. -To know what is known about Skara Brae and its significance. - To know how it compares to life to today.</p>	<p>-Know and sequence key events of the Stone Age period -Date key events from the Stone Age to the Iron Age -Understand BC and AD.</p>	<p>-Use evidence to analyse life in the Stone Age -Identify significant events and features of the Stone Age to Iron Age -Look for and analyse links to modern Britain.</p>	<p>-Use evidence to build up a picture of the Stone Age to Iron Age -Ask a variety of questions using age appropriate historical vocabulary. -Use the library and internet with growing confidence.</p>

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WWII- The Battle of Britain (Cycle A: UKS2)

WWII- The Battle of Britain (Cycle A: UKS2)	Year 5	<p>B.C. (Before Christ), A.D (Anno Domini), Millennium, B.C.E (Before the Common Era), C.E. (Common Era)</p> <p><u>Subject Specific Vocabulary:</u> World War II, Churchill, Hitler, Nazi, Allies, Blitz, Rations, Battle of Britain, Evacuee, Anderson Shelter.</p>	<p>-To know when and why the Second World War began</p> <p>-To know the main countries involved in the Second World War.</p> <p>- To know the main leaders of nations in the Second World War.</p>	<p>-Know and sequence key events of WWII</p> <p>- Use relevant terms and period labels</p> <p>-Make comparisons between different times in the past.</p>	<p>-Study different aspects of regular people in WWII.</p> <p>-Examine causes and results of society in WWII</p> <p>-Compare life in WWII with modern day life.</p>	<p>Begin to identify primary and secondary sources</p> <p>-Use evidence to build up a picture of a past event.</p> <p>- Use the library and internet with increasing confidence.</p>
	Year 6	<p>B.C. (Before Christ) A.D (Anno Domini) Millennium B.C.E (Before the Common Era) C.E. (Common Era)</p> <p><u>Subject Specific Vocabulary:</u> World War II, Churchill, Hitler, Nazi, Allies, Blitz, Rations, Battle of Britain, Evacuee, Anderson Shelter, London Underground Spitfire, Messerschmitt, Luftwaffe, Industrial Areas, Ports, Barrage balloon.</p>	<p>-To know that the Battle of Britain was fought in the air between the British and the Nazis, over control of Britain.</p> <p>-To know about air raids and the reason children were evacuated to the countryside.</p>	<p>-Place WWII on a time line in relation to other periods studied (Victorians/ Tudors/ Great Fire of London)</p> <p>-Use relevant dates and terms.</p> <p>-Sequence up to 10 key dates on a timeline.</p>	<p>-Find out about beliefs and behaviour of people, recognising how people are different</p> <p>-Compare beliefs with another period studied (Victorians)</p> <p>Write an explanation of a past event using evidence and cause and effect to illustrate.</p>	<p>-Recognise primary and secondary sources.</p> <p>-Use a range of sources to find out about WWII</p> <p>-Bring knowledge gathered from several sources together to form contrasting arguments.</p>

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Acievements of Early Civilisations- Ancient Egypt (Cycle A: UKS2)

<p>Year 5</p>	<p>B.C. (Before Christ), A.D (Anno Domini), Millennium, B.C.E (Before the Common Era), C.E. (Common Era)</p> <p><u>Subject Specific Vocabulary:</u> Egypt, Pharaoh, Pyramid, Hieroglyphics, Tomb, Mummy, Nile, sarcophagus, Sphinx, Tutankhamun, Howard Carter, Gods, Afterlife.</p>	<p>-To know the importance of the River Nile to Ancient Egypt, in terms of farming, fishing, trade and funerals.</p> <p>-To know the importance of the discovery of Tutankhamun's tomb by Howard Carter.</p> <p>-To know and analyse the historical importance of artefacts discovered and what this told us about the Ancient Egyptians.</p> <p>-To know what everyday life in ancient Egypt was like including element such as food, clothing, farming and religion.</p> <p>-To know the role of the Gods and what Egyptians thought about the afterlife.</p>	<p>-Know and sequence key events of Ancient Egypt</p> <p>- Use relevant terms and period labels</p> <p>-Make comparisons between different times in the past.</p>	<p>-Study different aspects of regular people in Ancient Egypt.</p> <p>-Examine society in Ancient Egypt</p> <p>-Compare life in Ancient Egypt with modern day life.</p>	<p>Begin to identify primary and secondary sources</p> <p>-Use evidence to build up a picture of a past event.</p> <p>- Use the library and internet with increasing confidence.</p>
	<p>Year 6</p>	<p>B.C. (Before Christ) A.D (Anno Domini) Millennium B.C.E (Before the Common Era) C.E. (Common Era)</p> <p><u>Subject Specific Vocabulary:</u> Egypt, Pharaoh, Pyramid, Hieroglyphics, Tomb, Mummy, Mummification, Nile, Irrigation, sarcophagus, Sphinx, Tutankhamun, Howard Carter, Gods, Afterlife, Horus, Osiris, Isis.</p>	<p>-Place Ancient Egypt on a time line in relation to other periods studied (Victorians/ Tudors/ Great Fire of London)</p> <p>-Use relevant dates and terms.</p> <p>-Sequence up to 10 key dates on a timeline.</p>	<p>-Find out about beliefs and behaviour of people, recognising how people are different</p> <p>-Compare beliefs with another period studied (Victorians)</p> <p>Write an explanation of a past event using evidence and cause and effect to illustrate.</p>	<p>-Recognise primary and secondary sources.</p> <p>-Use a range of sources to find out about Ancient Egypt</p> <p>-Bring knowledge gathered from several sources together to form contrasting arguments.</p>

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Non- European Society- Mayan Civilisation (Cycle A: UKS2)

Non- European Society- Mayan Civilisation (Cycle A: UKS2)	Year 5	<p>B.C. (Before Christ), A.D (Anno Domini), Millennium, B.C.E (Before the Common Era), C.E. (Common Era)</p> <p><u>Subject Specific Vocabulary:</u> Mayans, Mexico, Monument, Temple, Gods, Priest, Warrior, Calendar, Chichen Itza, Jungle, Cenote, Corn, Cocoa, Astronomy.</p>	<ul style="list-style-type: none"> - Consider similarities and differences between ancient religions and different religions today. -To look at the characteristics of Maya gods and design your own. <i>(Art link: Explain art linked to their topic)</i> -Study Mayan culture, including food and the Mayan number system and analyse how this is still important today. 	<ul style="list-style-type: none"> -Know and sequence key events of Ancient Maya - Use relevant terms and period labels -Make comparisons between different times in the past. 	<ul style="list-style-type: none"> -Study different aspects of regular people in Ancient Maya -Examine society in Ancient Maya -Compare life in Ancient Maya with modern day life. 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources -Use evidence to build up a picture of a past event. - Use the library and internet with increasing confidence.
	Year 6	<p>B.C. (Before Christ) A.D (Anno Domini) Millennium B.C.E (Before the Common Era) C.E. (Common Era)</p> <p><u>Subject Specific Vocabulary:</u> Mayans, Mexico, Monument, Temple, Gods, Priest, Warrior, Calendar, Chichen Itza, Cenote, Jungle, Corn, Cocoa, Astronomy, Yucatan, Codices, Hieroglyphs,</p>	<ul style="list-style-type: none"> -Know where the Major Mayan cities are geographically and the what the components of a Mayan City were. Consider what we know about Chichen Itza and what this tells us about the Mayan culture and civilisation. 	<ul style="list-style-type: none"> -Place Ancient Maya on a time line in relation to other periods studied (Ancient Egypt) -Use relevant dates and terms. -Sequence up to 10 key dates on a timeline. 	<ul style="list-style-type: none"> -Find out about beliefs and behaviour of people, recognising how people are different -Compare beliefs with another period studied (Ancient Egypt) Write an explanation of a past event using evidence and cause and effect to illustrate. 	<ul style="list-style-type: none"> -Recognise primary and secondary sources. -Use a range of sources to find out about Ancient Mayans -Bring knowledge gathered from several sources together to form contrasting arguments.

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Black History and Key Figures (Cycle B: UKS2)

Black History and Key Figures (Cycle B: UKS2)	Year 5	<p>B.C. (Before Christ), A.D (Anno Domini), Millennium, B.C.E (Before the Common Era), C.E. (Common Era)</p> <p><u>Subject Specific Vocabulary:</u> Equality, Black History, Freedom, Civil Rights, Peace</p>	<p>To know about the Civil Rights Movement and the journey for equality throughout history</p> <p>-To know the role of key black figures, such as Nelson Mandela and Martin Luther King Jr, explaining the impact they have on modern life today.</p> <p>-To know how black people have historically been persecuted and kept in slavery in America and Europe</p> <p>-To know about the impact black figure have had on culture, such as in sport and music.</p>	<p>-Know and sequence key events from Black History</p> <p>- Use relevant terms and period labels</p> <p>-Make comparisons between different times in the past.</p>	<p>-Study different aspects of regular people in 1960s America</p> <p>-Examine society in 1960s America</p> <p>-Compare life during the Civil Rights Movement with modern day life.</p>	<p>Begin to identify primary and secondary sources</p> <p>-Use evidence to build up a picture of a past event.</p> <p>- Use the library and internet with increasing confidence.</p>
	Year 6	<p>B.C. (Before Christ) A.D (Anno Domini) Millennium B.C.E (Before the Common Era) C.E. (Common Era)</p> <p><u>Subject Specific Vocabulary:</u> Equality, Black History, Freedom, Civil Rights, Protest, Incarcerated, Peace, Progress, Heritage, Segregate, Slavery, Unity, Justice, Opportunity.</p>	<p>-Place key events from Black History on a time line</p> <p>-Use relevant dates and terms.</p> <p>-Sequence up to 10 key dates on a timeline.</p>	<p>-Find out about beliefs and behaviour of people, recognising how people are different</p> <p>-Compare beliefs with another period studied (Ancient Egypt)</p> <p>Write an explanation of a past event using evidence and cause and effect to illustrate.</p>	<p>-Recognise primary and secondary sources.</p> <p>-Use a range of sources to find out about Black History.</p> <p>-Bring knowledge gathered from several sources together to form contrasting arguments.</p>	

Ripley Endowed Primary School

Ancient Greece and the Impact on the Western World (Cycle B: UKS2)

<p>Year 5</p>	<p>B.C. (Before Christ), A.D (Anno Domini), Millennium, B.C.E (Before the Common Era), C.E. (Common Era)</p> <p><u>Subject Specific Vocabulary:</u> Ancient Greece, Gods, Democracy, Temple, Greek Empire, Slaves, Alphabet, Myth and Legend</p>	<p>-To know what made the Ancient Greeks one of the most important civilisations in history.</p> <p>-To know when the Ancient Greek Empire was dominant</p> <p>-To know about the life and importance of Alexander the Great.</p> <p>Understand the Ancient Greeks impact on politics and democracy and how this still is relevant today.</p> <p>-To know about and understand the Ancient Greek Gods and what this meant to the Greek People.</p>	<p>-Know and sequence key events of Ancient Greece</p> <p>- Use relevant terms and period labels</p> <p>-Make comparisons between different times in the past.</p>	<p>-Study different aspects of regular people in Ancient Greece</p> <p>-Examine society in Ancient Greece</p> <p>-Compare life in Ancient Greece with modern day life.</p>	<p>Begin to identify primary and secondary sources</p> <p>-Use evidence to build up a picture of a past event.</p> <p>- Use the library and internet with increasing confidence.</p>
<p>Year 6</p>	<p>B.C. (Before Christ) A.D (Anno Domini) Millennium B.C.E (Before the Common Era) C.E. (Common Era)</p> <p><u>Subject Specific Vocabulary:</u> ; Ancient Greece, Gods, Democracy, Temple, Greek Empire, Slaves, Alphabet, Myth and Legend, Philosophy, Architecture, Slavery, Vase, Olympics, Tunic.</p>	<p>-Place Ancient Maya on a time line in relation to other periods studied (Ancient Egypt)</p> <p>-Use relevant dates and terms.</p> <p>-Sequence up to 10 key dates on a timeline.</p>	<p>-Find out about beliefs and behaviour of people, recognising how people are different</p> <p>-Compare beliefs with another period studied (Ancient Egypt)</p> <p>Write an explanation of a past event using evidence and cause and effect to illustrate.</p>	<p>-Recognise primary and secondary sources.</p> <p>-Use a range of sources to find out about Ancient Greeks.</p> <p>-Bring knowledge gathered from several sources together to form contrasting arguments.</p>	

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Victorian Britain (Cycle B: 2021-22)

Victorian Britain (Cycle B: 2021-22)	Year 5	<p>B.C. (Before Christ), A.D (Anno Domini), Millennium B.C.E (Before the Common Era), C.E. (Common Era)</p> <p><u>Subject Specific Vocabulary:</u> Queen Victoria, Monarch, Empire, Industrial Revolution, Factories, Schoolhouse, Slate and Chalk, Chimney Sweep.</p>	<p>-To identify Queen Victoria and place the Victorian period in relation to other periods of British history</p> <p>-To know that children in Victorian Britain had to work long hours and sometimes didn't attend school.</p> <p>-To know that the Industrial Revolution changed the world and its effects are still evident today.</p> <p>-To compare modern and Victorian schooling, identifying the major differences.</p> <p>-To know how the poor were treated and the role of the Workhouse in Victorian Britain</p> <p>-To know about the average Victorian home and analyse how household appliances have evolved through time.</p>	<p>-Know and sequence key events of the Victorian period</p> <p>- Use relevant terms and period labels</p> <p>-Make comparisons between different times in the past.</p>	<p>-Study different aspects of regular Victorian people.</p> <p>-Examine causes and results of the Industrial Revolution</p> <p>-Compare regular Victorian life with modern day life.</p>	<p>Begin to identify primary and secondary sources</p> <p>-Use evidence to build up a picture of a past event.</p> <p>- Use the library and internet with increasing confidence.</p>
	Year 6	<p>B.C. (Before Christ) A.D (Anno Domini) Millennium B.C.E (Before the Common Era) C.E. (Common Era)</p> <p><u>Subject Specific Vocabulary:</u> Queen Victoria, Monarch, Empire, Industrial Revolution, Factories, Schoolhouse, Slate and Chalk, Servant and Maid, Chimney Sweep, Workhouse, Orphan,</p>	<p>-Place the Victorian period on time line in relation to other periods studied.</p> <p>-Use relevant dates and terms.</p> <p>-Sequence up to 10 key dates on a timeline.</p>	<p>-Find out about beliefs and behaviour of people, recognising how people are different</p> <p>-Compare beliefs with another period studied (Tudors)</p> <p>Write an explanation of a past event using evidence and cause and effect to illustrate.</p>	<p>-Recognise primary and secondary sources.</p> <p>-Use a range of sources to find out about the Victorian period.</p> <p>-Bring knowledge gathered from several sources together to form contrasting arguments.</p>	