

	PERSON - AUTUMN 2	PRE 1066 - SPRING	BRITISH/LOCAL HISTORY - SUMMER 2
NATIONAL CURRICULUM OBJECTIVE	Know and understand significant aspects of the history of the wider world Mary Jackson, Katherine Johnson and Dorothy Vaughan	A non- European society that provides contrasts with British history - Maya	A local/British history study - Victorian London and links to York (railways)
HISTORICAL STUDY	<ul style="list-style-type: none"> Rank sources of information in order Identify differences between different versions of the past Give a balanced view of interpretations of the past, using different points of view Make conclusions with evidence as to the most likely version of events 	<ul style="list-style-type: none"> Rank sources of information in order Identify differences between different versions of Mayan life Give a balanced view of Mayan life from various points of view Make conclusions with evidence as to the most likely recounts of what Mayan life was life 	<ul style="list-style-type: none"> Rank sources of information in order Identify differences between different versions of Victorian life Give a balanced view of interpretations of the past, using points of view from the various societies in Victorian London Make conclusions with evidence as to the most likely recounts of Victorian life
HISTORICAL KNOWLEDGE AND AWARENESS	<ul style="list-style-type: none"> Organise a series of relevant historical information, and check this for accuracy Describe the main changes in a period of history, from several perceptions - e.g. political, cultural Explain their own point of view, justifying this with a broad range of evidence Adapt their ideas and viewpoints as new information arises 	<ul style="list-style-type: none"> Organise a series of relevant historical information, and check this for accuracy Describe the main changes in mayan life, from several perceptions - e.g. political, cultural Explain their own point of view about Mayan life, justifying this with a broad range of evidence Adapt their ideas and viewpoints as new information arises 	<ul style="list-style-type: none"> Organise a series of relevant historical information, and check this for accuracy Describe the main changes in Victorian London, York from several perceptions - e.g. political, cultural Explain their own point of view about Victorian life, justifying this with a broad range of evidence Adapt their ideas and viewpoints as new information arises
CHRONOLOGY AND CHANGE	<ul style="list-style-type: none"> Identify changes across periods of time, using chronological links Begin to identify causal factors in change 	<ul style="list-style-type: none"> Identify changes across Mayan time, using chronological links Begin to identify causal factors in change during Mayan times 	<ul style="list-style-type: none"> Identify changes across Victorian times, using chronological links Begin to identify causal factors in change during Victorian times
TIER 3 VOCABULARY	Year group specific	Dynasty, Maize, Hieroglyphics, Scribe, Jade, Sacrifice, Terraced, Pyramid, Peasant, Cenote	Slate, Workhouse, Shilling, Reign, Colera, Steam engine, Railway, Cane, Blackboard, Queen Victoria
TIER 2 VOCABULARY	Year group specific	Trade, Civilisation, Legacy, Excavate, Democracy, Ancient	Monarch, Industry, Empire, Interpretation, Conclusion, Relevant
SUGGESTED ACTIVITIES		www.KeyStageHistory.com	www.KeyStageHistory.com