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| **History at Kimbolton St James’ Primary School** | | | | | | | | |
| **Knowledge Cycle B** | | | | | | | | |
| **Topic** | **Vocabulary** | | **Chronology, events and key dates** | | | | **People** | |
| **The Mayans**  A non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900 |  | | * I know and understand that the Maya were an ancient civilisation who lived in Central America in the countries of Honduras, Belize, Mexico, Guatemala and El Salvador c. 250-900AD * I know and understand that at the same time, Anglo-Saxons and Vikings were living in Britain * I know and can talk about some of the main achievements of the Maya, namely their number system, their calendar, their architecture, and the irrigation systems they designed to grow crops * I know that by c. 1500AD, the Mayan civilisation had collapsed and ancient cities abandoned and I know some of the causes and consequences of this | | | | * I know that **Popol Vuh** was the Maize God, who was central to Mayan myth and religious beliefs * I know that **Kukulkan** is the name of a Mesoamerican serpent deity (which forms part of the architecture at Chichen Itza) | |
| **Ancient Greece**  Ancient Greece – a study of Greek life and achievements and their influence on the western world |  | | * I know that ‘Ancient Greece’ refers to the period 800BC – 146BC * I know some differences between Ancient and modern Greece e.g. in the past no girls went to school * I can name and order the periods of history: The Dark Ages, Archaic period, Classical period, Hellenistic period * I know that our alphabet is ultimately formed from the Greek alphabet * I know that Greece is a country in Europe made up of many small islands * I know that the Greeks had a big impact on the world. E.g. the Olympics, Fables etc. * I know that the Greeks were famous philosophers and educators * I know some names of Greek gods and what their role was e.g. Zeus, Athena, Poseidon * I know that different states in Greece were famous for different things e.g. Athenians were known for creativity and philosophy; Spartans were renowned warriors * I know the Ancient Greeks are credited for the birth of democracy and government rule * I know that Greeks enjoyed drama and theatre | | | | * I know that **Sophocles** was am influential playwright known for writing over 120 plays, mainly tragedies. Most famous plays include: Oedipus & Antigone * I know that **Aesop** was a former slave and story teller: famous for writing Aesop’s Fables * I know that **Homer** wastheLegendary author of ‘The Iliad and The Odyssey’ * I know that **Pythagoras** was aphilosopher and mathematician most known for his Right Angle proof * I know that **Archimedes** was aphilosopher and mathematician most known for finding a link between volume, density and displacement * I know that **Socrates** is credited as the Father of Western philosophy. Known for dialogues over writing. * I know that **Plato** was a philosopher and student of Socrates; best known for writing ‘Republic’. * I know that **Aristotle** was a philosopher and student of Plato; pulled together existing philosophies resulting in his ideas influencing Western civilization for centuries to come. * I know that **Alexander the Great** was the King of the ancient Greek kingdom of Macedonia; united and secured the whole of Greece and fought against the Persian Empire to the East. Died aged 32. | |
| **Skills** | | | | | | | | |
| **HISTORICAL KNOWLEDGE** | | **HISTORICAL CONCEPTS** | | | | **HISTORICAL ENQUIRY** | | |
| I can **understand** and provide overviews of the most significant features of different themes, individuals, societies and events covered.  I can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms.  E.g. Children can timeline the events during the Victorian Era and understand where this fits on a broader timeline in comparison to previous topics studied | | I can provide valid reasons and **compare** similarities, differences and changes within and across topics  I.e. in terms of the importance, progress and the significance of the change.  E.g. Children understand that the invention of the Steam Engine triggered the beginning of the Industrial Revolution and can describe the socioeconomic effect this had in Britain lasting today | | I can **explain** the role and significance of different causes and effects of a range of events and developments.  E.g. Explain how and why the Anglo-Saxon people were successful/unsuccessful in their invasion of Britain | I can explain reasons why particular aspects of a historical event, development, society or person were of particular significance. E.g. Critically evaluate the significance of the achievements and legacy of the Victorians and the multiple world changing inventions  I can explain how and why it is possible to have different interpretations of the same event or person.  E.g. Explain how and why it is possible to have different interpretations about a significant individual in time. The controversies surrounding Charles Darwin | I can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.  E.g. Pose independently a series of questions to investigate the success of the Victorians – drawing a conclusion from their findings | | I can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.  E.g. The child can evaluate and comment on different types of sources about the Victorians |