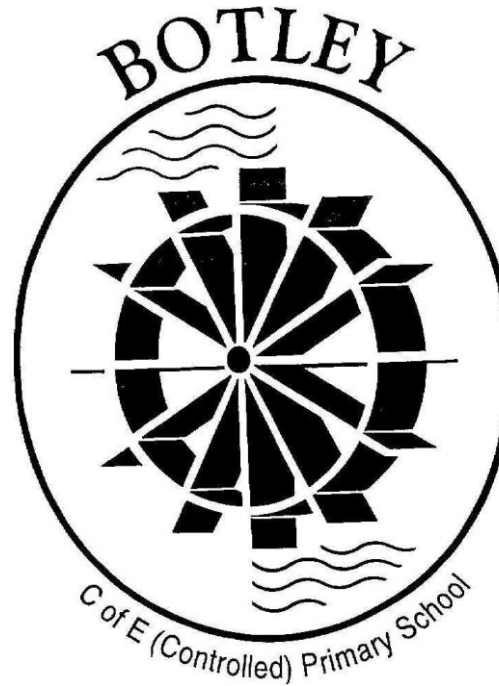


# Botley C of E Primary School



## Curriculum Subject Map: Years 1-6

### History

<b>Year 1/2 Cycle A</b>	
<b>Autumn 1</b>	<p>Theme Title: Toy Time Travellers</p> <p>Changes within living memory - Toys within living memory. Children to interview Grandparents, parents. Family members and ask them about memories of favourite toys.</p> <p>Key Question to drive the enquiry: How have toys changed since my parents and grandparents were children?</p> <p>What sorts of toys did our grandparents play with and how do we know?</p> <p>How can we tell these toys are old?</p> <p>What are our toys like today?</p> <p>How many of the toys that my grandparents played with when they were young are still played with by children today?</p> <p>What differences are there between toys in the past and now?</p> <p>Key Knowledge: Toys have changed over even a relatively short period, mainly in terms of materials used to make them/ technology for powering/driving them.</p> <p>Their parents'/ grandparents' generations played active games or participated in more other outdoor activities than today. In the past most children probably had far fewer toys than children today.</p> <p>Unit outcome: At the end of this unit the children will have a better understanding of how toys have changed over time since their parents, grandparents were a child, in terms of materials used to make them and technology for powering and driving them.</p>
<b>Autumn 2</b>	<p>Theme Title: Land And Sea</p> <p>Changes beyond and within living memory.</p> <p>Characteristic features - What was going to the seaside like 100 years ago? What kinds of things did people do at the seaside 100 years ago?</p> <p>Change and continuity - How have seaside holidays changed?</p> <p>Children will be able to identify key period features of seaside holidays, especially relating to clothes worn by children and adults and the entertainment available. They will see the similarities and differences between seaside holidays now and then. Children will make simple deductions from photographs and paintings.</p> <p>Children will be able to grasp that reasons for going on holiday today are different from 100 years ago. Children will be able to recognise differences in clothing, beach activities, method of travel and consider destinations too. They will be able to recognise that the past can be divided into different periods.</p>
<b>Spring 1</b>	<p>Theme Title: Turrets, Towers and Tunnels</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements - used to compare aspects of life in different periods - Focus on Elizabeth I, Victoria, Elizabeth II</p> <p>Children will understand that Victoria and Elizabeth I's reigns were at different times in the past and that they and our Queen are related, although generations apart.</p> <p>Children will understand that communication (in terms of transport/spreading information and ideas) and how people lived changed hugely between the three Queen's reigns.</p> <p>They will see that people from Europe were beginning to explore the World in Elizabeth I's time and gain a notion that, by Victoria's reign, Britain controlled many other countries. (Empire)</p> <p>Link to Southampton: Southampton Castle - Queen Elizabeth I was the last monarch to visit it.</p> <p>Key Enquiry Question: Which Queen reigned at the best time - Queen Elizabeth I, Queen Victoria or our queen, Queen Elizabeth II?</p> <p>Recognise that buildings, clothing, transport or technology could be different in the past.</p> <p>Shows awareness of significant features not seen today.</p> <p>Recognise and describes, in simple terms some characteristics of a person or period studied.</p> <p>Increasingly uses topic specific language in explanations.</p>

	<p>Key Knowledge: Victoria and Elizabeth I's reigns were at different times in the past and that they and our Queen are related, although generations apart. Communication (in terms of transport/spreading information and ideas) and how people lived changed hugely between the three Queen's reign. People from Europe were beginning to explore the World in Elizabeth I's time and gains a notion that by Victoria's reign Britain controlled lots of other countries (Empire).</p> <p>Unit outcome: At the end of this unit the children will have a better understanding that Victoria and Elizabeth I's reigns were at different times in the past and they and our Queen are related, although generations apart. They will also gain an understanding that communication (in terms of transport/spreading information and ideas) and how people lived changed hugely between the three Queen's reigns.</p>
Spring 2	<p>Theme Title: Fire! Fire!</p> <p>Events beyond living memory that are significant globally or nationally - The Great Fire of London.</p> <p>Key Question to drive the enquiry: Why did the Great Fire of London cause so much damage and what happened as a result?</p> <p>Key knowledge: The year the Great Fire London happened. Where and when the fire started and how it spread. The role that materials and fire fighting methods played in the amount of damage. The range of sources available eyewitness accounts, diaries, paintings etc and the strengths and limitations of these written accounts and images. Key people from the time - Samuel Pepys, King Charles, Thomas Bludworth the Mayor, Duke of York. Why the great fire burnt down so many houses. How people escaped. The problems the fire caused for those made homeless. The actions the government took to help with the disaster. How London was rebuilt after the Great Fire.</p> <p>Unit outcome: At the end of this unit the children will have a better understanding of the cause and consequences of the Great Fire of London and how different evidence has been used to present what happened.</p>
Summer 1	
Summer 2	

<b>Year 1/2 Cycle B</b>	
<b>Autumn 1</b>	<p>Theme Title: Super Me!</p> <ul style="list-style-type: none"> <li>Changes within living memory - How have I changed since I was born?</li> </ul> <p>Key knowledge: What year were the children born?</p> <p>Use timelines to order events and develop understanding of key chronological vocabulary.</p>
<b>Autumn 2</b>	
<b>Spring 1</b>	
<b>Spring 2</b>	<p>Theme Title: Aye Aye Captain</p> <p>Events beyond living memory that are significant nationally or globally (The sinking of the Titanic).</p> <p>Significant historical events, people and places in their own locality (The sinking of the Titanic).</p> <p>The events surrounding the sinking of the RMS Titanic, what the ship was like, what life was like on board and how this links with Southampton.</p> <p>Key Question to drive the enquiry: Titanic: Triumph or Tragedy?</p> <p>Key Knowledge: The approximate date Titanic set sail, where she set sail from, what was her destination and how and where she sank, why Titanic was a special ship, timeline of events during the voyage, the three categories of passengers and what this meant for their stay on the ship, important people on the ship (Bruce Ismay, Captain Smith), why more people were not saved and what changed as a result of the disaster.</p> <p>Unit outcome: At the end of this unit the children will have a better understanding of the cause and consequences of the sinking of the Titanic and the changes to safety regulations as a result of the enquiry findings. They will gain an understanding that there are different interpretations of Titanic's final moments and that different evidence has been used to present what happened.</p>
<b>Summer 1</b>	<p>Theme Title: Bright Lights, Big City</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements - William Caxton and Alexander Graham Bell - achievements of these individuals in communication.</p> <p>Key Question to drive the enquiry: Who were William Caxton and Alexander Graham Bell and why are their achievements so important to our lives today?</p> <p>Key Knowledge: Periods in history in which William Caxton and Alexander Graham Bell lived. Key events in Caxton's life. The forms of communication that existed before the printed word. Why Caxton's invention was so ground breaking. The achievements of Caxton. The reasons that Bell was motivated to invent the telephone. How the telephone has improved since the days of Bell.</p> <p>Unit outcome: At the end of this unit the children will understand who William Caxton and Alexander Graham Bell were and the achievements for which they are remembered. They will gain a better understanding of why they are still significant to our lives today.</p>
<b>Summer 2</b>	<p>Theme Title: Botley - Time and Space Travellers</p> <p>Changes within living memory - The history of Botley School and how it has changed over time.</p> <p>Key Question to drive the enquiry: How has my school changed over time? - What happened at my school before I was born? Who was here and what was it like?</p> <p>Key knowledge: The year and period in which Botley School was built. Important times in the school's past. Ways in which Botley school building and site has changed over time and reasons for these changes. What the changes at Botley School can tell us about life at the time. What has stayed the same at Botley school and why they have stayed the same? How the characteristic features of the classrooms have changed since Botley school was built. What characteristic features of the classroom have stayed the same since Botley school was built. How parents/grandparents/older adults experience of Botley school in the past was different to today. Why children from Botley School didn't attend school in the afternoons in the early 1940s.</p> <p>Unit outcome: At the end of this unit children will have gained a better understanding of how their school has changed over time, the reasons for these changes and what they can tell us about life at the time.</p>

<b>Year 3/4 Cycle A</b>	
<b>Autumn 1</b>	<p>Theme Title: Potions</p> <p>Historical significance - look at significant individuals and their achievements in medicine through time.</p> <p>Understand that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time).</p> <p>Identify significance reveals something about history or contemporary life</p> <p>Key Knowledge: How vaccines developed and why Edward Jenner was significant in this development. What the achievements were of Marie Curie. Identify and judge their significance, impact today and how we remember them.</p>
<b>Autumn 2</b>	<p>Theme Title: Scrumdiddlyumptious</p> <p>Chronology and Characteristic features of the society - Use Pompeii</p> <p>How are the reconstructed images of the Roman street different from streets today? What is very different, and what the same? Look at 'Beware the Dog' mosaic and the places where takeaway street food was served. Place on timeline and look at what else was happening in history at that time to develop chronological understanding.</p> <p>Use and understand phases such as 'over three hundred years ago, and AD/BC or BCE/CE)</p> <p>Begin to understand historical periods overlap each other and vary in length. Uses more precise chronological vocabulary.</p>
<b>Spring 1</b>	<p>Theme Title: Swords, Shields and Settlers</p> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>Key Enquiry Questions:</p> <p>Key Question 1a: Why did the Saxons invade: Push or pull? (<i>Cause &amp; Consequence</i>)</p> <p>Key Question 1b: Where did the early Anglo-Saxons live and how do we know? (<i>Historical Enquiry</i>)</p> <p>Key Question 2: What does the mystery of the empty grave tell us about Saxon Britain? (<i>Historical Enquiry</i>)</p> <p>Key Question 3: How did people's lives change when Christianity came to Britain and how can we be sure? (<i>Cause &amp; Consequence, Historical Enquiry</i>)</p> <p>Key Question 4: Just how great was Alfred? (<i>Interpretation &amp; Significance</i>)</p> <p>Key Question 5: How effective was Anglo-Saxon justice? (<i>Characteristic features of the period/society studied</i>)</p> <p>Key Question 6: Were Saxon times really dark ages? (<i>Historical Enquiry and Cause &amp; Consequence</i>)</p> <p>Key knowledge: Where different Saxons (Angles, Saxons, Jutes) came from and why they came plus origins of Scotland, Wales and France. Changing Saxon kingdoms: initially 8 kingdoms which merged into just 4. Can name the initial kingdoms and the people that settled each plus some important leaders eg Offa, Redwald, Alfred. Christian conversion and the different parties responsible for it. Major aspects of the Saxon legacy eg laws, language, place names, major Christian centres etc.</p>
<b>Spring 2</b>	<p>Raiders or Traders?</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Key Question to drive the enquiry: Raiders or Traders? How should we remember the Vikings?</p> <p>Key Enquiry Questions:</p> <p>Key Question 1: What image do we have of the Vikings? (<i>Chronology, Historical Enquiry</i>)</p> <p>Key Question 2: Why have the Vikings gained such a bad reputation? (<i>Interpretation</i>)</p> <p>Key Question 3: How did the Vikings try to take over the country and how close did they get? (<i>Change &amp; continuity</i>)</p> <p>Key Question 4: How have recent excavations changed our view of the Vikings? (<i>Interpretation, historical Enquiry</i>)</p> <p>Key Question 5 can be used for strong geography links: What can we learn about Viking settlement from a study of place name endings?</p> <p>Key Question 6: Raiders or settlers: how should we remember the Vikings? - key assessment piece ** (<i>Interpretation</i>)</p>

	<p>Key Knowledge: The period in which the Vikings lived. The duration that the Vikings kept coming to Britain. Where the Vikings came from and why they attacked. The location of the Vikings in time in relation to Romans and Saxons. The importance of Danelaw as an area of Viking Settlement. Turning points in the Vikings fortunes. The significance of archaeological evidence, especially recent finds at Jorvik and their importance in shaping our revised view of the Vikings.</p>
Summer 1	
Summer 2	<p>Theme Title: Mother Earth</p> <p>Chronology Significance - look at significant individuals and their achievements in conservation of the planet, plant life etc. place them on a timeline and consider the concept of significance and what made them so.</p> <p>Use and understand phases such as 'over three hundred years ago, and AD/BC or BCE/CE)</p> <p>Begin to understand historical periods overlap each other and vary in length. Uses more precise chronological vocabulary.</p> <p>Understand that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time).</p> <p>Identify significance reveals something about history or contemporary life</p> <p>Key Knowledge: Know key conservationists (Attenborough, Thunberg). Place them on a timeline and consider the concept of significance and what made them so.</p>

Year 3/4 Cycle B	
Autumn 1	
Autumn 2	<p>Theme Title: Tribal Tales</p> <p>Learn about changes in Britain from the Stone Age to the Iron Age focussing upon settlement.</p> <p>Chronology: Order events from history and from the time period in chronological order using the correct vocabulary.</p> <p>Similarities and difference: Changes in Britain from the Stone Age, Bronze Age to the Iron Age</p> <p>Compare hunter gatherers and Neolithic farmers, discussing things that stayed the same and changed. Explain the impact of the discovery and uses of the materials and the impact that this has on today.</p> <p>Interpretation: Become an archaeologist. How reliable is the evidence for long ago?</p> <p>Use artefacts to find out about Bronze Age burial and assess the reliability of sources Amesbury Archer. Research hunter gatherers using a range of sources and assess how reliable the sources are</p> <p>Discuss the issues with the sources.</p> <p>Significance: trade and settlements.</p> <p>Enquiry: how the changes in materials impacted the lives of everyday people.</p> <p>Key Question to drive the enquiry: How did life change between the Neolithic, Bronze and Iron Ages?</p> <p>Key Knowledge: Knowledge of the types of resources peoples from the different ages could access. Knowledge of the skills people in the different ages developed to allow them to survive and thrive. What the main technological and agricultural developments were across periods. Knowledge of changing religious practices or burial practices.</p>
Spring 1	<p>Theme Title: I'm a Warrior</p> <p>Learn about the Roman Empire and its impact on Britain.</p> <p>Chronology: Invasion - Children know what the Roman Empire is, that it centres on Rome and where it covers in the 1st Century BC.</p> <p>Similarities and difference: Compare the armies of ancient Britons and Rome (Boudicca).</p> <p>Cause and consequence: Children explore reasons for invasion of England and look at why Julius Caesar was unsuccessful but Claudius was. Why Rome was such a powerful empire?</p> <p>Interpretation: look at the legacy of the Romans both in the UK and in Europe.</p> <p>Key Question to drive the enquiry: What was the Roman Empire's most significant impact? Were the Romans more than just warriors?</p> <p>Key Knowledge: Dates of the Roman Empire/invasion of Britain. An understanding of the size/spread of the Roman Empire. The major changes made in Britain by the Romans. Understands what Romanization was. Knows some things that changed/remained the same during and after the Roman occupation.</p>
Spring 2	
Summer 1	<p>Theme Title: Dynamic Discoveries</p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Focus on the coming of the railways with local link to Botley and the coming of the Railway here.</p> <p>Key Question to drive the enquiry: Steam trains - fire breathing monsters or benefit to mankind? Did everyone welcome the coming of the railways?</p> <p>Key knowledge: When railways were introduced in Britain and why. The impact of the coming of the railways - how they changed Britain. The year that Botley railway was built and the reasons for it. The benefits of the railways. The effect of the railways on different occupations and the reasons why some did not welcome them.</p>



## Year 5/6 Cycle A

Autumn 1

Autumn 2

Theme Title: Gods and Mortals

- Ancient Greece - a study of Greek life and achievements and their influence on the western world

Key Enquiry Questions:

Key Question 1 part 1: How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? (*Chronology*) (Also geography link here)

Key Question 1 part 2: Theseus and the Minotaur: Is there any evidence for the legend? (*Historical Enquiry*)

Key Question 2 Part 1: What can we work out about everyday life in Ancient Athens? (*Historical Enquiry*)

Key Question 2 Part 2: The answer lies in the pot (*Historical Enquiry*)

Key Question 2 Part 3: What was life like for women in Ancient Greece? (*Historical Enquiry*)

Key Question 3 part 1: Why was Athens able to move from second rate-polis to the most powerful city in Greece? (*Characteristic features*)

Key Question 3 part 2: How on earth could tiny Athens beat mighty Persia at Marathon? (*Cause & Consequence*)

Key Question 3: part 3: The Battle of Marathon: versions of the famous marathon run. A question of interpretation but which version should we believe? (*Interpretation*)

Key Question 4 Part 1: Would you want to be an idiot in Ancient Athens? Should the Parthenon be built? Have your say. (*Characteristic features*)

Key Question 4 Part 2: Making Greek democracy come to life (Making ostracons) (*Characteristic features*)

Key Question 5: Part 1 What can we learn about the Ancient Greeks from the Olympic games? (*Characteristic features*)

Key Question 5 part 2: What can we tell about the Ancient Greeks from their interest in the theatre? (*Characteristic features*)

Key Question 6: In what ways have the Ancient Greeks influenced our lives today? (*Significance*)

Spring 1

Discrete

The Tudors

Enquiry question: Henry VIII a question of interpretations.

Could you spot Henry VIII in a police line-up?

- Understand that different accounts of the past emerge for various reasons - different people might give a different emphasis.
- Understand that some interpretations are more reliable than others.
- Understand that all history is to some extent a construct (interpretation) and can identify a range of reasons for this.
- Understand that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance)

Spring 2

Theme Title: Fantastic Beasts

The Victorians

Enquiry Question; What the Dickens was life like in Victorian Cities?

- Explain with examples why a source might be unreliable. Can construct simple reasoned arguments about aspects of events, periods and civilizations studied.
- Question source reliability with reference to the period or civilization and/or the provenance of a source, considering why different sources may give conflicting information and offering reasons for this.
- Construct reasoned arguments about events, periods or civilizations studied.
- Understand that different accounts of the past emerge for various reasons - different people might give a different emphasis.
- Understand that some interpretations are more reliable than others.
- Understand that all history is to some extent a construct (interpretation) and can identify a range of reasons for this.

	<ul style="list-style-type: none"> <li>Understand that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation (provenance)</li> </ul> <p>Key Knowledge: What Victorian cities were like and how we know. How life experiences were different for rich and for poor people.</p>
Summer 1	<p>Theme Title: Civilization and Society</p> <ul style="list-style-type: none"> <li>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul> <p>When and where did the earliest civilizations develop and what did they achieve?</p> <p>Key Enquiry Questions for overview of earliest civilizations:</p> <p>Key Question 1: Where and when did the earliest civilizations develop?</p> <p>Key Question 2: What do all the Ancient Civilizations have in common?</p> <p>Key Question 3: Why is your civilization the most important? Children divided into 4 expert groups to research the 4 civilizations (Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China) and their achievements</p> <p>Key Question 4: Which civilization made the greatest achievements and why? Let's find out more about it (depth study)</p> <p>At this point, Children are asked to hold a debate and then vote on which civilization made the greatest achievements- which are the most important, which we still use or influences life in cities today? Year 6 and teachers could listen/be in audience and have a vote too. This then becomes the civilization the children study in depth.</p> <p>Written Assessment: Children to each write their own reasoned argument for which civilization they think was the most significant and advanced, in preparation for the final debate and vote.</p> <p>Key knowledge: Approximate dates/duration of each civilization. Location of each civilization and importance of climate and major rivers. Identify the main shared characteristics of each civilization. Identify differences between attributes/achievements and first/earliest or greatest (size, longest, tallest, etc)</p> <p>In depth study - Ancient Egypt</p> <p>Key Question to drive the enquiry: What does the evidence tell us about everyday life for men, women and children in ancient Egypt?</p> <p>Key Enquiry Questions:</p> <p>What can we add to what we already know about the Ancient Egypt?</p> <p>How can we discover what Ancient Egypt was like over 5000 years ago?</p> <p>Who did build the pyramids?</p> <p>How can we learn so much about Ancient Egypt from just these 6 objects?</p> <p>What did the Ancient Egyptians believe about life after death and how do we know?</p> <p>What can an old clay model and an old pair of sandals tell us about life in Ancient Egypt?</p> <p>Using evidence of life in Ancient Egypt - Crimewatch Ancient Egypt Tomb robbers</p> <p>Explore Ancient Egyptian Achievements box from Hampshire History</p> <p>Key knowledge: Can locate Ancient Egypt in time and place and name iconic features of Ancient Egyptian civilization. The hierarchical nature of Egyptian society. The different roles that ordinary Egyptians held eg farm hands and labourers, skilled craft workers, royal officials. In Egypt much of the surviving evidence comes from surviving items and tomb goods and friezes, but poorer people could not afford elaborate burials or expensive, durable goods so far less archaeological evidence exists for the lives of these ordinary people. How much of our understanding of the Ancient Egyptian civilization came within the last 200 years.</p>
Summer 2	

Year 5/6 Cycle B	
Autumn 1	
Autumn 2	<p>Discrete The Mayans</p> <ul style="list-style-type: none"> <li>A non-European society that provides contrasts with British history (Mayan civilization c. AD 900)</li> </ul> <p>Key Question 1: So why should we study the Maya?  Key Question 2: When so much of the land they lived in was mountain and jungle, how did the Mayan Empire grow to be so powerful?  Key Question 3: What was life like at the height of the Mayan civilization?  Key Question 4: What was life like for Mayan people 1000 years ago?  Key Question 5: If the Mayans were so civilised then why did they carry out human sacrifice  Key Question 6: How can we solve the riddle of how the Mayan Empire ended so quickly?</p> <p>Explore Mayan Resources box from Hampshire History.  Key Knowledge: Can explain when and where the Mayan civilization existed. The Mayan civilization lasted for a very long period, was at its height between 300 and 900. It began centuries before the period studied and continued afterward. Mayan people still live in the same parts of Central America now. Can name the modern countries that now occupy former Mayan lands. Can discuss important Mayan achievements. Can name some important cities and people. Knowledge of important aspects of the Mayan civilization and how some contrast with Britain: Mayans did not have metals (Stone Age culture) but had more advanced understanding of astronomy, mathematics etc. than Britain/Europe at the time.</p>
Spring 1	
Spring 2	<p>Theme Title: Children of the Blitz</p> <ul style="list-style-type: none"> <li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. (The Blitz and how it affected Southampton and Portsmouth).</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (The Blitz)</li> </ul> <p>Key Question to drive the enquiry: How did the Blitz affect our local area and the children that lived there?  Key Knowledge: What the Blitz was and where it happened. Duration of WW2 and date of the Blitz on Southampton. The reasons it was necessary for children to be evacuated from Southampton. The reasons that the area was so important for the war effort The impact of the Blitz on the city of Southampton and its people. That local children who were evacuated had both positive and negative experiences. The use of censorship and propaganda to promote a persuade families and promote a positive image of evacuation.</p>
Summer 1	<p>Theme Title: Civilization and Society</p> <ul style="list-style-type: none"> <li>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul> <p>First the Key Enquiry Questions for overview of earliest civilizations:  Key Question 1: Where and when did the earliest civilizations develop?  Key Question 2: What do all the Ancient Civilizations have in common?  Key Question 3: Why is your civilization the most important? Children divided into 4 expert groups to research the 4 civilizations (Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China) and their achievements  Key Question 4: Which civilization made the greatest achievements and why? Let's find out more about it (depth study)</p>

<p>Summer 2</p>	<p>At this point, Children are asked to hold a debate and then vote on which civilization made the greatest achievements- which are the most important, which we still use or influences life in cities today? Year 6 and teachers could listen/be in audience and have a vote too. This then becomes the civilization the children study in depth.</p> <p>Written Assessment: Children to each write their own reasoned argument for which civilization they think was the most significant and advanced, in preparation for the final debate and vote.</p> <p>Key knowledge: Approximate dates/duration of each civilization. Location of each civilization and importance of climate and major rivers. Identify the main shared characteristics of each civilization. Identify differences between attributes/achievements and first/earliest or greatest (size, longest, tallest, etc)</p> <p>In depth study - Ancient Egypt</p> <p>Key Enquiry Questions:</p> <p>What can we add to what we already know about the Ancient Egypt?</p> <p>How can we discover what Ancient Egypt was like over 5000 years ago?</p> <p>Who did build the pyramids?</p> <p>How can we learn so much about Ancient Egypt from just these 6 objects?</p> <p>What did the Ancient Egyptians believe about life after death and how do we know?</p> <p>What can an old clay model and an old pair of sandals tell us about life in Ancient Egypt?</p> <p>Using evidence of life in Ancient Egypt - Crimewatch Ancient Egypt Tomb robbers</p> <p>Explore Ancient Egyptian Achievements box from Hampshire History</p> <p>Key knowledge: Can locate Ancient Egypt in time and place and name iconic features of Ancient Egyptian civilization. The hierarchical nature of Egyptian society. The different roles that ordinary Egyptians held eg farm hands and labourers, skilled craft workers, royal officials. In Egypt much of the surviving evidence comes from surviving items and tomb goods and friezes, but poorer people could not afford elaborate burials or expensive, durable goods so far less archaeological evidence exists for the lives of these ordinary people. How much of our understanding of the Ancient Egyptian civilization came within the last 200 years.</p>
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