



Nor<sup>+</sup>thbourne  
CE Primary School  
Nurturing Excellence.

# History

Long Term Plan

## Introduction

At the heart of our History curriculum is a clear ambition: that every child develops a secure and lasting understanding of the past and how it has shaped the world we live in today. We aim for all pupils to **know more and remember more** about History as they progress through the school, enabling them to make sense of the past with increasing confidence, curiosity and critical awareness.

Our History curriculum is broad, balanced and carefully sequenced to ensure that pupils develop both substantive knowledge (key events, people and periods) and disciplinary knowledge (how historians investigate, interpret and construct understanding of the past). Learning is designed to build cumulatively over time, allowing pupils to revisit key concepts and deepen their understanding.

Grounded in research-informed practice, our approach ensures that knowledge is explicitly taught, regularly revisited and meaningfully applied. Through this, pupils develop strong mental models of historical concepts, enabling them to connect ideas and retain learning in the long term.

History is taught within meaningful contexts, supporting pupils to understand their place in the world, from their local area of Didcot and Oxfordshire to significant national and global events.

## Living out our Values

Our History curriculum reflects our core values of Courage, Compassion and Community, which are embedded throughout learning. Pupils demonstrate:

**Courage** by exploring challenging events and considering complex aspects of the past

**Compassion** by understanding the experiences of people from different times and cultures

**Community** by recognising how societies have developed and the importance of shared history

Through History, pupils develop an appreciation of diversity, identity and the ways in which the past continues to shape the present.

## Core Aims

Our History curriculum is designed to ensure that all pupils:

- Develop a secure understanding of key historical concepts, including chronology, change, cause, consequence and significance
- Build a rich knowledge of the past, including significant events, individuals and civilisations
- Understand how and why the past has shaped the present
- Make connections across different periods and themes in history
- Communicate their understanding using accurate and increasingly sophisticated historical vocabulary

Central to our approach is the principle of knowing more and remembering more. Key knowledge is revisited regularly, enabling pupils to strengthen their understanding and retain learning over time.

Pupils are encouraged to think like historians: to ask questions, consider evidence, explore different perspectives and develop reasoned interpretations. Through this, they gain a deeper understanding of how the past is constructed and why it matters.

## Structure and Progression

History is carefully structured across a two-year cycle and taught progressively through four phases:

1. Nursery and Reception
2. Key Stage 1
3. Lower Key Stage 2
4. Upper Key Stage 2

The curriculum is sequenced to ensure clear progression in knowledge, skills and vocabulary. Pupils begin by developing an understanding of their own lives and recent events before moving on to study significant events and periods in British and world history. As pupils move through the school, they:

- Develop a secure sense of chronology and historical sequence
- Build knowledge of key periods and civilisations
- Understand increasingly complex concepts such as cause, consequence and change
- Use a wider range of historical vocabulary
- Interpret and analyse historical information with increasing independence

Key content is revisited and connected across topics, enabling pupils to deepen their understanding and build a coherent picture of the past.

## Historical Knowledge

Our History curriculum provides pupils with a secure and coherent body of knowledge about the past. This includes:

- Chronological knowledge: understanding when events happened and how periods relate to one another
- Substantive knowledge: learning about key events, individuals, societies and civilisations
- Conceptual understanding: exploring themes such as invasion, settlement, civilisation, conflict and legacy

Knowledge is carefully sequenced so that pupils build on prior learning. Early learning about familiar events develops into broader understanding of historical periods, and later into deeper analysis of patterns and connections across time.

By revisiting and applying this knowledge in different contexts, pupils develop a well-structured understanding of history.

## Historical Skills

Alongside knowledge, pupils develop the disciplinary skills needed to think and work as historians. These skills progress across the school and include:

- Enquiry and questioning: asking relevant questions about the past and framing historical investigations
- Use of evidence: examining and interpreting a range of historical sources
- Interpretation: understanding that the past can be represented in different ways
- Analysis and reasoning: drawing conclusions and making informed judgements

In the early years, pupils begin by talking about past and present events in their own lives. In Key Stage 1, they explore simple sources and begin to ask questions. As they move into Key Stage 2, they work with a wider range of evidence and develop the ability to analyse and evaluate information with increasing independence. Through these experiences, pupils learn to approach History as an investigative and interpretive subject.

## Inclusion and Excellence for All

Our vision of Nurturing Excellence underpins our History curriculum, ensuring that all pupils can succeed. Learning is carefully structured to ensure accessibility, with support such as:

- Pre-teaching of key vocabulary and concepts
- Use of visual sources and scaffolds
- Structured tasks and guided support

At the same time, pupils are challenged to think deeply and engage critically with the past. All pupils, including those with SEND, are supported to access the full History curriculum and develop as confident, capable learners. Through this inclusive approach, every child is given the opportunity to succeed and develop a meaningful understanding of the past.

## Think Like a... Historian (Page 15)

To support the development of knowledgeable, curious and reflective historians, every classroom displays our "Think Like a... Historian" prompts. These provide a shared language for historical thinking across the school and help pupils to develop the habits and disciplinary skills used by historians when investigating the past.

The prompts have been carefully designed to reflect the key concepts and processes that underpin our History curriculum. They encourage pupils to recall and connect historical knowledge, analyse and interpret sources, consider different perspectives, identify causes and consequences, recognise change and continuity over time, and construct evidence-informed arguments. By making these historical processes explicit, pupils develop an understanding that History is not simply about remembering facts and dates, but about investigating, interpreting and making sense of the past.

The posters are intended to promote metacognition and independent thinking. Rather than acting as a checklist, they encourage pupils to reflect on how they approach historical enquiry and how historians use evidence to build understanding. Teachers use the prompts consistently when introducing new learning, analysing sources, facilitating discussion and evaluating historical interpretations, ensuring a common approach to historical thinking across the school.

As pupils become increasingly familiar with these disciplinary habits, they develop greater confidence in asking questions, challenging assumptions and supporting their ideas with evidence. Over time, the prompts help pupils to understand that historical interpretations can differ and that our understanding of the past is constructed from a range of sources and perspectives.

Ultimately, the "Think Like a... Historian" prompts support our vision of nurturing informed, critical and thoughtful learners who can make connections across periods of history, appreciate different viewpoints and understand how the past continues to shape the world around them.

## Cycle 1

	Term1 /2	Term3 /4	Term5 /6
KS1	Great Fire of London	Transport	Communication
LKS2	Stone Age      Iron Age	Romans	Local History
UKS2	Tudors	Space Race	Ancient Greece

## Cycle 2

	Term1 /2	Term3 /4	Term5 /6
KS1	Local History: Photos of Didcot	Toys	Florence Nightingale and Mary Seacole
LKS2	Ancient Egyptians	Anglo Saxons	Bronze Age / Iron Age
UKS2	World War 2	Victorians	Mayans

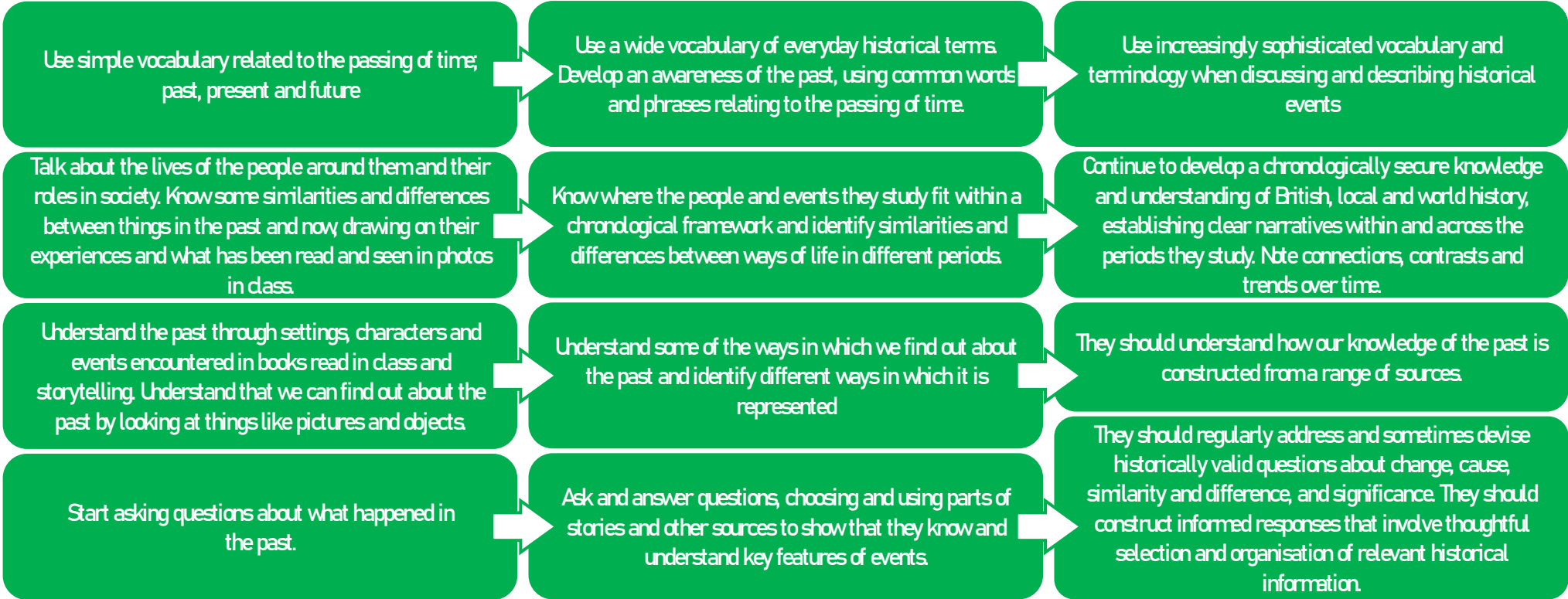
Progression in Vocabulary

EYFS	Key Stage 1	Key Stage 2	
Day/Week/Month/Year Old/New Before/After Earlier/Later Yesterday/Today/Tomorrow A long time ago Past/Present/Future Then/Now Objects	Historians Significance Past/Present Artefacts Similarities/Differences Chronological Order/Sequence/Timeline Decade/Century, Living memory/Ancient/Modern Decade/Century	AD/CE (Common ere) & BC BCE (Before Common Era) Eras/Period/Millennium/Centenary Bronze Age/Iron Age/Dark Ages/Medieval/Middle Ages Archaeology/Archaeologists/ Excavation Culture/Beliefs/Society/Civilisation National/International/Empire Migration/emigrant/immigrant	Infer/Opinion Reliable/Unreliable Compare/Interpret/Hypothesis/ Perspective Eyewitness account/Oral History Continuity/Change/Contrast/Legacy Cause/Effect/Consequence/ First-hand/Second-hand evidence Primary/Secondary Sources

At the end of reception, children will be able to:

At the end of Year 2 children will be able to:

At the end of Year 6, children will be able to:



EYF5

KS1

	Chronological Understanding	Historical Enquiry	Historical Interpretations	Organisation and Communication	Understanding of Events, People & Changes
EYF5	<p>To place known events and objects in chronological order</p> <p>Sequence pictures of themselves and family members. Describe memories linked to the pictures</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts (ELG Understanding the World)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG Understanding the World)</p>	<p>Comment on images of familiar situations in the past</p> <p>Compare pictures and describe similarities and differences</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts (ELG Understanding the World)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding (ELG Listening, Attention and Understanding)</p>	<p>To describe events that have happened</p> <p>Expressing own thoughts and feelings on pictures, artefacts and other resources linking to their own experiences, likes and dislikes</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG Speaking)</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; (ELG Literacy)</p> <p>Anticipate key events in stories; (ELG Literacy)</p>	<p>Talk about things that have happened in the past, are happening now and might happen in the future, using appropriate vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses, with modelling and support from their teacher (ELG Speaking)</p> <p>Talk about members of their immediate family and community.</p>	<p>Begin to make sense of their own life-story and family's history and start to think about other peoples</p> <p>Compare and contrast characters from stories, including figures from the past (ELG Literacy)</p> <p>Talk about the lives of the people around them and their roles in society (ELG Understanding the World)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG Understanding the World)</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class (ELG Understanding the World)</p>
KS1	<p>To place known events and objects in chronological order.</p> <p>To sequence events and recount changes within living memory.</p> <p>To describe where the people and events studied fit within a chronological framework and identify similarities between periods</p> <p>To show an awareness of the past, using common words and phrases relating to the passing of time</p>	<p>To find answers to some simple questions about the past from simple sources of information.</p> <p>To describe some simple similarities and differences between artefacts.</p> <p>To sort artefacts from then and now</p> <p>To ask and answer relevant basic questions about the past.</p> <p>To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>To relate his/her own account of an event and understand that others may give a different version</p> <p>To describe changes within living memory and aspects of change in national life.</p> <p>To describe events beyond living memory that are significant nationally or globally</p> <p>To describe significant historical events, people and places in his/her own locality</p>	<p>To talk, draw or write about aspects of the past.</p> <p>To record what he/she has learned by drawing and writing.</p> <p>To speak about how he/she has found out about the past.</p> <p>To use a wide range of vocabulary of everyday historical terms.</p>	<p>To recognise the difference between past and present in their own and others' lives</p> <p>To know and recount episodes from stories about the past.</p> <p>To identify differences between ways of life at different times</p> <p>To recognise why people did things, why events happened &amp; what happened as a result.</p>

UKS2

UKS2

Chronological Understanding	Historical Enquiry	Historical Interpretations	Organisation and Communication	Understanding of Events, People & Changes
<p>To describe memories of key events in his/her life using historical vocabulary.</p> <p>To use an increasing range of common words and phrases relating to the passing of time</p> <p>To place some historical periods in a chronological framework. Continuation and consolidation of skills taught in previous years.</p> <p>To use historic terms related to the period of study</p>	<p>To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p> <p>To look at the evidence available and engage in discussions.</p> <p>To begin to evaluate the usefulness of different sources.</p> <p>To understand that sources can contradict each other</p>	<p>To describe events beyond living memory that are significant nationally or globally</p> <p>To describe significant historical events, people and places in his/her own locality.</p> <p>To use sources of information in ways which go beyond simple observations to answer questions about the past.</p> <p>To use a variety of resources to find out about aspects of life in the past.</p>	<p>To record what he/she has learned by drawing and writing.</p> <p>To speak about how he/she has found out about the past.</p> <p>To use a wide range of vocabulary of everyday historical terms</p> <p>To communicate his/her learning in an organised and structured way, using appropriate terminology.</p>	<p>To find out about everyday lives of people in time studied</p> <p>To compare with our life today.</p> <p>To identify reasons for and results of people's actions</p> <p>To understand why people may have wanted to do something.</p> <p>To use evidence to reconstruct life in time studied.</p> <p>To look for links and effects in time studied.</p> <p>To offer a reasonable explanation for events</p>
<p>To use dates to order and place events on a timeline.</p> <p>To make comparisons between different times in the past.</p> <p>To use relevant terms and period labels</p> <p>To place current study on timeline in relation to other studies.</p> <p>To sequence up to 10 events on a timeline.</p> <p>To use relevant dates and terms</p>	<p>To compare sources of information available for the study of different times in the past (primary and secondary).</p> <p>To select relevant sections of information</p> <p>To use a range of sources to find out about an aspect of time past.</p> <p>To suggest omissions and the means of finding out.</p> <p>To bring knowledge gathered from several sources together in a fluent account.</p>	<p>To make comparisons between aspects of periods of history and the present day.</p> <p>To understand that the type of information available depends on the period of time studied.</p> <p>To evaluate the usefulness of a variety of sources</p> <p>To link sources and work out how conclusions were arrived at.</p> <p>To consider ways of checking the accuracy of interpretations- fact, fiction or opinion.</p> <p>To be aware that different evidence will lead to different conclusions</p>	<p>To present findings and communicate knowledge and understanding in different ways.</p> <p>To provide an account of a historical event based on more than one source.</p> <p>To recall, select and organise historical information.</p> <p>To select and organise information to produce structured work, making appropriate use of dates and terms</p>	<p>To study different aspects of different people – differences between men and women.</p> <p>To examine causes and results of great events and the impact on the people.</p> <p>To compare an aspect of life with the same aspect in another period.</p> <p>To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>To write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>To know key dates, characters and events of time studied.</p>

	Term1/2	Term3/4	Term5/6
NC Objectives	Great Fire of London	Transport	Communication
	Events beyond living memory that are significant nationally or globally	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally
1	I can recognise the Stuart period within the context of human history	I can identify different types of transport and recognise the differences between transport now and in the past.	I can recognise different ways people communicate today and in the past.
2	I can describe what life was like in London in 1666	I can describe why the Wight brothers were important to the history of transport	I can create a timeline to show the developments in communication.
3	I can evaluate the fire service in 1666	I can describe how cars have changed since they were invented.	I can compare how messages were sent in the past with how we send them today.
4	I can use eyewitness accounts to describe the events of the fire	I can explain what happened in the Moon Landing	I can recognise the similarities and differences between old and modern phones.
5	I can use primary sources of evidence to explain what the fire was like	I can describe how transport helps people in their daily lives	I can recognise how televisions have changed over time.
6	I can evaluate changes made after the fire; examine whether we are in danger of a Great Fire again	I can compare transport from the past, the present and in the future.	I can explain how communication has changed over time.
Vocabulary	Past, old, present, evidence, Samuel Pepys, change, reliable	Transport, Wight brothers, steamtrain, aeroplane, invention, rocket, engine, horse and cart	Past, present, technology, communication, invention, morse code, hieroglyphs, telephone

	Term 1/2	Term 3/4	Term 5/6
NC Objectives	Local History	Toys	Florence Nightingale & Mary Seacole
	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally	Significant historical events, people and places in their own locality. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
1	I can research facts about the local area.	I can identify and name different types of toys from the past and present.	I can tell you why Mary Seacole and Florence Nightingale were important nurses.
2	I can identify places in the local area and describe what they were used for.	I can describe how toys have changed over time.	I can tell you some ways that Florence and Mary were similar and different
3	I can use photographic evidence to identify changes to familiar places.	I can use historical vocabulary to talk about toys.	I can talk about some events of the Crimean War.
4	I can compare how the local area has changed over time. (walk)	I can compare toys from the past with toys today and explain how they have changed.	I can talk about key events in the lives of Mary and Florence.
5	I can recognise significant changes to Didscot railway station.	I can use sources from different time periods to ask and answer questions about toys.	I can identify some of the hardships faced by Mary.
6	I can order historical changes chronologically on a timeline.	I can recognise why toys are different today.	I can talk about the impact Florence and Mary had on modern healthcare.
Vocabulary	Railway, Didscot, power station, past, present, changes	Past, present, old, new, evidence, materials, technology, traditional	Crimea, Crimean War, Jamaica, Caribbean, Charge of the Light Brigade, battle, soldier, timeline, hardship, legacy, inspire, charity, modern.

	Term 1/2	Term 3/4	Term 5/6
	Stone Age	Romans	Local History
NC Objectives	changes in Britain from the Stone Age to the Iron Age	the Roman Empire and its impact on Britain	a local history study
1	I can place the Stone Age period within the context of Human History.	I can accurately place the Roman Empire on a world history timeline	I can identify at least three significant places in Diddcot and clearly describe what they were used for in the past and what they are used for today.
2	I can investigate what life was like during the Stone Age.	I can describe at least three reasons why the Roman Empire expanded and give two reasons why the Romans invaded Britain, using historical sources	I can describe at least three key changes in Diddcot over time, using historical photographs, maps or written evidence.
3	I can examine Stone Age religion and rituals.	I can compare daily life in Roman Britain with life in modern Britain, giving specific examples of housing, food, clothing and jobs.	I can explain at least two reasons why land use in Diddcot has changed (e.g. transport, housing, employment) and support my ideas with evidence.
4	I can investigate when and how fire and stone tools were invented.	I can identify key Roman gods and describe at least two religious rituals or ceremonies	I can compare at least three differences between school life in the past and today at Northbourne, using information from our visit to the old school.
5	I can evaluate the importance of cave paintings in our understanding of the Stone Age.	I can explain at least three ways the Roman army became successful, including training, weapons and military organisation.	I can explain at least two positive and one negative impact the railway has had on Diddcot, supported by historical information.
6	I can use primary and secondary evidence to explore the Stone Age.	I can give at least two reasons why the Romans left Britain and explain the impact their departure had on the people living there.	I can create a clear chronological timeline showing at least five significant events or developments in Diddcot's history.
Vocabulary	Neolithic man / woman, mammoth, cave painting, fur pelt, Skara Brae, spear, throwing stones, hand axe, hammer stone.	Empire, invasion, conquest, civilisation, chronology, legion, settlement, trade, religion, legacy	Chronology, evidence, settlement, land use, industry, development, transport, community, impact, heritage

	Term 1/2	Term 3/4	Term 5/6
NC Objectives	Ancient Egyptians	Anglo Saxons	Bronze Age / Iron Age
1	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study	Britain's settlement by Anglo-Saxons and Scots; the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Changes in Britain from the Stone Age to the Iron Age
2	I can place the period of the Ancient Egyptians with the context of human history.	I can place the period of the Anglo Saxons and Vikings within the context of Human History.	I can place the Bronze and Iron Age period on a timeline of human history.
3	I can explain why the River Nile was essential to the survival of the ancient Egyptians	I can recognise why the Anglo-Saxons invaded Britain and where they came from	I can explore the tribes and hillforts in the UK
4	I can explain the importance of the Pyramids	I can explain where the Vikings came from and why they raided Britain.	I can use primary and secondary evidence to explore the Bronze and Iron Age.
5	I can investigate what life was like living in the Ancient Egyptian period	I can investigate what life was like living in Britain during the period of the Anglo Saxons and Vikings	I can explore everyday life in the Bronze and Iron Age.
6	I can examine Ancient Egyptian religion and rituals.	I can examine Anglo Saxon and Vikings religion and rituals.	I can examine Bronze and Iron Age religion and rituals.
Vocabulary	I can identify events that led to the end of the Ancient Egyptians	I can describe why the Vikings were so successful in raiding Britain	I can identify events that led to the end of the Iron Age.
	Pharaoh, pyramid, mummy, sarcophagus, tomb, hieroglyphics, papyrus, Nile, afterlife, canopic jars, embalming, dynasty, gods and goddesses, sphinx.	Settlement, kingdom, warrior, pagan, Christian, monastery, monk, scribe, rune, rune stone, thatch, longhouse, chieftain, invader, conquer, tribe, village, Witan, thane, shield wall, helmet, brooch, burial, hoard, Sutton Hoo, manuscript, raid, conversion, Mercia, Wessex, Northumbria, East Anglia	Settlement, roundhouse, tribe, warrior, chieftain, hillfort, burial mound, barrow, bronze, copper, tin, iron, blacksmith, smithy, tools, weapons, farming, plough, livestock, pottery, weaving, trade, metalwork, druids, religion, ceremony, archaeologist, artefact, fortification, clan

	Term 1/2	Term 3/4	Term 5/6
	The Tudors	The Space Race	Ancient Greece
NC Objectives	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally	A study of Greek life and achievements and their influence on the western world
1	I can recognise the Stuart period within the context of human history	I can explain how the Cold War led to the space race competition between the USA and the USSR	I can place the Ancient Greek period within the context of Human History
2	I can analyse different sources to judge what Henry VIII was like as a ruler.	I can explain why Sputnik was important and changed how countries felt about space exploration	I can find Ancient Greece on modern maps; I can examine how the Greek Empire was established and changed over time
3	I can explain Henry VIII's decisions about his marriages and how they changed England.	I can use evidence to describe what happened during the first spacewalk and explain why it mattered to the Soviet Union	I can investigate what life was like in Ancient Greece
4	I can compare Tudor life with life today and explain what changed and why.	I can rank and give reasons why the moon landing is significant event in world history.	I can explain how the political system worked in Ancient Greece.
5	I can evaluate why Elizabeth I's reign is sometimes called a 'Golden Age'.	I can explain how the space race helped create the technology we use today.	I can compare Greek and Roman gods and goddesses
6	I can use different types of evidence to explain what they tell us about the Tudors.	I can explain how the space race helped create the technology we use today.	I can examine primary and secondary sources of evidence from Ancient Greece
Vocabulary	Tudor, Monarch, Reformation, Divorce, Catholic, Protestant, Exploration, Hierarchy, Artefact, Portrait, Primary source.	Cold War, Space Race, Communism, Capitalism, Superpower, Sputnik, Satellite, Propaganda, Astronaut, Cosmonaut, Spacewalk, Evidence, Interpretation, Legacy	Ancient, civilisation, city state, empire, legacy, democracy, government, myth, Trojan War, empire, god, goddess, primary, secondary source, Olympics, Athens, Corinth, Sparta, Alexander the Great

	Term 1/2	Term 3/4	Term 5/6
	World War II	Victorians	Mayans
<b>NC Objectives</b>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A non-European society that provides contrasts with British history
<b>1</b>	I can identify the events that lead to the outbreak of WW2	I can understand the place of the Victorian period in human history	I can identify the Mayan Empire on modern maps
<b>2</b>	I can explain what the Blitz was and how it affected the lives of people in Britain.	I can examine everyday life in Victorian Britain	I can place the Mayan civilisation within the context of human history
<b>3</b>	I can understand the process of evacuation through historical sources of evidence	I can examine Victorian workhouses	I can identify and examine major Mayan gods and goddesses
<b>4</b>	I can understand the process of evacuation through historical sources of evidence	I can identify changes in policing over the Victorian period	I can describe key figures of Maya society.
<b>5</b>	I can consider how people's diets changed due to rationing	I can compare life in Victorian prisons to today	I can use the Maya number system
<b>6</b>	I can describe the role women played in WW2	I can identify the growth of the British Empire	I can identify the Mayan diet
<b>Vocabulary</b>	Forces, invade, prejudice, Nazi, Holocaust, Axis, Allies, Jew, primary source, secondary source, timeline, air raid, allotment, Battle of Britain, blackout, Blitz(krieg), evacuee, Luftwaffe, propaganda, resistance,	Period, era, kingdom invention, education, dunce, slate, outhouse, workhouse, pauper, truncheon, oakum, shot-drill, treadwheel, equator, tropics, empire	Mesoamerica, Civilisation, drought, jaguar, scribe, codex, codices, maize, cacao, god, goddess, cenote, Pok-ta-Pok, quetzal



# Think like a... **Historian!**



Identify, analyse & evaluate historical causes & effects



Identify change, continuity and turning points in history



See history through the eyes of others



Analyse and interpret historical sources & evidence



Make connections between historical events



Contextualise historical events and decisions



Create or support a historical argument



Recall & remember historical facts and events