

# Fladbury CE VA First School Curriculum




## History

At Fladbury, our history curriculum inspires our children to be curious to know more about the past and wider world. Children’s curiosity is sparked through engaging them in workshops, through drama, by taking trips and through interacting with significant people within their locality. Children at Fladbury will develop the skills required to ask questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. These enquiry skills will help our children understand the complexity of people’s lives in the past and how these have influenced our lives today. Pupils will also develop their understanding of the History of the wider world and how different civilisations and cultures have impacted each other over time. Through understanding the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, pupils will also develop their understanding of their own identity and challenges of their time. Our curriculum is designed so that key, fundamental knowledge is often revisited, allowing deliberate opportunities for retrieval practice, therefore embedding key learning. Our History teaching and learning will pull on prior learning to draw similarities and differences between societies, leaders and time periods.

“Happy Hearts, Open Minds, Bright Futures.”

“Those who cannot learn from history are doomed to repeat it. Those who do not remember their past are condemned to repeat their mistakes. Those who do not read history are doomed to repeat it. Those who fail to learn from the mistakes of their predecessors are destined to repeat them.” - George Santayana

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom indoors and the classroom outdoors?	How will this be measured?
<p><b>The school’s senior leadership team will:</b></p> <ul style="list-style-type: none"> <li>• Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects.</li> <li>• Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development.</li> <li>• Provide sufficient funding to ensure that implementation is high quality.</li> </ul>	<p><b>Our teaching sequence will be:</b></p> <ul style="list-style-type: none"> <li>• History is taught as part of a termly topic focus, focusing on knowledge and skills stated in the National Curriculum.</li> <li>• To ensure that history has the same importance given to it as the core subjects, as it is important in enabling all children to gain ‘real-life’ experiences.</li> <li>• Through teaching, historical artefacts and visits, we will attempt to excite and intrigue our children to find out more about events and people from the past.</li> <li>• Develop deep subject knowledge and key skills while differentiating work for all abilities.</li> <li>• The children will be encouraged to research independently to further their own enjoyment and fascination about the topic or subject.</li> </ul>	<p><b>Pupil Voice will show:</b></p> <ul style="list-style-type: none"> <li>• A developed understanding of the historic facts at an age appropriate level.</li> <li>• A progression of understanding, with appropriate vocabulary which supports and extends understanding.</li> <li>• Confidence in discussing history, their own work and identifying their own strengths and areas for development.</li> <li>• Children enjoy History lessons and look forward to finding out more.</li> </ul>
<p><b>The curriculum leader will:</b></p> <ul style="list-style-type: none"> <li>• Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.</li> <li>• To ensure our high quality history curriculum should inspire children’s curiosity and fascination about the Britain’s past and that of the wider world.</li> <li>• Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as historians.</li> <li>• Ensure the children will be taught about various historical events and famous historical figures, some of which have shaped the world today.</li> <li>• Monitor progress</li> <li>• Ensure an appropriate progression of historical skills and knowledge is in place over time so that pupils are supported to be the best historians they can be, and challenge teachers to support struggling historians and extend more competent ones.</li> <li>• Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.</li> </ul>	<p><b>Our classrooms will:</b></p> <ul style="list-style-type: none"> <li>• Provide appropriate quality equipment for each area of the curriculum.</li> <li>• Have developed learning walls which include high quality WAGOLLS, specific to history themes are used in lessons to highlight key knowledge and vocabulary.</li> <li>• Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills.</li> <li>• Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills. Book are displayed under working walls for children and access and a range of non-fiction texts are available in reading areas.</li> </ul>	<p><b>Displays around school and books will show:</b></p> <ul style="list-style-type: none"> <li>• Pupils have had opportunities for practice and refinement of skills.</li> <li>• Clear progression of skills in line with expectations set out in the progression grids.</li> <li>• Children record what they have learned comparative to their starting points at the end of every topic.</li> <li>• Evidence of work will show a range of topics covered, cross curriculum links and differentiated work.</li> <li>• Timeline lines are used within the classroom to refer back to previous learning and develop chronological understanding and order of events.</li> </ul>

Happy Hearts	Open Minds	Bright Futures
		
<p>Through our History Curriculum, the lens of our Christian value of 'joy' and our vision statement 'happy heart', we will learn how to make a better future for ourselves and others by learning from the mistakes and successes of the past.</p> <p>We will develop a sense of belonging through sharing ideas and communicating knowledge with each other and those in our locality. Through team work, shared research and role play, children will connect with each other in a meaningful way.</p> <p>Our children will nurture an enjoyment of History through carefully planned and enthusiastically delivered learning opportunities. For example, through workshops, by meeting visitors and by going on trips. Thus, creating an intrinsic passion for history.</p>	<p>The history curriculum at Fladbury endeavours to expose our children to different historical cultures and open their minds to different ways of living. Children will begin to understand the historical concepts of continuity and chance, cause and consequence as well as similarities and differences. This will equip the children with wisdom to use what they know to influence their decisions moving forwards.</p> <p>Children are encouraged to use their voices and have an opinion on historical events that influence them and their world today. Through investigating, fact-finding, research and myth-busting children develop the wisdom to think critically and seek the truth.</p> <p>Children are encouraged to persevere and never give up by learning about the lives of people who did just that and the impact that they have had on their lives today.</p> <p>The natural curiosity of children at Fladbury is encouraged and nurtured to allow children to have an open mind and make their own discoveries.</p>	<p>Through learning about history, historical events and changes over time, children are given a sense of hope for their bright future and the impact that they could have upon it within their lifetimes.</p> <p>Children develop a historical perspective by placing their growing knowledge into different contexts and therefore being able to apply their knowledge moving forwards.</p> <p>Through learning about the events of the past, children begin to make connections between; cultural, economic, political, religious and social history. They create their own bright futures by developing a strong moral compass and carry this throughout their lives.</p> <p>Children will be given the opportunity to widen their horizons by having an in depth knowledge of the wider world as well as how historical teachings can apply to their daily lives and futures. Children will learn to be proud of their heritage and culture whilst respecting how historical events impact the culture and society of different countries across the world.</p>

Age Related Statutory Coverage		
EYFS	KS1	KS2
<p>DM:</p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul> <p>ELG:</p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society;</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim BernersLee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>Significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age.</li> <li>The Roman Empire and its impact on Britain.</li> <li>Britain's settlement by Anglo-Saxons and Scots.</li> <li>A local history study.</li> <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> <li>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900- 1300.</li> </ul>

Our curriculum for 22-23 has been specifically designed to meet the needs of the children in our current groups and classes. This is likely to change again next year due to ever-changing year group numbers and class structures.

	Autumn	Spring	Summer
Maple	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>		
Elm		<p><b>Events beyond living memory that are significant nationally or globally.</b> Great Fire of London</p> <p><b>The Life of significant individuals in the past who have contributed to national and international achievements.</b> King Charles II</p>	<p><b>Significant historical person in our locality</b> David Train</p>
Ash	<p><b>A non-European society</b> Mayan Civilisation</p>	<p><b>British History</b> Britain's settlements by Anglo-Saxons and Scots</p>	<p><b>British History</b> The Roman empire and its impact on Britain.</p>
Oak	<p><b>A non-European society</b> Mayan Civilisation</p>	<p><b>British History</b> Britain's settlements by Anglo-Saxons and Scots</p>	<p><b>British History</b> The Roman empire and its impact on Britain.</p>

# The Sequence of Learning

## Historical Study

<p><b>Maple Class (P):</b></p> <p><i>Curriculum Links (DM):</i></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul>	<p><b>Elm Class</b></p> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class.</li> <li>Comment on images of familiar situations in the past</li> <li>Compare and contrast pictures of familiar situations in the past.</li> </ul> <p><b>Year 1:</b></p> <p>period.</p> <ul style="list-style-type: none"> <li>When was King Charles II born?</li> <li>When did King Charles II become king? How was this different to Queen Elizabeth II?</li> <li>When and why did King Charles II die?</li> <li>What did King Charles II like to do in his spare time? How does this compare to Queen Elizabeth II?</li> <li>What was similar about the two monarchs and what was different?</li> </ul> <ul style="list-style-type: none"> <li>Talk about some of the key events of the Great Fire of London</li> <li>How and why did the fire start and spread across London?</li> <li>How did the people of London react during the fire?</li> <li>How do we know about the great fire of London?</li> <li>How did the fire end?</li> <li>How was London Rebuilt?</li> </ul> <ul style="list-style-type: none"> <li>How has fire safety developed?</li> <li>How has the fire brigade changed over time?</li> </ul> <ul style="list-style-type: none"> <li>What drove David to embark upon his eco journey?</li> <li>Why was climate change so important to David?</li> <li>How and why did he come to become an Olympic coach? How did this impact upon his life?</li> <li>When, how and why did David come to design the bell boat?</li> <li>What is David's story and how has this impacted upon Fladbury and the wider world?</li> </ul> <p><i>(This will be built upon throughout each child's time at Fladbury by taking part in bell boating, continuing to meet with David and eventually creating their own paddle for life.)</i></p> <p><i>Curriculum Links (DM, ELG's &amp; NC):</i></p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>The lives of significant individuals in the past</li> <li>Significant historical events people and places in their own locality</li> <li>Changes within living memory</li> <li>Significant national events beyond living memory</li> </ul>	<p><b>Ash Class (2/3):</b></p> <ul style="list-style-type: none"> <li>Understanding key events in the life of Mayans</li> <li>Britain's settlement by Anglo Saxons and Scots</li> </ul> <ul style="list-style-type: none"> <li>HOOK - ANGLO-SAXON MUSIC - Understand that Britain has been invaded and settled numerous times and place these into context.</li> <li>Understand the priorities of invaders and settlers and the reasons for their decisions.</li> <li>Understand how groups of Anglo-Saxons decided where to start settlements in Britain by considering both the local environment and the wider environment.</li> <li>Understand the importance of oral storytelling in Anglo-Saxon society.</li> <li>To identify the types of musical instruments that were played in Anglo-Saxon times.</li> <li>To understand the importance of telling riddles and using kennings in Anglo-Saxon society.</li> <li>To understand the uses of jewellery by Anglo-Saxons and learn about its production</li> </ul> <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented</li> <li>Explore events and use as wide a range of sources as possible to ask and answer questions, i.e. which things are old and which things are new? What were the people doing?</li> <li>Look at objects/sources from the past and ask questions i.e. what were they used for?</li> <li>Find out more about a famous person from the past and carry out some research</li> </ul> <ul style="list-style-type: none"> <li>HOOK - How to play POK-TA-POK.</li> <li>Make inferences about Ancient Maya based on artefacts.</li> <li>Describe the significance of maize and chocolate farming to the Mayans.</li> <li>Understand some key Mayan glyphs.</li> <li>Understand about the Maya Calendar and Astrology.</li> <li>Explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people.</li> </ul> <p><b>Roman Britain:</b></p> <ul style="list-style-type: none"> <li>Hook – Learning to make inferences about Roman based Artefacts.</li> <li>Use our computer skills to research about Julius Caesar and his attempted invasion in 55-54BC.</li> <li>Understand the Roman Empire by AD42 and the power of its army</li> <li>Understand whether Claudius was successful in his invasion</li> <li>Understand who Boudicca was and how sources about her contradict each other.</li> </ul> <p>Understand about the Roman Gods.</p> <p><i>Curriculum Links (NC):</i></p> <ul style="list-style-type: none"> <li>Changes within living memory</li> <li>Aspects of change in national life</li> <li>Significant national events beyond living memory</li> <li>Significant global events beyond living memory</li> <li>The lives of significant individuals in the past</li> <li>Significant historical events people and places in their own locality.</li> </ul>	<p><b>Oak Class (3/4):</b></p> <ul style="list-style-type: none"> <li>Understanding key events in the life of Mayans</li> <li>HOOK - ANGLO-SAXON MUSIC - Understand that Britain has been invaded and settled numerous times and place these into context.</li> <li>Understand the priorities of invaders and settlers and the reasons for their decisions.</li> <li>Understand how groups of Anglo-Saxons decided where to start settlements in Britain by considering both the local environment and the wider environment.</li> <li>Understand the importance of oral storytelling in Anglo-Saxon society.</li> <li>To identify the types of musical instruments that were played in Anglo-Saxon times.</li> <li>To understand the importance of telling riddles and using kennings in Anglo-Saxon society.</li> </ul> <p>To understand the uses of jewellery by Anglo-Saxons and learn about its production</p> <ul style="list-style-type: none"> <li>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> </ul> <ul style="list-style-type: none"> <li>HOOK - How to play POK-TA-POK.</li> <li>Make inferences about Ancient Maya based on artefacts.</li> <li>Describe the significance of maize and chocolate farming to the Mayans.</li> <li>Understand some key Mayan glyphs.</li> <li>Understand about the Maya Calendar and Astrology.</li> <li>Explain the religious beliefs of the Maya people, understand how they worshipped, name some of the main gods and know what they represented to the people.</li> </ul> <p><b>Roman Britain:</b></p> <ul style="list-style-type: none"> <li>Hook – Learning to make inferences about Roman based Artefacts.</li> <li>Use our computer skills to research about Julius Caesar and his attempted invasion in 55-54BC.</li> <li>Understand the Roman Empire by AD42 and the power of its army</li> <li>Understand whether Claudius was successful in his invasion</li> <li>Understand who Boudicca was and how sources about her contradict each other.</li> <li>Understand about the Roman Gods.</li> </ul> <p><i>Curriculum Links (NC):</i></p> <ul style="list-style-type: none"> <li>Changes in Britain from the stone age to the iron age</li> <li>The roman empire and its impact on Britain</li> <li>Britain's settlement by Anglo Saxons and scots</li> <li>A local history study</li> <li>Achievements of the earliest civilisations</li> <li>A non-european society that provides contrast with British history</li> </ul>
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## Historical Skills and Awareness

<p><b>Maple Class (P):</b></p> <ul style="list-style-type: none"> <li>Talk about special times, celebrations and birthdays they remember in their life.</li> <li>Begin to think about why we celebrate things such as bonfire night.</li> <li>Talk about their memories and experiences.</li> <li>Understand the past through settings characters and events encountered in books read in class.</li> </ul>	<p><b>Elm Class (R/1):</b></p> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Ask and answer questions about the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class.</li> </ul> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>Observe artefacts and pictures and make comments</li> <li>Ask questions about unknown objects and begin to answer them with support.</li> <li>Talk about similarities and differences between ways of life in different periods.</li> <li>Understand that in the past, people may have lived in different ways and begin to identify differences.</li> </ul> <p><i>Curriculum Links (DM, ELG's &amp; NC):</i></p> <ul style="list-style-type: none"> <li>Ask and answer questions.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>	<p><b>Ash Class (2/3):</b></p> <ul style="list-style-type: none"> <li>Sort events, objects and artefacts into groups "then" and "now"</li> <li>Use time lines (3D with objects/ sequential pictures) to order events or objects</li> <li>Using a variety of media e.g. Drawing, drama/role play, tell stories about the past</li> <li>Writing (reports, labelling, simple recount)</li> <li>Class display/ museum</li> <li>Sequence a collection of artefacts</li> <li>Annotated photographs/own diagrams</li> <li>Use simple terms to talk about the passing of time</li> <li>Find out about people and events in other times</li> <li>Collections of artefacts – confidently describe similarities and differences</li> <li>Drama – develop empathy and understanding (hot seating, sp. And listening) why people did things in the past</li> <li>Use a range of sources to find out characteristic features of the past</li> <li>Listen to eye-witness accounts from grandparents/trips/workshops</li> </ul>	<p><b>Oak Class (3/4):</b></p> <ul style="list-style-type: none"> <li>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. Use evidence to describe the culture and leisure activities from the past.</li> <li>Use evidence to describe the clothes, way of life and actions of people in the past.</li> <li>Use evidence to describe buildings and their uses of people from the past</li> </ul>
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## Chronology and Change

<p><b>Maple Class (P):</b></p>	<p><b>Elm Class (R/1):</b></p> <p><b>Reception:</b></p> <ul style="list-style-type: none"> <li>Change throughout our lives.</li> <li>How adults and children are different.</li> <li>Sort objects and images into old and new and begin to use vocabulary linked to history topic.</li> </ul> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>Understand the difference between the past and present</li> <li>Sequence objects identifying old and new</li> <li>Recognise passing of time within and beyond living memory</li> <li>Recognise how something has changed within their living memory</li> <li>Understand that historical events happened a long time ago.</li> </ul> <p><b>The Great Fire of London</b>  <b>September 1666 01:00</b> A fire broke out in a bakery on Pudding Lane in London a little after midnight and eventually it spread across most of the city  <b>5<sup>th</sup> September 1666</b> St Pauls Cathedral is Destroyed  <b>5<sup>th</sup> September 1666</b> The wind dies down and the fire is spread more slowly  <b>6<sup>th</sup> September 1666</b> The very last fire was extinguished early in the morning by a crew led by Samuel Pepys  <b>27<sup>th</sup> October 1666</b> Robert Hubert was hanged at Tyburn for starting the fire, he confessed that he did this but it later turned out that he was innocent and that the fire was an accident  <b>1677</b> The monument to the Great Fire of London was finished</p> <p><b>King Charles II</b>  <b>29<sup>th</sup> May 1630</b> King Charles II born  <b>1651</b> Becomes king of Scotland  <b>1651</b> King Charles II was defeated by Oliver Cromwell in the battle of Worcester. He hides in a tree then flees.  <b>29<sup>th</sup> May 1660</b> Charles II arrives back in England to regain the crown on his 30th birthday.  <b>23<sup>rd</sup> April 1661</b> Crowned at Westminster Abbey</p>	<p><b>Ash Class (2/3):</b></p> <p>Understand the difference between things that happened in the past and the present          Sequence events and objects in chronological order          Sequence artefacts using a time line (closer together in time sequence photos etc) from different periods of their life and to place important events.          Describe memories of key events in lives and lives of other people          Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born and when my parents were young          Begin to identify different ways to represent the past (e.g. Photos, stories, adults talking about the past)          Compare pictures or photographs of people or events in the past</p> <p><i>Y3: 15,000 BC Changes between the Stone Age to the Iron Age.</i></p> <p>3000BC New Stone Age begins:          Farming people arrive from Europe          First stone circles erected          2,100 BC Bronze Age begins          2,000 BC Stonehenge complete          750 BC Iron Age began          Iron replaces bronze as most useful metal</p> <p>Y4: Anglo-Saxons          AD 410 - Roman withdrawal from Britain and the fall of the western Roman Empire          AD 430 - Settlement of Anglo-Saxons          AD 900; Mayan civilization - a non-European society that provides contrasts with British history.          925 AD - The city-state of Chichen Itza becomes the most powerful city-state in the region. It will rule for the next two hundred years.          1250 AD - After declining for years, Chichen Itza is abandoned.          1283 AD - The city-state of Mayapan becomes the capital city of the Maya civilization. The League of Mayapan is formed to rule the region.          1441 AD - The people rebel against the rule of Mayapan. The city is abandoned by the late 1400s</p> <p>Roman Britain:</p>	<p><b>Oak Class (3/4):</b></p> <p>They should understand how our knowledge of the past is constructed from a range of sources and explore the idea that there are different accounts of history          Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)          Use a timeline to place historical events in chronological order.          Describe dates of and order significant events from the period studied          Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p><i>Y3: 15,000 BC Changes between the Stone Age to the Iron Age.</i></p> <p>3000BC New Stone Age begins:          Farming people arrive from Europe          First stone circles erected          2,100 BC Bronze Age begins          2,000 BC Stonehenge complete          750 BC Iron Age began          Iron replaces bronze as most useful metal</p> <p>Y4: Anglo-Saxons          AD 410 - Roman withdrawal from Britain and the fall of the western Roman Empire          AD 430 - Settlement of Anglo-Saxons</p> <p>AD 900; Mayan civilization - a non-European society that provides contrasts with British history.          925 AD - The city-state of Chichen Itza becomes the most powerful city-state in the region. 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	<p><b>1665</b> Bubonic plague hit London  <b>1665</b> Great fire of London broke out destroying much of London and ending the plague. King Charles II helped in the effort to distinguish the fire.  <b>6<sup>th</sup> February 1685</b> King Charles II died.</p> <p><i>Curriculum Links (DM, ELG's &amp; NC):</i></p> <ul style="list-style-type: none"> <li>• Significant historical events people and places in their own locality</li> </ul>	<p>Roman Britain  55-54 - BC Julius Caesar's attempted invasion  AD 43 - Successful Invasion</p>	<p>1441 AD - The people rebel against the rule of Mayapan. The city is abandoned by the late 1400s</p> <p>Roman Britain:  Roman Britain  55-54 - BC Julius Caesar's attempted invasion  AD 43 - Successful Invasion</p>
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## Overarching Historical Vocabulary

<p><b>Maple Class (P):</b></p>	<p>Elm Class (R/1):</p> <p>Similarities  Differences  Communities  Family Traditions  Past  Present  Event  Great Fire of London: 17th Century, London, Pudding Lane, St Pauls Cathedral, River Thames, Samuel Pepys, diary, capital city, bakery, Lord Mayor, monument, narrow, thatched, wooden, destroyed, fireman, fire brigade, escape, leather buckets, King Charles II, plague, fire chain, gunpowder, wealthy, un-wealthy, possessions</p>	<p>Ash Class (2/3):</p> <p>A long time ago, past, famous, celebrate event(s), Queen, King, rule, years, difference, similar, object, artefact, picture, photograph, explain, used for, before/after, ast/present, then/now, Britain, century, chronological order, living memory, remembers, memories, opinion, fact, source, interpret, enquire/enquiry, impact, research, evidence, experts, significant, recent, lifetime</p> <p>Source, artefact, archaeology, Kingdom, Empire, Civilisation, Parliament, Peasantry, Ancient, BCE (Before Common Era), ACE (After Common Era), BC (Before Christ), CE (Common Era), AD (Anno Domini), Prehistory, biased, impact, consequences, continuity, timeline</p> <p>Monument, temple, priest, warrior, calendar, hieroglyphs, pyramid, stelae,</p> <p>Colosseum, amphitheatre, mosaic, soldier, gladiator, chariot, roman, bath, fish-crested, helmet, shield, sword, Celts, Boudica.</p>	<p>Oak Class (3/4):</p> <p>a long time ago, past, famous, celebrate event(s), Queen, King, rule, years, difference, similar, object, artefact, picture, photograph, explain, used for, before/after, past/present, then/now, Britain, century, chronological order, living memory, remembers, memories, opinion, fact, source, interpret, enquire/enquiry, impact, research, evidence, experts, significant, recent, lifetime</p> <p>Source, artefact, archaeology, Kingdom, Empire, Civilisation, Parliament, Peasantry, Ancient, BCE (Before Common Era), ACE (After Common Era), BC (Before Christ), CE (Common Era), AD (Anno Domini), Prehistory, biased, impact, consequences, continuity, timeline</p> <p>Monument, temple, priest, warrior, calendar, hieroglyphs, pyramid, stelae,</p> <p>Colosseum, amphitheatre, mosaic, soldier, gladiator, chariot, roman, bath, fish-crested, helmet, shield, sword, Celts, Boudica.</p>
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