

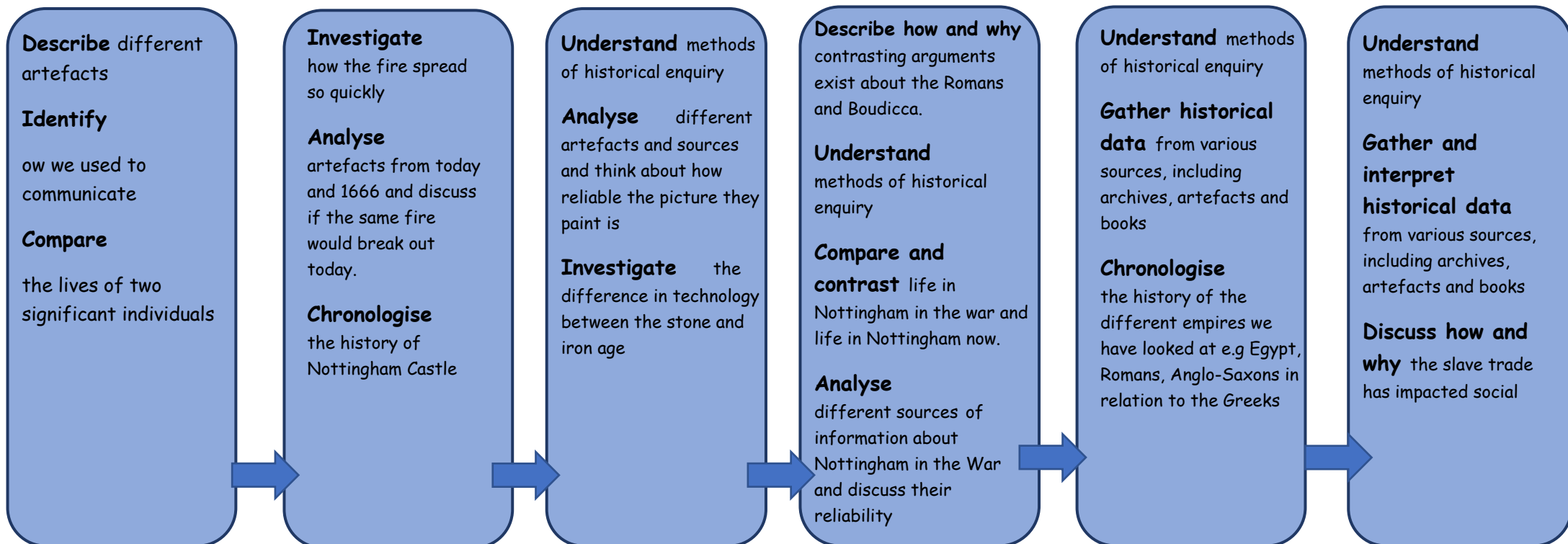
How we teach the Wider  
Curriculum  
at  
Walter Halls Primary and Early  
Years School

# History

## History

At Walter Halls, we want to build upon children's knowledge of living history, history of their local area and history prior to and after 1066. With a strand running through of possibilities and communication, by the end of year 6 the children will be able to link these ideas effectively and chronologically, as our curriculum works to build upon prior knowledge with consistent links throughout each unit.

Children at Walter Halls develop confidence and curiosity through exploring, being active in their learning, creating and thinking critically. This is why we want the children to experience hands on learning, rather than passive learning. As the children go through the school they will develop their historian skills in more depth each year, so that by the time they leave us in year 6, they are prepared for Key Stage 3.



## Year1

At Walter Halls, we want children to have hands on experiences with artefacts and historical sources and be able to develop their skills as historians. In Year 1, the expected skills they will need to learn are listed below.

- **Describe** different artefacts
- **Identify** how we used to communicate and how we communicate now
- **Compare** the lives of key individuals

Below is the statutory Knowledge children need to learn, as well as what specifically we will teach and how we will link possibilities and communication with each unit.

Statutory Knowledge	What we need to cover	How we will link possibilities and communication	Lesson ideas, resources and books
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	<p>Keeping in touch'</p> <p>This should include teaching children about:</p> <ul style="list-style-type: none"><li>• How communication has changed from telegrams, telephones, type writers, letters etc</li><li>• How this changed the UK in terms of tourism, emergency services and general communication.</li><li>• Specific people that have enhanced the technology of communication</li></ul>	<ul style="list-style-type: none"><li>• Children will learn about people who have invented things to increase our possibilities</li><li>• What can we use a telephone for?</li><li>• What can we use computers for?</li><li>• How has this technology changed our lives for the better?</li><li>• Why has communication always been so important?</li><li>• Can the children think of their own inventions to aid communication?</li></ul>	<p><u>Lesson ideas</u></p> <p>Children should explore the different artefacts, using continuous provision. Children can compare the different ways we communicate now to how we used to communicate. Children can have a go at writing letters and posting them and getting a response back. Children should be able to say how life in the UK has changed because of the advancement of communication technology.</p> <p><u>Resources</u></p> <p>Year 1 History box - Communication through time artefacts</p> <p><u>Books</u></p> <p>They could look at the Tiger who came to tea - why couldn't the Mum just call the Dad? Why didn't they phone for a takeaway?</p>

<p>Children should know 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 but should be taught in the same half-term in tandem.</p>	<p>Children should learn about Bessie Coleman and Neil Armstrong. Children should:</p> <ul style="list-style-type: none"> <li>• compare how the two are similar and different</li> <li>• compare differences and similarities of their time period.</li> <li>• be able to make connections to their other history topic of communication when they describe the difference in technology the two explorers had.</li> <li>• Be able to talk about the two people in chronological order (e.g Bessie flew a plane first and then years later Neil went to the moon.)</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the explorers Bessie Coleman and Neil Armstrong. The differences in their circumstances.</li> <li>• Describe why Bessie Coleman was told she couldn't be a pilot - being black and a woman. Why didn't it stop her?</li> <li>• What possibilities did Bessie open for other women and people of colour?</li> <li>• What possibilities did Neil Armstrong create by going to the moon?</li> <li>• How did they both communicate from the air/space?</li> <li>• Why was it important for them to communicate with other people?</li> </ul>	<p><u>Lesson Ideas.</u> Children should explore the different artefacts, using continuous provision. Children can compare the different helmets and artefacts used by Neil and Bessie. Children should be able to say which is older and why. Children should compare the ways in which both explorers communicated in their era.</p> <p><u>Resources</u> Year 1 History box - significant people artefacts</p> <p><u>Books</u> Flying free - Karyn Parsons- the story of Bessie Coleman I am Neil Armstrong.</p>
---	---	--	---

## Year2

At Walter Halls, we want children to have hands on experiences with artefacts and historical sources and be able to develop their skills as historians. In Year 2, the expected skills they will need to learn are listed below.

- **Investigate** how the fire spread so quickly
- **Analyse** artefacts from today and 1666 and discuss if the same fire would break out today.
- **Chronologise** the history of Nottingham Castle

Below is the statutory Knowledge children need to learn, as well as what specifically we will teach and how we will link possibilities and communication with each unit.

Statutory Knowledge	What we need to cover	How we will link possibilities and communication	Lesson ideas, resources and books
<b>Events beyond living memory that are significant nationally or globally</b>	<p>-Children should learn about the Great Fire of London. They will need to understand:</p> <p>-How the fire spread so well and look at different sources that tell us about the fire e.g paintings, Samuel Pepys diary, newspaper articles etc.</p> <p>-Identify the differences in that fire and if a fire happened today, by looking at artefacts from then and today.</p>	<ul style="list-style-type: none"><li>• Talk about how firefighters used to be exclusively men and when this was changed- what possibilities were opened up for women then?</li><li>• How would a fire be communicated nowadays? We would call 999, and instantly someone would know about the fire, how is that different from 1666? (mention <b>Samuel Pepys</b> and his diaries)</li><li>• How did people find out about events that took place in 1666 (gossip, witnesses, newspapers)? How did people find out about events in 1969 (Neil Armstrong to be referenced, newspapers, TV, phones, witnesses)? Are all of the sources reliable?</li></ul>	<p><u>Lesson Ideas</u></p> <p>Children should get to explore the different artefacts and draw conclusions about what they were used for e.g leather bucket was used to carry water. Children can also make comparisons between fires in 1666 and today.</p> <p>Children should begin to look at sources and make interpretations about how reliable they are. E.g How do we know this happened?</p> <p>Children should investigate why the fire spread so quickly - could they create their own town and burn it down (in a controlled way) in the EYFS woods? From this children can draw conclusions about how the houses touching each other and being made of wood enhanced the fire.</p> <p><u>Resources</u></p>

			<ul style="list-style-type: none"> <li>Year 2 History Box - The great Fire of London artefacts</li> </ul> <p><u>Books</u></p> <p>The Great fire of London by Emma Adams - Beautiful picture book to get the children into the time of 1666.</p>
<p><b>Significant historical events, people and places in their own locality</b></p>	<p>-Children should learn about Nottingham Castle through the ages. They should learn about:</p> <ul style="list-style-type: none"> <li>- what it originally looked like</li> <li>-why it was burnt down</li> <li>-Robin Hood and his legacy</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the possibilities that the Castle provided Nottingham and the people of Nottingham - markets, safety etc.</li> <li>Go through <b>Robin Hood</b> theme and talk about the possibilities of him being a real person, what would happen if there was a modern day Robin Hood? Why do people remember him so fondly?</li> </ul>	<p><u>Lesson Ideas</u></p> <p>Children should look at Nottingham in general and think about it as a city- lace market, castle, canal system etc.</p> <p>When did it become a city? Children can learn about the History of the castle and chronologise the different events that have happened here - Prince John occupying it, the riot that saw it burnt down in 1831, Charles II starting a revolt from here and it being built up again.</p> <p>Children should learn about Robin Hood and his legacy through the castle and the idea of Prince John making life difficult for the poorer people and why Robin Hood has become a prevalent figure in Nottingham.</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>Maps and images of the different castles (before and after fire)</li> <li>Going to the castle on a trip</li> </ul> <p><u>Books</u></p> <ul style="list-style-type: none"> <li>The story of Robin Hood - Rob Lloyd Jones</li> </ul>

### Year3

At Walter Halls, we want children to have hands on experiences with artefacts and historical sources and be able to develop their skills as historians. In Year 3, the expected skills they will need to learn are listed below.

- **Understand** methods of historical enquiry
- **Analyse** different artefacts and sources and think about how reliable the picture they paint is
- **Investigate** the difference in technology between the stone and iron age

Below is the statutory Knowledge children need to learn, as well as what specifically we will teach and how we will link possibilities and communication with each unit.

Statutory Knowledge	What we need to cover	How we will link possibilities and communication	Lesson ideas, resources and books
<b>Changes in Britain from the Stone Age to the Iron Age</b>	<ul style="list-style-type: none"><li>-late Neolithic hunter-gatherers and early farmers, for example, Skara Brae- what tools they used and how we know so much about the instruments they used</li><li>- The types of animals and environment they would have experienced</li><li>-What is Stonehenge</li><li>-How is the iron-age different to the stone-age- looking at tools and way of life</li></ul>	<ul style="list-style-type: none"><li>• Look at Iron Age tools and compare them to the tools used now (rotary quern vs mill; ploughshare vs tractor). How has tools evolved and how did that impact the daily life of people;</li><li>• Talk about everyday life of hunters-gatherers in comparison to life of Bronze Age settlers and nowadays; what opportunities do people have now? For example hunters-gatherers had to move in search for food; nowadays people can choose if they want to move. What are the reasons people move?</li></ul>	<p><u>Lesson Ideas</u></p> <p>Children should be able to explore the artefacts and draw their own conclusions about what they are and how they were used.</p> <p>Children could compare the tools from the stone and iron age to tools today.</p> <p>You can link this to your Geography topic and discuss the land-use and animals that were around in this time era.</p> <p>Children should understand when this happened in relation to other things they have previously been taught - e.g Neil Armstrong, Great Fire of London, Robin Hood etc.</p> <p><u>Resources</u></p> <p>Year 3 History Box - Stone and Iron age artefacts.</p> <p><u>Books</u></p> <ul style="list-style-type: none"><li>• Stone age boy</li></ul>

			<ul style="list-style-type: none"> <li>A street through time: a 12,000 year journey through the same street. This book has great imagery that shows how time has changed one street.</li> </ul>
<p><b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</b></p>	<ul style="list-style-type: none"> <li>-Children should know the timeline of the ancient Egyptian civilisation</li> <li>-Children should learn about the structure of ancient Egypt, the pharaohs, slaves, farmers etc.</li> <li>-Children should learn about how ancient Egypt life impacted on the rest of the world eg medicine, farming</li> <li>-Children should learn about God of ancient Egypt and about the legacy of the pharaohs – Mummification and pyramids.</li> </ul>	<ul style="list-style-type: none"> <li>Look at the social structure of the Ancient Egypt in comparison to social structure of Britain around 1666 and nowadays; Talk about opportunities people had if they belonged to a specific social group, e.g. trade, aristocracy or slaves class. What opportunities do we have now?</li> <li>How did ancient Egyptians communicate? Talk about hieroglyphics. Was it easy to learn to read and write? Could everyone do it?</li> <li>Would the pyramids be possible without the use of slaves?</li> <li>Talk about the possibilities the Rosetta stone opened up for us and how it enabled us to learn the History of different civilisations.</li> <li>Case study of Hatshepsut – female pharaoh; what did she do for the Egypt? Why did she have to wear a beard? Talk about the position of the women in the Egyptian society.</li> </ul>	<p><u>Lesson Ideas</u></p> <p>Children should be able to explore the artefacts and draw their own conclusions about what they are and how they were used. Talk about the developments that the Egyptians made and how long their civilisation ran from.</p> <p>Children should understand the social structure of Egyptian culture and how the affected daily life – how were people treated in life and death. They should also consider how the pyramids were built and if it was fair?</p> <p><u>Resources</u></p> <p>Year 3 History Box – Ancient Egypt artefacts</p> <p><u>Books</u></p> <p>See inside Ancient Egypt – In the library</p> <p>In Egyptian Times by Kate Davies</p> <p>Egyptology – in the library</p>



#### Year4

At Walter Halls, we want children to have hands on experiences with artefacts and historical sources and be able to develop their skills as historians. In Year 4, the expected skills they will need to learn are listed below.

- **Describe** how and why contrasting arguments exist about the Romans and Boudicca.
- **Understand** methods of historical enquiry
- **Compare** and contrast life in Nottingham in the war and life in Nottingham now.
- **Analyse** different sources of information about Nottingham in the War and discuss their reliability

Below is the statutory Knowledge children need to learn, as well as what specifically we will teach and how we will link possibilities and communication with each unit.

Statutory Knowledge	What we need to cover	How we will link possibilities and communication	Lesson ideas, resources and books
<b>the Roman Empire and its impact on Britain</b> This should lead into <b>Britain's settlement by Anglo-Saxons and Scots</b> To explain the demise of Romans in the UK.	-Children should be taught about the Roman civilisation and how its empire grew. -They should learn about the impact of the Romans on Britain's technology. -They should learn about Boudicca's rebellion -Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - How did the Anglo-Saxons live?	<ul style="list-style-type: none"><li>• What is the legacy of the Roman Empire in Britain? What possibilities did it create?</li><li>• Talk about the Romans introducing the idea of living in big towns and cities. What possibilities does it create to live in a big city? When Romans retreated in 410 AC, Anglo-Saxons, who were farmers, settled in Britain. Compare the two, talk about advantages, disadvantages, possibilities they create for people living in a city vs village/farm.</li></ul>	<u>Lesson ideas</u> Link with the Geography unit and look at the expansion of the army. Children should explore the reasons the Romans were able to invade other places so easily - their army/technology was more advanced and they communicated throughout battles. Children should explore artefacts and draw their own conclusion about what they are and how they were used. Children can look at things the Romans have left as part of their legacy and how they're still part of society today. Looking at Boudica and her rebellion. Children should look at sources about her and compare them. They should think about the reliability of those sources - e.g if it's written by a Roman, will they be positive about her or not?

			<p>Looking at why the Roman empire fell and their retreat from England children should look at the start of the Anglo-Saxons and how they lived-farming. How they used the land and the legacy they left. Children should compare Roman and Anglo-Saxon artefacts and draw conclusions about both civilisations.</p> <p><u>Resources</u>  Year 4 History Box - Roman artefacts  Year 4 /5 History Box - Anglo-Saxon artefacts</p> <p><u>Books</u>  See inside Ancient Rome - in the library  So you think you've got it bad? A Kid's life in Ancient Rome.  Brilliant Brits: Boudicca by Richard Brassey.  Beowulf- one written on the server, or Michael Morpurgo version in year 4.</p>
<b>A local history study</b>	<ul style="list-style-type: none"> <li>-Nottingham in the Blitz</li> <li>-Children should have an understanding of WW2</li> <li>-Children should be aware of the Nottingham Blitz and have a good geographical knowledge of what happened to Nottingham.</li> <li>- Have an understanding of how WW2 affected the people of Nottingham. E.g evacuation, air raids, black out blinds, rationing.</li> </ul>	<p>Talk and compare the communication methods in the Stone Age, Ancient Egypt, Roman Britain, during the WW2 and nowadays. Which ones do we still use? Which methods of the communication do we use mostly and why? Why don't we use some of them anymore?</p> <p>What possibilities did the war open for the UK? Look at the introduction of the NHS and social housing.</p>	<p><u>Lesson Ideas</u>  Children should be able to explore the artefacts from WW2 and draw their own conclusions about why and how they were used. They should also make comparisons about communication from the war and today.</p> <p>You could organise an evacuee day to highlight what happened to many children during the war.</p> <p>Children should look at the local area and what happened during the war in St Ann's and Nottingham- how the top field had a machine gun, the school was a sanatorium. Children should do a case study on the Blitz in Nottingham and how this changed the shape of Nottingham.</p>

		<p>What are the possibilities that were open to children during the war?</p> <p>What were the dangerous possibilities for people during the war, and why was it so dangerous to be 'different' e.g Jewish, disabled in Germany.</p>	<p>Children should also be aware of the casualty rate in WW2 and about how many countries were affected - link to Geography.</p> <p>Children should look at propaganda sources and different sources to make their own decisions about life in Nottingham during the war.</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Year 4 History Box - WW2 artefacts</li> <li>• Old images of Nottingham pre and post war</li> </ul> <p><u>Books</u></p> <ul style="list-style-type: none"> <li>• See inside the second world war 2</li> <li>• When Hitler Stole Pink Rabbit</li> <li>• Letters from the Lighthouse- Emma Carroll</li> <li>• A street through time: a 12,000 year journey through the same street. This book has great imagery that shows how time has changed one street.</li> </ul>
--	--	---	--

## Year5

At Walter Halls, we want children to have hands on experiences with artefacts and historical sources and be able to develop their skills as historians. In Year 5, the expected skills they will need to learn are listed below.

- **Understand** methods of historical enquiry
- **Gather historical data** from various sources, including archives, artefacts and books
- **Chronologise** the history of the different empires we have looked at e.g Egypt, Romans, Anglo-Saxons in relation to the Greeks

Below is the statutory Knowledge children need to learn, as well as what specifically we will teach and how we will link possibilities and communication with each unit.

Statutory Knowledge	What we need to cover	How we will link possibilities and communication	Lesson ideas, resources and books
<b>Ancient Greece - a study of Greek life and achievements and their influence on the western world</b>	<ul style="list-style-type: none"><li>-Children should learn who the ancient Greeks were</li><li>-Founding of Olympic Games</li><li>-Greek Gods and Heroes - communication how stories were told.</li><li>-Greek army and their empire.</li><li>- How do we know so much about the Greeks.</li><li>-How did the Greeks change the world- Alexander the Great, language, medicine,</li></ul>	<ul style="list-style-type: none"><li>• Greek Heroes - how are stories passed on?</li><li>• What possibilities did democracy create? Which ruling system is better? Did all social groups benefit from democracy?</li><li>• What possibilities did Ancient Greece create for the world?</li><li>• How did the Greeks impact how we communicate- Etymology of many English words stem from Latin.</li></ul>	<p><u>Lesson Ideas</u> Children should be able to explore the artefacts from the Greek period and draw their own conclusions about why and how they were used. Children should look at the Greek civilisation and have a good knowledge of what life was like in Ancient Greece. They should then use this knowledge to look at how the Greeks have influenced the western world.</p> <p><u>Resources</u> Year 5 History Box- Greek Artefacts</p> <p><u>Books</u></p> <ul style="list-style-type: none"><li>• See inside Ancient Greece</li><li>• Usborne illustrated stories and Greek Myths</li></ul>
<b>the Viking and Anglo-Saxon struggle for the Kingdom of</b>	<ul style="list-style-type: none"><li>- resistance by Alfred the Great and Athelstan, first king of England</li></ul>	<ul style="list-style-type: none"><li>• What possibilities did the Anglo-Saxons and Vikings create for the UK when they settled?</li></ul>	<p><u>Lesson Ideas</u> Start by discussing Edward the Confessor's death and how this impacted on England's</p>

<p><b>England to the time of Edward the Confessor</b></p>	<ul style="list-style-type: none"> <li>-Edward the Confessor and his death in 1066</li> <li>-Why and how did the Vikings invade?</li> <li>-Vikings impact on England</li> <li>- Anglo-Saxon laws and justice</li> </ul>	<ul style="list-style-type: none"> <li>• How did the Vikings communicate and what is their legacy in the English language (place names, surnames, words)? Compare the Viking runes to today's alphabet.</li> <li>• What were the possible ways crime was managed then compared to now?</li> </ul>	<p>future as different people claimed the throne. Children can look at the different Viking invasions and leaders and how they ultimately won the throne.</p> <p>Children should compare the artefacts from Anglo-Saxon and Viking times and draw comparisons and ideas about how and why they were used. Children should also know about Anglo-Saxon and Viking laws and justice in preparation for next year's unit on crime and punishment.</p> <p><u>Resources</u></p> <p>Year 5 History Box - Viking artefacts</p> <p>Year 4/5 History Box - Anglo-Saxon artefacts</p> <p><u>Books</u></p> <ul style="list-style-type: none"> <li>• Viking Voyagers by Jack Tite</li> <li>• A street through time: a 12,000 year journey through the same street. This book has great imagery that shows how time has changed one street</li> </ul>
---	---	---	--

## Year 6

At Walter Halls, we want children to have hands on experiences with artefacts and historical sources and be able to develop their skills as historians. In Year 6, the expected skills they will need to learn are listed below.

- **Understand** methods of historical enquiry
- **Gather and interpret** historical data from various sources, including archives, artefacts and books
- **Discuss** how and why the slave trade has impacted social structure
- **Chronologise** - the history of the different empires we have looked at e.g Egypt, Romans, Greece in comparison to Mayan civilisation

Below is the statutory Knowledge children need to learn, as well as what specifically we will teach and how we will link possibilities and communication with each unit.

Statutory Knowledge	What we need to cover	How we will link possibilities and communication	Lesson ideas, resources and books
<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p><i>-changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</i></p>	<p>-Children should follow on their knowledge of crime and punishment from what they have learnt from the Anglo-Saxons in year 5</p> <p>- Children need to understand what laws have been changed for equality - e.g being Homosexual is legalised.</p> <p>- Children should learn about the background of the Victorian times</p> <p>- child labour, factories and poverty and how this affected crime and punishment</p> <p>- Children should understand the context of crimes and punishment and how the law system looks today.</p>	<ul style="list-style-type: none"> <li>• How was crime communicated across the ages (Anglo-Saxons, Romans, Victorians, WW2)? 999 wasn't invented until 1937 in London. Discuss the ways the crime was communicated and dealt with in the different time periods.</li> <li>• Discuss the possibility that some people could be innocent and how today we have more options open to us such as solicitors etc- what possibilities did they have throughout time?</li> <li>• Look at the possibilities that have opened up for people - discrimination laws, laws against</li> </ul>	<p><u>Lesson Ideas</u></p> <p>Children should be able to explore the crime and punishment artefacts from the different eras and draw their own conclusions about why and how they were used. Children should use their skills specific to this year group to gather and interpret information from the artefacts and a range of sources.</p> <p>Children should also build upon their understanding of historical enquiry methods and use them to learn about the specific parts of crime and punishment over the years.</p> <p><u>Resources</u></p> <p>Year 6 History Box - Crime and Punishment</p> <p>Trips to the courthouse</p> <p><u>Books</u></p> <ul style="list-style-type: none"> <li>• The Story of Crime and Punishment by Sonja Bougeava</li> </ul>

		being homosexual have been overturned.	
<b>Black History.</b>	<ul style="list-style-type: none"> <li>-Children should learn about the slave trade and about Britain's part in it</li> <li>-Children should learn about segregation and understand how racism affected the lives of individuals</li> <li>-Children should learn about key individuals in the Black civil rights movement</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how the laws were changed to offer equality to all races. Look at Martin Luther King, Rosa Parks and Harriet Tubman. What possibilities did it create for the people of other races?</li> <li>• What possibilities did these key people open up for other people?</li> <li>• What is the possible outcome of our life now if these key people hadn't stood up for what they believed in?</li> </ul>	<p><u>Lesson Ideas</u></p> <p>Children should be able to explore the slavery artefacts and draw their own conclusions about why and how they were used. The main point of this topic is to help children understand where the idea of segregation and the unequal treatment of People of Colour originated from and why key individuals in the civil rights movement are so essential.</p> <p>Children should be able to use their historian skills to analyse sources and draw their own conclusions about slavery and black history. They should discuss how and why the slave trade has impacted social structure in different countries and link this to their geography topic.</p> <p><u>Resources</u></p> <p>Year 6 History box - Slavery artefacts</p> <p><u>Books</u></p> <ul style="list-style-type: none"> <li>• Henry's Freedom Box</li> <li>• Sweet Clara and the Freedom Quilt</li> <li>• One Crazy Summer</li> <li>• Hidden Figures books</li> <li>• Little women - Bold leaders in Black History - Library</li> <li>• Young, Gifted and Black</li> </ul>
<b>Maya Civilisation</b>	- Children should learn about the location of Maya civilisation in Mesoamerica.	<ul style="list-style-type: none"> <li>• Look at the achievements and the legacy of Maya civilisation (mathematics, concept of 0, architecture, calendars,</li> </ul>	<p><u>Lesson Ideas</u></p> <p>Children should be able to explore the Mayan artefacts and draw their own conclusions about why and how they were used. The main point of</p>

	<ul style="list-style-type: none"> <li>- Children should be able to chronologies Mayan civilisation on a time line in comparison to other civilisations.</li> <li>- Children should learn about everyday life of an ancient Maya and understand that the descendants of Maya are still alive to this day.</li> <li>- Children should learn about the legacy of Mayan civilisation and/or compare the achievements of Maya with those of Anglo-Saxons.</li> <li>- Children should learn about the religious beliefs (compare to beliefs of Ancient Egypt, temples, pyramids, hieroglyphics).</li> </ul>	<p>astronomy, and farming). What possibilities did that create for the world?</p> <ul style="list-style-type: none"> <li>• Compare the communication system of Maya (glyphs), Ancient Egypt (hieroglyphics) and Anglo-Saxons and Vikings (runes).</li> </ul>	<p>this topic is to help children contrast a non-European society with British history, especially the period of Anglo-Saxons and Vikings as it was located at the same point of time as Maya civilisation.</p> <p>Children should be able to use their historian skills to chronologies the Mayan civilisation in comparison to other civilisations that they have learnt about so far. They should discuss similarities and difference between those civilisations.</p> <p><u>Resources</u></p> <p>Year 6 History box - Mayan artefacts</p> <p><u>Books</u></p> <ul style="list-style-type: none"> <li>• Avoid being a Mayan Soothsayer (Danger Zone) by Rupert Matthews</li> <li>• The Maya and Chichén Itzá (Time Travel Guides) by Ben Hubbard</li> <li>• The History Detective Investigates: Mayan Civilization by Clare Hibbert</li> </ul>
--	--	--	---