

Term	Autumn One	
Year R		
Project	What’s your favourite fairy-tale?	
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year One		
Project	How have toys changed overtime?	
History Focus	Examining similarities and differences between toys from now and the past and hypothesising about why some toys have continued to be popular for generations.	
Knowledge and Skills	Crucial knowledge: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Using knowledge as a skill: Chronology - Sort real old toys/pictures into chronological order Vocabulary - Use basic language to compare toys “this is older/newer than that” Characteristic features - Characterized by change from outdoor play to indoor/electronic toys. Change/ continuity - Appreciates some toys have remained largely unchanged over long periods e.g. Ludo, yoyos Cause/ consequence - Consequence of change to mainly sedentary indoor play detrimental to children’s health. Historical Enquiry - Interviewing adults about their childhood toys
Vocab	Build on vocabulary associated with the past and passage of time and sequencing (e.g. Old and new, then and now, long ago, last year/week/ month) - <i>Before /After; Old /New; Then/ Now</i> Knowledge based words associated with topics [e.g. fossils, Jurassic, period, King/Queen, reign, technology] - <i>Battered; Scratched; Dull/ Bright; Metal; Plastic ; Tin/ tin plate; Wood; Battery-powered; Clockwork; Electric ; Pull-along; Wind-up; Indoor/ Outdoor</i> Language associated with skills: All from previous year with the addition of: made to, special, famous, important, significant, true, evidence, continue, survive	
Year Two		
Project	What does a Pirate need to reach the treasure?	
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Three		
Project	Did it rock to live in Stone Age Britain?	
History Focus	Knowledge of the types of resources peoples from the different ages could access. Knowledge of the skills people in the different ages developed to allow them to survive and thrive.	
Knowledge and Skills	Crucial knowledge: changes in Britain from the Stone Age to the Iron Age	Using knowledge as a skill: Chronology Vocabulary Characteristic features - Can identify differences and similarities between the different ages, especially in

		relation to the coming of farming and the use of first bronze, then iron and the impact of all of these. Change/ continuity Cause/ consequence Historical Significance Historical Interpretation - Explains that as there is only archaeological evidence about these periods - no written accounts or pictures, knowing for sure about life so long ago is difficult. Historical Enquiry
Vocab	Make connections with period specific vocabulary [e.g. BCE, AD, CE archaeology, artefact, Bronze Age, Iron Age, Stone Age, Neolithic, Stonehenge, local, forts, invention, metal-working, prehistory, significance, expansion, invasion, , Romanisation, hunter-gatherer primary and secondary sources/evidence Begin to hear phrases related to second order concepts – peasantry, empire, civilisation, chronology, significance Language associated with skills: All from previous years with the addition of: Historical source, truth, actually happened, positive, instant, negative, meaningful, remain, permanent, short/medium/long term, widespread	
Year Four		
Project	“Why do so many people settle in Megacities?”	
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Five		
Project	What was the greatest achievement for each civilisation?	
History Focus	Characteristic features of the period; Significance.	
Knowledge and Skills	Crucial knowledge: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared: Ancient Sumer; The Indus Valley; The Shang Dynasty of Ancient China	Using knowledge as a skill: Chronology - Compare durations/explore overlaps via timeline. Compare locations via World map. Vocabulary - Use and understand words such as civilization, reputation, legacy, dynasty, leader, impact, influence Characteristic features - Compare civilizations – what is similar and what is different? Historical Significance - Compare/contrast achievements of each civilisation Historical Enquiry - examine artefacts/pictures that show achievements of civilisations e.g. astronomy, maths, medicine, farming, irrigation
Vocab	Use precise chronological vocabulary and begin to understand how terms can link together. Words associated with topics: BCE, CE, Ancient, Sumer, Indus Valley, Emperor, Shang dynasty, Gods/Goddesses, religion/belief, discovery, democracy, execution, twentieth century (for 1900s) colony, interpretation primary and secondary sources Understand concepts/terms such as: civilization, monarchy, peasantry, parliament, government, constitution, change, similarity and difference Language associated with skills: All from previous years with the addition of: Pivotal, vital, momentous, deliberate, unrealistic, worsen,	
Year Six		

Project	Are there mountains in the UK?	
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		

Term	Autumn Two	
Year R		
Project	What changes in our environment can you see?	
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year One		
Project	How does the weather change over seasons?	
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Two		
Project	How did the fire change London?	
History Focus	Refine the history skills of identifying causes and consequences, in the context of a famous past event	
Knowledge and Skills	Crucial knowledge: Significant historical events, people and places in their own locality. Changes beyond living memory.	Using knowledge as a skill: Chronology - Place event on timeline. Retell story orally/by picture timeline Vocabulary - Use and understand words such as significant, damage, reconstruction, destruction, flames, Samuel Pepys Characteristic features - Building materials/firefighting methods partially responsible for amounts of damage Cause/ consequence - Identifying causes of the fire and its spread and exploring changes made when London was rebuilt. Historical Interpretation - Books to describe the event differently/give different numbers for those killed. Historical Enquiry - Compare account to images, what can accounts tell us that the images do not?
Vocab	Build on vocabulary associated with the past and passage of time and sequencing (e.g. Old and new, before I/parents/ grandparents was/were born, after then and now, long ago, present, past) Knowledge based words associated with topics [e.g. national, local, living memory, museum, century, Titanic] Language associated with skills: All from previous years with the addition of: Significant, individual, critical, inspiring, evidence, remarkable, remembered, resulted in change, resonant, revealing, balance	

Year Three		
Project	When was life in Andover better? The Iron Age or Stone Age?	
History Focus	Knowledge of the types of resources peoples from the different ages could access. Knowledge of the skills people in the different ages developed to allow them to survive and thrive.	
Knowledge and Skills	Crucial knowledge: A depth study linked to one of the British areas of study previously - Stone Age or Iron Age	Using knowledge as a skill: Chronology - Neolithic to Iron Ages Class timeline comparison of durations. Vocabulary - Use and understand words such as Neolithic, settlements, bronze, iron, stone, weapons, farming, domesticate cultivate, revolution, impact Characteristic features - to recognise features of each period to identify changes between them. Change/ continuity - Explore changes/continuity in materials, tools, burials, homes, settlements Historical Interpretation - understand that scarcity of evidence means gaps have to be filled in by reasoned interpretation Historical Enquiry - deduce information from objects from Stone, Bronze and Iron Age
Vocab	Make connections with period specific vocabulary [e.g. BC, AD, archaeology, artefact, Bronze Age, Iron Age, Stone Age, Neolithic, Stonehenge, local, forts, invention, metal-working, prehistory, significance, expansion, invasion, , Romanisation, hunter-gatherer primary and secondary sources/evidence Begin to hear phrases related to second order concepts – peasantry, empire, civilisation, chronology, significance Language associated with skills: All from previous years with the addition of: Historical source, truth, actually happened, positive, instant, negative, meaningful, remain, permanent, short/medium/long term, widespread	
Year Four		
Project	“Were the Anglo Saxons the ruin of Britain?”	
History Focus	Why the Anglo-Saxons came to Britain, where and how they developed established communities and kingdoms, Saxon life, culture and religion, including the move from paganism to Christianity and their legacy	
Knowledge and Skills	Crucial knowledge: Britain’s settlement by Anglo-Saxons and Scots:	Using knowledge as a skill: Chronology - Timeline/map work to see when/where from/why they left their homelands. Vocabulary - Use and understand words such as paganism, Christianity peasantry, kingdom, culture, settlement, conflict, legacy. Characteristic features - the change from paganism to Christianity/Saxon culture. Change/ continuity - Changing kingdoms, Christian conversion from Paganism Cause/ consequence - Why they came to Britain. Why/how converted to Christianity Historical Significance - The Saxon legacy – language, learning, Christian centres etc.
Vocab	Use more precise chronological vocabulary and other key terms such as: paganism, raids, Viking, Anglo-Saxon, Edward the Confessor, resistance, Alfred the Great, kingdom, culture, crusade, settlement, conflict, conquest, Christianity, primary and secondary sources As well as concepts/terms such as: legacy, peasantry, justice, chronology, continuity, significance Language associated with skills: All from previous years with the addition of: Reliable, critical, biased, views, versions, useful, limited, game changer, local, national, global, universal, consequence, motivated	

Year Five		
Project	Where in Russia would you launch a space rocket?	
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Six		
Project	Andover or the Canadian Wilderness – which biome would you choose?	
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		

Term	Spring One	
Year R		
Project	What can you see through a telescope?	
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year One		
Project	Who is the oldest reigning monarch?	
History Focus	Explore the lives if significant individuals (Queens) and their contributions	
Knowledge and Skills	Crucial knowledge: Lives of significant individuals in past who have contributed to national and international achievements. Changes beyond living memory.	Using knowledge as a skill: Chronology - Locate each queen's reign/life on timeline Vocabulary - Use and understand words such as royal, reign, castle, monarch, power, Change/ continuity - changes in transport and the way information was spread between reigns Historical Significance - Create a museum display about the Queens studied, but can only choose five items to display for each Queen.
Vocab	Build on vocabulary associated with the past and passage of time and sequencing (e.g. Old and new, then and now, long ago, last year/week/ month) Knowledge based words associated with topics [e.g. fossils, Jurassic, period, King/Queen, reign, technology] Language associated with skills: All from previous year with the addition of: made to, special, famous, important, significant, true, evidence, continue, survive	
Year Two		
Project	How does the weather change the closer you get to the equator?	

History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Three		
Project	How extreme can Earth be?	
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Four		
Project	“Were the Vikings Raiders or Traders?”	
History Focus	The Viking’s motivation for leaving their homelands and exploring, plundering and/or settling in many parts of the northern hemisphere, including almost conquering Britain.	
Knowledge and Skills	Crucial knowledge: The Viking and Anglo-Saxon struggle for the Kingdom of England:	Using knowledge as a skill: Chronology - Explore where/when Vikings came from/travelled to on the world map and timeline. Understand chronology of British history from Stone Age to Vikings. Vocabulary - Use and understand words such as invasion, kingdom, culture, settlement, conflict, legacy, reputation, survival Change/ continuity - Watery places compare to Stone, Bronze and Iron ages Cause/ consequence - Why Vikings came to Britain, conflict with Saxons Historical Interpretation - Just murderous thugs or some positives?
Vocab	Use more precise chronological vocabulary and other key terms such as: paganism, raids, Viking, Anglo-Saxon, Edward the Confessor, resistance, Alfred the Great, kingdom, culture, crusade, settlement, conflict, conquest, Christianity, primary and secondary sources As well as concepts/terms such as: legacy, peasantry, justice, chronology, continuity, significance Language associated with skills: All from previous years with the addition of: Reliable, critical, biased, views, versions, useful, limited, game changer, local, national, global, universal, consequence, motivated	
Year Five		
Project	What was everyday life for men, women and children in ancient Egypt?	
History Focus	A depth study looking at the sources of archaeological evidence that depicts everyday life in Ancient Egypt.	
Knowledge and Skills	Crucial knowledge: 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	Using knowledge as a skill: Chronology Vocabulary Characteristic features Change/ continuity Cause/ consequence Historical Significance Historical Interpretation Historical Enquiry
Vocab	Use precise chronological vocabulary and begin to understand how terms can link together.	

	Words associated with topics: BCE, CE, Ancient, Sumer, Indus Valley, Emperor, Shang dynasty, Gods/Goddesses, religion/belief, discovery, democracy, execution, twentieth century (for 1900s) colony, interpretation primary and secondary sources Understand concepts/terms such as: civilization, monarchy, peasantry, parliament, government, constitution, change, similarity and difference Language associated with skills: All from previous years with the addition of: Pivitol, vital, momentous, deliberate, unrealistic, worsen,	
Year Six		
Project	Why is the Mayan culture important?	
History Focus	Develop children's knowledge of the characteristic features that define the Mayan civilization and further develop their understanding of the skills and processes that lead to successful historical enquiries.	
Knowledge and Skills	Crucial knowledge: 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.	Using knowledge as a skill: Chronology- Compare to Britain c900 via timelines and locate on World map. Vocabulary- Use and understand words such as legacy, Ahau, cacao beans, cenote, period, archaeology, religion Characteristic features- Need to recognise features of the period and how Mayan culture was organised and structured. Historical Significance- examine pictures of artefacts, which ones provide most significant information about Mayan culture Historical Interpretation- Misinterpretations of Maya in the past e.g. belief that buildings were influenced by Egyptians
Vocab	Use a range of more complex vocabulary in context. Words associated with topics: Aristocracy, diversity, Maya, BCE, CE, interpretation, duration, art, architecture, literature, culture, Western world, contrast, evidence, primary and secondary sources Understand concepts/terms such as: legacy, civilizations, influence, preservation, institution, peasantry, similarity and difference, Language associated with skills: All from previous years with the potential addition of: Omit, propaganda, deteriorate, normality, stagnate, catastrophic, infer, imply	

Term	Spring Two	
Year R		
Project	If you were a fish, what fish would you be?	
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year One		
Project	How is London different to where we live?	

History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Two		
Project	Could The Titanic have been saved?	
History Focus	Develop children’s appreciation of chronological sequencing and understanding that there may be different interpretations of the same event.	
Knowledge and Skills	Crucial knowledge: Significant historical events, people and places in their own locality. Changes beyond living memory.	Using knowledge as a skill: Chronology - Create pictorial timeline of port, link to major events. Retell story orally. Vocabulary - Use and understand words such as legacy, significance, iceberg, voyage, construction, disaster, tragedy Characteristic features - understand that international travel then meant sailing not flying. Change/ continuity - Use pictures/maps/accounts to explore how the locality has changed over time Cause/ consequence - Why titanic sank – post sinking improvements to safety requirements. Historical Significance - Examine the continued and widespread interest in this story, why is it still remembered? Historical Enquiry - Select sources to tell particular parts of the story. Investigate images/written accounts from websites and videos.
Vocab	Build on vocabulary associated with the past and passage of time and sequencing (e.g. Old and new, before I/parents/ grandparents was/were born, after then and now, long ago, present, past) Knowledge based words associated with topics [e.g. national, local, living memory, museum, century, Titanic] Language associated with skills: All from previous years with the addition of: Significant, individual, critical, inspiring, evidence, remarkable, remembered, resulted in change, resonant, revealing, balance	
Year Three		
Project	Why should we save Earth’s Rainforests?	
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Four		
Project	“Where does the River Anton begin and end?”	
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Five		
Project	Why does parliament run the country rather than the queen?	
History Focus	Overview of the events in each monarch’s reign and understands how they affected the relative power of the monarch or parliament.	

Knowledge and Skills	Crucial knowledge: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Using knowledge as a skill: Chronology - Explore/add relevant event dates on timeline. Vocabulary - Use and understand words such as, monarchy, parliament, constitution. Kingdom, government, Magna Carta, Change/ continuity - Shift of power from monarch to parliament. Cause/ consequence - Shift of power from monarch to parliament. Historical Significance - Shift of power from monarch to parliament. Historical Enquiry - .Why we are a constitutional monarchy? How did power shift? What do we mean by 'power'
Vocab	Use precise chronological vocabulary and begin to understand how terms can link together. Words associated with topics: BCE, CE, Ancient, Sumer, Indus Valley, Emperor, Shang dynasty, Gods/Goddesses, religion/belief, discovery, democracy, execution, twentieth century (for 1900s) colony, interpretation primary and secondary sources Understand concepts/terms such as: civilization, monarchy, peasantry, parliament, government, constitution, change, similarity and difference Language associated with skills: All from previous years with the addition of: Pivotal, vital, momentous, deliberate, unrealistic, worsen,	
Year Six		
Project	Which countries grow cocoa and how do we get chocolate?	
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		

Term	Summer One	
Year R		
Project	How does your garden grow?	
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year One		
Project		
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Two		
Project	How has Andover changed?	

History Focus	Develop children’s understanding of change and continuity by looking at how Andover has changed over time.	
Knowledge and Skills	Crucial knowledge: Local history study. Changes beyond living memory. Changes within living memory.	Using knowledge as a skill: Chronology Vocabulary Characteristic features Change/ continuity Cause/ consequence Historical Significance Historical Interpretation Historical Enquiry
Vocab	Build on vocabulary associated with the past and passage of time and sequencing (e.g. Old and new, before I/parents/ grandparents was/were born, after then and now, long ago, present, past) Knowledge based words associated with topics [e.g. national, local, living memory, museum, century, Titanic] Language associated with skills: All from previous years with the addition of: Significant, individual, critical, inspiring, evidence, remarkable, remembered, resulted in change, resonant, revealing, balance	
Year Three		
Project	Who were the Romans? What did they do for us?	
History Focus	Looking at the Roman Empire’s impact in a wider sense, both short and long-term, as well as its impact on Britain before they came, once they took control here and after they left.	
Knowledge and Skills	Crucial knowledge: Roman Empire + Impact on Britain:	Using knowledge as a skill: Chronology - Examine expansions of empire via timeline and world maps Vocabulary - Use and understand words such as empire, invasion, Celts, army, Etruscans, barbarian, colosseum, expansion, peasant, impact Cause/ consequence - Why the Romans came to Britain, plus impact – short term/long term Historical Significance - What is the most widespread and enduring aspect of their legacy Historical Enquiry - deduce information from objects
Vocab	Make connections with period specific vocabulary [e.g. BC, AD, archaeology, artefact, Bronze Age, Iron Age, Stone Age, Neolithic, Stonehenge, local, forts, invention, metal-working, prehistory, significance, expansion, invasion, , Romanisation, hunter-gatherer primary and secondary sources/evidence Begin to hear phrases related to second order concepts -peasantry empire, civilisation, chronology, significance Language associated with skills: All from previous years with the addition of: Historical source, truth, actually happened, positive, instant, negative, meaningful, remain, permanent, short/medium/long term, widespread	
Year Four		
Project	“Was King Alfred really great?”	
History Focus	This enquiry explores Alfred’s life and achievements to see how far he merits the title of being ‘Great’.	
Knowledge and Skills	Crucial knowledge: The Viking and Anglo-Saxon struggle for the Kingdom of England	Using knowledge as a skill: Chronology - Timeline/map work to see when/where from/why they left their homelands. Vocabulary - Use and understand words such as paganism, Christianity peasantry, kingdom, culture, settlement, conflict, legacy.

		Change/ continuity- Changing kingdoms, Christian conversion from Paganism Historical Significance- Survival/dominance of Wessex and later Wessex kings Historical Interpretation- Does Alfred deserve his title? Was he great or just lucky?
Vocab	Use more precise chronological vocabulary and other key terms such as: paganism, raids, Viking, Anglo-Saxon, Edward the Confessor, resistance, Alfred the Great, kingdom, culture, crusade, settlement, conflict, conquest, Christianity, primary and secondary sources As well as concepts/terms such as: legacy, peasantry, justice, chronology, continuity, significance Language associated with skills: All from previous years with the addition of: Reliable, critical, biased, views, versions, useful, limited, game changer, local, national, global, universal, consequence, motivated	
Year Five		
Project	Why would a refugee want to move to Andover?	
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Six		
Project	How have the Ancient Greeks influenced the modern western world?	
History Focus	Children will understand the scope and range of Greek ideas, achievements and ways of life that are still current or influential today and have also been influential in past eras.	
Knowledge and Skills	Crucial knowledge: Ancient Greece – a study of Greek life and achievements and their influence on the western world	Using knowledge as a skill: Chronology- Explore duration and timing via timeline and locations via World map Vocabulary- Use and understand words such as democracy, government, reputation, legacy, philosophy, architecture, impact, influence Cause/ consequence- Many modern ideas and institutions stem from Ancient Greece. Contrast with Britain. Historical Significance- Many modern ideas and institutions stem from Ancient Greece. Contrast with Britain. Historical Enquiry- modern items that illustrate some Greek ideas are current today
Vocab	Use a range of more complex vocabulary in context. Words associated with topics: Aristocracy, diversity, Maya, BCE, CE, interpretation, duration, art, architecture, literature, culture, Western world, contrast, evidence, primary and secondary sources Understand concepts/terms such as: legacy, civilizations, influence, preservation, institution, peasantry, similarity and difference, Language associated with skills: All from previous years with the potential addition of: Omit, propaganda, deteriorate, normality, stagnate, catastrophic, infer, imply	

Term	Summer Two	
Year R		
Project	Are you mad about animals?	
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year One		
Project	Who was Mary Anning and how did she change history?	
History Focus	Children study the life of a significant individual, Mary Anning, in the past who contributed to national and international achievements.	
Knowledge and Skills	Crucial knowledge: Lives of significant individuals in past who have contributed to national and international achievements. Changes beyond living memory.	Using knowledge as a skill: Chronology - Locate her lifetime on class/school timeline plus create a pictorial story timeline of her. Vocabulary - Use and understand words such as discovery, fossil, archaeology, significant, reputation, evolution Characteristic features - Gender/class restrictions at the time limited the scope of her reputation as a scientist. Cause/ consequence - Her discoveries helped change people’s understanding of the evolution of life on this planet Historical Significance - how she is recognised today and in the past. Historical Enquiry - Asking questions about artefacts and other sources plus books, postcards, etc.
Vocab	Build on vocabulary associated with the past and passage of time and sequencing (e.g. Old and new, then and now, long ago, last year/week/ month) Knowledge based words associated with topics [e.g. fossils, Jurassic, period, King/Queen, reign, technology] Language associated with skills: All from previous year with the addition of: made to, special, famous, important, significant, true, evidence, continue, survive	
Year Two		
Project	How is Kingston different to Andover?	
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Three		
Project	Andover- How do we use our land?	
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Four		
Project	Is the Costa Brava a world away from our local area?	

History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Five		
Project	Are we protecting our British wildlife?	
History Focus		
Knowledge and Skills	Crucial knowledge:	Using knowledge as a skill:
Vocab		
Year Six		
Project	How have the Ancient Greeks influenced the modern western world?	
History Focus	Children will understand the scope and range of Greek ideas, achievements and ways of life that are still current or influential today and have also been influential in past eras.	
Knowledge and Skills	Crucial knowledge: Ancient Greece – a study of Greek life and achievements and their influence on the western world	Using knowledge as a skill: Chronology - Explore duration and timing via timeline and locations via World map Vocabulary - Use and understand words such as democracy, government, reputation, legacy, philosophy, architecture, impact, influence Cause/ consequence - Many modern ideas and institutions stem from Ancient Greece. Contrast with Britain. Historical Significance - Many modern ideas and institutions stem from Ancient Greece. Contrast with Britain. Historical Enquiry - modern items that illustrate some Greek ideas are current today
Vocab	Use a range of more complex vocabulary in context. Words associated with topics: Aristocracy, diversity, Maya, BCE, CE, interpretation, duration, art, architecture, literature, culture, Western world, contrast, evidence, primary and secondary sources Understand concepts/terms such as: legacy, civilizations, influence, preservation, institution, peasantry, similarity and difference, Language associated with skills: All from previous years with the potential addition of: Omit, propaganda, deteriorate, normality, stagnate, catastrophic, infer, imply	