





Belton Primary School UKS2 History MTP

## Upper Key Stage 2 Cycle A

## Enquiry: Why did the ancient Maya change their way of life?

Enquiry: why did the ancient way of life?				
What the pupils will know	Histo	prical sources the pupils will interpret		
<ul> <li>The location of the countries and cities of the modern day region of Central America</li> <li>The way of life of modern Maya people of Central America</li> <li>The natural features of the environment and climate of Central America</li> <li>Who the ancient Maya were and some of their achievements</li> <li>The features and purpose of the structures of the ruined Maya city of Chichen Iltza</li> <li>The purpose of a range of ancient Maya artefacts from the city</li> <li>The social and religious importance of the ball game pok-a-tok</li> <li>How the ancient Maya farmed using mountain terraces</li> <li>The likely cause of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100</li> <li>How the way of life of the Maya compared with that of the Anglo</li> </ul>	<ul> <li>Southar entries</li> <li>Sketches</li> <li>Sculptures</li> <li>Hieroglyphics</li> <li>Figurines</li> <li>Ancient codex</li> <li>Artefacts</li> </ul> Disciplinary thinking skills the pupils will use to understand what they know		<ul> <li>Pupils making a good left</li> <li>Identify and locat Central America</li> <li>Describe and expl America</li> <li>Describe and expl of Central America</li> <li>Explain who the a achievements</li> <li>Reach an informe purpose of the str</li> </ul>	
	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	<ul> <li>Hypothesise about the city and justif</li> <li>Explain the likely</li> </ul>	
Saxons living in Britain at the same time	Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.	tok <ul> <li>Explain how the a</li> <li>Evaluate the range</li> </ul>	
National Curriculum Coverage Pupils should be taught about:	Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).	<ul> <li>ancient Maya jung</li> <li>Reach an informe justify their views</li> </ul>	
• a non-European society that provides contrasts with British history –	Informed conclusion	A knowledgeable summing up of the main points or issues about something.	Pupils working at gre	
one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa)	Reasoned judgement	A personal view or opinion about something supported by factual evidence.	• Explain how the w	
c. AD 900-1300.	Justify	Give reasons to show or prove what you feel to be right or reasonable.	Saxons living in Br which they feel wa	
	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	Prior Learning	
	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.	Earlier Lower Key Sta	
	Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	About life in Angle     peak of Maya civil	
	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	How and why emp Empire and Ancier	
	graduated in 'bite size' st of learning and teaching s	<b>SEND</b> licy, we ensure inclusion through constructing enquiries which are eps allowing for the setting of personalised targets, a broad range strategies including questioning, working with additional adults holistic approach to assessing achievement.		

### **End Points of Learning**

#### d level of progress will:

- cate the countries and cities of the modern day region of
- **xplain** the way of life of modern Maya people of Central
- **xplain** the natural features of the environment and climate rica
- e ancient Maya were and evaluate some of their
- **med judgement** based on evidence of the features and structures of the ruined Maya city of Chichen Iltza bout the purpose of a range of ancient Maya artefacts from
- tify their views
- ly social and religious importance of the ball game pok-a-
- e ancient Maya farmed using mountain terraces
- nge of likely causes of the gradual abandonment of the ingle cities between AD 900-1100
- **med judgement** regarding the most significant factors and **ws**

#### greater depth will also:

e way of life of the Maya compared with that of the Anglo Britain at the same time and reach a judgement regarding was more developed

#### Stage 2 and some Upper Key Stage 2 pupils learned:

- glo Saxon England which occurred at the same time as the ivilisation
- mpires and civilisations such as the Roman Empire, British cient Greece expanded and declined over time

## Upper Key Stage 2 Cycle B

## Enquiry: Why was winning the Battle of Britain so important?

What the pupils will know	Historical sources the pupils will interpret		
<ul> <li>Why Adolf Hitler came to power in Nazi Germany</li> <li>Why Britain entered into war with Nazi Germany in 1939</li> <li>Which countries were allies of Britain in the war</li> <li>Why Nazi Germany invaded and occupied most of Western Europe by 1940</li> <li>Why Britain faced the threat of invasion by Nazi Germany in 1940</li> <li>Why Nazi Germany needed to defeat the Royal Air Force before considering beginning an invasion</li> <li>The main events of the Battle of Britain</li> </ul>	<ul> <li>Photographs</li> <li>Maps</li> <li>Films</li> <li>Books</li> <li>Speeches</li> <li>Military and government orders</li> <li>Tabular data sets</li> </ul> Disciplinary thinking skills the pupils will use to understand what they know		<ul> <li>Pupils making a go</li> <li>Explain who Ac Germany</li> <li>Explain why Bri</li> <li>Identify and ex Second World V</li> <li>Explain how an Western Europ</li> <li>Understand wh</li> </ul>
How and why Britain defeated Nazi Germany in the Battle of	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	in 1940 • Reach an inform
<ul> <li>Britain</li> <li>The significance of this victory in terms of the final outcome of the Second World War</li> </ul>	Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.	Reach an information defeat the Roya     Describe and example.
National Curriculum Coverage	Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).	Evaluate a rang why Britain def their views
Pupils should be taught about:	Informed conclusion	A knowledgeable summing up of the main points or issues about something.	• Understand the
<ul> <li>a study of an aspect or theme in British history that extends pupils'</li> </ul>	Reasoned judgement	A personal view or opinion about something supported by factual evidence.	outcome of the
chronological knowledge beyond 1066	Justify	Give reasons to show or prove what you feel to be right or reasonable.	Pupils working at a
	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	<b>Understand</b> the signific consider whether Nazional Construction (Construction)
	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.	were successful in def
	Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Prior Learning
	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	Earlier in Key Stage 1,
	graduated in 'bite size' st learning and teaching str	<b>SEND</b> blicy, we ensure inclusion through constructing enquiries which are eps allowing for the setting of personalised targets, a broad range of ategies including questioning, working with additional adults where c approach to assessing achievement.	<ul> <li>Iearned:</li> <li>The most common invade the territor</li> <li>About some very Trafalgar, Waterl</li> <li>About some of the changed during to the territory of territory of the territory of territory</li></ul>

## **End Points of Learning**

#### good level of progress will:

Adolf Hitler was and why he came to power in Nazi

Britain entered into war with Nazi Germany in 1939 **explain** which countries were allies of Britain in the Id War

and why Nazi Germany invaded and occupied most of ope by 1940

why Britain faced the threat of invasion by Nazi Germany

formed judgement about why Nazi Germany needed to oyal Air Force before considering beginning an invasion d explain the main events of the Battle of Britain ange of evidence and reach a judgement about how and defeated Nazi Germany in the Battle of Britain and justify

the significance of this victory in terms of the final the Second World War

#### at greater depth will also:

nificance of propaganda during the Battle of Britain and Nazi Germany actually intended to invade Britain if they defeating the Royal Air Force

#### e 1, Lower Key Stage 2 and some Upper Key Stage 2 pupils

mon reasons why tribes, kingdoms, nations and empires ritory of other people

ery significant battles fought by England and Britain such as erloo and Hastings

f the events of the First World War and how life in Britain og the conflict

# Upper Key Stage 2 Cycle B

## Enquiry: Who was buried under the car park?

	Enquiry: who was buried under the car park?		
What the pupils will know	Historical sources the pupils will interpret		Explain the e
<ul> <li>Who fought in the War of the Roses and the History of Britain at this time.</li> <li>The location of some of the battles of the War of the Roses.</li> <li>The story behind Richard 3rd – who was he?</li> <li>Why do we know so much about Richard 3rd.</li> <li>What happened during the Battle of Bosworth.</li> <li>What happened after the death of King Richard 3rd.</li> <li>Who were the Tudor monarchs.</li> <li>How we know about different events in History.</li> <li>How Richard 3<sup>rd</sup> was found in the car park in the centre of Leicester.</li> </ul>	<ul> <li>Paintings</li> <li>Statues</li> <li>Sculptures</li> </ul>		
	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	park. • Understand state of
National Curriculum Coverage Pupils should be taught about:	Explain Empathise	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information. The capacity to place oneself impartially in another's position to	Pupils working a
A local history study		better understand their motives, decisions and actions (even if they are not shared values).	carried to L
	Informed conclusion	A knowledgeable summing up of the main points or issues about something.	Prior Learning
	Reasoned judgement	A personal view or opinion about something supported by factual evidence.	In Key Stage 1 pup
	Justify	Give reasons to show or prove what you feel to be right or reasonable.	About histori
	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	area and inve
	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.	
	Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	
	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	
	graduated in 'bite size' st learning and teaching stra	<b>SEND</b> licy, we ensure inclusion through constructing enquiries which are eps allowing for the setting of personalised targets, a broad range of ategies including questioning, working with additional adults where approach to assessing achievement.	

### **End Points of Learning**

#### good level of progress will:

cate and describe the location of some of the Battles within

**d** that Britain has been affected by historical events such as many thousands of years.

y the Battle of Bosworth was an important event in the he British monarchy.

**informed judgement** based on evidence as to the events Richard 3<sup>rd</sup> being discovered

events that led to Richard 3<sup>rd</sup> remains being found in a car

**d** some of the changes that occurred in Britain as a result of of Bosworth and the death of King Richard 3rd.

#### at greater depth will also:

hat happened in the defeat of Richard and why his body was Leicester.

#### upils learned:

orically significant people, events and places in their local vestigated why they are considered to be of importance

relation to counter ideas and arguments.

SEND

In line with our school policy, we ensure inclusion through constructing enquiries which

are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional

adults where appropriate and a holistic approach to assessing achievement.

Review and examine something critically particularly to gain

an awareness of its limitations and reliability as evidence

Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.

Fng	Upper Key Stage 2 History: Unit 4 hiry: How did a pile of dragon bones help to solve an ancient Chinese mystery?		
What the pupils will know		rical sources the pupils will interpret	
<ul> <li>That the Shang Dynasty was located in northern China between 1600 BC – 1046 BC</li> <li>This was the same time as the Bronze Age in Britain and the Ancient Egyptian civilisation</li> <li>That until 1899 there was no evidence that the Shang Dynasty had ever actually existed</li> <li>What Wang Yirong discovered at a Peking market in 1899 that was so significant in telling archaeologists about the Shang Dynasty</li> <li>The likely purpose of carved oracle bones during the Shang Dynasty</li> <li>What artefacts tell us about the lives and beliefs of the monarchs and noblemen of the Shang Dynasty</li> </ul>	<ul> <li>Photographs</li> <li>Sculptures</li> <li>Maps</li> <li>Frescos</li> <li>Drawings</li> <li>Statues</li> <li>Books</li> <li>Artistic reconstructions</li> <li>Artefacts</li> </ul> Disciplinary thinking skills the pupils will use to understand what they know		<ul> <li>Pupils making a go</li> <li>Identify, describe China between 16</li> <li>Recognise that th Ancient Egypt</li> <li>Explain why until actually existed</li> <li>Describe what W why it was so sign</li> <li>Reach a judgeme Shang Dynasty</li> <li>Reach a judgeme</li> </ul>
<ul> <li>Why there is no evidence of the lives of ordinary people of the Shang Dynasty</li> <li>How and why the impacts of the reigns of King Cheng Tang and</li> </ul>	Synthesise	Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.	<ul> <li>about the lives an Dynasty</li> <li>Explain why there</li> </ul>
<ul> <li>Di Xin were so different</li> <li>The importance of the Shang burial chamber discovered at Yi Au in 1976</li> </ul>	Explain	Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.	<ul> <li>Evaluate the imp reach a judgement</li> </ul>
<ul> <li>What the artefacts and remains found in the tomb tell us about the person who was probably buried there</li> <li>Why tombs of monarchs and noblemen often became the target</li> </ul>	Empathise	The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).	<ul> <li>Identify and deso 1976</li> <li>Explain the signification</li> </ul>
<ul> <li>of graverobbers during the Shang Dynasty</li> <li>How life during the Shang Dynasty compared with life for most</li> </ul>	Informed conclusion	A knowledgeable summing up of the main points or issues about something.	they tell us about Compare and cor
people in Bronze Age Britain	Reasoned judgement	A personal view or opinion about something supported by factual evidence.	Egypt and the Bro
National Curriculum Coverage	Justify	Give reasons to show or prove what you feel to be right or reasonable.	Pupils working at
<ul> <li>Pupils should be taught about:</li> <li>the achievements of the earliest civilisations – an overview of</li> </ul>	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	Be able to reach a should be conside
where and when the first civilisations appeared and an in-depth	Evaluate	Weigh up and judge the relative importance of something in	

Critique

Hypothesise

where and when the first civilisations appeared and an in-depth

study of one of the following: Ancient Sumer, the Indus Valley,

Ancient Egypt or the Shang Dynasty of Ancient China.

#### **Prior Learning**

#### Earlier Lower Key Stage 2 and Upper Key Stage 2 pupils learned:

- Dynasty in China
- empire
- were ultimately abandoned

### **End Points of Learning**

#### good level of progress will:

be and explain that the Shang Dynasty was located in northern 1600 BC – 1046 BC

this was the same time as the Bronze Age in Britain and the

til 1899 there was no evidence that the Shang Dynasty had ever

Wang Yirong discovered at a Peking market in 1899 and explain ignificant

**nent** as to the likely purpose of carved oracle bones during the

nent about what archaeologists believe these artefacts tell us and beliefs of the monarchs and noblemen of the Shang

ere is no evidence of the lives of ordinary people of the Shang

npact of the reigns of King Cheng Tang and Di Xin in China and nent about which was most significant, justifying their views escribe the artefacts discovered in the burial chamber at Yi Au in

nificance of some of these and **reach a judgement** about what out the person who was buried there

contrast how life in the Shang Dynasty compared with Ancient Bronze Age in Britain

#### at greater depth will also:

h a judgement about which society – Shang or Bronze Age – idered the most developed and justify their views

• About life in Bronze Age Britain which occurred at the same time as the Shang

• About what an empire is and why the Romans invaded Britain to extend their

About the Maya Civilisation in Central America and why their great jungle cities

## Upper Key Stage 2 History Unit 5

# Enquiry: The story of the Trojan Horse – fact, myth or legend?

What the pupils will know	Historical sources the pupils will interpret		
<ul> <li>What the term 'civilisation' means</li> <li>Why Greece 2500 years ago became one of the most important places in the ancient world</li> <li>The area of the modern world that was once part of the empire of Ancient Greece</li> <li>The major achievements of the Ancient Greece civilisation</li> <li>What a city state is and why there were so many in Ancient Greece</li> <li>Why the city of Sparta and Troy began a war that lasted ten years</li> <li>Why Greek armies laid siege to Troy</li> <li>What the so called 'trojan horse' was believed to have been</li> <li>The story of the trojan horse</li> </ul>	<ul> <li>Maps</li> <li>Paintings</li> <li>Sculptures</li> <li>Engravings</li> <li>Mosaics</li> <li>Statues</li> <li>Manuscripts</li> <li>Written account</li> </ul> Disciplinary thinking skills the pupils will use to understand what they know           Synthesise         Bring together a range of ideas and facts from different		<ul> <li>Pupils making a go</li> <li>Understand wh</li> <li>Explain why Gr places in the ar</li> <li>Identify, locate once part of th</li> <li>Understand the</li> <li>Explain what a why there were</li> <li>Explain why th years</li> <li>Understand wh</li> </ul>
<ul> <li>The difference between a myth and legend</li> <li>Whether they feel the story of the trojan horse at the siege of Troy was factual or a myth or legend</li> </ul>	Explain	sources to develop an argument or explanation for something. Demonstrate understanding and comprehension of how or why comothing is the way it is as a result of synthesising	<ul> <li>Explain what th</li> <li>Describe the st</li> <li>Explain the diff</li> </ul>
National Curriculum Coverage Pupils should be taught about:	Empathise	<ul> <li>why something is the way it is as a result of synthesising information.</li> <li>The capacity to place oneself impartially in another's position to better understand their motives, decisions and</li> </ul>	Evaluate a rang whether they fe factual or a myter
<ul> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	Informed conclusion Reasoned judgement	<ul> <li>actions (even if they are not shared values).</li> <li>A knowledgeable summing up of the main points or issues about something.</li> <li>A personal view or opinion about something supported by</li> </ul>	Pupils working at g
	Justify	A personal view of opinion about something supported by factual evidence.         Give reasons to show or prove what you feel to be right or reasonable.	Evaluate evidence and around 1350 BC comp
	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	Prior Learning
	Evaluate Critique	<ul><li>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</li><li>Review and examine something critically particularly to gain</li></ul>	Earlier Lower Key St
	Hypothesise	an awareness of its limitations and reliability as evidence Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	<ul> <li>About life in Bro</li> <li>What a 'civilsation'</li> <li>About the Maya</li> </ul>
	are graduated in 'bite size range of learning and tea	<b>SEND</b> blicy, we ensure inclusion through constructing enquiries which e' steps allowing for the setting of personalised targets, a broad ching strategies including questioning, working with additional e and a holistic approach to assessing achievement.	

### **End Points of Learning**

#### good level of progress will:

- what the term 'civilisation' means
- Greece 2500 years ago became one of the most important ancient world
- ate and observe the area of the modern world that was the empire of Ancient Greece
- the major achievements of the Ancient Greece civilisation t a city state is and **reach an informed judgement** as to ere so many in Ancient Greece
- the city of Sparta and Troy began a war that lasted ten
- why Greek armies decided to lay siege to Troy
- t the so called 'trojan horse' was believed to have been e story of the trojan horse
- difference between a myth and legend
- ange of evidence and **reach an informed judgement** as to ey feel the story of the trojan horse at the siege of Troy was myth or legend, **justifying** their views

### at greater depth will also:

and **reach an informed conclusion** as to how life in Britain mpared with that in Ancient Greece

#### Stage 2 and Upper Key Stage 2 pupils learned:

- Bronze Age Britain
- sation' is
- laya and Ancient Greece civlisations

## Upper Key Stage 2 History: Unit 6

# Enquiry: Why did Britain once rule the largest empire the world has ever seen?

What the pupils will know	Historical sources the pupils will interpret         • Photographs         • Sculptures         • Maps         • Statues         • Books         • Paintings         • Films         • Murals		
<ul> <li>What an empire is</li> <li>Recall their knowledge and understanding of why the Romans built an empire</li> <li>What a colony is</li> <li>The colonies that formed the British Empire at its height in 1921</li> <li>Why Britain built an empire beginning in the time of King James I</li> <li>The benefits this brought to Britain</li> <li>The hardships faced by many indigenous people whose home</li> </ul>			<ul> <li>Pupils making a</li> <li>Understand</li> <li>Recall their k built an emp</li> <li>Explain what</li> <li>Identify and at its height i</li> <li>Explain why</li> <li>Evaluate the</li> </ul>
<ul> <li>these colonies were</li> <li>Why after the Second World War Britain found it increasingly difficult to maintain its empire</li> <li>Why most former colonies are now independent sovereign nations</li> </ul>	Synthesise Explain	<ul> <li>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</li> <li>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising</li> </ul>	<ul> <li>Understand home these</li> <li>Reach an inf War Britain f</li> </ul>
<ul> <li>nations</li> <li>Why Britain went to war with Argentina over the Falkland Islands in 1982</li> <li>The purpose and countries of the Commonwealth</li> <li>Why many independent countries that were once colonies of</li> </ul>	Empathise	<ul> <li>information.</li> <li>The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</li> </ul>	<ul> <li>Explain why r nations</li> <li>Explain why r</li> </ul>
the British Empire now belong to the Commonwealth	Informed conclusion Reasoned judgement	A knowledgeable summing up of the main points or issues about something. A personal view or opinion about something supported by	in 1982 • Explain the p • Understand
National Curriculum Coverage	Justify	factual evidence. Give reasons to show or prove what you feel to be right or reasonable.	the British Er
<ul><li>Pupils should be taught about:</li><li>a study of an aspect or theme in British history that extends</li></ul>	Apply	The transfer of knowledge and/or skills learned in one context to help make sense of a different situation	Make an informed
pupils' chronological knowledge beyond 1066	Evaluate	Weigh up and judge the relative importance of something in relation to counter ideas and arguments.	its empire migrated
	Critique	Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence	Prior Learning Earlier Lower Key
	Hypothesise	Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.	Lamer Lower Rey
	graduated in 'bite size' st learning and teaching str	<b>SEND</b> licy, we ensure inclusion through constructing enquiries which are eps allowing for the setting of personalised targets, a broad range of ategies including questioning, working with additional adults where c approach to assessing achievement.	<ul> <li>About what a their empire</li> <li>What happer</li> <li>What happer</li> </ul>

## **End Points of Learning**

### good level of progress will:

- what an empire is
- knowledge and understanding and **explain** why the Romans pire
- it a colony is
- l locate on a map the colonies that formed the British Empire in 1921
- Britain built an empire beginning in the time of King James I
- e benefits that having many colonies brought to Britain
- the hardships faced by many indigenous people whose colonies were
- formed judgement regarding why after the Second World found it increasingly difficult to maintain its empire most former colonies are now independent sovereign

Britain went to war with Argentina over the Falkland Islands

- purpose of the Commonwealth
- why many independent countries that were once colonies of mpire now belong to the Commonwealth

### at greater depth will also:

**d judgement** as to why many people from former colonies of ed to Britain in the 1950s and 1960s

#### y Stage 2 and Upper Key Stage 2 pupils learned:

an empire is and why the Romans invaded Britain to extend

ened in Britain when it was part of the Roman Empire ened in Britain after the Romans left

	Enquiry: What happened to the boy behind the golden mask?			
What the pupils will know	Historical sources the pupils will interpret         Photographs         Interpretations of hieroglyphics         Maps         Diaries         Artefacts         Murals         Forensic reports         Books         Historical fiction		E	
<ul> <li>The chronology of the Ancient Egyptian civilisation from 6000 BC to 332 BC</li> <li>What a Pharaoh was and the role they played in Ancient Egyptian society</li> <li>The religious beliefs of Ancient Egyptians</li> <li>The importance of a number of gods in the lives of Ancient Egyptians, particularly Ma'at</li> <li>The importance of the Book of the Dead</li> <li>The significance of the Valley of Kings to Pharaohs</li> <li>When Tutankhamun became Pharoah and when he died</li> <li>The role that Horemheb and Ay played in Tutankhamun's life as Pharoah</li> </ul>			<ul> <li>Pupils making a good leve</li> <li>Draw a timeline and deserved from 6000 BC to 332 BC</li> <li>Explain what a Pharaoh weights</li> <li>Explain the religious belie</li> <li>Understand the importation and reach a judgment reserved and reach a judgment reserved bescribe and explain the signification.</li> <li>Identify along their time died</li> <li>Evaluate the role that Hose</li> </ul>	
<ul> <li>Who Howard Carter was and his work as an archaeologist</li> <li>The significance of the discovery of the tomb of Tutankhamun in 1922</li> <li>The range of artefacts that the tomb contained</li> <li>What these artefacts suggest about the life and beliefs of Pharaohs</li> <li>Why ensuring that a Pharoah entered Afterlife was so important to ordinary people in Ancient Egypt</li> <li>Why the cause of Tutankhamun's death remains a mystery</li> <li>What the possible causes of his death may have been based on the evidence available</li> </ul>	Synthesise Explain Empathise Informed conclusion Reasoned judgement	<ul> <li>Bring together a range of ideas and facts from different sources to develop an argument or explanation for something.</li> <li>Demonstrate understanding and comprehension of how or why something is the way it is as a result of synthesising information.</li> <li>The capacity to place oneself impartially in another's position to better understand their motives, decisions and actions (even if they are not shared values).</li> <li>A knowledgeable summing up of the main points or issues about something.</li> <li>A personal view or opinion about something supported by factual evidence.</li> </ul>	<ul> <li>Pharoah</li> <li>Explain who Howard Car</li> <li>Evaluate the significance</li> <li>Identify, observe and de</li> <li>Reach an informed judge life and beliefs of Pharao</li> <li>Understand why ensurin ordinary people in Anciel</li> <li>Explain why the cause of</li> <li>Evaluate the possible cas available and reach a jud their views</li> </ul>	
<ul> <li>National Curriculum Coverage</li> <li>Pupils should be taught about: <ul> <li>the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an indepth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China.</li> </ul></li></ul>	Justify Apply Evaluate Critique Hypothesise	<ul> <li>Give reasons to show or prove what you feel to be right or reasonable.</li> <li>The transfer of knowledge and/or skills learned in one context to help make sense of a different situation</li> <li>Weigh up and judge the relative importance of something in relation to counter ideas and arguments.</li> <li>Review and examine something critically particularly to gain an awareness of its limitations and reliability as evidence</li> <li>Come up with an idea, question or theory that can be investigated to see whether it has any validity or truth.</li> </ul>	Pupils working at greate Compare and contrast life in Bronze Age Britain and reach been preferable for ordinary Prior Learning	
	In line with our school po	SEND blicy, we ensure inclusion through constructing enquiries which	<ul> <li>Earlier Lower Key Stage 2 a</li> <li>About life in Bronze Age</li> <li>What a 'civilsation' is</li> </ul>	

cy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.

- What a 'civilsation' is

## End Points of Learning

#### evel of progress will:

- escribe the main events of the Ancient Egyptian civilisation С
- h was and the role they played in Ancient Egyptian society eliefs of Ancient Egyptians
- tance of a number of gods in the lives of Ancient Egyptians regarding why Ma'at may have been the most important
- he importance of the Book of the Dead
- cance of the Valley of Kings to Pharaohs
- eline when Tutankhamun became Pharoah and when he

Horemheb and Ay played in Tutankhamun's life as

arter was and his work as an archaeologist

- ce of the discovery of the tomb of Tutankhamun in 1922 **describe** the range of artefacts that the tomb contained **Igement** regarding what these artefacts suggest about the
- aohs
- ing that a Pharoah entered Afterlife was so important to ient Egypt
- of Tutankhamun's death remains a mystery
- causes of his death may have been based on the evidence
- udgement about which they feel most likely, justifying

#### ter depth will also:

in Ancient Egypt during the time of Tutankhamun and ch an informed judgement regarding where it would have ry people to have lived

#### and Upper Key Stage 2 pupils learned:

ge Britain

• About the Maya and Ancient Greece civlisations