



UKS2 Markland Hill History Curriculum – YEAR A

Autumn		Spring		Summer	
Bolton and the Slave Trade What impact did the slave trade have on Bolton? Bolton Museum		The Maya Why should we remember the Maya? Explore the world of the Maya		Ancient Greeks What did the Greeks do for us?	
Continuity and change	Significance	Cause and consequence	Similarity and difference	Evidence	Interpretations
NC objective: - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Disciplinary Knowledge (NC objectives): - Develop a chronologically secure knowledge and understand of local history - Develop an awareness of the past, using common words and phrases relating to the passing of time - Understand some of the ways in which we find out about the past - Ask and answer questions, choosing and using sources to show that they know and understand the key features of events End points - I can discuss where the historical periods covered so far fit on a timeline - I can use sources to learn about some of the great African civilisations - I know what the transatlantic slave trade was and why it was important to Bolton - I know how Bolton profited from the trade triangle - I understand the conditions by slaves working on the plantations - I can use sources to learn about life as a slave from Bolton's former enslaved African, James Watkins		NC objectives: - a non-European society that provides contrasts with British history ; Mayan civilization c. AD 900 Disciplinary Knowledge (NC objectives): - Establish clear narratives within and across periods they study - regularly address historically valid questions about similarity and difference and significance - construct informed responses that involve thoughtful selection and organisation of relevant historical information - understand how our knowledge of the past is constructed from a range of sources - note connections, contrasts and trends over time - develop the appropriate use of historical terms - address and devise historically valid questions about change, cause and significance. End points - To know where the Maya Civilisation is - To record Maya achievements on a timeline - To identify similarities and differences for the Maya today and the Maya of the 'lost city' - To understand why the cities remained hidden for so long. - To understand that the Maya had many gods - To know some of the Mayan achievements (e.g. the number system) - To reach a conclusion about whether the Maya are a significant society and should be remembered.		NC objective: - a study of Greek life and achievements and their influence on the western world Disciplinary Knowledge (NC objectives): - Ask historically valid questions - Ask and answer questions -develop a chronologically secure knowledge and understanding of British history - Understand some of the ways in which we find out about the past - Identify different ways in which the past is represented - Use a wide range of everyday historical terms - Use parts of stories and other sources to show they know and understand key features of events - Use sources to show they know and understand the past End Points - To know the location and time period of Ancient Greece, and draw comparisons with other civilisations and present day. - To compare the lives led by the Spartans and the Athenians. - To understand the importance of the Olympic Games to the Ancient Greeks and to make a valid comparison with the modern Games. - To understand that the Ancient Greeks had many gods - To utilise evidence to know and understand the importance of warfare in Ancient Greece. - To communicate my knowledge and understanding of the legacy of the Greeks.	

Key Vocabulary: slave, raid, trade, plantation, transatlantic, auctions, abolitionist, abolition, overseer, branding iron, colony		Key Vocabulary: civilisation, pyramid, temple, archaeology, sacrifice, hierarchy. conquer, decline, pagan, significance, reconstruction		Key Vocabulary: Minoan, Mycenaean, Classical, Hellenistic, Roman Greek, architecture, empire, monarchy, citizens, myth, legacy	
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