






Enquiry Question	The Maya: Civilised or Uncivilised?	Focus:	A non-European society that provides contrasts with British history
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Sequence of lessons	Outcome - from overview	Skills used (NC)		
<p>Be Brilliant  Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.</p> <p>Be Believe  Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p> <p>Be Brave  Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.</p>	1	<i>As historians, we are learning to place Mayan civilization upon a timeline and a world map</i>	Children mind map what facts are already known about the topic and explore related vocabulary. Place Mayan civilization on the timeline and discuss concurrent events around the world (250 – 900AD – Romans/Anglo-Saxons/Vikings). Look at the location on a world map and discuss vocabulary used ‘Mesoamerica’.	Know and understand significant aspects of the history of the wider world. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between national and international history;
	2	<i>As historians, we are learning to understand the term civilization and use sources of information to form testable hypotheses about the past.</i>	Children form a definition of the word ‘civilization’. Children explore images of primary artefacts and form historically-valid questions and hypotheses.	Gain a historically grounded understanding of abstract terms such as ‘civilisation’ Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims Frame historically-valid questions
	3	<i>As historians, we are learning about the social structure of Mayan civilization</i>	Children read and summarise facts about Mayan society and create a similarities and differences grid with modern day Britain.	Know and understand characteristic features of past non-European societies Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between religious and social history
	4	<i>As historians, we are learning to investigate Mayan religion</i>	Children learn about the significance of pyramids, rituals and sacrifices. Re-enact a day at the temple. Discuss against the term ‘civilization’.	Know and understand characteristic features of past non-European societies Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between religious and social history
	5	<i>As historians, we are learning to investigate other cultural aspects of Mayan society, including entertainment and food</i>	Children learn about aspects of Mayan society such as cacao and pok-a-tok and consider what this tells us about ‘civilization’.	Know and understand characteristic features of past non-European societies Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, religious and social history
	6	<i>As historians, we are drawing conclusions based on what we have learnt to answer the enquiry question</i>	Children debate in teams, then write a discussion text to answer the enquiry question.	Deploy a historically grounded understanding of abstract terms such as ‘civilisation’ Create structured analyses

Composite: Write an explanation to answer the enquiry question (independent application for writing)



Enquiry Question	Why was the Battle of Maldon so important?	Focus:	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
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CULTURAL DIVERSITY	Sequence of lessons	Outcome - from overview	Skills used (NC)	
<p>Be Brilliant Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.</p> <p>POSSIBILITIES Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p> <p>Believe Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p> <p>ADVENTURE Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.</p>	1	<i>As historians, we are learning to evaluate historical evidence and explain what we know about the Vikings.</i>	Complete I see, I think, I wonder grid for Vikings video and discuss	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
	2	<i>As historians, we identify where the Vikings came from and why they came to Britain.</i>	Look at map of how they travelled. Order the reasons why they came and explain them.	Make connections between local and regional and international history
	3	<i>As historians, we are learning explain Danegeld and how it impacted the Battle of Maldon.</i>	Act out the battle in groups and then explain the concept of Danegeld.	Understand cause and consequence.
	4	<i>As historians, we are learning to identify Viking armoury and battle strategy.</i>	Look at Anglo-Saxon and Viking warrior and spot the differences. Introduce berserkers and their purpose.	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. Similarity and difference.
	5	<i>As historians, we are explaining Viking art and poetry.</i>	Come up with adjectives which describe Vikings. Look at art and poetry and see if it fits our ideas of Vikings.	Discern how and why contrasting arguments and interpretations of the past have been constructed
	6	<i>As historians, we are learning to discuss historical bias and explain our opinion about the Vikings.</i>	Look at a range of sources and decide if they show the Vikings as vicious or not. Oracy boxing match.	Discern how and why contrasting arguments and interpretations of the past have been constructed

Composite
Children write a poem based on the Battle of Maldon and recite to the class



Enquiry Question

Was Queen Elizabeth I a good ruler?

Focus:

British history beyond 1066

Be Brilliant
CULTURAL DIVERSITY
Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

Be Believe
POSSIBILITIES
Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.

Be brave
ADVENTURE
Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.

Sequence of lessons		Outcome - from overview	Skills used (NC)
1	<i>As historians, we are learning to research the Tudor period and their relation to other events through the use of a timeline</i>	Children place the Tudor period on a timeline and explore prior knowledge, key vocabulary and key images from the Tudor period. Discuss the term monarch and what makes a good ruler as a basis for answering the enquiry question.	Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation Gain and deploy a historically grounded understanding of abstract terms: monarch, ruler
2	<i>As historians, we are learning about the reign of King Henry VIII</i>	Children learn what kind of king he was, about his wives, his effect on religion and how he was viewed by his subjects. Discuss if he was a good ruler.	How people's lives have shaped this nation Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, economic, military, political, religious and social history
3	<i>As historians, we are learning to investigate the short reigns of Edward VI and Lady Jane Grey</i>	Children learn how long they ruled for, what they were famous for and the impact they had on our nation. Discuss if they were good rulers.	How people's lives have shaped this nation Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, economic, military, political, religious and social history
4	<i>As historians, we are learning to discover the actions of Queen Mary I and understand how she gained the nickname 'Bloody Mary'</i>	Children learn why she was called her nickname, how long she ruled for and some of her key decisions. Discuss if she was a good ruler.	How people's lives have shaped this nation Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, economic, military, political, religious and social history
5	<i>As historians, we learning about significant events from the reign of Queen Elizabeth I and how she came to be one of our most famous monarchs</i>	Children learn why Elizabeth is so famous, some of her key decisions, how she was viewed by her subjects. Discuss if she was a good ruler.	How people's lives have shaped this nation Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, economic, military, political, religious and social history
6	<i>As historians, we are answering the enquiry question through writing a biography</i>	Children select the Tudor monarch they think was best ruler and write a biography which conveys their most significant reasons for their choice.	Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Construct their own analyses.

Composite: How is the best Tudor monarch? Children write a persuasive piece of writing (English independent application) in history books