

KS2

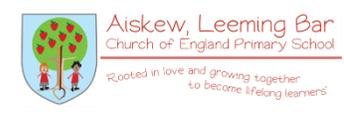
Year A 2022 2023

Previous learning

- Some children will have studied the Maya.
- They will know about their inventions and how they used and developed farming techniques.
- They will know about their religious beliefs and burials.
- They will know that there are many stone structures left behind which help us interpret the past.
- Most children will be able to say whether a source is 'primary' or 'secondary'.
- They will also be able to say how effective the source is in supporting a theory.
- Children will be adding to their timeline of world history.
- They will be able to say what is meant by a 'turning point' in history.

New learning

- Children will know when the Stone Age, Bronze Age and Iron Age occurred as well as knowing what is distinctive about each period.
- To know that the earliest settlers migrated from Europe and were hunter-gatherers living in caves. Following further migrations, they moved towards early farming.
- To know Stone Age man used art and performed ceremonies.
- To know that Skara Brae has changed and enhanced historians' knowledge of early communities.
- To list characteristics of life in an Iron Age hill fort community.
- To know that at the end of the Iron Age, it was unsettled and people fought over their land with their community.



Changes in Britain from the Stone Age, to the Iron Age

2022 2023



Maiden Castle - one of the largest and most complex Iron Age hillforts in Europe. It is located in Dorset, England. It was built around 100 BC and once protected hundreds of residents.

Skara Brae

Skara Brae was inhabited before the Egyptian pyramids were built, and flourished for centuries before construction began at Stonehenge. It has been remarkably preserved. The structures of this semi-subterranean village survive as does the furniture in the village houses. Nowhere else in northern Europe are we able to see such rich evidence of how our remote ancestors actually lived.



Enquiry Questions

When where the Stone Age, Bronze Age and Iron Age and how long did they last?

Was Stone Age man simply a hunter and gatherer, concerned only with survival?

How much did life change for Stone Age man when he learned to farm?

Did the people from the Stone Age develop a culture which included beliefs or did they just try to survive?

What can we learn about life in the Stone Age from a study of Skara Brae?

Why is it so difficult to work out why Stonehenge was built?

How much did life really change during the Iron Age and how can we possibly know?

Can you solve the mystery of the 52 bodies at Maiden Castle?

The Stone Age

Palaeolithic Period

- People were hunters and they found food by roaming from place to place in different seasons.

Mesolithic Period

- Sea levels rose and Britain became an island (before this time Britain was joined to the mainland of Europe).
- Tools were developed to become smaller and finer.
- The invention of canoes meant that people were better able to hunt for fish as well as animals.

Neolithic Period

- People began to settle into farming villages instead of moving from place to place.
- People started to look after animals and grow their own crops.

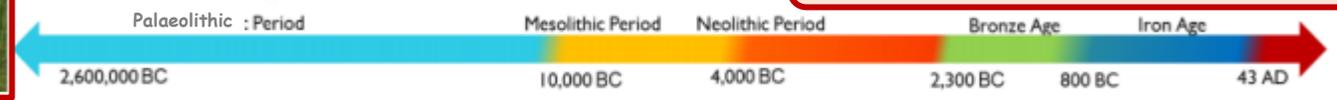
The Bronze Age

- People discovered how to get metals out of rocks
- Bronze replaced stone as the best material for making tools.
- People were able to build better farming equipment and they also began to make bronze weapons and jewellery.
- When people died, they were buried with their most important possessions. Many of these burial objects have now been discovered and they help historians to know more about what life was like during the Bronze Age.

The Iron Age

- Iron replaced bronze as the main material for making tools and weapons.
- People lived in tribes and they were often at war with each other.
- Iron Age people began to protect themselves by settling in hillforts, which were groups of round houses and farming land protected by stone walls.
- Sometimes people from the Iron Age are called 'Celts'.
- This period of history ended when the Romans invaded Britain in AD 43.

Stone Henge - a prehistoric monument in Wiltshire, England. It consists of a ring of standing stones, with each standing stone around 4 metres high. Its purpose and how it was built remains uncertain.



Earliest Civilisations with a key focus on Ancient Egypt

2022 2023

Early Civilizations



Enquiry Questions

When was the Ancient Egyptian period and where did this lie chronologically with other ancient civilisations?

Where did the Ancient Egyptians live? Why was the River Nile important to the success of the Ancient Egyptian civilisation?

How did Ancient Egyptian society work?

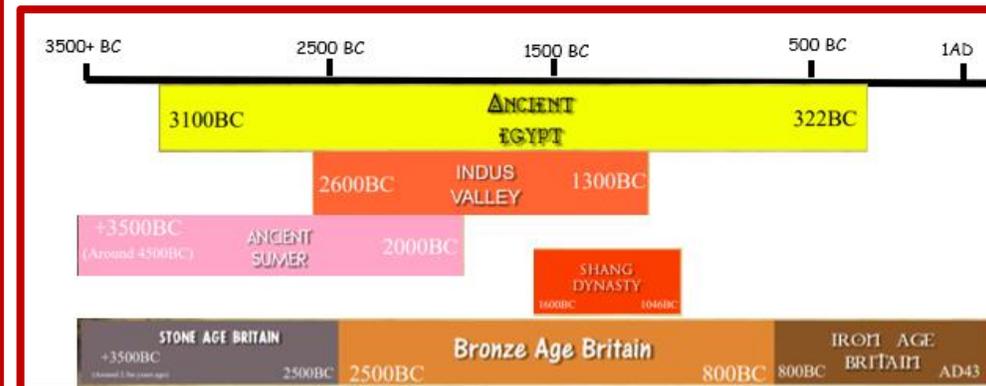
How was religion important to the Ancient Egyptians?

Who built the pyramids and why?

How and why did they mummified the dead?

Why was the discovery of Tutankhamun's tomb so important to historians?

What did Ancient Egypt had in common with other civilisations at the time?



Previous learning

- All children have studied the Stone, Bronze and Iron Age and know that other civilisations were in existence **concurrently** around the world.
- Some children will have studied the Maya and know that there was a hierarchy within society.
- Some societies have evidence of believing in a range of gods.
- They will know burials formed an important part of their belief system.
- They will know that there are many stone structures left behind which help us interpret the past.
- They will know about key inventions and how they used and developed farming techniques.
- Most children will be able to say whether a source is 'primary' or 'secondary'.
- They will also be able to say how effective the source is in supporting a theory.
- Children will be adding to their timeline of world history.

New learning

- To know when the Ancient Egyptian period was and know that other ancient civilisations were in existence **concurrently** in other parts of the world and to know what they all had in common.
- To know brief information about the following ancient civilisations and where they were located: Ancient Sumer, The Indus Valley and the Shang Dynasty.
- To know that the Ancient Egyptians built their civilisation around the Nile and this made them successful due to their ability to make use of the flood plains. They will also look at the land use in Egypt today as a comparison.
- Their society was hierarchical.
- The Ancient Egyptians had many gods, including their belief that the pharaoh was a living god.
- The pyramids were built as tombs for the pharaohs. These provide historians today with a fabulous insight into how the Egyptians lived because they contain many artefacts and images which have all been well preserved.
- They will be able to explain the process of mummification and know how this played a central role in their belief system.
- Pupils will learn about the discovery of Tutankhamun's tomb in 1922 by Howard Carter and understand why this was so important to historians.
- As children enhance their knowledge of other civilisations, they will be able to make informed comparisons as to their similarities and differences.

The ancient Egyptian civilisation began 5,000 years ago when people started building villages next to the River Nile in north-east Africa. It lasted for around 3,000 years. The people were ruled by Pharaohs.

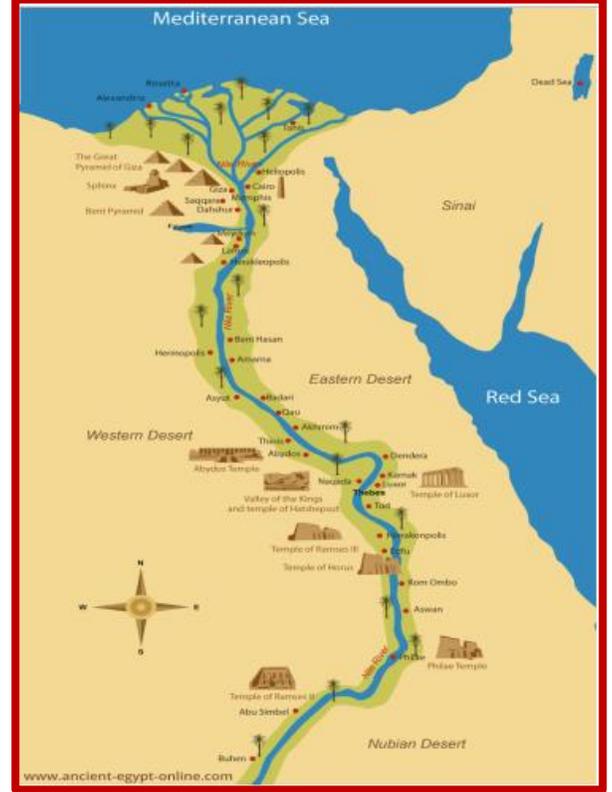
The river was an important source of water in a hot and dry desert landscape. It enabled the ancient Egyptians to grow lots of crops like wheat, barley, fruit and vegetables. They also grew flax to make clothes. Papyrus also grew along its banks and they used this to write on.

Cairo is the capital of Egypt. The River Nile is the longest river in the world. People settled near the Nile. This is because it is green and crops can be grown in the areas around the Nile whilst the rest of Egypt is desert. The people of ancient Egypt depended on the Nile to survive.

The ancient Egyptians also believed in a never ending afterlife. They thought it was more important than their life on Earth, so they spent a lot of time planning for their death.

The Egyptians believed that when they died their soul left their bodies. After they were buried their soul would return and together with the body would live forever in the afterlife when the world had ended. Unless their body was preserved, it would be no good in the afterlife.

The ancient Egyptians preserved the bodies of important people through mummification. They built special tombs to be buried in, which they filled with all their favourite things. Some pharaohs built their tombs in the shape of giant pyramids.



The Egyptian year was based on the happenings of the River Nile. It had 3 seasons, each one lasting 4 months:

AHKET - July - October: flooding season

PERET - November - February: fields were planted in this season

SHEMU - March - June: crops were harvested.

The ancient Egyptians invented a writing system using symbols called hieroglyphs, which comes from a Greek word meaning 'sacred carving'. This is because they believed that hieroglyphs had been invented by the gods.

3100BC - 30BC	Egyptian Era
2,640 BC	First pyramid is believed to be built.
2,520 BC	The Great Sphinx (body of a lion and head of a human) is believed to be built.
1,332 BC	The 10-year rule of Tutankhamun begins
55-54 BC	Julius Caesar leads two Roman military expeditions to Britain, but was driven back by the Celts on both occasions
51 BC	Queen Cleopatra's reign begins. She is the last Pharaoh of the ancient Egypt period
43 AD	Romans invade Britain. It becomes part of the Roman Empire
1922 AD	Howard Carter discovers the tomb of Tutankhamun in the Valley of the Kings

Tutankhamun reigned for roughly 10 years. He died around the age of 18 and was buried in a tomb in the Valley of the Kings. His burial place was hidden for many centuries.

It was discovered by the Egyptologist Howard Carter in 1922. It contained many amazing artefacts, including Tutankhamun's famous golden death mask, a chariot and a dagger made from meteorite iron!

KS2

Year B 2023 2024



The Roman Empire at its Height

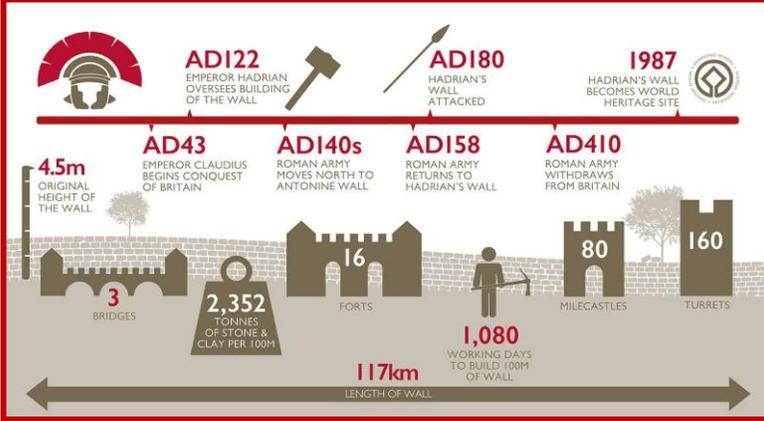
Roman Britain

The Romans were not happy just conquering the settlements of Britain – they wanted to turn them into **Roman cities** too. Roman towns in Britain were **full of brick buildings** and temples. The Romans liked everything to be organised, so the **streets** were built in **straight lines**. In the middle of the settlement, there would be a large square called a **forum**. It was used as a **marketplace and for meetings**.

It had **shops and offices on three sides** and **government offices on the other side**. Some towns had **public baths, open-air theatres** (called amphitheatres) and huge **decorative statues**. The buildings were made of **stone and brick**, and many of the buildings were built so well that archaeologists have been able to excavate whole buildings!



Hadrian's Wall



The growth of the Roman Empire

Under the rule of Emperor Augustus, the Roman Empire had grown and it's reach was maintained by Emperor Augustus' new Imperial Army – an army so well trained and powerful that barely anyone could stand in their way. Augustus and other Roman leaders had eyed Britannia as a way to expand the Empire over the last half a century, but it wasn't that easy. There had been multiple attempts to invade, but they failed. It took until the year **43 CE** for the Romans to be successful in their quest, and under the rule of **Emperor Claudius**, they invaded and the **Britons (Celts)** tried to fight back, but were beaten by the heavily armoured and organised soldiers in the **Roman legions**. Within four years, **Rome controlled large regions of Britannia**.

Queen Boudicca and her revolt!

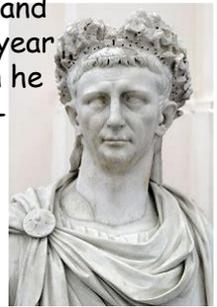


Boudicca was a **Celtic queen** who fought against the Romans when they came to take her land. Her army **destroyed the Roman cities of Colchester, St Albans and London** by burning them to the ground one by one. On her mission across England, she eventually met a Roman legion somewhere in the middle of the country, where she was sadly defeated and Roman reports claim **80,000** of her fighters were killed in battle. Today, she is remembered for her bravery and **fight for freedom**.

Important People



Caesar (100–44BC)
 In **55 BC** Caesar, with 80 ships and 80,000 men, tried to invade England but he didn't succeed. The next year he came back with 800 and again he didn't success to conquer South-England.



Claudius (AD 10–54)
 Claudius was the emperor who conquered Britain in **43 AD**.



Previous learning

- Most children have studied the Romans as well as the Stone, Bronze and Iron Age and know that other civilisations were in existence **concurrently** around the world.
- Most children know that at the end of the Iron Age, Britain was divided into clans or small kingdoms which were ruled by warrior kings who often attacked each other. They also know what an Iron Age settlement looked like with round houses within a hill fort.
- Most children will be able to say whether a source is 'primary' or 'secondary'.
- They will also be able to say how effective the source is in supporting a theory.
- Children will be adding to their timeline of world history.

Enquiry Questions

How can we possibly know so much about the Ancient Greeks who lived over 2500 years ago?

What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?

Why was Athens able to be strong at this time?

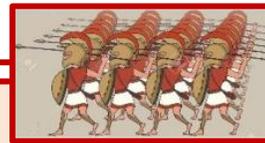
What was so special about life in 5th Century BC Athens that makes us study it?

What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?

In what ways have the Ancient Greeks influenced our lives today?

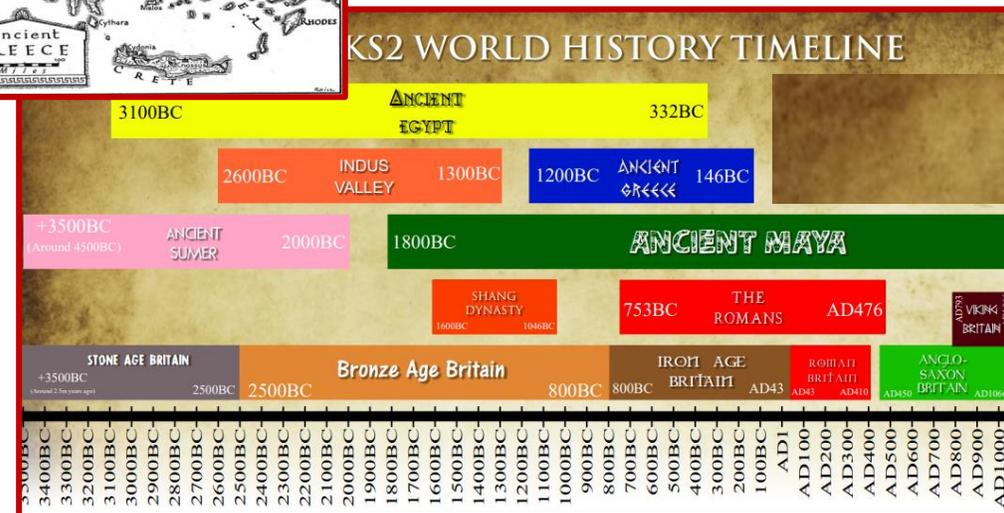
New learning

- Children will learn that much evidence of life in Greek times comes from pottery.
- They will learn that life is very different with many social classes and a large slave population.
- Children will know that the role of women was very different from that of men.
- The children will investigate images of soldiers and warfare on both land and sea.
- They will understand that many pots depict the gods and goddesses as well as myths and legends.



New learning

- Children will learn about Athen's natural advantages - its coastline, trade by the sea and its silver mines.
- They will learn about the significance of the victory at the Battle of Marathon against the Persians. This brought about the Golden Age.
- Children will know that during the Golden Age, money was put into building defences.
- The children will investigate differences between Sparta and Athens.



New learning

- Children will learn that at the time Athens was unique.
- During its Golden Age, Athens was full of creative people who had new ideas and ways of thinking.
- Philosophers who came up with ideas such as democracy which is a concept practised across much of the world.
- The children will investigate the building of the Parthenon and how this would not have been possible without a slave culture.

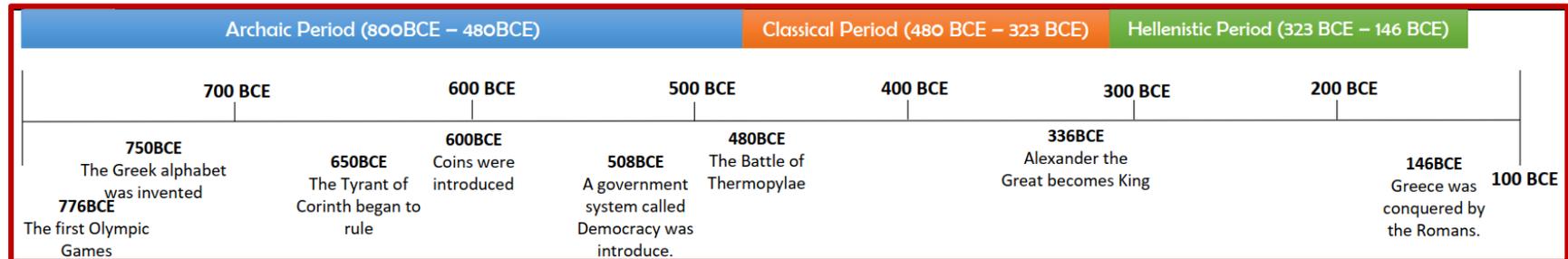
New learning

- Children will learn about the origins of the Olympics and that it was not just athletic events.
- They will know that religion and preparation for war were critically important.
- Children will learn that plays were an important part of peoples' lives.
- They will understand that plays reflected Athenian interest in politics as well as showing the importance of gods in daily life.
- The children will investigate theatres and understand that they were incredible feats of engineering i.e. Epidaurus.



New learning

- Children will learn about a range of ways in which the Greeks have influenced our lives today.
 - Language
 - Architecture
 - Thinkers
- They will understand the scale and variety of Greek achievements in so many areas.
- Children will learn that many of the words we use today derive directly from the Greek. The Greek alphabet influenced us too.
- They will know that the buildings they see around them today have been influenced by classical Greek design. It heavily influenced the Tudors (theatre) and the 18th and 19th Century.
- The children will investigate the achievements of individual Greeks and their contributions.
 - Archimedes
 - Plato
 - Pythagoras
 - Homer
 - Aristotle
 - Socrates



KS2

Year D 2025 2026

Knowledge Organiser: The Maya Civilisation

Autumn 2021



Aiskew, Leeming Bar
Church of England Primary School

Rooted in love and growing together
to become lifelong learners

What did the Ancient Maya believe?

Religion was very important to the Ancient Maya people. Their impressive temples are evidence of that. They believed in the afterlife so were buried with possessions.

The Ancient Maya worshipped their kings as though they were gods but they also worshipped their ancestors and a range of different gods and goddesses.

We know that there are many different gods and goddesses. So far we have discovered around 160 of them!

The Ancient Maya had gods for everything: sun, moon, rain, water, farming, life, death, maize, lightning and many more. In their opinion, the gods controlled everything and they told many stories about them.

Prior Knowledge

We have looked at 'artefacts', 'primary sources' and 'secondary sources' and understand how these forms of information provide knowledge regarding the past. Some pupils will know 'prehistory', the basic chronology of Stone Age Britain and how that developed and moved into the Bronze and Iron Age.

We will draw on knowledge from our current Geography topic to demonstrate understanding that South America is a continent, the climate of South America is different to that of the UK and that therefore, their everyday life and resources will differ from other continents.

Some pupils will have studied ancient Egypt and Rome and therefore know about differences found in society and belief systems.

Most children know about life in England during the Anglo-Saxon period and will use this compare the Mayan civilisation and what it was like during its height.

New Learning

- The Maya were a civilisation who lived in Mesoamerica (now Central America) between approximately 2000 BCE and 900CE.
- The Maya built more than 60 cities. These cities included Copan, Tikal, Palenque, Iximche, Chichen Itza.
- The Maya had over 600 gods and Itzamna was the supreme god. They believed in a paradise (Upper world) but this was only for rulers, priests, warriors and people who were sacrificed. All other Mayan people went to Xibalba (Underworld) after death.
- The Maya had two kinds of calendar: a religious calendar called the Tzolk'in and a solar calendar called the Haab
- The Maya used symbols to represent numbers and the Mayan maths system was based around the number 20. Zero was represented by a shell, one was represented by a dot and number five was represented by a dash.

0	1	2	3	4	5
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- The Mayan writing system was based on hieroglyphics, using syllabograms for sounds and logograms for words. There are only four codices in existence - the rest were destroyed by Spanish conquistadors.
 
- In 1839, American explorer and travel writer, John Lloyd Stephens and British artist, Frederick Catherwood explored, documented and drew scenes from a number of abandoned Maya cities.
- There are a number of theories behind the decline in the Mayan civilisation in 900AD: famine, disaster, warfare, environmental and civil strife.
- The decline of most Mayan cities in the 1540s was due to the invasion of the Spanish who fought and took control of their land.

TIMELINE

2000BC The first 'Mayan' settlements begin to appear in Mesoamerica along the pacific coast. 	800BC Instead of foraging, maize farming begins and trade between villages begins. 	700BC Mayan writing begins to develop through the form of hieroglyphs. 	100BC – 450AD Maya constructs its first pyramids and developing cities, prompting the rapid rise of Tikal in the tropical lowlands. 	638AD Pakal the Great (King of Palenque) dies. His death mask made of jade is created. 	800AD – 1,502AD Mayan civilization begins to decline and vanish. The Mayan ruins are found by a Spanish expedition lead by Francisco Hernández de Córdoba. 
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Ancient Egypt begins	Maya civilisation begins	Roman Britain begins	Viking Britain begins	Tudor England begins	World War One
3500BC	2000BC	43AD	793AD	1485	1914-1918

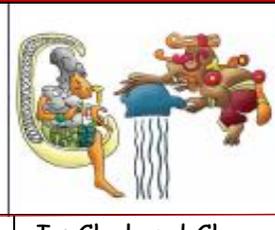
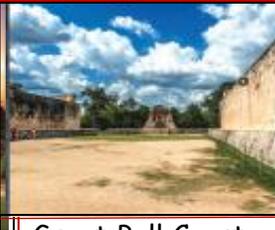
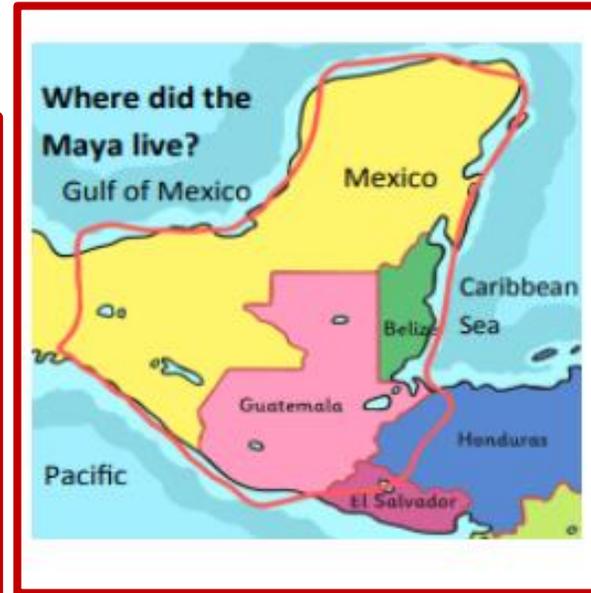


Disciplinary Knowledge

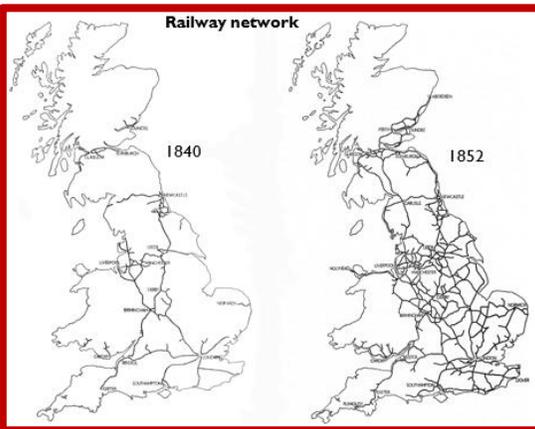
- Examine a variety of sources and use these to make inferences about the past - in particular about Maya culture, religious beliefs and society.
- Compare what was happening in the Maya civilisation with what was happening in Britain at the same time in Anglo-Saxon society.
- Describe the ideas, beliefs and attitudes of all groups of people in the Maya civilization.
- Use appropriate vocabulary to communicate about the Maya.
- Raise historical questions and to infer beyond the literal.

Sources and Artefacts

Pupils will study crucial monuments, art, commemorative monuments, the acropolises at Tikal and Palenque, the Maya calendar, hieroglyphs and pottery, as this will provide a greater understanding of the civilisation and create a picture of what daily life may have looked like. The use of artefacts will help to stimulate historical discussions regarding the complexity and nature of the sources that remain of Maya. It will also provide a direct insight into how art and religion were inextricably linked.



Central America	Tikal	Chichen Itza	Palenque	Great Ball Court	Pakal the Great	Ix Chel and Chaac
Central America is a region found in the southern tip of North America, where the continent joins with South America. The Ancient Maya were one of the great civilizations located in this part of the world.	Tikal is the ruin of a great Ancient Maya city which may have been called Yax Mutal. It is located in a rainforest in modern day Guatemala and was one of the most powerful Maya cities. The Tikal Temple is 47 metres high.	Chichen Itza was built by the Ancient Maya in the Northern Lowlands. It was one of the largest cities and in the centre is the Temple of Kukulcan.	Palenque was an Ancient Maya city-state found in modern day Southern Mexico. It is smaller than Tikal and Chichen Itza but has some of the best architecture and carvings. Pakal the Great ruled here.	The Great Ball Court is located in Chichen Itza but ball courts like this one were found in cities across the Maya lands. Here they played and watched the game of 'Pok-a-Tok'. The game was a life or death battle.	Pakal the Great ruled over the city-state of Palenque. He ruled for 68 years — the longest in history of any ruler in the Americas.	Two of the many Ancient Maya gods and goddesses. Ix Chel was the goddess of the moon, water and cycle of life. Chaac was the god of rain. He could strike with his lightning axe and thunder and rain would come.



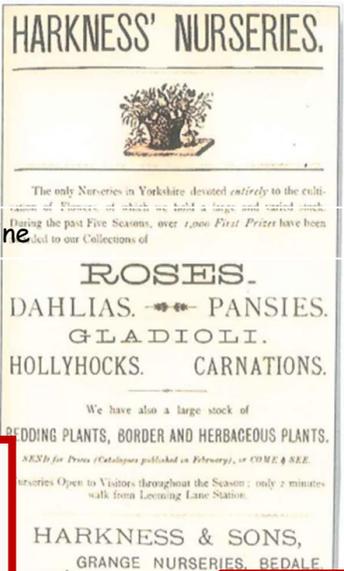
George Hudson



Aiskew, Leeming Bar Church of England Primary School

Rooted in love and growing together to become lifelong learners

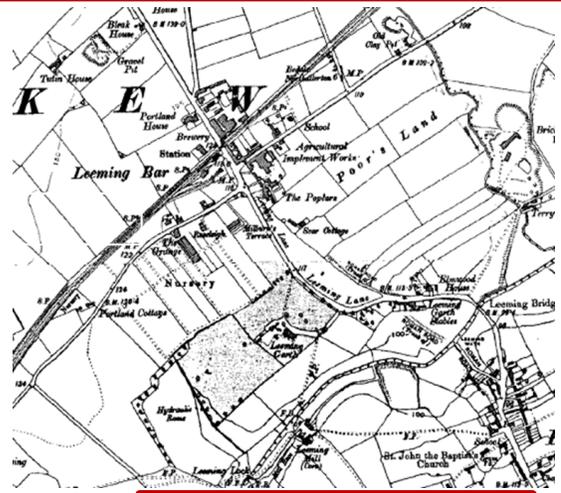
Harkness Nursery - famous for roses.



A local history study: The Railway 2021 2022

Key Enquiry Questions...

Leeming Bar in the 1915



When and why was the station built at Leeming Bar?

What did the railway transport?

How did the opening of the railway impact upon the local community?

How has the use of the railway changed from 1900s to present day?

What was life was like for the station master and what roles did he do?

What trades were in Leeming Bar at the time?

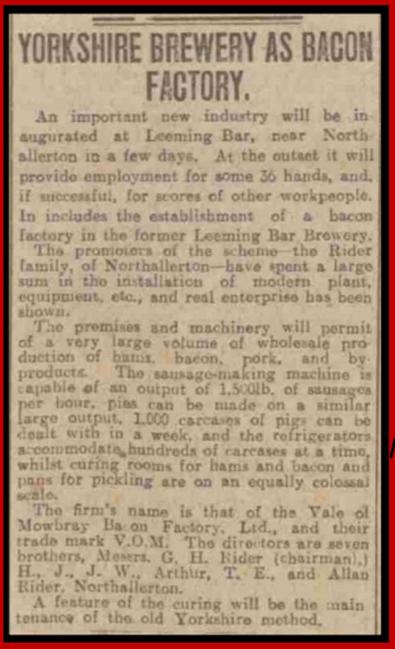
How has trade changed in Leeming Bar?

How has Leeming Bar changed over time?

The railway was a product of the Industrial Revolution. Railway Mania started in the 1840s and led to rapid expansion of the railway network. The man leading this was George Hudson who was referred to as 'The Railway King'. He was instrumental in connecting London to Edinburgh via York, his home town and where he was Mayor. In fact, it is largely due to Hudson that York became such a large transport hub. He was also however involved with many 'branch lines' to smaller, more rural communities just like in Wensleydale.

The main industries in Leeming Bar during this time were:
 Plews' Brewery (now Vale of Mowbray - pie manufacturer)
 F. Mattison and Son, which went on to become Gill's Foundry and Agricultural Implement Makers (now selling quadbikes and ATVs, garden machinery and bikes).
 Harkness and Sons, Grange Nurseries (now Harkness Roses in Hertfordshire).
 In addition to this, milk and dairy products were exported from across Wensleydale by the Wensleydale Pure Milk Society Ltd. Livestock, coal and limestone were also transported by the railway, as well as it being the main way parcels were sent around the country.

Plews' Brewery



Leeming Bar Station

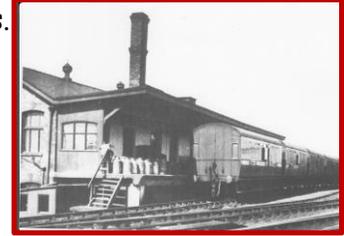


Farm machinery for Gill's



Plews' Brewery becoming VOM.

Mile posts made by Gill's.



Milk being transported by train.