

## Woodlands Park Primary – HISTORY Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Enquiry Question:</b> How have you changed in your lifetime?	<b>Enquiry Question:</b> How are vehicles from the past different to vehicles today?	<b>Enquiry Question:</b> What are inventions and how have they changes our lives?			
	<b>Disciplinary Concept:</b>  Similarities and Differences	<b>Disciplinary Concept:</b>  Continuity and Change	<b>Disciplinary Concept:</b>  Significance	<b>Disciplinary Concept:</b>  Similarities and Difference	<b>Disciplinary Concept:</b>  Similarities and Differences	<b>Disciplinary Concept:</b>  Similarities and Differences
<b>Foundation Stage</b>	<p><b>Baseline and Magnificent Me</b></p> <ul style="list-style-type: none"> <li>Understand how I change from a baby to a child.</li> <li>Talk about and share pictures of my family</li> <li>Explain similarities and differences of artefacts from the past.</li> </ul> <p><u>Development Matters 3-4 years</u></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul> <p><u>Development Matters Reception</u></p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> </ul> <p><u>Building towards ELG</u></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> </ul> <p>+ Additional learning opportunities in continuous provision</p>	<p><b>All aboard the Woodlands Express</b></p> <ul style="list-style-type: none"> <li>Explore past and present vehicles.</li> <li>Find out about different people who help us in our local community.</li> </ul> <p><u>Development Matters Reception</u></p> <ul style="list-style-type: none"> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> </ul> <p><u>Building towards ELG</u></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>Talk about the lives of the people around them and their roles in society;</li> </ul> <p>+ Additional learning opportunities in continuous provision</p>	<p><b>Incredible Inventors</b></p> <ul style="list-style-type: none"> <li>Know Alexander Bell invented the telephone.</li> <li>Discuss and compare how the telephone has changed over time.</li> <li>Know Karl Benz invented the automobile.</li> <li>Discuss and compare how vehicles have changed over time.</li> </ul> <p><u>Development Matters Reception</u></p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> </ul> <p><u>Building towards ELG</u></p> <ul style="list-style-type: none"> <li>Know some similarities and differences from things in the past and now during upon their experiences and from what has been read in class.</li> <li>Talk about the lives of people around them and their roles in society.</li> </ul> <p>+ Additional learning opportunities in continuous provision</p>	<p><b>Once upon a time ...</b></p> <p><u>Development Matters: Reception</u></p> <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><u>Building towards ELG</u></p> <ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>+ Additional learning opportunities in continuous provision</p>	<p><u>Development Matters: Reception</u></p> <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><u>Building towards ELG</u></p> <ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>+ Additional learning opportunities in continuous provision.</li> </ul>	<p><u>Development Matters: Reception</u></p> <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul> <p><u>Building towards ELG</u></p> <ul style="list-style-type: none"> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>+ Additional learning opportunities in continuous provision.</p>
	<b>Composite:</b>  To explain how you have changed in your lifetime.	<b>Composite:</b>  To describe how vehicles from the past are different from vehicles today.	<b>Composite:</b>  To know the significance of inventions.			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>Enquiry Question:</b> How did Florence Nightingale impact on our present day healthcare?			<b>Enquiry Question:</b> What were toys like in the past?		<b>Enquiry Question:</b> How has shopping changed over time?
	<b>Disciplinary Concept:</b>  Historical Significance			<b>Disciplinary Concept:</b>  Continuity and Change		<b>Disciplinary Concept:</b>  Consequence
	<b>Developing Chronology:</b>  <ul style="list-style-type: none"> <li>To develop understanding of events beyond living memory</li> <li>To make comparisons between hospitals during the Crimean and the present day</li> </ul>			<b>Developing Chronology:</b>  <ul style="list-style-type: none"> <li>To develop understanding of events beyond living memory</li> <li>To make comparisons between toys in the past and the present day</li> </ul>		<b>Developing Chronology:</b>  <ul style="list-style-type: none"> <li>To develop understanding of events beyond living memory</li> <li>To make comparisons between shopping in the past and the present day</li> </ul>
	<b>Components:</b>  <ul style="list-style-type: none"> <li>To understand key events in the life of Florence Nightingale</li> <li>To know what hospitals were like during the Crimean war</li> <li>To understand how Florence Nightingale improved healthcare</li> <li>To compare how being a nurse in the Crimean War is different to the present day.</li> <li>To compare hospital conditions in the Crimean war to the present day.</li> <li>To know that Florence Nightingale and the Crimean war took place in the past beyond the living memory of the year 1 children, the teachers and our grandparents.</li> </ul>			<b>Components:</b>  <ul style="list-style-type: none"> <li>To compare toys from the past</li> <li>To understand how toys from the past were used from listening to visitors</li> <li>To understand that toys used by our grandparents are from a long time ago and that Florence Nightingale and the Crimean war was further into the past</li> <li>To understand that some toys from the past are the same today, some are similar and some are completely different</li> <li>To understand why some toys from today weren't invented when grandparents were children</li> </ul>		<b>Components:</b> <ul style="list-style-type: none"> <li>To know the way that people shop has changed</li> <li>To know that some shops sell a wide range of things (supermarket) and that other shops sell a narrower range of things (baker)</li> <li>To carry out a local study through questionnaires</li> <li>To explore that some shops sell goods, some shops sell services and some do both (e.g. post offices)</li> <li>To know that some shopping is done online and that goods (and letters) can be delivered all over the world and are brought to our homes by postmen and delivery drivers</li> <li>To know that people haven't always shopped online</li> <li>To explore how ways to pay have changed over time and that banks keep money safe and when people pay with a card, the money is taken from the buyer's bank account</li> </ul>
	<b>Composite:</b>  To role effectively role play Florence Nightingale and a soldier from the war in the Crimean War.			<b>Composite:</b>  To understand what toys were like in the past and how technology had developed the toys that are now available.		<b>Composite:</b>  To understand how shopping has changed over time, to include good/services, types of shops, ways to shop, delivery services and ways to pay.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2		<b>Enquiry Question:</b> What were the consequences of the Great fire of London?	<b>Enquiry Question:</b> How has transport changed over time?			<b>Enquiry Question:</b> How have people like Rosa Parks helped to make the world a better place?
		<b>Disciplinary Concept:</b>  Consequence	<b>Disciplinary Concept:</b>  Continuity and Change			<b>Disciplinary Concept:</b>  Consequence
		<b>Developing Chronology:</b>  <ul style="list-style-type: none"> <li>To develop understanding of events beyond living memory</li> </ul>	<b>Developing Chronology:</b> <ul style="list-style-type: none"> <li>Changes within living memory</li> <li>Events beyond living memory that are significant globally and nationally.</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>			<b>Developing Chronology:</b> <ul style="list-style-type: none"> <li>Learn about past events people and decisions.</li> <li>Significant individuals who have contributed to national and international achievements and the impact of global change (Rosa Parks and Emily Davison)</li> </ul>
		<b>Components:</b> <ul style="list-style-type: none"> <li>To know when the great fire of London took place</li> <li>To understand how we know about the great fire of London</li> <li>To understand how the fire started and was extinguished</li> <li>To identify changes in building materials over time.</li> <li>To understand how London changed as a result of the Great Fire</li> <li>To discuss how the Great Fire impacted the future.</li> </ul>	<b>Components:</b> <ul style="list-style-type: none"> <li>To understand why transport became necessary over time.</li> <li>To explore different types of transport and its uses.</li> <li>To know why different types of transport are used based on their suitability for location and distance (including significant individuals and events eg. Boats during Great Fire of London)</li> <li>To order different modes of transport through time, noticing similarities and differences.</li> <li>To explore how changing transport impacted people's lives.</li> <li>Explore an engine and compare different engine types</li> <li>To study Sir Frances Drake and know the key events of his life</li> <li>To know why Sir Frances Drake is a significant individual based on our locality.</li> <li>To know what Sir Frances Drake was famous for and to compare him to other explorers we know.</li> </ul>			<b>Components:</b> <ul style="list-style-type: none"> <li>To understand and explain why equality is important.</li> <li>To learn about Emily Davison and what she became famous for and what was important about the significance of what she wanted.</li> <li>To learning about significant individuals in History (Rosa Parks). Why she became famous and how her actions made a change for people nowadays.</li> <li>Compare and contrast the lives of Emily Davison and Rosa Parks and discuss their lives.</li> <li>To learn about key figures in history and why their actions lead to global change (women who protested for their rights)</li> </ul>
		<b>Composite:</b>  To know the key figure in history (Samuel Pepys) and the significant event (The Great Fire of London).	<b>Composite:</b>  To explain how transport has changed over time and how this impacts on the way we live today.			<b>Composite:</b>  To explain how significant individuals (Emily Davison, Rosa Parks) led to worldwide change and reform for equality.

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Year 3			<b>Enquiry Question:</b> How similar were the lives of Stone Age people compared to people today?	<b>Enquiry Question:</b> How did the invasion of the Vikings impact the United Kingdom?		<b>Enquiry Question:</b> How do we know about the Anglo-Saxons and Scots?
			<b>Disciplinary Concept:</b>  Continuity and Change	<b>Disciplinary Concept:</b>  Causation		<b>Disciplinary Concept:</b>  Interpretation
			<b>Developing Chronology:</b> <ul style="list-style-type: none"> <li>To explore and know about a significant time studied using a timeline.</li> <li>To comprehend a sequence of events over a period in time.</li> <li>To use dates related to the passing of time.</li> </ul>	<b>Developing Chronology:</b> <ul style="list-style-type: none"> <li>To explore and know about a significant time studied using a timeline.</li> <li>To compare and contrast early civilisations</li> <li>To use dates related to the passing of time.</li> </ul>		<b>Developing Chronology:</b> <ul style="list-style-type: none"> <li>To explore and know about a significant time studied using a timeline.</li> <li>To compare and contrast early civilisations</li> <li>To use dates related to the passing of time.</li> </ul>
			<b>Components:</b> <ul style="list-style-type: none"> <li>To understand about different times in history and be able to identify and compare these on a timeline.</li> <li>To understand terms such as BC, AD and know how they are used as a historian.</li> <li>To sequence events and use dates in relation to the passage of time.</li> <li>To learn about the Stone Age and how this era is further separated into Palaeolithic, Mesolithic and Neolithic (and to explore significant developments for each period)</li> <li>To learn about the lives of the people living at this time.</li> <li>To use a range of texts, sources, off site experiences (trip to Kents Cavern) and observe detail in artefacts in order to study a representation of a time in history.</li> <li>To explore the development made by early farmers in order to compare and contrast.</li> <li>I can describe the lives of people from a period in history and use evidence to contrast modern day life (children will curate a museum).</li> </ul>	<b>Components:</b> <ul style="list-style-type: none"> <li>To explore an early civilisation by observing and handle artefacts from the Vikings Period</li> <li>To understand how our knowledge of the past is constructed from a range of sources and that these can cause differing views and limitations.</li> <li>To evaluate evidence from historical sources and use comparisons to hypothesise and predict.</li> <li>Understand the meaning of the words 'invade' and 'settle' and what this meant for people during this time in history</li> <li>Understand why the Vikings invaded places and who they were</li> <li>Explain reasons why the Vikings left their homelands</li> <li>To know about their settlements and how they changed the circumstances of those who lived there.</li> <li>To explore, evaluate and understand the reasons for invasions and settling of the Vikings</li> </ul>		<b>Components:</b> <ul style="list-style-type: none"> <li>To explore Who Gildas was and Who Bede was.</li> <li>To understand the importance of the Anglo-Saxon Chronicle.</li> <li>Explore who invaded Britain after the Romans left, including the Scots invasion from Ireland, The Picts invasions from the north and The Angles, Saxons and Jutes.</li> <li>To evaluate what life was like for Anglo-Saxons including; diet, Anglo-Saxon villages and dwellings, the jobs at the time and how society was organised.</li> <li>To discover the beliefs of Anglo-Saxons. The pagan beliefs, the importance of Norse mythology and how Augustine reintroduced Christianity to England.</li> <li>To know about the heptarchy, the 7 kingdoms of England. The kings Offa and Egbert and why Offa built a dyke.</li> <li>To understand why Anglo-Saxons built forts</li> <li>Who Danes were and why Alfred was 'Great'</li> </ul>
			<b>Composite:</b>  To understand the lives of people during the stone age and how the developments of this era influenced other civilisations.	<b>Composite:</b>  To learn how early settlers behaved. Including invasion, travel and settlement and explore the reasons and motives for such developments in history.		<b>Composite:</b>  To compare a range of early civilisations and compare and contrast the interpretations made by historians.

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Year 4			<b>Enquiry Question:</b> How did the Romans Impact Britain?	<b>Enquiry Question:</b> Why do Historians study Ancient Greeks?		<b>History unit – Local study?? (TBC...)</b>
			<b>Disciplinary Concept:</b>  Historical Significance	<b>Disciplinary Concept:</b>  Similarities and Differences		<b>Disciplinary Concept:</b>  Sources and Evidence
			<b>Developing Chronology:</b> <ul style="list-style-type: none"> <li>To sequence historical periods studied in KS2 to date, including the Romans (develop and refer to whole school timeline).</li> <li>I can chronologically order important pharaohs and understand their significance.</li> </ul>	<b>Developing Chronology:</b> <ul style="list-style-type: none"> <li>To sequence historical periods studied in KS2 to date, including the Ancient Greeks (develop and refer to whole school timeline).</li> <li>To develop a chronological understanding of the ancient Greek period.</li> </ul>		
			<b>Components:</b> <ul style="list-style-type: none"> <li>Learn how the Roman Empire became so powerful.</li> <li>How Rome began, the story of Romulus and Remus, The Punic Wars and Julius Caesar.</li> <li>Understand how the Romans conquered Britain.</li> <li>What life in Britain was like in 43 CE</li> <li>The difference between the Roman and Celtic armies</li> <li>How the Romans built up new towns and cities</li> <li>Understand why Boudicca lead a revolt against the Romans</li> <li>The Iceni tribe under Prasutagus and what happened when Prasutagus died</li> <li>How Boudicca defeated the Romans in several battles</li> <li>Know how the Romans changed Britain (Roman towns, cities and buildings, Roman roads, Government and taxes, Roman plumbing and sewage</li> <li>Discuss why the Romans left Britain.</li> <li>The collapse of the Roman Empire</li> <li>How the empire had become too big to support itself</li> <li>Use a range of evidence to understand the lasting impact of Romanisation on Britain.</li> </ul>	<b>Components:</b> <ul style="list-style-type: none"> <li>Develop a broad understanding of ancient civilisations</li> <li>Identify, sequence and comprehend the position of Ancient Greece on a timeline</li> <li>To develop a range of historically valid questions based on our interests and available sources</li> <li>To know more complex terms such as BC/AD/BCE</li> <li>To use a range of sources including textbooks</li> <li>To know about the daily lives of the Ancient Greeks through conducting research.</li> <li>To evaluate the usefulness of a range of sources and appreciate both primary and secondary sources and their role in historical development.</li> <li>To explore Ancient democracy (Athens and Sparta) and develop a broad understanding of their differences.</li> <li>To know about key historical figures (Alexander the Great) and learn why he was famous and draw links.</li> <li>To begin to compare Ancient civilisations</li> <li>To learn about the development and continuation of historical tradition (Olympics) evaluate the origins and looks for effects in the time frame studied. Including the influence on western world.</li> </ul>		Queen Elizabeth 2 <sup>nd</sup> ??? And linked to local study?? Tudors???
			<b>Composite:</b>  To understand the significance of the impact of the Roman empire on Britain.	<b>Composite:</b>  To recognise how Historians learned about Ancient Greece and explore/challenge a range of ideas and sources.		

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Year 5	<b>Enquiry Question:</b> What were the consequences of WW2 for children?				<b>Enquiry Question:</b> Why did the Ancient Egyptians build pyramids and what were they used for?	<b>Enquiry Question:</b> How has medicine changed over time and how do we know?
	<b>Disciplinary Concept:</b>				<b>Disciplinary Concept:</b>	<b>Disciplinary Concept:</b>
	<b>Consequence</b>				<b>Causation</b>	<b>Sources and Evidence</b>
	<b>Developing Chronology:</b> <ul style="list-style-type: none"> <li>To sequence historical periods studied in KS2 to date, including the World War Two (develop and refer to whole school timeline).</li> <li>To develop chronology of key events of World War Two</li> <li>Know and sequence key events of time studied</li> </ul>				<b>Developing Chronology:</b> <ul style="list-style-type: none"> <li>To sequence historical periods studied in KS2 to date, including the Ancient Egyptians (develop and refer to whole school timeline).</li> <li>I can chronologically order important pharaohs and understand their significance.</li> </ul>	<b>Developing Chronology:</b> <ul style="list-style-type: none"> <li>To recap historical periods studied in KS2 to date (including referencing developments during the Victorian period)</li> </ul>
	<b>Components:</b> <ul style="list-style-type: none"> <li>Consider what life was like for children in the past.</li> <li>Collect information from a range of primary and secondary sources and draw conclusions.</li> <li>Ask and answer historical questions about change, cause, significance and similarity and difference.</li> <li>State the years of WWII and dates of key events.</li> <li>Know what life was like in the years preceding the war.</li> <li>Understand how life varied for children during the war.</li> <li>Know about education, jobs, names, siblings, hobbies, school during this time and use this information to create a WW2 Child profile.</li> <li>Through a trip to Ocombe farm – learn about rations, Anderson Shelters and communication methods.</li> <li>Understand how the War was announced and what impact this had for the children's future.</li> <li>Learn about the conscription, how recruitment took place and what alternative roles people took.</li> <li>Learn about the evacuation, how this was communicated, what this meant for different communities and take part in an evacuation in school.</li> <li>Learn how the people of Devon and Ivybridge were affected, using evidence to justifying their choices and consider the longer term consequences for children in Devon.</li> </ul>				<b>Components:</b> <ul style="list-style-type: none"> <li>To know and understand significant history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies.</li> <li>To develop an understanding of historically abstract terms such as 'ancient' and 'civilisation'.</li> <li>To develop historical perspective by placing knowledge of different ancient civilisations onto timelines and world maps.</li> <li>To use photos of primary historical sources/artefacts to make predictions about past events.</li> <li>To use secondary sources of information to develop my understanding of ancient civilisations.</li> <li>I can chronologically order important pharaohs and understand their significance.</li> <li>To understand Ancient Egyptians beliefs after death and how and why they carried out the process of mummification.</li> <li>I can research how the Egyptians built pyramids and how these changed over time.</li> <li>I am able to see why the Ancient Egyptians improved their defence and the weapons that were used in battle.</li> </ul>	<b>Components:</b> <ul style="list-style-type: none"> <li>To recap timeline of periods covered in KS2.</li> <li>To make links between periods in history by looking at similarities, difference and advancements in medicine.</li> <li>To investigate medical practices of prehistoric civilisations and ancient Egyptians.</li> <li>To understand how historians use sources to find out about medicine in the past.</li> <li>To pose their own questions and hypothesise from an artefact.</li> <li>To research medical advancements in the Victorian period</li> <li>To know key individuals who have led to advancements in medical care</li> <li>To compare medicine today with ideas and practices from the past.</li> </ul>
	<b>Composite:</b>  To understand the key events of WW2 and the consequence of the Blitz for children.				<b>Composite:</b>  To understand why the Ancient Egyptians build pyramids and what were they used for.	<b>Composite:</b>  To understand how and why medicine has changed from the Stone Age to the modern day.

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Year 6	<b>Enquiry Question:</b> Was the Victorian era vile? How did the lives of people improve across the era?		<b>Enquiry Question:</b> What triggered the space race and is space exploration still important today?		<b>Enquiry Question:</b> What have we learnt from the Mayans from what they left behind?	
	<b>Disciplinary Concept:</b>  Continuity and Change		<b>Disciplinary Concept:</b>  Causation		<b>Disciplinary Concept:</b>  Sources and Evidence	
	<b>Developing Chronology:</b> <ul style="list-style-type: none"> <li>To sequence historical periods studied in KS2 to date, including the Victorians (develop and refer to whole school timeline).</li> <li>To develop chronology of key events in the Victorian era</li> <li>Make comparisons between different times in history</li> </ul>		<b>Developing Chronology:</b> <ul style="list-style-type: none"> <li>To sequence historical periods studied in KS2 to date, including the Space Race (develop and refer to whole school timeline).</li> <li>To develop chronology of key events of the Space Race and modern exploration</li> <li>Make comparisons between different times in history</li> </ul>		<b>Developing Chronology:</b> <ul style="list-style-type: none"> <li>To sequence historical periods studied in KS2 to date, including the Mayans (develop and refer to whole school timeline)</li> <li>Make comparisons between different times in history</li> </ul>	
	<b>Components:</b> <ul style="list-style-type: none"> <li>Know who the monarch was in the Victorian era.</li> <li>Know the years of the Victorian era and dates of significant events.</li> <li>Know who Thomas Bardo was and how he helped improve children's lives.</li> <li>Know who Lord Shaftesbury was and how he implemented the factory acts.</li> <li>Know at least 3 reasons the Victorian era was vile at the start of Queen Victoria's reign.</li> <li>Know the working conditions during the Victorian era for different parts of society.</li> <li>Know how the expanding railways changed access to leisure (including local study)</li> <li>Know that Torquay was a Victorian seaside town.</li> <li>Know that Rich and poor people would have experienced different working and leisure conditions.</li> </ul>		<b>Components:</b> <ul style="list-style-type: none"> <li>Develop chronology of periods studied in KS2 to include the period leading up to the first moon landing.</li> <li>Show how understanding of space changed through history and how technology led to advances.</li> <li>Develop children's understanding of the connectivity in terms of dates and technology to the end of WW2 and the start of the space race</li> <li>To understand how technological advances in weapons at the end of WW2 contributed to the possibility and progress of space travel</li> <li>To understand the political tension at the end of WW2 and why the space race involved countries working in isolation.</li> <li>To describe key events and successes by NASA and Russian cosmonauts that led up to the Apollo missions.</li> <li>To describe key events of the Apollo mission</li> <li>To know that Neil Armstrong, Buzz Aldrin and Michael Collins were the Apollo 11 crew and their roles</li> <li>To understand the magnitude of the human achievement</li> <li>Develop chronology of significance milestones in space exploration since the Apollo moon landings</li> </ul>		<b>Components:</b> <ul style="list-style-type: none"> <li>Learn the main periods of the Maya civilization and how its chronologically in comparison to other eras of history.</li> <li>Explain how the Maya civilization ended but Maya people still live in Mesoamerica.</li> <li>Look at examples of Maya writing and at logograms, asking: What can they tell us about Maya culture?</li> <li>Understand syllable glyphs of the Maya people and write/draw words using the glyphs.</li> <li>Gain insight into the Copan stairway and look at the hieroglyphs contained on it.</li> <li>Discuss the significance of the Copan stairway and the meaning of dynasty.</li> <li>Become familiar with the Dresden Code and its importance as evidence of Maya numerals.</li> <li>Work out what historical evidence tells us about the Maya.</li> <li>Assess the usefulness of different sources of evidence.</li> </ul>	
	<b>Composite:</b>  To evaluate key events and the significance of change during the Victorian period.		<b>Composite:</b>  To describe key events and significant people in space exploration and the significance of human achievement.		<b>Composite:</b>  To use a range of sources to understand how historians learnt about the Ancient Mayans.	