

**Bryn Offa CE Primary  
School  
History  
Curriculum Map**

# History at Bryn Offa

Always make relevant historical connections to Bryn Offa and connections to this place

Always make relevant historical connections to our pupils – what have we learned and how does it affect us in 2020?

We will ensure that our history lessons promote the spiritual, moral, social and cultural development of pupils

Our history curriculum will help pupils to prepare for life in modern Britain and a global society, and help to prevent extremist behaviour

Secure sense of chronology – note connections, contrasts and trends over time

Representative – include women, children, poor and ethnic minorities

Develop thinking skills and pupils' ability to evaluate evidence, particularly propaganda so that they are not taken in by people trying to deceive. If ever there was an important life skill this is it.

	Class 3			Class 4			Class 5		
	Settlers and Invaders								
	Autumn  <i>Changes in Britain from the Stone Age to the Iron Age</i>	Spring  <i>The achievements of the earliest civilizations an overview of when and where and one in-depth study</i>	Summer  <i>The Roman Empire and its impact on Britain</i>	Autumn  <i>Britain's Settlement by Anglo-Saxons and Scots</i>	Spring  <i>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>	Summer <i>A non-European Society that provides contrasts with British history</i>	Autumn  <i>Ancient Greece</i>	Spring  <i>A local history study</i>	Summer <i>A study or theme in British history that extends pupils' chronological beyond 1066</i>
<b>Cycle A</b> Even academic years i.e. 2018, 2020	Technology, tools and inventions (across time)	Egypt – Back in Time	Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD42 and the power of its army Successful invasion by Claudius and conquest, including Chester	Christian conversion and art and culture	Crime and Punishment	Benin (West Africa) c. AD900-1300	A study of Greek life and achievements and their influence on the western world		<b>'Beyond Face value: things are not what they seem'.</b> To develop pupils' ability to evaluate evidence, particularly <b>propaganda</b> so that they are not taken in by people trying to deceive. If ever there was an important life skill this is it.
<b>Cycle B</b> Odd academic years i.e. 2019,	Ritual and Religion Iron Age hill forts: tribal kingdoms, farming, art and culture	Pharaohs and Pyramids, History focus	Boudica Roman withdrawal from Britain in c. AD410 and the fall of the western Roman Empire Roman Legacy	What happened in Britain after the Romans left?	Viking invasion	Islamic civilisation, including a study of Bagdad c. AD900  Or Mayan civilisation c. AD900	A study of Greek life and achievements and their influence on the western world		Who Was the Greatest Britain that ever lived? Leisure Across Time Crime and Punishment Migration

	Class 1			Class 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Cycle A</b> Even academic years i.e. 2018, 2020	All About Me	People Who Help Us Florence Nightingale Edith Cavill Mary Seacole	Transport – Where are We Going? Trains, cars, boats and aeroplanes	<b>Events beyond living memory that are significant nationally or globally</b>  E.g. <b>The Great Fire of London</b>	<b>The lives of significant individuals in the past who have contributed to national and international achievements</b>  E.g. <b>Communication</b> - Caxton, Bell, Tim Berners-Lee, Isambard Kingdom Brunel, Thomas Telford, Grace Darling, Mary Anning	<b>Significant historical events, people, places in their own locality</b>  E.g. Quarrying and Mining from the Stone Age to the Present
<b>Cycle B</b> Odd academic years i.e. 2019,	Celebrations	Castles, Knights and Dragons	People Who Help Us	<b>How did the first flight change the world?</b>  Events beyond living memory that are significant nationally or globally	<b>Neil Armstrong</b>  The lives of significant individuals in the past who have contributed to national and international achievements	<b>Local history</b>  Significant historical events, people, places in their own locality  E.g. Railways & Canals

Class 1		
Autumn	Spring	Summer

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cycle A Even academic years i.e. 2018, 2020</p>	<p><b>All About Me</b> – using the children’s own lives to demonstrate change and passage of time  This unit is structured around history enquiries that link to a number of Prime and Specific Areas of the development Matters Early Years Foundation Statements:  Beginning to use historical based language – language associated with the passage of time;  A sense of uniqueness and of belonging to a community;  Developing a sense of historical enquiry;  Comparison and contrast, similarity and differences, variety;  Historical narrative and sequence and a sense of chronology and duration;  An introduction to handling artefacts and the use of evidence.  <b>Early learning Goal</b></p> <ul style="list-style-type: none"> <li>Children talk about the <b>past and present events</b> in their <b>own lives and in the lives of family members</b>. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about the <b>similarities and differences between themselves and others</b>, and among <b>families, communities and traditions</b>.</li> </ul>	<p><b>People Who Help Us</b></p> <ul style="list-style-type: none"> <li>Florence Nightingale</li> <li>Mary Seacole</li> <li>Edith Cavell</li> </ul>	<p><b>Transport – Where are We Going?</b>  Trains, cars, boats and aeroplanes</p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the ways in which travel and transport has changed throughout history.</li> <li>Talk about what they know about the inventions of cars, trains and aeroplanes.</li> <li>Know some of the significant people involved in the development of different types of transport.</li> <li>Talk and write about the differences between old and new transport.</li> <li>Begin to develop an understanding of the chronology of the different points in history when various types of transport have been used and invented.</li> <li>Recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Cycle B Odd academic years i.e. 2019, 2021</p>	<p><b>Celebrations</b>  <b>Which celebrations do we enjoy in our school?</b>  Ask the children to help decorate the setting with decorations they have made in class. This could be for Christmas, Easter, Diwali, Chinese New Year, Bon Fire Night etc.</p> <ul style="list-style-type: none"> <li>If possible, invite family members to help the children learn about the celebration. Activities could include cooking special food or learning dances, such as, the Diwali stick dance.</li> <li>The children could help to develop a working <b>time-line</b> display, which will grow as the year progresses. It can include art work or photographs of the children celebrating the events along the line. Labels depicting the seasons and/or months will help the children learn more about the vocabulary associated with the passage of time.</li> <li><b>Which festivals do we enjoy celebrating with our families at home?</b></li> <li>Activities should help to show the children that there are a number of <b>similarities and differences</b> in the way different occasions are celebrated. The children could be involved in helping prepare examples of special food, clothes and the giving and receiving of cards and gifts etc.</li> <li>Explore artefacts associated with different celebrations. Older children may be able to sort images/artefacts associated with different festivals: Christmas paper/Easter eggs/ Chinese Lion head/ Diva lamps etc.</li> <li>The children could be asked to bring into the setting photographs of themselves and their families celebrating. The children will need time to talk to the other children to share their news and feelings.  These home-based photographs/artefacts could be incorporated into the timeline, which will help to show the children the links between the home and their setting.</li> </ul>	<p><b>Castles, Knights and Dragons</b></p>	<p><b>People Who Help Us – Focus on Fire Fighters</b></p> <ul style="list-style-type: none"> <li>What was this place like in the past? Based on these images of the fire service, key questions could include:</li> <li>Who is in the picture? This could explore why only certain people are represented. Although women worked in the fire service during both world wars, it is only during the last 30 years that they have become active firefighters within a national fire service.</li> <li>How has fire equipment changed? You could focus here on some aspects that have stayed the same (e.g. using ladders to rescue people, putting fires out with water) and aspects that changed (e.g. the use of motorised fire vehicles).</li> <li>What clothes are the firefighters wearing?</li> <li>Why are some of the photos in colour and some in black and white?</li> <li>How do we report a fire?</li> <li>Prior to the introduction of the 999 phone number in 1937, local fire services were decentralised and had their own contact numbers. Discuss with the children why this might have been a problem. Why is it a good thing to have just one number?</li> </ul>

<b>Class 2</b>		
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>

<p style="text-align: center;"><u>Cycle A</u> <u>Even academic years i.e. 2018, 2020</u></p>	<p>Events beyond living memory that are significant nationally or globally</p> <p>E.g. <b>The Great Fire of London</b></p>	<p><b>The lives of significant individuals in the past who have contributed to national and international achievements</b></p> <p>E.g. <b>Communication</b> - Caxton, Bell, Tim Berners-Lee, Isambard Kingdom Brunel Thomas Telford, Grace Darling, Mary Anning</p>	<p><b>Significant historical events, people, places in their own locality</b></p> <p>E.g. Quarrying and Mining from the Stone Age to the Present</p>
<p style="text-align: center;"><u>Cycle B</u> <u>Odd academic years i.e. 2019, 2021</u></p>	<p><b>How did the first flight change the world?</b></p> <p>Events beyond living memory that are significant nationally or globally</p>	<p><b>Neil Armstrong</b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p>	<p><b>Local history</b></p> <ul style="list-style-type: none"> <li>• Significant historical events, people, places in their own locality</li> </ul> <p>E.g. Railways and Canals</p>

<b>Class 3</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	 <i>Changes in Britain from the Stone Age to the Iron Age</i>	 <i>The achievements of the earliest civilizations an overview of when and where and one in-depth study</i>	 <i>The Roman Empire and its impact on Britain</i>
<b>Cycle A</b> <u>Even academic years i.e. 2018, 2020</u>	<p><b>Technology, tools and inventions (across time)</b></p> <ol style="list-style-type: none"> <li>1 Introduction to technology, tools and inventions</li> <li>2 Invention of fire and stone tools</li> <li>3 Invention of pottery and ground stone tools</li> <li>4 Invention of bronze</li> <li>5 Invention of iron</li> <li>6 Scientific report</li> </ol> <ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.</li> <li>• Know about changes in Britain from the Stone Age to the Iron Age.</li> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> </ul> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<ol style="list-style-type: none"> <li>1. Back in Time</li> <li>2. Homes</li> <li>3. A day in the life of women</li> <li>4 Food</li> <li>5 Men's jobs</li> <li>6 Clothing</li> <li>7 Jewellery, hair and makeup</li> <li>8 The three Rs</li> <li>9 Leisure time</li> </ol> <ul style="list-style-type: none"> <li>• Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies.</li> <li>• Understand historical concepts such as similarity, difference and significance.</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, religious and social history.</li> <li>• Gain and deploy a historically grounded understanding of abstract terms such as peasantry.</li> <li>• Understand the methods of historical enquiry.</li> </ul>	<ol style="list-style-type: none"> <li>1. Who Were the Romans?</li> <li>2. When did the Romans invade and why?</li> <li>3. Strength of the Roman Army</li> <li>2. Did the native Britons welcome or resist them, and why?</li> <li>3. How did they influence the culture of the people already here?</li> <li>4. The Queen of the Iceni</li> <li>5. Boudicca's Call to Arms</li> <li>6. To understand the way in which Boudicca's rebellion came to an end.</li> </ol> <ul style="list-style-type: none"> <li>• Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study regarding the Roman Empire.</li> <li>• Learn about the Roman Empire and its impact/Romanisation of Britain.</li> <li>• Understand historical concepts such as similarity, difference and significance.</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between cultural, religious and social history.</li> </ul>
<b>Cycle B</b> <u>Odd academic years i.e. 2019, 2021</u>	<p><b>Ritual and Religion</b></p> <ol style="list-style-type: none"> <li>1 Introduction to Stone Age to Iron Age religion and ritual</li> <li>2 Hunter-gatherer beliefs</li> <li>3 Neolithic religion and Stonehenge</li> <li>4 Sun and water</li> <li>5 Druids</li> <li>6 Lecture</li> </ol> <ul style="list-style-type: none"> <li>• Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Understand how our knowledge of the (prehistoric) past is constructed from a range of sources (including archaeological excavation, and the reliability of such sources).</li> <li>• Develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study.</li> <li>• Know about changes in Britain from the Stone Age to the Iron Age.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	<p><b>Pharaohs and Pyramids</b></p> <ol style="list-style-type: none"> <li>1 Dynasties</li> <li>2 Well-known Pharaohs</li> <li>3 Defence of Ancient Egypt 4 Early burials</li> <li>5 Pyramids</li> <li>6 Pyramid building enquiry</li> <li>7 The Sphinx</li> </ol> <ul style="list-style-type: none"> <li>• Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; characteristic features of past non-European societies.</li> <li>• Gain and deploy a historically grounded understanding of abstract terms such as 'empire' and 'civilisation'.</li> <li>• Understand historical concepts such as continuity and change, similarity, difference and significance.</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between short- and long-timescales.</li> <li>• Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between economic, military and social history.</li> </ul>	<p><b>Roman Legacy</b></p> <ol style="list-style-type: none"> <li>1 What have the Romans ever done for us?</li> <li>2 Language and the calendar</li> <li>3 Roman numerals</li> <li>4 Law and order</li> <li>5 Roads and towns</li> <li>6 The Roman Legacy</li> </ol> <ul style="list-style-type: none"> <li>• Understand that our knowledge of the past is constructed from a range of sources.</li> <li>• Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>• Ask and address historically valid questions about change, cause, similarity and difference and significance.</li> <li>• Begin to understand the legacy left by the Romans on Britain and its impact on our subsequent history.</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>

<b>Class 4</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Cycle A</b> <u>Even academic years i.e. 2018, 2020</u>	<p><b>Christian conversion and art and culture</b></p> <ol style="list-style-type: none"> <li>Pagan Gods</li> <li>Christianity Canterbury, Iona and Lindisfarne</li> <li>Writing</li> <li>Anglo-Saxon Chronicles</li> <li>Storytelling</li> <li>Music</li> <li> kennings and Riddles</li> <li>Jewellery</li> <li>Feasts</li> </ol> <ul style="list-style-type: none"> <li>Understand how people's lives have shaped Britain.</li> <li>Understand historical concepts such as continuity and change, and cause and consequence.</li> <li>Gain historical perspective by understanding the connections between local and national history, and between short- and long-term timescales.</li> <li>Understand how Britain has been influenced by the wider world.</li> <li>Understand that many different peoples have settled in Britain since the start of the Common Era and have helped shape the nation.</li> <li>Understand connections between cultural, social and military history.</li> <li>Understand the importance of telling riddles and using kennings in Anglo-Saxon society: entertainment, preserving their history, education, social interaction, inspiration, etc.</li> <li>Appreciate that Anglo-Saxons saw the use and understanding of storytelling, riddles and kennings as a skill that all should aspire to.</li> </ul>	<p><b><u>Crime and Punishment</u></b>  <b>The Roman Legacy</b>  <b>Anglo Saxon Laws and Justice</b>  <b>The Torturing Tudors</b>  <b>The Highway Man: Hero or Villain?</b>  <b>Victorian Prisons</b>  <b>Through the Ages</b></p> <p>Local study King Offa of Mercia  Oswald King of Northumbria</p>	<p><b>Benin</b></p> <p>This unit provides children with the opportunity to look at Benin, a non-European society which is very different from their own. The arrival of the Eweka Dynasty in the 12th century is related to the history of Benin together with a broadly based understanding of Africa from earliest times to the present day. The children will make use of a range of sources including pictures of the Benin bronzes, written accounts and pictures, together with oral tradition.</p> <p>This unit is structured around 3 sequential enquiries: 1. What is Africa's Big Picture?  2. If objects could speak what story would they tell? 3. Why was Benin worth visiting in Tudor and Stuart times?  4. Telling a good story: Why is the story of Eweka so important?</p> <ul style="list-style-type: none"> <li>Acquisition of specialised vocabulary and terminology and reinforcement of that acquired earlier in a broader range of contexts</li> <li>A sense of the distinctiveness of a society including its key features</li> <li>Historical enquiry</li> <li>Historical narrative and sequence and a sense of chronology and duration</li> <li>A sense of space and geography</li> <li>Cause, consequence and motivation including imagining choices</li> <li>Change, continuity, progression and regression</li> <li>Comparison and contrast, similarity and difference, variety</li> <li>An understanding of the nature and use of evidence</li> <li>Constructing accounts including investigation, selection, organisation, effective communication including summarising information</li> </ul> <p>Detailed planning on History.org  Also lots of different scheme on Hamilton Trust</p> <p><b>Or Mayan</b></p>
<b>Cycle B</b> <u>Odd academic years i.e. 2019, 2021</u>	<ol style="list-style-type: none"> <li>What happened in Britain after the Romans left?</li> <li>Where did the Angles, Saxons, Jutes, Frisians come from? Where else did they go? Where did they settle?</li> <li>Why did they come to Britain and move away from where they were born?</li> <li>What kind of people were they?</li> <li>What challenges did they face?</li> </ol> <ul style="list-style-type: none"> <li>Know and understand how people's lives have shaped the nation, and how Britain has been influenced by the wider world.</li> <li>Understand historical concepts such as cause and consequence.</li> <li>Gain historical perspective by understanding the connections between local and national history, and between short- and long-term timescales.</li> <li>Describe and understand key aspects of human geography, including types of settlement and land use, and the distribution of natural resources.</li> <li>Understand how land use has changed over time.</li> <li>Use maps.</li> <li>Study human geography including land use and trade links.</li> </ul> <p>Very detailed History.org scheme of work</p>	<ol style="list-style-type: none"> <li><b>Viking raids and invasion</b>  Develop a chronologically secure knowledge and understanding of British, local and world history establishing clear narratives.  To understand where the Vikings came from</li> <li><b>Viking raids and invasion</b>  Develop a chronologically secure knowledge and understanding of British, local and history establishing clear narratives.  To understand why and how Vikings invaded</li> <li><b>Resistance by Alfred the Great and Athelstan, first King of England</b>  Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance  To understand how some kings in Britain dealt with the Viking invaders</li> <li><b>Viking life</b>  Construct informed responses that involve thoughtful selection and organisation of relevant historical information  To understand how Vikings lived and worked</li> <li><b>Further Viking invasions</b>  Note connections, contrasts and trends over time and develop the appropriate use of historical terms  To understand what happened during the Viking invasions and know what Viking warriors were like</li> <li><b>Viking Life</b>  Understand how our knowledge of the past is constructed from a range of sources  To identify and describe Viking artefacts</li> <li><b>Viking Gods</b>  Construct informed responses that involve thoughtful selection and organisation of relevant historical information  To know some Viking gods and what they represent.</li> </ol>	<p><b>Islamic civilisation, including a study of Bagdad c. AD900</b> pupils to make a comparison with the 'Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor'</p> <ol style="list-style-type: none"> <li>How different was Baghdad to London around 900AD?</li> <li>What kind of people were the citizens of Baghdad?</li> <li>Learning in Baghdad – The House of Wisdom</li> <li>Who was Ibn Battuta and how did his Rihla help us?</li> <li>What did early Islamic civilisation leave behind?</li> </ol> <p>Through developing their understanding that the modern world has its roots in many different and diverse societies in the past, including that of the Islamic Empire of the 7th to 13th centuries. Introduce a range of sources and how to draw upon and evaluate them to build up our knowledge of Islamic civilisation</p> <p>By focusing on one individual it is possible to highlight many of the differences between then and now. Individuals like Ibn Battuta had a great thirst for knowledge and helped spread ideas around the known world.</p> <p>See scheme of work to download History.org  Or similar on Hamilton Trust</p>

<b>Class 5</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Cycle A</b> <u>Even academic years i.e. 2018, 2020</u>	<p><b>Who were the Ancient Greeks?</b></p> <ul style="list-style-type: none"> <li>The purpose of these activities is to put Ancient Greece into its proper geographical and historical context and help the children understand how this ancient civilisation fits into the broader chronological framework they have been studying during key stage 2.</li> </ul> <p><b>What do artefacts tell us about what life was like in Ancient Greece?</b></p> <ul style="list-style-type: none"> <li>to infer information from artefacts about what life was like in Ancient Greece</li> <li>to consider the utility and limitations of using artefacts in isolation from other historical sources</li> </ul> <p><b>What do archaeological sites tell us about what life was like in Ancient Greece?</b></p> <ul style="list-style-type: none"> <li>infer information from archaeological sites about what life was like in Ancient Greece</li> <li>to select and combine information from different sources about life in Ancient Greece</li> </ul> <p><b>Can we learn anything from Greek myths and legends?</b></p> <ul style="list-style-type: none"> <li>to select and combine information from different sources about Ancient Greece</li> <li>to show some understanding that aspects of the past have been represented and interpreted in different ways</li> </ul> <p><b>What do we know about the achievements of Alexander the Great?</b></p> <ul style="list-style-type: none"> <li>to use different sources to identify the most important achievements of Alexander the Great giving reasons</li> </ul>	<u>Local History</u>	<p>Ideas!</p> <p><b>‘Beyond Face Value Migration Who Was the Greatest Britain Who Ever Lived Crime and Punishment Leisure and Entertainment Science and Industry Pandemics in history – similarities and differences Slavery and Britain’s part in it</b></p> <p><b>Beyond Face value: things are not what they seem’. To develop pupils’ ability to evaluate evidence</b>, particularly propaganda so that they are not taken in by people trying to deceive. If ever there was an important life skill this is it. So how does this thematic unit work? It is basically a study of propaganda with examples drawn from the best bits of Tudors, Victorian Britain and Life in Britain since the 1930s, that are no longer on the curriculum. Using 6 key questions, two on each of the three periods, the study looks at:</p> <ul style="list-style-type: none"> <li>how Henry VIII manipulated the media in the 1530s; how Elizabeth controlled her portraits in the later years of her life;</li> <li>how Victorians depicted images of factory and mining conditions to suit their purposes,</li> <li>how the government controlled images of evacuation and the Blitz to keep up morale.</li> </ul> <p>With two to three sessions on each period, you will not only have enough time to explore the all-important context behind each case study; you will also be able to draw the common threads together to make a really powerful learning experience</p> <p style="text-align: center;">Full scheme of work in file</p>
<b>Cycle B</b> <u>Odd academic years i.e. 2019, 2021</u>	<p><b>What are the similarities between our school and schools in Ancient Greece?</b></p> <ul style="list-style-type: none"> <li>to use a range of sources to find out about life in Ancient Greek schools and make inferences</li> <li>to describe similarities and differences from the past and give reasons for some of these</li> </ul> <p><b>What can we learn from our language about Ancient Greece?</b></p> <ul style="list-style-type: none"> <li>to use written sources to make inferences about the influence of the Ancient Greek language on modern English</li> </ul> <p><b>What do some of our buildings tell us about how we view Ancient Greece today?</b></p> <ul style="list-style-type: none"> <li>identify the similarities and differences between Ancient Greek and contemporary architecture, and make inferences about the influence of the latter</li> </ul> <p><b>How were the Ancient Greeks governed and are there any similarities with how we are governed today?</b></p> <ul style="list-style-type: none"> <li>to understand and use specialised vocabulary and terminology such as ancient, modern, civilisation, citizens, democracy</li> <li>to understand how city states in Ancient Greece were ruled and how democracy in Ancient Athens is different from that in the UK today</li> </ul> <p><b>How have the Olympic Games changed since they were first held in Ancient Greece?</b></p> <ul style="list-style-type: none"> <li>to identify some of the similarities and differences between life in Ancient Greece and today</li> </ul> <p><b>Final activity: Which is the most important legacy of the Ancient Greeks?</b></p> <ul style="list-style-type: none"> <li>to identify the most important legacy of the Ancient Greeks giving reasons</li> </ul> <p style="text-align: center;">Full scheme of work in file</p>	<u>Local History</u>	<p>Ideas!</p> <p><b>‘Beyond Face Value Migration Who Was the Greatest Britain Who Ever Lived Crime and Punishment Leisure and Entertainment Science and Industry Pandemics in history – similarities and differences Slavery and Britain’s part in it</b></p>