



## History Knowledge, Skills and Vocabulary Routeway

### National Curriculum Requirements

#### By the end of Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

#### By the end of Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Year Group	Autumn	Spring	Summer
<b>Reception</b>	<b>On entry: Milestone 3</b> I understand 'before' and 'after'. I talk about some members of my family. I comment on people and events in books.		
	<b>Milestone 4</b>	<b>Milestone 5</b>	<b>Milestone 6</b>
	<ul style="list-style-type: none"> <li>- I know the order of the days of the week with support and that they repeat.</li> <li>- I know 'then' and 'now' and am developing concepts of 'before' and 'after'.</li> <li>- I can sequence family members, explaining who they are. I can talk about a wider range of jobs.</li> <li>- I comment on people and events in books read to them.</li> </ul>	<ul style="list-style-type: none"> <li>- I know the days of the week and their order independently.</li> <li>- I beginning to order the seasons and know that they repeat.</li> <li>- I use ordering language.</li> <li>- I use my own experiences to compare with what I find out about the past.</li> <li>- I explain key differences in what family members can/can't do.</li> <li>- I can describe some family memories.</li> <li>- I identify similarities/differences in jobs and their roles.</li> <li>- I am beginning to compare and contrast settings, events or characters from the past, that I have met in book.</li> </ul>	<ul style="list-style-type: none"> <li>- I can talk about a sequence of events relevant to me.</li> <li>- I am able to sequence stories and events.</li> <li>- I can identify similarities and differences between things in the past and now, drawing on my experiences and books read in class.</li> <li>- I notice and celebrate things I can do now that I could not do before.</li> <li>- I talk about my aspirations.</li> <li>- I know the role of the emergency services, know how they help us and know how to call for help.</li> <li>- I can talk my own aspirations for wider society.</li> </ul>
	<b>ELG: Past and Present</b> Children at the expected level of development will:		

			<ul style="list-style-type: none"> <li>- Talk about the lives of people around them and their roles in society</li> <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>- Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>
Year 1	<p style="text-align: center;"><b>Coventry, St. John's and Mel</b> <u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>• Changes in living memory – local area and our school <b>Knowledge</b> -Know about their own families and how these have changed and developed over recent times- siblings, mum, dad, Grandma, Granddad, Aunty, Uncle, Cousin -Know about St John's school- logo is based on St. John the Baptist and how the school has changed over time – what is the same and what is different – lessons, teachers, buildings, resources, playground games -Know about the local area – what it was like in the past and what it is like now – similarities and differences – houses, shops, church land use -Find out about the past from 1 source of evidence- photos</li> </ul> <p style="text-align: center;"><u>Vocabulary</u> John the Baptist, family, school, academy, Allesley, local, change, compare, similar, same, different, now, past, present, evidence, family members: Mum, dad, grandma, granddad, Aunty, Uncle, cousin,</p> <p style="text-align: center;"><u>Additional Skills</u> I can answer questions using a given source of evidence.</p>	<p style="text-align: center;"><b>Time Travell</b> <u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally – The Great Fire of London <b>Knowledge</b> -Know about the Royal Family today, including the Queen, and who was the King when the Great Fire of London happened -Know about what London was like in the past and how it was different to today – compare houses, identifying similarities and differences and explain simple reasons for the differences -Know when the Great Fire of London happened, where it happened and how the fire started -Know the order of key events from the fire of London on a simple timeline -Know who Samuel Pepys was and why he is remembered (linked to his diary source)</li> </ul> <p style="text-align: center;"><u>Vocabulary</u> compare, similar, different, Great Fire, Pudding Lane, sequence, source, evidence, king, queen, Royal Family, Samuel Pepys, London, bakery</p> <p style="text-align: center;"><u>Additional Skills</u> -Sequencing key events in chronological order through role play and story mapping -Answer questions about the source of Samuel Pepys' diary- a source from the time. -Begin to ask questions about a given source</p>	<p style="text-align: center;"><b>Exploring the World!</b> <u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>• The lives of significant individuals in the past who have contributed to national and international achievements – Christopher Columbus and James Cook <b>Knowledge</b> -Know about who Christopher Columbus was and why his discoveries are important. Focus on the discovery of America in 1492 -Know about who James Cook was and why his discoveries are important. Focus on the exploration of the Pacific -Compare Christopher Columbus and James Cook- their discoveries and the periods of time the discoveries occurred. -Know what these discoveries mean for us today -Know about famous ships- HMS Endeavour and life on board -Answer questions using source information including stories</li> </ul> <p style="text-align: center;"><u>Vocabulary</u> explore, explorer, discovery, Christopher Columbus, James Cook, HMS Endeavour</p> <p style="text-align: center;"><u>Additional Skills</u> -Find out information from 2 difference sources of evidence- photographs and a written source</p>
Year 2	<p style="text-align: center;"><b>Zoom! Soar! Whizz!</b> <u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality <ul style="list-style-type: none"> <li>- Inventions of cars, bicycles and jet engines</li> <li>- Focus on Frank Whittle and James Starley (Coventry)</li> </ul> <b>Knowledge</b> - Know about James Starley and why he is remembered – he invented of the bicycle - Know how bicycles have changed over time with a focus on some of James Starley's designs ('Ariel' design Penny Farthing, Rover safety bicycle) in comparison to modern day bicycles (BMX and Electric bicycle) - Know how motor cars have changed over time. - Know about Sir Frank Whittle and his invention of the jet engine- when it was invented and why it was so significant - Know that James Starley and Frank Whittle are both from Coventry</li> </ul> <p style="text-align: center;"><u>Vocabulary</u> Invention, local, compare, change, Frank Whittle, James Starley,</p>	<p style="text-align: center;"><b>Saving the world</b> <u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>• The lives of significant individuals in the past who have contributed to national and international achievements – David Attenborough, Chris Packham, Prince William <b>Knowledge</b> <b>David Attenborough</b> • Know who David Attenborough is and why he is both famous and well-respected. • Know about his significant achievements in relation to saving the planet with a particular focus on his conservation work and how he encourages others through his television documentaries (Blue Planet) <b>Chris Packham</b> • Know about the achievements of Chris Packham and his conservation work. Also, how he promotes conservation to others through Springwatch. <b>Prince William</b></li> </ul>	<p style="text-align: center;"><b>Happy Holidays</b> <u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>• Changes within living memory – seaside holidays <b>Knowledge</b> • Know about seaside holidays in the past (living memory – 1920s onwards) • Know similarities and differences between past and present holidays and the reasons for changes over time • Know how advances in transport have altered holiday destinations, making links with the jet engine invention in Autumn term</li> </ul> <p style="text-align: center;"><u>Vocabulary</u> past, present, living memory, similar, different, reasons, change, advance, invention</p> <p style="text-align: center;"><u>Additional Skills</u> - Ask questions about the past (through hotseating) - Answer questions about the past - Compare holidays in the past to holidays today</p>

	<p style="text-align: center;"><u>Additional Skills</u></p> <p>-Compare similarities and differences of bikes over time and explain simple reasons for the changes</p> <p>- Research James Starley and Frank Whittle by visiting the Coventry Transport Museum and looking at primary sources- artefacts, photographs and pre-selected written sources on display</p>	<ul style="list-style-type: none"> <li>• Know who Prince William is and about his work towards saving the planet (Know that he founded the 'United for Wildlife' collaboration to tackle global challenges that threaten the world's natural resources)</li> <li>• Know the impact these people have had and continue to have on saving the planet</li> </ul> <p style="text-align: center;"><u>Vocabulary</u></p> <p>significant, achievement, impact, respect, evidence, sources, conservation, stewardship</p> <p style="text-align: center;"><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>- Research key information from 1 selected website</li> <li>- Use 1 page of information for each individual studied (including a photo, and text) to research key information</li> </ul>	<ul style="list-style-type: none"> <li>- Explain similarities and differences and begin to identify simple reasons for changes over time</li> <li>- Explain how today we know about events from selected sources of evidence</li> </ul>
<p style="text-align: center;">Year 3</p>	<p style="text-align: center;"><b>Set in Stone!</b> <u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that the past is divided into differently named periods of time with a particular focus on when the Stone, Bronze and Iron Ages were.</li> <li>• Know that the eras of the stone age are the Paleolithic, Mesolithic and Neolithic.</li> <li>• Know the difference between BC/BCE and AD/CE</li> <li>• Know the changes from the Stone Age to the Iron Age in Britain, focusing on tools, daily life (including farming) and art.</li> <li>• Know that British daily life in the Stone, Bronze and Iron Age is different to life today</li> <li>• Know about the settlement of Skara Brae in the U.K. and how this helps us to know more about life during the Stone Age</li> <li>• Know about Stonehenge, why it was important then and why it remains important now</li> <li>• Know how people have found out about the Stone/Bronze/Iron Ages</li> <li>• Know the impact of the Stone/Bronze/Iron Age on our lives today</li> </ul> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Stone Age, Bronze Age, Iron Age, Neolithic, Paleolithic, Mesolithic, settlement, trade, culture, similarities, differences, Skara Brae, Stone Henge, enquiry, BC/BCE, AD/CE, prehistoric</p> <p style="text-align: center;"><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>- Place Stone Age, Bronze Age and Iron Age on a historical timeline with the different eras of the Stone Age- Neolithic, Paleolithic, Mesolithic)</li> <li>- Compare aspects of daily life with today – answering enquiry questions to identify similarities and differences</li> </ul>	<p style="text-align: center;"><b>Going Global</b> <u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>• A non-European society that provides contrasts with British history – Mayan civilization c. AD 900</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know who the Mayans were and how/when Europeans encountered the Mayan civilization.</li> <li>• Know that the ancient Mayans lived at the same time as the Stone/Bronze/Iron Age; identify similarities and differences</li> <li>• Know where they lived and key information about life in the Mayan civilization – settlements and daily life.</li> <li>• Know the differences between Mayan culture and British culture today, and explain the potential reasons for this</li> <li>• Know the impact of the Mayans on our lives today</li> </ul> <p style="text-align: center;"><u>Vocabulary</u></p> <p>ancient, civilization, Maya, Mayan, religion, belief, ritual, society, culture, reasons, enquiry</p> <p style="text-align: center;"><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>- Answer enquiry questions through a selection of carefully pre-selected sources to find out new information</li> <li>- Give reasons why people in the past acted as they did</li> <li>- Explain similarities and differences between the Stone Age and The Mayans- make links to them being on Earth at a similar time.</li> </ul>	<p style="text-align: center;"><b>Egyptian Discovery</b> <u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>- The achievements of the earliest civilizations – an in-depth study of Ancient Egypt</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know about Howard Carter and his discovery of Tutankhamun's tomb</li> <li>- Know when Howard Carter discovered it</li> <li>- Know when the Ancient Egyptian civilization was</li> <li>- Know about the importance of the River Nile in shaping Egyptian life</li> <li>- Know key information about daily life in Ancient Egypt and compare these to the modern day– a focus on homes, farming, entertainment</li> <li>- Know about different roles in society including pharaohs and slaves and why they were important;</li> <li>- Know about Ancient Egyptian beliefs and Gods, including pyramids and mummification</li> <li>- Know the impact of the Egyptians on our lives today</li> </ul> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Ancient, civilization, archaeology, archaeologist, importance, roles, religion, belief, society, pyramid, mummification, pharaoh, tomb, enquiry</p> <p style="text-align: center;"><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>- Place key events on a timeline with appropriate dates, alongside Stone/Bronze/Iron Age and Mayan civilization</li> <li>- Use similarities and difference to compare life for rich and poor Egyptians and explain the reasons for the differences</li> <li>- Begin to classify primary and secondary sources</li> <li>- Answer enquiry questions through relevant sources from pre-selected internet sources, books and artefacts</li> <li>- Begin to ask historically valid questions about similarities and differences</li> </ul>
<p style="text-align: center;">Year 4</p>	<p style="text-align: center;"><b>White Water Adventure</b> == No History within this topic</p>	<p style="text-align: center;"><b>1 minute to Midnight</b> <u>National Curriculum</u></p> <p>(Knowledge that the ice caps have changed over time Impact of deforestation over time)</p> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Carbon, carbon dioxide, oxygen, deforestation (revisited from Year 3)</p>	<p style="text-align: center;"><b>Under Attack</b> <u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>• The Roman Empire and its impact on Britain</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know where the Roman period fits in a chronological framework, in relation to Stone/Bronze/Iron Age, Mayans and Ancient Egypt</li> </ul>

		<p style="text-align: center;"><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>• Place changes in ice caps on a timeline</li> <li>• Research impact of deforestation on climate change</li> </ul>	<ul style="list-style-type: none"> <li>- Know who the Romans were and that the Romans invaded Britain in AD42. Know the reasons why.</li> <li>- Know key dates from the period and sequence these on a timeline</li> <li>- Know about the Roman army and why it was so successful - its power, including life for soldiers and battles</li> <li>- Know about Boudicca and British resistance, and how the Romans overcame this</li> <li>- Know about daily life for rich and poor in Roman times in Britain, including settlements, houses, food, clothing, trade, jobs</li> <li>- Know the differences of life in Britain before and after the invasion and the reasons for these</li> <li>- Know about the impact of the Roman invasion on life in Britain (how Britain changed as a result)</li> </ul> <p style="text-align: center;"><u>Vocabulary</u></p> <p>invade, settle, resistance, rebellion, army, power, settlement, empire, period, sequence, chronology</p> <p style="text-align: center;"><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>- Compare life in Britain before and after the invasion and explain reasons for the differences</li> <li>- Select and organise relevant historical information to answer enquiry questions about change and the impact of change on lives today</li> <li>- Place people, events and changes in Roman British history on a timeline, taking into account, the period of time between each event</li> <li>- Begin to ask historically valid questions about change and the impact of change on lives today</li> <li>- Examine primary and Secondary sources through a visit to Wroxeter</li> </ul>
Year 5	<p style="text-align: center;"><b>Back to the dark ages</b> <u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>- Know about the fall of the Roman Empire and the Romans' withdrawal from Britain in c.AD410 and how this is linked to the Anglo- Saxons</li> <li>- Know about Anglo-Saxon invasions, and how and why they built settlements and kingdoms within the UK</li> <li>- Know how places in Britain have their name derived from the Anglo-Saxons (focus on -ham (village)/Birmingham, -ley (forest clearing)/ Henley, wick (farm.)/ Woolwich)</li> <li>- Know about how the Saxon village of Coventry grew</li> <li>- Know where the Anglo-Saxon and Viking periods fit into a chronological framework and know how these periods relate to the Roman invasion of Britain and other periods of time studied (Stone/Bronze/Iron Age, Mayans, Ancient Egypt and the Romans)</li> <li>- Know about village life in Anglo-Saxon times – houses, trade, jobs, clothes etc.</li> <li>- Know about the beliefs of the Anglo-Saxons and their conversion to Christianity, including significant Christian places e.g. Canterbury, Iona and Lindisfarne</li> <li>- Know about Viking raids and invasion, and Anglo-Saxon resistance including Alfred the Great and Edward the Confessor</li> </ul>	<p style="text-align: center;"><b>On your marks, get set, go</b> <u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>- Know when the Ancient Greek civilization was and place this in a chronological framework alongside previous ancient civilizations studied (Stone/Bronze/Iron Age, Mayans, Ancient Egypt, Romans and Saxons and Vikings)</li> <li>- Know that 5000BC is further back in time than 5BC</li> <li>- Know about daily life in Ancient Greece, in particular in relation to sport</li> <li>- Know about the first Olympic Games (when it was and what sports it involved) and identify similarities and differences to the Games today</li> <li>- Know how the Ancient Greeks have influenced Britain and the world today with a focus on sports, physical fitness and mental fitness</li> </ul> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Civilization, chronological, ancient, BC/BCE, AD/CE, Olympic Games, influence, legacy, primary source, secondary source, reliability, bias, relevant, fitness, physical, mental</p> <p style="text-align: center;"><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>- Explain where historical periods previously studied fit in the bigger picture of history including BC/BCE and AD/CE</li> </ul>	<p style="text-align: center;"><b>Building our Future</b> == No History within this topic</p>

	<ul style="list-style-type: none"> <li>- Know what primary and secondary sources are and how they are used</li> </ul> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Fall, invade, settle, invaders, settlers, kingdom, conversion, resistance, primary source, secondary source, relevant</p> <p style="text-align: center;"><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>- Begin to question (with support) the validity of sources</li> <li>- Asking historically valid questions about the given sources studied</li> <li>- Compare and identify similarities and differences between Romans, Saxons and Vikings</li> <li>- Use a range of primary and secondary sources to research relevant information.</li> <li>- Generate a 2-layered timeline to understand:             <ol style="list-style-type: none"> <li>1. When Saxons and Vikings happened in the bigger picture of History</li> <li>2. The key events from the Saxons</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>- Examine the relationship between the Ancient Greeks and modern life in Britain and the impact on me and my identity</li> </ul>	
Year 6	<p style="text-align: center;"><b>Catastrophe!</b></p> <p style="text-align: center;">==</p> <p style="text-align: center;">No History within this topic</p>	<p style="text-align: center;"><b>Operation: Moonlight Sonata</b></p> <p style="text-align: center;"><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>• A local history study – The Coventry Blitz</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how, when and where World War 2 began</li> <li>- Know the significant events from WWII</li> <li>- Know the Allies and Axis in WWII</li> <li>- Know the significant people from WWII (Adolf Hitler, Neville Chamberlain, Winston Churchill)</li> <li>- Know when the Coventry Blitz took place, why the name of the attack was called Moonlight Sonata and why Coventry was a target during the war</li> <li>- Know the events of the Coventry Blitz in order</li> <li>- Know how the war affected daily life in Coventry / Britain- with a focus on evacuation, air raids and rationing</li> <li>- Know about how the Blitz impacted Coventry Cathedral and the importance of the Cross of Nails in building peace and reconciliation</li> <li>- Know the impact of WW2 on the City of Coventry by knowing how it changed from before to after.</li> </ul> <p style="text-align: center;"><u>Vocabulary</u></p> <p>Allies, axis, Blitz, war, evacuation, air raid, rationing, re-building, peace, reconciliation, impact, enquiry, reliability, validity, Adolf Hitler, Neville Chamberlain, Winston Churchill,</p> <p style="text-align: center;"><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>- Generate a 3- layered timeline to understand:             <ol style="list-style-type: none"> <li>1. When WW2 happened in the bigger picture of History</li> <li>2. The key events of WW2 and,</li> <li>3. The events of the Coventry Blitz</li> </ol> </li> <li>- Explain the impact of the war on the city of Coventry by comparing Coventry before and afterwards</li> <li>- Answer enquiry questions by investigating and evaluating a range of primary and secondary source evidence;</li> <li>- Identify, consider and evaluate valid sources, spotting invalid sources</li> <li>- Explain the relationships between different periods of time and the legacy or impacts for me and my identity.</li> </ul>	<p style="text-align: center;"><b>I will shine!</b></p> <p style="text-align: center;"><u>National Curriculum</u></p> <ul style="list-style-type: none"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know about the history of theatre and entertainment across the ages, revisiting prior knowledge from across key stage 2- (Stone/Bronze/Iron Age, Mayans, Ancient Egypt, Romans and Saxons and Vikings, Victorians, WW2)</li> <li>- Know that theatre began in Ancient Greece and has played a key part in many civilizations including the Romans</li> <li>- Know shared similarities between theatre over a long period of time</li> <li>- Know how historical events impact on our entertainment and theatre today e.g. historical dramas, Horrible Histories etc.</li> </ul> <p style="text-align: center;"><u>Vocabulary</u></p> <p>drama, theatre, entertainment, ages, playwrights, impact</p> <p style="text-align: center;"><u>Additional Skills</u></p> <ul style="list-style-type: none"> <li>- Discuss trends over time- including that theatre has always been designed to entertain</li> </ul>

