



HISTORY

LEARNING SEQUENCE

- EHCP & SEND Support refer to IEPs for the individual children.
- Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.
- Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.
  - Refer to 'S' plan in all lessons

Essential Knowledge highlighted **red** is the minimum key learning for every child within each unit of work.

EYFS	CL	Numeracy	Understanding The World	PSED	Literacy
	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> </ul> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>		<ul style="list-style-type: none"> <li>• Talk about the lives of the 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>	<ul style="list-style-type: none"> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Work and play cooperatively and take turns with others</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>• Anticipate - where appropriate - key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>

YEAR 1	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
Autumn 1	N/A	N/A	N/A	N/A	N/A
Autumn 2 Toys in Time	<p><b>Scope</b> Pupils will study changes within living memory. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of the past.</p> <p><b>Sequence</b> This unit begins the journey of understanding the past. Pupils will go on to study other objects and places that are familiar to them before studying significant people and events.</p>	<ul style="list-style-type: none"> <li>How to distinguish between old and new</li> <li>An understanding of chronological order</li> <li>How to order artefacts on timelines</li> <li>How toys have changed over time - going back two generations</li> <li>How the materials toys are made of can tell us how old they are</li> <li>How toys have changed due to technology - mechanical vs battery powered</li> </ul>	<p>Through Historical enquiry pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>know and understand key events in the past</li> <li>know and understand features of key events</li> <li>use words and phrases associated with the passing of time</li> <li>use a wide vocabulary of historical terms</li> <li>ask and answer questions</li> <li>communicate historical findings</li> <li>develop historical concepts: <ul style="list-style-type: none"> <li>using sources</li> <li>cause and consequences</li> <li>similarity and difference</li> <li>chronology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>There are different types of toys.</li> <li>Toys can be grouped into categories depending on their characteristics.</li> <li>Characteristics describe what something is like.</li> <li>Toys look and feel different.</li> <li>Toys can be described using adjectives.</li> <li>Toys from the past were different from toys today.</li> <li>There are similarities and differences between old and modern (new) toys.</li> <li>Old toys were often made from wood. Modern toys tend to be made from plastic.</li> <li>Old toys were mechanical or moved by hand. Modern toys tend to use batteries.</li> <li>Chronological is the order in which things happened, from oldest to newest.</li> <li>A timeline shows chronological order.</li> <li>Some toys have always been popular but have changed over time.</li> <li>Museum exhibits are labelled to give key information to the public.</li> <li>Toy exhibits can be displayed chronologically on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>batteries</li> <li>category</li> <li>change</li> <li>characteristics</li> <li>chronological order</li> <li>decade</li> <li>differences</li> <li>exhibit</li> <li>group</li> <li>materials</li> <li>mechanical</li> <li>museum</li> <li>newest</li> <li>older</li> <li>oldest</li> <li>past</li> <li>present</li> <li>similarities</li> <li>timeline</li> <li>toys</li> <li>visitor</li> </ul>
Spring 1 and Spring 2	<p><b>Scope</b> Pupils will study changes within living memory. Pupils will acquire historical</p>	<ul style="list-style-type: none"> <li>How people used to travel in the past</li> </ul>	<p>Through Historical enquiry pupils will be given</p>	<ul style="list-style-type: none"> <li>There are many different modes of transport that we use today.</li> </ul>	<ul style="list-style-type: none"> <li>advantages</li> <li>aeroplane</li> <li>aircraft</li> </ul>

<p><b>Transport and Travel</b></p>	<p>knowledge whilst developing their use of historical concepts to build up a picture of the past.</p> <p><b>Sequence</b> This unit continues the journey of understanding the past. Pupils will go on to study other familiar objects and places, such as the Seaside, before studying significant people and events.</p>	<ul style="list-style-type: none"> <li>• How to compare and contrast old modes of transportation with how we travel today</li> <li>• An understanding of how technology has changed transport, focusing on different modes of transportation in land, sea and air</li> <li>• Significant events and people, such as the Wright brothers and the first space flight in 1961</li> <li>• How transport might change and what it could look like in the future</li> </ul>	<p>opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>• know and understand key events in the past</li> <li>• know and understand features of key events</li> <li>• use words and phrases associated with the passing of time</li> <li>• use a wide vocabulary of historical terms</li> <li>• ask and answer questions</li> <li>• communicate historical findings</li> <li>• develop historical concepts: <ul style="list-style-type: none"> <li>○ using sources</li> <li>○ cause and consequences</li> <li>○ similarity and difference</li> <li>○ chronology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Transport means to move people or goods from one place to another.</b></li> <li>• Different modes of transport can be found in the local area.</li> <li>• Different modes of transport are suitable for different journeys.</li> <li>• <b>The modes of transport we have today were not available in the past.</b></li> <li>• Journeys made in the past were different from today.</li> <li>• This made people's lives very different.</li> <li>• <b>The very first type of transport was the boat.</b></li> <li>• People used boats to transport goods across water.</li> <li>• The first types of boat were simple rafts and wooden canoes.</li> <li>• Boats can be powered by humans, engines, wind or the sun.</li> <li>• Over time, technology has made boat journeys faster and safer.</li> <li>• Before cars were invented people travelled by horse and carriage</li> <li>• <b>Early cars were different from cars today</b></li> <li>• The invention of the car has had a big impact on our lives.</li> <li>• Buses are vehicles that carry more than 10 passengers.</li> <li>• The first bus was called an 'omnibus.'</li> </ul>	<ul style="list-style-type: none"> <li>• astronaut</li> <li>• attractions</li> <li>• batteries</li> <li>• battleship</li> <li>• Boeing Jet</li> <li>• brakes</li> <li>• canoe</li> <li>• city</li> <li>• coal</li> <li>• congestion</li> <li>• container ship</li> <li>• disadvantages</li> <li>• Draisine</li> <li>• Earth</li> <li>• E-bike</li> <li>• electricity</li> <li>• engine</li> <li>• factory</li> <li>• flight</li> <li>• glider</li> <li>• hot air balloon</li> <li>• invention</li> <li>• inventor</li> <li>• jets</li> <li>• journey</li> <li>• locomotive</li> <li>• longboat</li> <li>• mode</li> <li>• modern</li> <li>• moon</li> <li>• motor</li> <li>• motorboat</li> <li>• NASA</li> <li>• oar</li> <li>• omnibus</li> <li>• passengers</li> <li>• past</li> <li>• pedals</li> <li>• Penny Farthing</li> <li>• petrol</li> <li>• pilot</li> <li>• pollute</li> <li>• present</li> <li>• quarantine</li> </ul>
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				<ul style="list-style-type: none"> <li>• Omnibuses were horse-drawn passenger wagons that were usually pulled by horses.</li> <li>• Buses have changed over time, as technology has developed</li> <li>• Bicycles are powered by humans.</li> <li>• Over time, bicycles have become much safer, more comfortable and easier to use.</li> <li>• Bicycles are used for transport, fun, racing, delivery and a range of other tasks.</li> <li>• The first trains were called locomotives and were powered by steam</li> <li>• In 1825, George Stephenson drove the first passenger locomotive.</li> <li>• Being able to travel by train had a big impact on people's lives.</li> <li>• The first underground railway was built in London in 1863.</li> <li>• Underground railways were introduced in busy cities to ease congestion above ground.</li> <li>• Underground railways have lots of advantages</li> <li>• Hot air balloons and gliders were the first types of air transport.</li> <li>• The Wright brothers invented the first aeroplane with an engine.</li> <li>• Amelia Earhart was the first female pilot to fly</li> </ul>	<ul style="list-style-type: none"> <li>• raft</li> <li>• rocket</li> <li>• route</li> <li>• Royal Air Force</li> <li>• sail</li> <li>• seat</li> <li>• ship</li> <li>• solar powered</li> <li>• spaceship</li> <li>• speedboat</li> <li>• Spitfire</li> <li>• steam</li> <li>• steamship</li> <li>• technology</li> <li>• timetable</li> <li>• traffic</li> <li>• transport</li> <li>• travel</li> <li>• tube</li> <li>• underground</li> <li>• vehicle</li> <li>• Velocipede</li> <li>• Wheels</li> <li>• wind</li> </ul>
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				<p>solo across the Atlantic Ocean.</p> <ul style="list-style-type: none"> <li>• Today travelling by aeroplane is popular, especially with holiday makers.</li> <li>• The first person to travel into space was a Russian astronaut called Yuri Gagarin.</li> <li>• Katherine Johnson was a NASA mathematician who helped the first American to travel into space. Neil Armstrong became the first person to step onto the moon in 1969.</li> <li>• Today private companies are starting to fly into space too.</li> </ul>	
Summer 1	N/A	N/A	N/A	N/A	N/A
<p><b>Summer 2</b> <b>Our Seaside, Now and Then</b></p>	<p><b>Scope</b> Pupils will study changes within living memory. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of the past.</p> <p><b>Sequence</b> This unit continues the journey of understanding the past. Following this unit, pupils will go on to study significant people such as the British Monarchy from 1066 to the present day and events such as The Great Fire of London.</p>	<ul style="list-style-type: none"> <li>• The coastlines of the UK connections between physical geography and how the areas are used</li> <li>• How to identify how Britain's beaches and seaside are used for recreation and tourism</li> <li>• The difference between seaside destinations now and in the Victoria era</li> <li>• How the invention of the passenger locomotives made it easy for everyone to travel to the seaside.</li> </ul>	<p>Through Historical enquiry pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>• know and understand key events in the past</li> <li>• know and understand features of key events</li> <li>• use words and phrases associated with the passing of time</li> <li>• use a wide vocabulary of historical terms</li> <li>• ask and answer questions</li> <li>• communicate historical findings</li> <li>• develop historical concepts: <ul style="list-style-type: none"> <li>○ using sources</li> <li>○ cause and consequences</li> <li>○ similarity and difference</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The seaside is a place by the sea where people like to go for their holidays.</li> <li>• There are popular seaside resorts across the UK</li> <li>• Seaside resorts are located along the coastline.</li> <li>• Our local seaside is .....</li> <li>• Physical features are natural.</li> <li>• Human features are made by humans.</li> <li>• Physical features of the seaside include beaches, sand, stones, shingle, cliffs, sand dunes, rockpools and bays.</li> <li>• Human features of the seaside include: piers, harbours, promenades, lighthouses, fairgrounds,</li> </ul>	<ul style="list-style-type: none"> <li>• activities</li> <li>• amusement</li> <li>• artefact</li> <li>• ball game</li> <li>• bathing huts</li> <li>• bay</li> <li>• beach</li> <li>• beach flag</li> <li>• boat rides</li> <li>• caravan site</li> <li>• change</li> <li>• cliffs</li> <li>• Coast</li> <li>• current</li> <li>• danger</li> <li>• different</li> <li>• donkey rides</li> <li>• fairground</li> <li>• fish and chips</li> <li>• fishing</li> <li>• float</li> <li>• harbour</li> <li>• holiday</li> </ul>

			<ul style="list-style-type: none"> <li>○ chronology</li> </ul>	<p><b>amusements and caravan parks</b></p> <ul style="list-style-type: none"> <li>• We can do a wide variety of activities at the seaside.</li> <li>• <b>Water activities include: swimming, paddling, boat rides, jet skis, surfing, and fishing.</b></li> <li>• <b>Land activities include: building sandcastles, exploring rockpools, sunbathing, walks and ball games.</b></li> <li>• Popular seaside food includes: ice cream and fish and chips.</li> <li>• Many seaside resorts also have amusements, fairgrounds and donkey rides.</li> <li>• Seaside holidays became popular in Victorian times.</li> <li>• The invention of the passenger locomotives made it easy for everyone to travel to the seaside.</li> <li>• Victorians wore bathing suits and got changed in bathing huts.</li> <li>• Traditional puppet shows were popular.</li> <li>• Seaside holidays today are similar and different to in the past.</li> <li>• <b>Some of the activities we do today are the same as Victorian times, such as making sandcastles.</b></li> <li>• <b>Some activities are different, such as surfing.</b></li> <li>• Whether nowadays or in the past, we go to the seaside for the same</li> </ul>	<ul style="list-style-type: none"> <li>• human</li> <li>• ice cream</li> <li>• jet skis</li> <li>• lifeguard</li> <li>• lighthouse</li> <li>• locomotive</li> <li>• marina</li> <li>• modern</li> <li>• natural</li> <li>• old</li> <li>• paddling</li> <li>• parasol</li> <li>• passenger</li> <li>• past</li> <li>• physical</li> <li>• pier</li> <li>• popular</li> <li>• postcard</li> <li>• prom</li> <li>• promenade</li> <li>• puppet show</li> <li>• resort</li> <li>• rockpools</li> <li>• rules</li> <li>• safety</li> <li>• sand</li> <li>• sand dunes</li> <li>• sandcastle</li> <li>• seaside</li> <li>• similar</li> <li>• stones/shingle</li> <li>• surfing</li> <li>• swimming</li> <li>• tide</li> <li>• tourist</li> <li>• UK</li> <li>• Victorian</li> <li>• waves</li> </ul>
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				<p>reason: to relax and have fun on our holidays.</p> <ul style="list-style-type: none"> <li>Although visiting the seaside is a fun day out, it can also be dangerous.</li> <li>To stay safe at the seaside, you have to follow the safety rules.</li> </ul>	
<b>YEAR 2</b>	<b>Rationale</b>	<b>Key content from NC</b>	<b>Skills/Processes</b>	<b>Essential Knowledge</b>	<b>Vocabulary</b>
<p><b>Autumn 1 Kings and Queens</b></p>	<p><b>Scope</b> Pupils will study an aspect of British history to extend their chronological knowledge beyond 1066. Pupils will study the British Monarchy from 1066 to the present day, acquiring historical knowledge whilst developing their use of historical concepts to evaluate the theme of 'balance of power'.</p> <p><b>Sequence</b> Prior to this unit pupils will have studied objects and places that are familiar to them such as toys, transport and travel and the seaside to develop an understanding the past.</p> <p>Following this unit, pupils will go on to study the significant event, the Great Fire of London.</p>	<p>Key content from NC</p> <ul style="list-style-type: none"> <li>What a monarch is</li> <li>Why King William is known as 'William the Conqueror'</li> <li>Why King John is known as 'Bad King John'</li> <li>Comparison of who was more powerful King Henry VIII or Queen Elizabeth I</li> <li>How the Stuarts battled for power</li> <li>How the Hanoverians and Windsor's shared power with the government</li> </ul>	<p>Through Historical enquiry pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>know and understand key events in the past</li> <li>know and understand features of key events</li> <li>use words and phrases associated with the passing of time</li> <li>use a wide vocabulary of historical terms</li> <li>ask and answer questions</li> <li>communicate historical findings</li> <li>develop historical concepts: <ul style="list-style-type: none"> <li>using sources</li> <li>cause and consequences</li> <li>similarity and difference</li> <li>chronology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Monarchs are kings and queens.</b></li> <li>England has been ruled by kings and queens for many years.</li> <li>The UK has a hereditary monarchy, which means that the role is passed down in the family.</li> <li>Today the monarch shares power with the government.</li> <li>William I was French and the first monarch from the House of Normandy.</li> <li>William won the Battle of Hastings in 1066 and killed King Harold II.</li> <li><b>William took over England and became known as 'William the Conqueror.'</b></li> <li>King John I is remembered as one of the worst kings in English history.</li> <li><b>King John taxed the barons and made them angry.</b></li> <li>The barons rebelled and forced King John to sign the Magna Carta.</li> <li>This gave the barons rights and no monarch has had absolute power since.</li> </ul>	<ul style="list-style-type: none"> <li>absolute</li> <li>army</li> <li>arrow</li> <li>barons</li> <li>battle</li> <li>beheaded</li> <li>Bill of Rights</li> <li>Catholic</li> <li>Cavaliers</li> <li>census</li> <li>chronology</li> <li>Church of England</li> <li>Civil War</li> <li>conquered</li> <li>conqueror</li> <li>constitutional monarchy</li> <li>coronation</li> <li>crown</li> <li>disobey</li> <li>divine rights</li> <li>Domesday</li> <li>dynasty</li> <li>executed</li> <li>Glorious Revolution</li> <li>government</li> <li>gunpowder</li> <li>Gunpowder Plot</li> <li>Hanoverian</li> <li>heir</li> <li>hereditary</li> <li>historians</li> <li>human rights</li> <li>influence</li> <li>invaders</li> <li>justice</li> </ul>

				<ul style="list-style-type: none"> <li>Henry VIII set up the Church of England so he didn't have to answer to the Pope.</li> <li>Henry VIII had 6 wives.</li> <li>Queen Elizabeth I's time in power is known as the 'Elizabethan Age'.</li> <li>Elizabeth I won the Spanish Armada and proved that women could be just as powerful rulers as men.</li> <li>James I survived the Gunpowder Plot.</li> <li>Charles I was executed after losing the English Civil War.</li> <li>James II was overthrown in the Glorious Revolution.</li> <li>William III and Mary II passed the Bill of Rights to make sure that no monarch could ever rule unfairly again</li> <li>Robert Walpole was chosen by King George I to be the first Prime Minister.</li> <li>Lord Melbourne was Queen Victoria's first Prime Minister and taught Victoria how to be a ruler in a 'constitutional monarchy'.</li> <li>The monarchy today is constitutional.</li> </ul>	<ul style="list-style-type: none"> <li>Magna Carta</li> <li>monarch</li> <li>Normandy</li> <li>orb</li> <li>parliament</li> <li>Plantagenet</li> <li>plot</li> <li>Pope</li> <li>prime</li> <li>Prime Minister</li> <li>rebel</li> <li>reign</li> <li>Roundheads</li> <li>sceptre</li> <li>Spanish Armada</li> <li>survival</li> <li>taxes</li> <li>throne</li> <li>Tudor</li> <li>Victorian Age</li> <li>Windsor</li> </ul>
<p><b>Autumn 2</b> <b>The Great Fire</b></p>	<p><b>Scope</b> Pupils will study an event beyond living memory that is significant nationally. Pupils will study the Great Fire of London, acquiring historical knowledge whilst developing their use of historical concepts to evaluate the significance of the event.</p>	<ul style="list-style-type: none"> <li>What London was like in 1666</li> <li>The key events of the Great Fire of London</li> <li>How we know about the Great Fire - the diaries of</li> </ul>	<p>Through Historical enquiry pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>know and understand key events in the past</li> </ul>	<ul style="list-style-type: none"> <li>London was very different in 1666:</li> <li>King Charles II was monarch.</li> <li>London Bridge was the only river crossing.</li> </ul>	<ul style="list-style-type: none"> <li>bakery</li> <li>blaze</li> <li>brandy</li> <li>buildings</li> <li>bustling</li> <li>combustible</li> <li>damaged</li> </ul>



	<p><b>Sequence</b> Prior to this unit pupils will have studied objects and places that are familiar to them such as toys, transport and travel and the seaside to develop an understanding the past. Pupils will have also studied significant people of the British Monarchy from 1066 to the present day.</p> <p>Following this unit, pupils will go on to study the lives of significant individuals in the past and evaluate the contributions they made nationally and internationally.</p>	<p>Samuel Pepys and John Evelyn</p> <ul style="list-style-type: none"> <li>• Why the fire spread so quickly</li> <li>• The damage the fire caused</li> <li>• How London changed after the fire</li> </ul>	<ul style="list-style-type: none"> <li>• know and understand features of key events</li> <li>• use words and phrases associated with the passing of time</li> <li>• use a wide vocabulary of historical terms</li> <li>• ask and answer questions</li> <li>• communicate historical findings</li> <li>• develop historical concepts: <ul style="list-style-type: none"> <li>○ using sources</li> <li>○ cause and consequences</li> <li>○ similarity and difference</li> <li>○ chronology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Buildings were made from wood and streets were very narrow.</li> <li>• There was no electricity. Candlelight was used instead of electric lights. There were no phones, computers, ovens, or internet.</li> <li>• The only transportation was on foot, by horse or by boat.</li> <li>• London did not have a fire brigade.</li> <li>• The fire started on Sunday 2nd September 1666 at a bakery in Pudding Lane.</li> <li>• Strong winds kept the fire spreading and it was difficult to stop.</li> <li>• The fire destroyed most of the city, including important landmarks like St Paul's Cathedral.</li> <li>• The flames were eventually put out on Thursday 6<sup>th</sup> September 1666. .</li> <li>• Thousands of people were left homeless. Although only six deaths were recorded, it is thought that more people lost their lives.</li> <li>• In 1666, there were no smart phones, cameras, televisions or internet.</li> <li>• Samuel Pepys and John Evelyn wrote about the Great Fire of London in their diaries.</li> <li>• The diaries are important sources of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• designed</li> <li>• destroyed</li> <li>• destruction</li> <li>• diary</li> <li>• disease</li> <li>• drought</li> <li>• electricity</li> <li>• evidence</li> <li>• eyewitness</li> <li>• fire brigade</li> <li>• fire hooks</li> <li>• fire-breaks</li> <li>• flammable</li> <li>• fled</li> <li>• goods</li> <li>• gunpowder</li> <li>• homeless</li> <li>• improvements</li> <li>• injuries</li> <li>• ink</li> <li>• landmarks</li> <li>• layout</li> <li>• Lord Mayor</li> <li>• oil</li> <li>• opportunity</li> <li>• portrait</li> <li>• possessions</li> <li>• prevent</li> <li>• quench</li> <li>• quills</li> <li>• rebuild</li> <li>• recover</li> <li>• ruins</li> <li>• shelter</li> <li>• slums</li> <li>• solution</li> <li>• sources</li> <li>• spark</li> <li>• tar</li> <li>• technology</li> <li>• temporary</li> <li>• transport</li> <li>• trauma</li> <li>• unstable</li> </ul>
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				<ul style="list-style-type: none"> <li>• The diaries tell us what life was like in London in the 1660s and the impact the Great Fire of London had on people at the time.</li> <li>• Houses in 1666 were made mostly from wood so they burned easily.</li> <li>• Many people kept goods such as tar, oil and brandy in their homes, which were highly flammable.</li> <li>• Houses were close together and streets were narrow.</li> <li>• There had been a long summer of drought, which made buildings combustible.</li> <li>• The windy weather spread the flames quickly.</li> <li>• There was no fire brigade.</li> <li>• The fire destroyed 80% of the City of London.</li> <li>• The most famous building to be destroyed was St Paul's Cathedral.</li> <li>• Many Londoners lost their houses and became homeless.</li> <li>• Homeless Londoners took shelter outside the City.</li> <li>• We do not know exactly how many people died in the fire.</li> <li>• After the Fire, King Charles II and the government wanted to rebuild London</li> <li>• London needed to be rebuilt as quickly as possible so that people had somewhere to live and</li> </ul>	<ul style="list-style-type: none"> <li>• victims</li> </ul>
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				<p>could restart their businesses.</p> <ul style="list-style-type: none"> <li>• London was rebuilt on its old street layout but with improvements.</li> <li>• Sir Christopher Wren designed the new St Paul's Cathedral and a memorial of the fire, called 'The Monument'.</li> </ul>	
Spring 1	N/A	N/A	N/A	N/A	N/A
Spring 2	N/A	N/A	N/A	N/A	N/A
Summer 1	N/A	N/A	N/A	N/A	N/A
<p><b>Summer 2</b> <b>They Made a Difference</b></p>	<p><b>Scope</b> Pupils will study the lives of significant individuals in the past who have contributed to national and international achievements. Pupils will acquire historical knowledge whilst developing their use of historical concepts to evaluate the significance of the individuals of the past.</p> <p><b>Sequence</b> Prior to this unit pupils will have studied objects and places that are familiar to them such as toys, transport and travel and the seaside to develop an understanding the past. Pupils will have also studied significant people in the British Monarchy from 1066 to the present day and the significant event, the Great Fire of London.</p> <p>Following this unit, pupils will begin their chronological study of British history from the Stone, Bronze and Iron Age.</p>		<p>Through Historical enquiry pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>• know and understand key events in the past</li> <li>• know and understand features of key events</li> <li>• use words and phrases associated with the passing of time</li> <li>• use a wide vocabulary of historical terms</li> <li>• ask and answer questions</li> <li>• communicate historical findings</li> <li>• develop historical concepts: <ul style="list-style-type: none"> <li>○ using sources</li> <li>○ cause and consequences</li> <li>○ similarity and difference</li> <li>○ significance</li> <li>○ chronology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 'Significant' means important.</li> <li>• People are significant in different ways.</li> <li>• Historians use criteria to talk about how significant people are.</li> <li>• The Universal Declaration of Human Rights (UDHR) was written to make sure that everyone is treated fairly.</li> <li>• Eleanor Roosevelt played a very important role in writing the UDHR.</li> <li>• An activist is someone who is fighting for change.</li> <li>• Apartheid kept black people and white people in South Africa separated.</li> <li>• Nelson Mandela fought for equality and justice for black people.</li> <li>• His fight put him in prison for 27 years but he didn't give up.</li> <li>• Nelson Mandela became the first black president in South Africa.</li> <li>• In 1950s America, segregation kept black</li> </ul>	<ul style="list-style-type: none"> <li>• activist</li> <li>• activist</li> <li>• Apartheid</li> <li>• boycott</li> <li>• campaign</li> <li>• Civil Rights</li> <li>• criteria</li> <li>• Declaration of Human Rights</li> <li>• demanded</li> <li>• denied</li> <li>• determined</li> <li>• election</li> <li>• equal opportunity</li> <li>• equality</li> <li>• extremists</li> <li>• fair</li> <li>• historian</li> <li>• human rights</li> <li>• improved</li> <li>• inspiration</li> <li>• inspiring</li> <li>• justice</li> <li>• leader</li> <li>• Movement</li> <li>• passionate</li> <li>• poverty</li> <li>• president</li> <li>• protests</li> <li>• punishment</li> <li>• racism</li> </ul>

				<p>people and white people separated.</p> <ul style="list-style-type: none"> <li>• Segregation was racist and treated black people unfairly.</li> <li>• Rosa Parks fought for black and white people to be treated the same.</li> <li>• She refused to give up her seat on a bus and changed American history.</li> <li>• Martin Luther King Jr. was the leader of the Civil Rights Movement in America.</li> <li>• He gave powerful speeches and led peaceful protests to fight for equality.</li> <li>• In 1963 he gave a famous speech known as 'I have a dream.'</li> <li>• Malala Yousafzai is an activist for girls' education.</li> <li>• In 2012 she was shot by the Taliban for speaking up against inequality.</li> <li>• Malala Yousafzai started a charity called the Malala Fund to help girls have equal opportunities.</li> <li>• Michelle Obama is also an activist for girls' education.</li> </ul>	<ul style="list-style-type: none"> <li>• racist</li> <li>• remarkable</li> <li>• remembered</li> <li>• resonant</li> <li>• revealing</li> <li>• segregation</li> <li>• significant</li> <li>• speeches</li> <li>• Taliban</li> <li>• target</li> <li>• unfair</li> <li>• Universal</li> </ul>
<b>YEAR 3</b>	<b>Rationale</b>	<b>Key content from NC</b>	<b>Skills/Processes</b>	<b>Essential Knowledge</b>	<b>Vocabulary</b>
<b>Autumn 1</b>	N/A	N/A	N/A	N/A	N/A
<b>Autumn 2</b> <b>Stone, Bronze and iron Age</b>	<p><b>Scope</b> Pupils will study the changes in Britain from the Stone Age to the Iron Age to develop their chronological understanding of British history. Pupils will acquire historical knowledge whilst developing their use of</p>	<ul style="list-style-type: none"> <li>• What life was like in early Stone Age Britain - how they lived and who the people were</li> <li>• How life changed within Stone Age Britain -</li> </ul>	<p>Through Historical enquiry pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>• understand the past</li> <li>• ask perceptive questions</li> <li>• think critically</li> </ul>	<ul style="list-style-type: none"> <li>• Prehistory is the time before written records</li> <li>• Artefacts and people from prehistory are prehistoric</li> </ul>	<ul style="list-style-type: none"> <li>• agriculture</li> <li>• alloy</li> <li>• archaeological</li> <li>• arches</li> <li>• artefacts</li> <li>• bronze</li> <li>• bronze age</li> </ul>

	<p>historical concepts to build up a picture of Britain's past.</p> <p><b>Sequence</b> Prior to this unit pupils will have studied objects and places that are familiar to them such as toys, transport and travel and the seaside as well as significant people in the British Monarchy from 1066 to the present day and the significant event, the Great Fire of London, to develop an understanding the past.</p> <p>This is the first history unit of KS2 and the first unit of British history. The unit begins approximately 3000 years ago, before written records began. Following this unit, pupils will continue to study British history in chronological order until 1066: The Roman Empire, Anglo-Saxons and Scots, Vikings and Anglo-Saxons.</p>	<p>farming and a study of Skara Brae</p> <ul style="list-style-type: none"> <li>• How life changed in Bronze Age Britain - analysis of objects and a comparison with the Stone Age</li> <li>• How life changed in Iron Age Britain - the people and how they lived, a comparison with Bronze Age</li> <li>• What the Stonehenge tells us about prehistoric Britain - why it was built and how it was used</li> <li>• How prehistoric Britain compares to the earliest world civilisations - identifying characteristics of a civilisation and comparing prehistoric Britain to Ancient Egypt, Shang Dynasty, Indus Valley and Ancient Sumer</li> </ul>	<ul style="list-style-type: none"> <li>• analyse evidence</li> <li>• examine arguments</li> <li>• develop judgement</li> <li>• make connections</li> <li>• draw contrasts</li> <li>• analyse trends</li> <li>• understand and gain historical perspectives.</li> <li>• acquire sufficient historical knowledge.</li> <li>• communicate historical findings</li> <li>• develop historical concepts: <ul style="list-style-type: none"> <li>○ using and analysing evidence</li> <li>○ interpretation</li> <li>○ cause and consequence</li> <li>○ change and continuity</li> <li>○ similarity and difference</li> <li>○ significance</li> <li>○ chronology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Prehistory is split into the Stone, Bronze and Iron Ages</li> <li>• The Stone Age is split into three eras</li> <li>• The first people would have reached Britain by foot as Britain was joined to Europe by land</li> <li>• The people would have moved around hunting for food and used tools made from a stone called flint</li> <li>• Life changed for people during the Stone Age</li> <li>• In the Neolithic Period people started to farm</li> <li>• They tamed animals and ploughed fields</li> <li>• The people started to stay in one place and needed stronger permanent homes</li> <li>• People began to make pottery</li> <li>• Skara Brae is an example of a Neolithic settlement</li> <li>• The Bronze Age followed the Stone Age and began over 4000 years ago</li> <li>• In the Bronze Age people learnt how to make bronze</li> <li>• They could make new objects from bronze and other metals</li> <li>• People in Britain learnt metalworking skills from the people of Europe</li> <li>• People became wealthy for the first time</li> <li>• There was conflict between groups of people</li> </ul>	<ul style="list-style-type: none"> <li>• burial</li> <li>• Caerwent</li> <li>• calendar</li> <li>• Celtic</li> <li>• construction</li> <li>• copper</li> <li>• culture</li> <li>• defend</li> <li>• Doggerland</li> <li>• druids</li> <li>• evidence</li> <li>• festivals</li> <li>• flax</li> <li>• flint</li> <li>• healing</li> <li>• hillfort</li> <li>• holy</li> <li>• hunter-gatherer</li> <li>• iron</li> <li>• iron age</li> <li>• language</li> <li>• lowlands</li> <li>• melted</li> <li>• mesolithic</li> <li>• metalworking</li> <li>• monument</li> <li>• mystery</li> <li>• neolithic</li> <li>• paleolithic</li> <li>• ploughing</li> <li>• pottery</li> <li>• precious</li> <li>• prehistory</li> <li>• raking</li> <li>• rare</li> <li>• reconstruction</li> <li>• records</li> <li>• remains</li> <li>• romans</li> <li>• roundhouses</li> <li>• sacrifice</li> <li>• sarsens</li> <li>• settlement</li> <li>• significant</li> </ul>
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				<ul style="list-style-type: none"> <li>• The Iron Age followed the Bronze Age</li> <li>• People started to use iron much more than bronze as the material were easier to find</li> <li>• More people could make iron tools, weapons and objects</li> <li>• More conflicts meant people needed to protect themselves and land and so the tribes built hillforts</li> <li>• They shared a culture with the tribes of Europe</li> <li>• The druids were the priests of Iron Age Britain</li> <li>• Stonehenge is a monument built from many different stones</li> <li>• Monuments are built to celebrate or remember something or someone</li> <li>• Monuments have been built all around the world</li> <li>• We have an idea about when and how it was built</li> <li>• We do not know why it was built and how it was used</li> <li>• There are different theories about why it was built and how it was used</li> <li>• The word civilization describes a group of people who live with certain characteristics</li> <li>• Some of the earliest civilizations were located in parts of the continents of Asia and Africa</li> </ul>	<ul style="list-style-type: none"> <li>• site</li> <li>• sources</li> <li>• stone age</li> <li>• Stonehenge</li> <li>• tamed</li> <li>• thatched</li> <li>• theories</li> <li>• tin</li> <li>• tonnes</li> <li>• torc</li> <li>• trade</li> <li>• tribal</li> <li>• wattle and daub</li> <li>• wealthy</li> <li>• weave</li> </ul>
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				<ul style="list-style-type: none"> <li>We can compare the earliest civilizations to prehistoric Britain</li> <li>This shows us that life was not the same in other parts of the world</li> <li>This shows us that other parts of the world were more advanced than prehistoric Britain</li> </ul>	
Spring 1	N/A	N/A	N/A	N/A	N/A
Spring 2	N/A	N/A	N/A	N/A	N/A
Summer 1	N/A	N/A	N/A	N/A	N/A
<b>Summer 2</b> <b>Ancient Greeks</b>	<p><b>Scope</b> Pupils will study the achievements of the Ancient Greek civilisation, identifying their influence on the western world. Pupils will study Ancient Greece in depth, acquiring historical knowledge whilst developing their use of historical concepts to draw comparison with other civilisations studied.</p> <p><b>Sequence</b> This is the first unit where pupils will study another civilisation. Pupils will be able to make contrasts between this unit and prehistoric Britain. This unit has been placed before the Romans as the Romans were heavily influenced by the Greeks. This unit is also placed after the study of Europe, so pupils have some contextual understanding of where Greece is.</p> <p>Following this unit pupils will go on to study other world civilisations and peoples: The Maya, Baghdad in AD900 and the Ancient Egyptians.</p>	<ul style="list-style-type: none"> <li>Learn about the first Greek civilizations - the Minoans and the Mycenae</li> <li>Life in classical Greece.</li> <li>That Ancient Greece was separated into different city-states - including Athens and Sparta.</li> <li>Learn about Greek democracy, the Olympics,</li> <li>Greek philosophers</li> <li>Consider the legacy of the Ancient Greeks on our lives today.</li> </ul>	<p>Through Historical enquiry pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>understand the past</li> <li>ask perceptive questions</li> <li>think critically</li> <li>analyse evidence</li> <li>examine arguments</li> <li>develop judgement</li> <li>make connections</li> <li>draw contrasts</li> <li>analyse trends</li> <li>understand and gain historical perspectives.</li> <li>acquire sufficient historical knowledge.</li> <li>communicate historical findings</li> <li>develop historical concepts: <ul style="list-style-type: none"> <li>using and analysing evidence</li> <li>interpretation</li> <li>cause and consequence</li> <li>change and continuity</li> <li>similarity and difference</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The Minoans were a Bronze Age civilization that lived on the island of Crete.</li> <li>British archaeologist Sir Arthur Evans excavated ruins and found evidence of the Minoans.</li> <li>The Minoan civilization began to weaken around 1450 BC.</li> <li>The Mycenaeans took over the islands of the Minoans and they lived much like the Minoans.</li> <li>The Greeks called their land Hellas, and their people were called Hellenes.</li> <li>Greece was a mountainous country, so it did not have a unified empire.</li> <li>The Greeks lived in smaller cities called a polis or a city-state.</li> <li>Each city-state ruled itself and they had their own government, laws and army.</li> </ul>	<ul style="list-style-type: none"> <li>acropolis</li> <li>alliances</li> <li>allies</li> <li>architecture</li> <li>Boule</li> <li>city-state</li> <li>civilisation</li> <li>Classical Period</li> <li>conquest</li> <li>Dark Age</li> <li>democracy</li> <li>dialogue</li> <li>Dikasteria</li> <li>diplomacy</li> <li>Ekklesia</li> <li>empire</li> <li>ethics</li> <li>excavated</li> <li>fragmented</li> <li>fresco</li> <li>geometry</li> <li>heir</li> <li>Hippocratic oath</li> <li>inquiry</li> <li>integrate</li> <li>labyrinth</li> <li>Minoan</li> <li>monarchy</li> <li>Mycenae</li> <li>Mycenaeans</li> <li>oligarchy</li> </ul>

			<ul style="list-style-type: none"> <li>○ significance</li> <li>○ chronology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Classical Period is often referred to as 'the Golden Age of Greece'.</b></li> <li>• From 508BC, Athenian democracy was established.</li> <li>• Athenian democracy was structured in three separate parts: Ekklesia, Boule and Dikasteria.</li> <li>• After defeating the Persians at war, Greece was at peace and Greek culture flourished.</li> <li>• Athens and Sparta were the two most important city-states.</li> <li>• <b>Athens was built at the base of the Acropolis.</b></li> <li>• <b>Sparta was surrounded by mountains.</b></li> <li>• In the Peloponnesian war, Sparta defeated Athens in 404BC.</li> <li>• Thebes defeated Sparta in 371BC restoring democracy in Athens.</li> <li>• <b>Alexander the Great conquered many empires between 333BC - 323BC.</b></li> <li>• He never lost a single battle, and his military tactics are still studied today.</li> <li>• Alexander was successful because he made alliances with his enemies.</li> <li>• In 323BC, Alexander the Great died at 32 years old and no one knows how he died.</li> <li>• <b>The philosophers</b> Socrates, Plato and Aristotle moved the quest</li> </ul>	<ul style="list-style-type: none"> <li>• Parthenon</li> <li>• phalanx</li> <li>• Philosophy</li> <li>• polis</li> <li>• retaliated</li> <li>• revolted</li> <li>• Socratic method</li> <li>• surrendered</li> <li>• tholos</li> <li>• triremes</li> <li>• truce</li> <li>• tyranny</li> </ul>
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				<p>for knowledge away from myths and superstitions to inquiry based on research and carefully detailed observations.</p> <ul style="list-style-type: none"> <li>In 776BC, the first Olympic Games were held every 4 years for 1000 years. They began again in 1896 and continue today.</li> <li>Hippocrates was a famous Greek doctor. He taught that diseases had natural causes and that they could sometimes be cured by natural means.</li> <li>The ancient Greeks developed the way we record history by focusing on research and detail.</li> </ul>	
<b>YEAR 4</b>	<b>Rationale</b>	<b>Key content from NC</b>	<b>Skills/Processes</b>	<b>Essential Knowledge</b>	<b>Vocabulary</b>
<p><b>Autumn 1 Roman Invasion</b></p>	<p><b>Scope</b> Pupils will study the Roman Empire and its impact on Britain to develop their chronological understanding of British history. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of Britain's past.</p> <p><b>Sequence</b> Prior to this unit, pupils should already have a secure understanding of British history from the Stone Age to the Iron Age. This unit picks up from the end of the Iron Age and expands pupils' knowledge of Britain by following the timeline of the Roman conquest of Britain from the failed attempts by Julius Caesar in 55BC and 54BC to the Roman withdrawal in 410AD. Following this unit, pupils will study Roman Britain in depth before continuing to study British History chronologically through the Anglo-Saxons and Vikings until 1066.</p>	<ul style="list-style-type: none"> <li>What the Roman Empire was and what happened to Julius Caesar when he tried to invade Britannia</li> <li>Who the Celts were and what happened to Claudius when he invaded in 41AD</li> <li>The strength of the Roman military</li> <li>The resistance from Boudicca and her tribe</li> <li>The building of Roman forts and Hadrian's Wall</li> <li>The causes of decline of Roman rule in Britain</li> </ul>	<p>Through Historical enquiry pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>understand the past</li> <li>ask perceptive questions</li> <li>think critically</li> <li>analyse evidence</li> <li>examine arguments</li> <li>develop judgement</li> <li>make connections</li> <li>draw contrasts</li> <li>analyse trends</li> <li>understand and gain historical perspectives.</li> <li>acquire sufficient historical knowledge.</li> <li>communicate historical findings</li> <li>develop historical concepts:</li> </ul>	<ul style="list-style-type: none"> <li>The Romans came from Rome, Italy.</li> <li>The Romans controlled much of the area around the Mediterranean Sea by 58BC.</li> <li>This included parts of what we now call Europe, Africa and Asia.</li> <li>In 58BC, the Romans did not yet control Britain.</li> <li>Julius Caesar led two invasions of Britain in 55 and 54BC.</li> <li>The Roman Empire began in 27BC when Augustus proclaimed himself emperor.</li> <li>At the time of the Roman invasions, Britain was split into different tribal areas.</li> <li>The areas were ruled by</li> </ul>	<ul style="list-style-type: none"> <li>Agricola</li> <li>armour</li> <li>army</li> <li>Atrebatas</li> <li>auxiliary</li> <li>barracks</li> <li>Boudicca</li> <li>Britannia</li> <li>Britannia Inferior</li> <li>Britannia Superior</li> <li>Caledonia (Scotland)</li> <li>Catuvellauni</li> <li>centurion</li> <li>century</li> <li>Claudius</li> <li>Colchester</li> <li>conquer</li> <li>construct</li> <li>emperor</li> <li>empire</li> </ul>

			<ul style="list-style-type: none"> <li>○ using and analysing evidence</li> <li>○ interpretation</li> <li>○ cause and consequence</li> <li>○ change and continuity</li> <li>○ similarity and difference</li> <li>○ significance</li> <li>○ chronology</li> </ul>	<p><b>separate tribes who often fought.</b></p> <ul style="list-style-type: none"> <li>• The tribes led much simpler lives than the city building Romans.</li> <li>• <b>The leader of one tribe fled to Rome to ask for support in defeating another tribe.</b></li> <li>• This invited the Romans back to Britain.</li> <li>• Emperor Claudius and his armies took this invitation as a reason to invade in 41AD.</li> <li>• <b>The strength of the Roman army was key to the success of the expansion of the Roman Empire.</b></li> <li>• The army was strict, well-organised and the largest military force of its time.</li> <li>• The army was divided into units.</li> <li>• There was a clear chain of command.</li> <li>• There were both positive and negative factors associated with joining the Roman army.</li> <li>• The Romans continued to invade the lands of different tribes.</li> <li>• They attempted to keep the peace with most of the tribes.</li> <li>• <b>Boudicca was the queen of the Iceni tribe.</b></li> <li>• She and her tribe were treated badly by the Romans.</li> <li>• <b>Boudicca raised a rebel army.</b></li> </ul>	<ul style="list-style-type: none"> <li>• fort</li> <li>• galdius</li> <li>• galea</li> <li>• Gaul</li> <li>• general</li> <li>• Germanic</li> <li>• granary</li> <li>• Hadrian</li> <li>• Honorius</li> <li>• Iceni</li> <li>• invasion</li> <li>• latrines</li> <li>• legion</li> <li>• legionary</li> <li>• London</li> <li>• Mediterranean</li> <li>• pilum</li> <li>• provinces</li> <li>• rebel</li> <li>• rebellions</li> <li>• Roman</li> <li>• round houses</li> <li>• Saxons</li> <li>• scutum</li> <li>• Septimus Severus</li> <li>• settlement</li> <li>• St. Albans</li> <li>• tribe</li> <li>• tunic</li> <li>• Watling Street</li> </ul>
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				<ul style="list-style-type: none"><li>• The rebel army successfully attacked three Roman towns before they were eventually defeated.</li><li>• To defend land they had conquered, the Romans built forts.</li><li>• Forts across the Roman Empire all followed the same plan.</li><li>• In 112AD, Emperor Hadrian began the construction of Hadrian's Wall.</li><li>• Hadrian's Wall was the largest structure in the Roman Empire.</li><li>• It travelled for 75miles across the north of their lands in Britain.</li><li>• We can find out about the lives of Roman soldiers living in forts along the wall by looking at different sources</li><li>• Between 192AD and 273AD there were many political problems back in Rome.</li><li>• Roman Britain went through a series of important changes.</li><li>• Roman troops were also called away from Britain to deal with rebellions across the empire.</li><li>• The Saxons took advantage of the decreased Roman presence in Britain and began to invade more often.</li></ul>	
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				<ul style="list-style-type: none"> <li>In 410AD, Emperor Honorius ended Roman rule in Britain.</li> </ul>	
<p><b>Autumn 2 Roman Britain</b></p>	<p><b>Scope</b> Pupils will study the 'Romanisation' of Britain in depth. This unit provides pupils with an opportunity to explore Roman Britain on a local and national scale. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of Britain's past.</p> <p><b>Sequence</b> Prior to this unit, pupils should already have a secure understanding of British history from the Stone Age to the Roman withdrawal in 410AD. This unit is a depth study into Roman Britain. It looks specifically at how the Romans influenced Britain and the legacy they left behind.</p> <p>Following this unit, pupils will continue to study British History chronologically through the Anglo-Saxons and Vikings until 1066.</p>	<ul style="list-style-type: none"> <li>Who lived in Roman Britain - analysis of human remains that indicate the diversity of people living in Roman Britain</li> <li>What life was like in a Roman town and how those towns were connected - Roman town buildings, Roman bathhouse, Roman roads</li> <li>Roman beliefs - Gods and Goddesses and Christianity</li> <li>How the Roman's linked Britain to the rest of the Empire - trade and slave trade</li> <li>Influence of the Romans on our words and numbers - Latin and Roman Numerals</li> <li>What we can learn about Roman Britain from an archaeological site - Caerwent</li> </ul>	<p>Through Historical enquiry pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>understand the past</li> <li>ask perceptive questions</li> <li>think critically</li> <li>analyse evidence</li> <li>examine arguments</li> <li>develop judgement</li> <li>make connections</li> <li>draw contrasts</li> <li>analyse trends</li> <li>understand and gain historical perspectives.</li> <li>acquire sufficient historical knowledge.</li> <li>communicate historical findings</li> <li>develop historical concepts: <ul style="list-style-type: none"> <li>using and analysing evidence</li> <li>interpretation</li> <li>cause and consequence</li> <li>change and continuity</li> <li>similarity and difference</li> <li>significance</li> <li>chronology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The Romans controlled most of the lands in Britain for almost 400 years</li> <li>During this time, Britain was one small part of their much larger empire <ul style="list-style-type: none"> <li>People from across the empire moved quite freely between the different lands</li> </ul> </li> <li>We know that Roman soldiers settled in Britain</li> <li>We can learn a lot about who actually lived in Roman Britain by investigating human remains and burial sites</li> <li>The Romans built towns across Britain <ul style="list-style-type: none"> <li>The towns would all follow the same plan and all had the same key buildings and roads</li> </ul> </li> <li>Romans introduced bathhouses to Britain - they were an important part of life</li> <li>Roads were built to connect towns, to make it easier for troops to travel but also to transport supplies <ul style="list-style-type: none"> <li>The roads would always follow the most direct route possible</li> </ul> </li> <li>The roads were always built in the same way</li> </ul>	<ul style="list-style-type: none"> <li>amphitheatre</li> <li>ancestry</li> <li>archaeological</li> <li>archaeologist</li> <li>archaeology</li> <li>attribute</li> <li>basilica</li> <li>bathhouse</li> <li>bones</li> <li>burial site</li> <li>Caerwent</li> <li>calendar</li> <li>Christianity</li> <li>currency</li> <li>direct</li> <li>DNA</li> <li>domus</li> <li>druids</li> <li>evidence</li> <li>export</li> <li>forum</li> <li>foundations</li> <li>god</li> <li>goddess</li> <li>import</li> <li>insulae</li> <li>Julian calendar</li> <li>Latin</li> <li>milestone</li> <li>numerals</li> <li>origin</li> <li>papyrus</li> <li>persecuted</li> <li>polytheism</li> <li>reconstruction</li> <li>remains</li> <li>remains</li> <li>ritual</li> <li>sacred</li> <li>site</li> </ul>

				<ul style="list-style-type: none"> <li>• The Romans had their own gods and goddesses</li> <li>• Britons were able to worship their own gods as long as they also respected the Roman ones</li> <li>• As people began to lose faith in the gods, Christianity became popular</li> <li>• At first, Christianity was banned and many were killed for their beliefs</li> <li>• Roman emperors eventually declared Christianity the official religion of the empire</li> <li>• The Romans developed a trade system across the empire</li> <li>• The trade system meant that different regions could import and export the goods they needed</li> <li>• Britain could trade its precious metal resources</li> <li>• The Romans also traded slaves across their empire</li> <li>• The Romans introduced a currency and different coins to make trade easier across the empire</li> <li>• Before the Romans invaded, Britons could not read and write</li> <li>• They had always passed things down by word of mouth</li> <li>• The Romans introduced an alphabet and writing</li> <li>• Many of our words today have Roman origins</li> <li>• The Romans introduced the calendar to Britain</li> </ul>	<ul style="list-style-type: none"> <li>• skull</li> <li>• slaves</li> <li>• sources</li> <li>• stylus</li> <li>• teeth</li> <li>• trade</li> </ul>
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				<ul style="list-style-type: none"> <li>• The Romans introduced a number system</li> <li>• Archaeological sites can be found across Britain</li> <li>• They can tell us a lot about what life was like at different times in the past</li> <li>• As well as ruins of buildings, archaeological sites often uncover items used in the past</li> <li>• We can make predictions about what life was like using the sources and evidence we find</li> <li>• A famous Roman site is Caerwent but there may be sites nearer to your school</li> </ul>	
Spring 1	N/A	N/A	N/A	N/A	N/A
Spring 2	N/A	N/A	N/A	N/A	N/A
Summer 1	N/A	N/A	N/A	N/A	N/A
<b>Summer 2 Maya Civilisation</b>	<p><b>Scope</b> Pupils will study a non-European society that provides contrasts with British history. Pupils will study the Mayan civilization in depth, acquiring historical knowledge whilst developing their use of historical concepts to draw comparison with other civilisations studied.</p> <p><b>Sequence</b> This unit provides the opportunity to study a civilisation from another continent and expands their knowledge of those previously studied. This unit falls between geographical studies of North and South America which provide pupils with additional context. The unit provides pupils with an insight into what life was once like before European invaders.</p> <p>Prior to this unit, pupils will also have studied The Ancient Greeks.</p>	<ul style="list-style-type: none"> <li>• The Mesoamerica region - climate and conditions at the time</li> <li>• How people lived - structure of Maya society</li> <li>• Ancient Maya beliefs</li> <li>• How they wrote, counted and told the time</li> <li>• Daily life - food and drink</li> <li>• The decline of the Maya - many factors including the arrival of European invaders</li> <li>• Descendants of Maya people</li> </ul>	<p>Through Historical enquiry pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>• understand the past</li> <li>• ask perceptive questions</li> <li>• think critically</li> <li>• analyse evidence</li> <li>• examine arguments</li> <li>• develop judgement</li> <li>• make connections</li> <li>• draw contrasts</li> <li>• analyse trends</li> <li>• understand and gain historical perspectives.</li> <li>• acquire sufficient historical knowledge.</li> <li>• communicate historical findings</li> <li>• develop historical concepts:</li> </ul>	<ul style="list-style-type: none"> <li>• The Ancient Maya civilization spanned thousands of years.</li> <li>• The Ancient Maya civilization can be separated into different periods.</li> <li>• The Ancient Maya lands were in an area known as Mesoamerica or Central America.</li> <li>• The land and climate differed across the Maya regions.</li> <li>• The Ancient Maya lived in separate city-states.</li> <li>• Artefacts can help us to understand the past.</li> </ul>	<ul style="list-style-type: none"> <li>• abandoned</li> <li>• abandonment</li> <li>• ancestors</li> <li>• archaeologist</li> <li>• artefacts</li> <li>• bark</li> <li>• base-20</li> <li>• blowpipes</li> <li>• calendar</li> <li>• carvings</li> <li>• ceremonies</li> <li>• city-states</li> <li>• civilization</li> <li>• climate change</li> <li>• codices</li> <li>• colonised</li> <li>• corn</li> <li>• craftsmen</li> <li>• currency</li> <li>• dams</li> </ul>

	<p>They will then go on to study other world civilisations and peoples: Baghdad in AD900 and the Ancient Egyptians.</p>		<ul style="list-style-type: none"> <li>○ using and analysing evidence</li> <li>○ interpretation</li> <li>○ cause and consequence</li> <li>○ change and continuity</li> <li>○ similarity and difference</li> <li>○ significance</li> <li>○ chronology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Ancient Maya had a hierarchical social structure.</b></li> <li>• <b>The structure had the ruler at the top and the slaves at the bottom.</b></li> <li>• Life was different depending on where you were in the social structure.</li> <li>• Ancient Maya cities had key buildings.</li> <li>• Religion was an important part of daily life for the Ancient Maya people.</li> <li>• <b>The Ancient Maya had different gods and goddesses.</b></li> <li>• Temples were built in honour of the gods and goddesses.</li> <li>• <b>The people also worshipped the ruler and their ancestors.</b></li> <li>• The Ancient Maya had their own creation story.</li> <li>• Corn was significant to the Ancient Maya people.</li> <li>• <b>The Ancient Maya relied on farming, foraging and hunting.</b></li> <li>• It was difficult to farm the Ancient Maya lands.</li> <li>• The people developed ways of making farming, hunting and fishing easier.</li> <li>• <b>Cacao was significant</b> to the Ancient Maya people.</li> <li>• The Ancient Maya had a story to explain the</li> </ul>	<ul style="list-style-type: none"> <li>• decipher</li> <li>• decline</li> <li>• disease</li> <li>• drought</li> <li>• environment</li> <li>• European invaders</li> <li>• excavation</li> <li>• farm</li> <li>• farmers</li> <li>• festivals</li> <li>• flourish</li> <li>• forage</li> <li>• glyphs</li> <li>• greed</li> <li>• hunt</li> <li>• hunter-gatherer</li> <li>• immunity</li> <li>• invaders</li> <li>• king/queen</li> <li>• leather</li> <li>• merchants</li> <li>• natural disaster</li> <li>• nobles</li> <li>• peasants</li> <li>• pellets</li> <li>• permanent</li> <li>• poison</li> <li>• population</li> <li>• priests</li> <li>• regions</li> <li>• religion</li> <li>• sacrifices</li> <li>• settlements</li> <li>• slash and burn irrigation</li> <li>• slaves</li> <li>• social hierarchy</li> <li>• terraces</li> <li>• theories</li> <li>• thriving</li> <li>• warfare</li> </ul>
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				<p>important of cacao to the people.</p> <ul style="list-style-type: none"> <li>• The Ancient Maya had their own <b>written language</b>.</li> <li>• They wrote using pictures we call <b>glyphs</b>.</li> <li>• Some glyphs had a single meaning and others represented sounds.</li> <li>• The Ancient Maya had their own <b>number system</b>.</li> <li>• Their number system was a base-20 system with a symbol for zero.</li> <li>• The Ancient Maya had three different calendars.</li> <li>• Historians once thought the Ancient Maya civilization suddenly disappeared.</li> <li>• The civilization <b>declined over time</b>.</li> <li>• In around 900AD many cities were abandoned.</li> <li>• There are different theories about why this happened.</li> <li>• European invaders arrived from around 1500AD.</li> <li>• These invaders colonised the Maya lands.</li> </ul>	
<b>YEAR 5</b>	<b>Rationale</b>	<b>Key content from NC</b>	<b>Skills/Processes</b>	<b>Essential Knowledge</b>	<b>Vocabulary</b>
<p><b>Autumn 1</b> <b>Anglo-Saxons and Scots</b></p>	<p><b>Scope</b> Pupils will study Britain's settlement by Anglo-Saxons and Scots to develop their chronological understanding of British history. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of Britain's past.</p>	<ul style="list-style-type: none"> <li>• The Seven Kingdoms</li> <li>• Anglo-Saxon tribes</li> <li>• The invasion of Britain</li> <li>• The structure of Anglo-Saxon society</li> <li>• Laws and Justice</li> <li>• Anglo-Saxon village life</li> <li>• Art and culture - jobs</li> </ul>	<p>Through Historical enquiry pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>• understand the past</li> <li>• ask perceptive questions</li> <li>• think critically</li> <li>• analyse evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Romans left Britain around 410AD.</li> <li>• A mix of tribes, the <b>Angles, Saxons and Jutes invaded Britain in 410AD</b>.</li> <li>• The Scots were a tribe from Northern Ireland.</li> </ul>	<ul style="list-style-type: none"> <li>• 'cyning' - king</li> <li>• Anglo-Saxons</li> <li>• archaeologist</li> <li>• archaeology</li> <li>• Bretwalda</li> <li>• brooches</li> <li>• burhs</li> <li>• Ceorl</li> </ul>



<p><b>Sequence</b> Prior to this unit, pupils should already have a secure understanding of British history from the Stone Age to the Roman withdrawal in 410AD. This unit expands pupils' knowledge of settlers in Britain through the Anglo-Saxons and Scots.</p> <p>Following this unit, pupils will continue to study British History chronologically through the Vikings until 1066. They will also go on to study other aspects of British history beyond 1066: The Industrial Revolution, WW1 and WW2 and actions of individuals and movements throughout British history.</p>	<p>Anglo-Saxon beliefs including the gods they believed in and the how/when they converted to Christianity</p> <ul style="list-style-type: none"> <li>• In depth study of 'Alfred the Great'</li> <li>• The myth of the 'Dark Ages' - lack of historical evidence of Anglo-Saxons</li> <li>• Sutton Hoo discovery</li> </ul>	<ul style="list-style-type: none"> <li>• examine arguments</li> <li>• develop judgement</li> <li>• make connections</li> <li>• draw contrasts</li> <li>• analyse trends</li> <li>• understand and gain historical perspectives.</li> <li>• acquire sufficient historical knowledge.</li> <li>• communicate historical findings</li> <li>• develop historical concepts: <ul style="list-style-type: none"> <li>○ using and analysing evidence</li> <li>○ interpretation</li> <li>○ cause and consequence</li> <li>○ change and continuity</li> <li>○ similarity and difference</li> <li>○ significance</li> <li>○ chronology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The Anglo-Saxons travelled to Britain in wooden boats from Germany, the Netherlands and Denmark.</li> <li>• The Anglo-Saxon invasion was largely successful because the Romans had abandoned Britain.</li> <li>• <b>Anglo-Saxon Britain was divided into 7 kingdoms.</b></li> <li>• <b>Each kingdom was ruled by a different king.</b></li> <li>• Earls governed large areas of England on behalf of the king.</li> <li>• Anglo-Saxons had a system las and compensation known as 'wergild'.</li> <li>• In Anglo-Saxon Britain, people accused of crimes had to go to court and be tried for their crimes.</li> <li>• <b>Anglo-Saxons lived in small villages.</b></li> <li>• Anglo-Saxons abandoned Roman buildings and left them to ruin.</li> <li>• A fire was used for light, warmth and cooking.</li> <li>• <b>Everyone supported the village by taking on specific roles.</b></li> <li>• Some specialized jobs were Blacksmith, Woodworker and Jeweller.</li> <li>• <b>The Anglo-Saxons were originally pagans. This meant they believed in many different gods.</b></li> <li>• King Ethlebert became the first king to convert to Christianity.</li> </ul>	<ul style="list-style-type: none"> <li>• Christianity</li> <li>• coinage</li> <li>• converted</li> <li>• craft worker</li> <li>• Danelaw</li> <li>• defence</li> <li>• defendant</li> <li>• discovery</li> <li>• earl</li> <li>• evidence</li> <li>• fort</li> <li>• fyrd' - army</li> <li>• Hadrian's Wall</li> <li>• heptarchy</li> <li>• invaders</li> <li>• livestock</li> <li>• mead</li> <li>• missionary work</li> <li>• monastery</li> <li>• monk</li> <li>• oath-keeper</li> <li>• pagan</li> <li>• pennisula</li> <li>• reign</li> <li>• replica</li> <li>• riddles</li> <li>• runes</li> <li>• saint</li> <li>• Scots</li> <li>• sources</li> <li>• Sutton Hoo</li> <li>• thane</li> <li>• thatched</li> <li>• Tribe</li> <li>• wergild</li> <li>• Witan</li> <li>• Woden</li> </ul>
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				<ul style="list-style-type: none"><li>• Augustine, Aiden, Columba and Oswald were all made saints for their work in spreading the word of Christianity.</li><li>• Many religious buildings that were influential at the time are still influential today.</li><li>• Monasteries were the only schools in Anglo-Saxon England.</li><li>• Alfred the Great became king in 870AD.</li><li>• King Alfred built defences that kept the invading Danes out.</li><li>• The army and the navy protected the country.</li><li>• Alfred created a code of law to promote justice and order.</li><li>• Books were translated from Latin to English to promote education.</li><li>• Alfred began to record Anglo-Saxon history by asking monks to write the Anglo-Saxon Chronicle</li><li>• Gildas, Bede and the Anglo-Saxon Chronicle are the main sources of information of Anglo-Saxon history.</li><li>• Edith Pretty and Basil Brown discovered Sutton Hoo in 1939.</li><li>• Sutton Hoo was one of the most exciting discoveries in British archaeology.</li><li>• Replicas are created to illustrate what the real item would have looked like.</li></ul>	
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<p><b>Autumn 2</b> <b>Vikings and Anglo-Saxons</b></p>	<p><b>Scope</b> Pupils will study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor to develop their chronological understanding of British history. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of Britain's past.</p> <p><b>Sequence</b> Prior to this unit, pupils should already have a secure understanding of British history from the Stone Age to the Anglo-Saxon settlement in Britain (793AD). This unit continues to build the chronological journey of Britain's past.</p> <p>Following this unit, pupils will go on to study other aspects of British history beyond 1066: The Industrial Revolution, WW1 and WW2 and actions of individuals and movements throughout British history.</p>	<ul style="list-style-type: none"> <li>• Who the Vikings were and where they came from - the role of longships in battle, travel and trade</li> <li>• Viking raids and invasion - where they raided, what they took, how they fought</li> <li>• Resistance by Alfred the Great and Athelstan, first king of England - The Danelaw</li> <li>• Life in Viking Britain - homes, jobs, laws, societal structure</li> <li>• Unification of England - the role of Edward the Elder, Aethelflaed and Athelstan in defeating the Vikings</li> <li>• Further Viking invasions - King Cnut</li> <li>• Edward the Confessor and his death in 1066 - the outcomes of The Battle of Hastings and the view the Bayeux Tapestry provides</li> </ul>	<p>Through Historical enquiry pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>• understand the past</li> <li>• ask perceptive questions</li> <li>• think critically</li> <li>• analyse evidence</li> <li>• examine arguments</li> <li>• develop judgement</li> <li>• make connections</li> <li>• draw contrasts</li> <li>• analyse trends</li> <li>• understand and gain historical perspectives.</li> <li>• acquire sufficient historical knowledge.</li> <li>• communicate historical findings</li> <li>• develop historical concepts: <ul style="list-style-type: none"> <li>○ using and analysing evidence</li> <li>○ interpretation</li> <li>○ cause and consequence</li> <li>○ change and continuity</li> <li>○ similarity and difference</li> <li>○ significance</li> <li>○ chronology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Vikings travelled thousands of miles across the sea from Scandinavia: Norway, Sweden; Denmark.</b></li> <li>• Many Vikings were great travellers and sailed all over Europe and the Atlantic Ocean in their longships.</li> <li>• Their longships could sail in shallow water which meant they could travel up rivers as well as across the sea.</li> <li>• Ordinary Vikings were buried with their sword or favourite brooch, while the wealthiest men and women were buried in ships to carry them to the next world.</li> <li>• The Vikings first invaded Britain in 793AD.</li> <li>• The first places the Vikings raided were all religious institutions.</li> <li>• <b>Vikings raided religious institutions because they were close to the sea and contained lots of valuable items such as gold and silver.</b></li> <li>• Vikings fought mainly with a sword or axe, a wooden shield and a helmet made of iron or leather.</li> <li>• By 874 the Vikings had conquered all the kingdoms except Wessex.</li> <li>• King Alfred was forced into hiding in 878AD.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Holmgang'</li> <li>• 'Thing'</li> <li>• alliance</li> <li>• Bayeux Tapestry</li> <li>• borough</li> <li>• burial</li> <li>• chieftain</li> <li>• confront</li> <li>• conquest</li> <li>• Danelaw</li> <li>• decisive</li> <li>• defend</li> <li>• duel</li> <li>• fortifications</li> <li>• heir</li> <li>• invasion</li> <li>• jarl</li> <li>• karls</li> <li>• king</li> <li>• longhouse</li> <li>• longship</li> <li>• monarchy</li> <li>• Norse myths</li> <li>• opposition</li> <li>• plunder</li> <li>• priory/monastery</li> <li>• raid</li> <li>• ranks</li> <li>• reign</li> <li>• reinforcements</li> <li>• religious institutions</li> <li>• rivals</li> <li>• tactic</li> <li>• territory</li> <li>• thralls</li> <li>• trade</li> <li>• unification</li> <li>• Vahalla</li> <li>• Vikings</li> </ul>
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				<ul style="list-style-type: none"><li>• King Alfred's victory at the Battle of Edington was decisive, forcing Guthrum to withdraw from Wessex and agree to the division of England.</li><li>• The Vikings settled in the Danelaw. It covered all of eastern England between the River Tees and River Thames.</li><li>• Vikings lived a simple and comfortable life with the whole family in a longhouse.</li><li>• Viking society was separated with the king at the top followed by the jarls, karls and thralls/slaves.</li><li>• Vikings were farmers and also craftsmen. They made beautiful objects out of wood, metal and bone. They also made things that people needed</li><li>• Viking women were highly respected and had a lot of influence at home. They supported the farm and the home and were skilled weavers.</li><li>• Edward the Elder defeated the Northumbrian Danes at Tettenhall and set out in 912 to conquer the Danes of the eastern Midlands and East Anglia.</li><li>• The Mercian ruler Aethelflaed worked with her brother Edward to</li></ul>	
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				<p>attach the Danish army of East Anglia.</p> <ul style="list-style-type: none"> <li>• Aethelstan defeated the Vikings and took the city of York.</li> <li>• <b>At the Battle of Brunanburh, Aethelstan defeated Constantine the King of Scotland and supporting Danish forces to become King of all England.</b></li> <li>• On 6th January 1066, King Edward the Confessor died without an heir.</li> <li>• There were three main rivals for the throne: Harold Godwinson - Earl of Wessex, Harald Hadrada - King of Norway and William - Duke of Normandy.</li> <li>• <b>Harold Godwinson became the king of England and he defeated Harald Hadrada at the Battle of Stamford Bridge.</b></li> <li>• <b>William the Conqueror defeated King Harold at the Battle of Hastings in 1066.</b></li> </ul>	
Spring 1	N/A	N/A	N/A	N/A	N/A
Spring 2	N/A	N/A	N/A	N/A	N/A
<b>Summer 1</b> <b>Baghdad and the Middle East</b>	<b>Scope</b> Pupils will study a non-European society that provides contrasts with British history. Pupils will study Baghdad c. AD 900 in depth, acquiring historical knowledge whilst developing their use of historical concepts to draw comparison with other civilisations studied.	<ul style="list-style-type: none"> <li>• How the round city of Baghdad was built</li> <li>• The technological advances made during the Golden Age of Islam</li> <li>• How Baghdad become a centre of learning: focusing on the House of</li> </ul>	Through Historical enquiry pupils will be given opportunities to develop their ability to: <ul style="list-style-type: none"> <li>• understand the past</li> <li>• ask perceptive questions</li> <li>• think critically</li> <li>• analyse evidence</li> <li>• examine arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Baghdad became the centre of the Islamic world.</li> <li>• By the 8<sup>th</sup> century, a new dynasty called the Abbasids took power.</li> <li>• <b>In 762 CE, Al-Mansur chose to build the Round City near the River Tigris.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Abbasid dynasty</li> <li>• allies</li> <li>• astrolabe</li> <li>• astrology</li> <li>• astronomy</li> <li>• caliphs</li> <li>• caravans</li> <li>• civil war</li> <li>• Crusades</li> </ul>

	<p><b>Sequence</b> This unit provides the opportunity to study a civilisation from another continent and expands their knowledge of those previously studied.</p> <p>Prior to this unit, pupils will have studied a series of world civilizations and peoples: The Ancient Greeks and The Maya. They will then go on to study the Ancient Egyptians.</p>	<p>Wisdom, astronomy and the Arabic number system</p> <ul style="list-style-type: none"> <li>Analyse a range of primary sources to learn about Baghdad's art and culture</li> <li>Comparison of the capital city of Baghdad to London at AD. 1000</li> </ul> <p>Understanding Baghdad's decline</p>	<ul style="list-style-type: none"> <li>develop judgement</li> <li>make connections</li> <li>draw contrasts</li> <li>analyse trends</li> <li>understand and gain historical perspectives.</li> <li>acquire sufficient historical knowledge.</li> <li>communicate historical findings</li> <li>develop historical concepts: <ul style="list-style-type: none"> <li>using and analysing evidence</li> <li>interpretation</li> <li>cause and consequence</li> <li>change and continuity</li> <li>similarity and difference</li> <li>significance</li> <li>chronology</li> </ul> </li> </ul>	<p><b>It took four years to build.</b></p> <ul style="list-style-type: none"> <li>There were surprising green spaces in Baghdad due to the water they could get from the rivers.</li> <li>Baghdad is the capital city of Iraq today.</li> <li>From around <b>the 8th century to the 10th century</b>, the time was described as the 'Golden Age of Islam'.</li> <li><b>It was described as the 'Golden Age of Islam' because the Round City had been built and trade brought wealth to the city.</b></li> <li>Products that were invented or made by people from Baghdad were highly valued by people across the world. Some of these items included silk, textiles and glass.</li> <li>There were two main Islamic coins used in trade. The dinar was a gold coin and the dirham was a silver coin.</li> <li><b>Caliph Al-Mansur decided to create a royal library and added space for scholars and scribes to work within it. This space became known as the House of Wisdom.</b></li> <li>The Qur'an highlights the value of learning and encourages study.</li> <li>Scholars translated many books from ancient Greece, the Roman Empire</li> </ul>	<ul style="list-style-type: none"> <li>dinar</li> <li>dirham</li> <li>drainage</li> <li>dynasty</li> <li>dynasty</li> <li>embroidery</li> <li>Golden Age of Islam</li> <li>House of Wisdom</li> <li>merchants</li> <li>moat</li> <li>Mongols</li> <li>mosque</li> <li>observatory</li> <li>papyrus</li> <li>prophet</li> <li>Qur'an</li> <li>Round City</li> <li>Saqiyah</li> <li>scholars</li> <li>Seljuk Turks</li> <li>Silk Road</li> <li>telescope</li> <li>territory</li> <li>textiles</li> <li>trade</li> <li>translators</li> <li>wood pulp</li> </ul>
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				<p>and ancient India.</p> <ul style="list-style-type: none"> <li>• Scholars in Islamic universities would study the ancient Greek texts about science, and they would check their accuracy with an experiment and sometimes provide a better explanation.</li> <li>• Al-Khwarizmi was a researcher for the House of Wisdom. He is well known for his <b>advancements in Science and Mathematics.</b></li> <li>• Al-Battani was an <b>astronomer</b> who calculated the length of the year most accurately.</li> <li>• Al-Razi was described the <b>greatest physician</b> of the Islamic world. He wrote many books on medicine that were translated and used across Europe.</li> <li>• Around one million people lived in Baghdad by 1000AD.</li> <li>• <b>In Baghdad, the separation of men and women in daily activities was tradition, and it was written in the Qur'an.</b></li> <li>• Around 20,000 people lived in London and its suburbs by 1000AD.</li> <li>• <b>In London, Viking women had independence and influence at home. Men had the influence in public politics.</b></li> <li>• <b>By 900AD Baghdad was in decline. The Abbasid</b></li> </ul>	
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				<p>dynasty who had ruled the Islamic Empire were starting to see challenges to power.</p> <ul style="list-style-type: none"> <li>In 1055AD, Seljuk Turks invaded Baghdad.</li> <li>In 1096AD, wars called the Crusades began between Christians and Muslims.</li> <li>In 1258AD, Mongols seized and largely destroyed Baghdad.</li> </ul>	
<p><b>Summer 2</b> <b>The Industrial Revolution</b></p>	<p><b>Scope</b> Pupils will study an aspect of British history to extend their chronological knowledge beyond 1066. Pupils will study the Industrial Revolution in depth, acquiring historical knowledge whilst developing their use of historical concepts to draw comparison with other aspects of British history studied.</p> <p><b>Sequence</b> Prior to this unit, pupils should already have a secure understanding of British history from the Stone Age to the Battle of 1066.</p> <p>This unit expands pupils' understanding of Britain's History. They explore the wider context of the Industrial Revolution in Britain to understand how the products of slavery fuelled the rise of industry.</p> <p>Following this unit, pupils will also go on to study other aspects of British history beyond 1066: WW1 and WW2 and actions of individuals and movements throughout British history.</p>	<ul style="list-style-type: none"> <li>The roots of the industrial revolution <ul style="list-style-type: none"> <li>Midlands and North of England - machines to turn cotton into thread and cloth, built using money made by investing in slave trade</li> <li>Merchants invested money into slave-powered businesses</li> <li>1860's cotton was the UK's main export</li> </ul> </li> <li>James Watt</li> <li>Significant inventions</li> <li>Trade and Empire - USA</li> </ul>	<p>Through Historical enquiry pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>understand the past</li> <li>ask perceptive questions</li> <li>think critically</li> <li>analyse evidence</li> <li>examine arguments</li> <li>develop judgement</li> <li>make connections</li> <li>draw contrasts</li> <li>analyse trends</li> <li>understand and gain historical perspectives.</li> <li>acquire sufficient historical knowledge.</li> <li>communicate historical findings</li> <li>develop historical concepts: <ul style="list-style-type: none"> <li>using and analysing evidence</li> <li>interpretation</li> <li>cause and consequence</li> <li>change and continuity</li> <li>similarity and difference</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The word 'revolution' means a process of change.</li> <li>The Industrial Revolution was a time in British history where the country changed hugely from a mostly rural society to an industrial one.</li> <li>Historians believe there are around six factors that caused the Industrial Revolution: a population boom, empire expansion, improved agriculture, the first factories, new power and improved transport.</li> <li>Historians believe that the industrialisation in Britain happened between 1750 - 1900.</li> <li>The Industrial Revolution shaped the modern world we live in today</li> <li>The British Empire was made up of Britain, and the colonies, which were countries ruled in some way by and from Britain.</li> <li>People of the colonised</li> </ul>	<ul style="list-style-type: none"> <li>agriculture</li> <li>barge</li> <li>blast furnace</li> <li>British empire</li> <li>canal</li> <li>class</li> <li>coalmine</li> <li>coke</li> <li>colonies</li> <li>empire</li> <li>entrepreneur</li> <li>exporting</li> <li>firedamp</li> <li>furnaces</li> <li>handloom weaver</li> <li>Industrial Revolution</li> <li>industrialisation</li> <li>iron ore</li> <li>James Watt</li> <li>locomotive</li> <li>manufactured goods</li> <li>manufacturing</li> <li>outbreak</li> <li>packhorse</li> <li>plantation</li> <li>policy</li> <li>population</li> <li>profit</li> <li>revolution</li> <li>rural</li> <li>smelting</li> </ul>



			<ul style="list-style-type: none"> <li>○ significance</li> <li>○ chronology</li> </ul>	<p>lands experienced inequality and a decline in their culture and religion.</p> <ul style="list-style-type: none"> <li>• Many of the key inventors during the Industrial Revolution took part in slave trading activity at some point.</li> <li>• British industries took part in the Atlantic Slave Trade to access raw materials.</li> <li>• Britain was well-known for producing fine woollens.</li> <li>• Spinning cotton using machines was faster and cheaper than spinning cotton by hand.</li> <li>• Richard Arkwright invented the water frame and built the first modern factory in England.</li> <li>• Cotton factories were built in Lancashire, Yorkshire, Nottinghamshire and Derbyshire</li> <li>• Before steam power, most factories and mills were powered by water, wind, horse, or man.</li> <li>• Steam engines were first used to pump water from coal mines.</li> <li>• In 1775, Watt and Boulton went into partnership and using Watt's designs began manufacturing the first Boulton &amp; Watt steam engines.</li> <li>• Watt went on to further refine his design, so the steam engines could drive</li> </ul>	<ul style="list-style-type: none"> <li>• steam engine</li> <li>• transatlantic slave trade</li> <li>• ventilation</li> <li>• yarn</li> </ul>
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				<p>machinery in paper, cotton, flour and iron mills, textile factories, distilleries, canals and even drive an early steam locomotive.</p> <ul style="list-style-type: none"><li>• Much of the machinery and buildings, trains, railway bridges and steam engines, were built out of iron.</li><li>• Abraham Darby introduced the blast furnace to develop iron production.</li><li>• Steam engines and blast furnaces needed a huge amount of coal to function, so coal mining became a very important industry.</li><li>• Humphry Davy created a safety lamp that could be used down in the mines.</li><li>• Canals are manmade rivers that spread around the country to transport goods such as coal and iron.</li><li>• Towns and cities became overcrowded.</li><li>• Diseases spread easily because of the cheaply made houses.</li><li>• Before the Industrial Revolution there were two main classes of people: nobles (upper class) and peasants (lower class).</li><li>• During the Industrial Revolution, a new class of people began to emerge - the middle class.</li></ul>	
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YEAR 6	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
<p><b>Autumn 1</b> <b>Ancient Egyptians</b></p>	<p><b>Scope</b> Pupils will study the achievements of the earliest civilisations, gaining an overview of where and when the first civilisations appeared. Pupils will study the Ancient Egyptian civilisation in depth, acquiring historical knowledge whilst developing their use of historical concepts to draw comparison with other civilisations studied.</p> <p><b>Sequence</b> This unit provides the opportunity to study a civilisation from another continent and expands their knowledge of those previously studied.</p> <p>This unit is not in the chronological sequence. It is important for pupils to understand that history does not only happen sequentially and that everything they study does not come after what they have studied before. This unit spans from 3000BC - 1922 and the discovery of Tutankhamun's tomb where pupils grapple with the wider idea of where artefacts should remain: in the host country or in museums around the globe.</p> <p>Prior to this unit, pupils will have studied a series of world civilizations and peoples: The Ancient Greeks, The Maya and Baghdad in AD900.</p>	<ul style="list-style-type: none"> <li>Kingdoms of Egypt - Old, Middle and New</li> <li>Notable Pharaohs - Ramesses II and Cleopatra</li> <li>Ancient Egypt's societal structure</li> <li>The importance of the River Nile in relation to landscape and what it provided</li> <li>The Giza Pyramids</li> <li>The who and how of the building of the pyramids</li> <li>Egyptian beliefs - Gods, Afterlife, Mummification</li> <li>The extent of artefacts the Ancient Egyptians left behind which created a rich historical knowledge base for modern day</li> </ul>	<p>Through Historical enquiry pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>understand the past</li> <li>ask perceptive questions</li> <li>think critically</li> <li>analyse evidence</li> <li>examine arguments</li> <li>develop judgement</li> <li>make connections</li> <li>draw contrasts</li> <li>analyse trends</li> <li>understand and gain historical perspectives.</li> <li>acquire sufficient historical knowledge.</li> <li>communicate historical findings</li> <li>develop historical concepts: <ul style="list-style-type: none"> <li>using and analysing evidence</li> <li>interpretation</li> <li>cause and consequence</li> <li>change and continuity</li> <li>similarity and difference</li> <li>significance</li> <li>chronology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Ancient Egypt was a civilization in north-eastern Africa.</li> <li>There were over 30 dynasties that ruled ancient Egypt over the course of 3000 years.</li> <li>The main periods of ancient Egyptian history are called the Old Kingdom, the Middle Kingdom and the New Kingdom.</li> <li>The New Kingdom was the time of greatest wealth for the ancient Egyptian civilization.</li> <li>Pharaohs were considered gods.</li> <li>Ancient Egyptian society was structured like a pyramid.</li> <li>Life was different for people at different levels in the system.</li> <li>The pharaoh was at the top and slaves were at the bottom.</li> <li>The vizier had more power than anyone except the pharaoh.</li> <li>Scribes were Egypt's official record keepers. They were the only ones who could read and write in Egypt</li> <li>The Egyptians lived along or around the River Nile.</li> <li>The people of Egypt relied on the River Nile for survival.</li> </ul>	<ul style="list-style-type: none"> <li>Afterlife</li> <li>Akhet</li> <li>archaeological site</li> <li>architect</li> <li>artisans</li> <li>black silt</li> <li>canopic jars</li> <li>Deir el-Medina</li> <li>dynasty</li> <li>economy</li> <li>Egyptology</li> <li>elites</li> <li>embalming</li> <li>exiled</li> <li>export</li> <li>Giza pyramids</li> <li>heir</li> <li>hieroglyphic writing</li> <li>hieroglyphs</li> <li>import</li> <li>irrigation</li> <li>legacy</li> <li>life expectancy</li> <li>Monument</li> <li>mortuary temple</li> <li>mummification</li> <li>natron</li> <li>noble</li> <li>papyrus</li> <li>Peret</li> <li>pharaohs</li> <li>plundered</li> <li>reign</li> <li>reliefs</li> <li>replica</li> <li>Saqqara</li> <li>sarcophagus</li> <li>Shemu</li> <li>Sphinx</li> <li>temples</li> <li>The Underworld</li> <li>UNESCO World Heritage Site</li> </ul>

				<ul style="list-style-type: none"> <li>• The ancient Egyptians followed a calendar influenced by the Nile.</li> <li>• The River Nile provided rich soil in order to grow crops.</li> <li>• The Egyptians travelled along the Nile to trade.</li> <li>• The pharaohs were buried inside pyramids.</li> <li>• The largest pyramid was 147 metres tall.</li> <li>• Pharaohs Khufu, Khafre and Menkaure built the Giza Pyramids.</li> <li>• 20,000 workers took 20 years to build The Great Pyramid.</li> <li>• No-one is quite sure how the pyramids were built</li> <li>• There were over 2000 gods and goddesses and they each had their own area of expertise.</li> <li>• The pharaohs built temples and statues for the gods.</li> <li>• The Egyptians believed good deeds would secure you a place in the afterlife.</li> <li>• The Egyptians believed in preserving the body for the afterlife.</li> <li>• Mummification is a long process that takes seventy days.</li> <li>• Tutankhamun's tomb was found in 1922.</li> <li>• Howard Carter discovered Tutankhamun's tomb.</li> <li>• Tutankhamun's tomb was discovered virtually untouched.</li> </ul>	<ul style="list-style-type: none"> <li>• Valley of the Kings</li> <li>• vizier</li> </ul>
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				<ul style="list-style-type: none"> <li>Egyptologists study Egypt and have been fascinated by the history of the Ancient Egyptians.</li> <li>Ancient Egyptian discoveries are still being made today at sites like Saqqara, an ancient burial ground.</li> </ul>	
<b>Autumn 2</b>	N/A	N/A	N/A	N/A	N/A
<b>Spring 1 and Spring 2 Conflict and Resolution</b>	<p><b>Scope</b> Pupils will study an aspect of British history to extend their chronological knowledge beyond 1066. Pupils will study the First and Second World War in depth, acquiring historical knowledge whilst developing their use of historical concepts to draw comparison with other aspects of British history studied.</p> <p><b>Sequence</b> Prior to this unit, pupils should already have a secure understanding of British history from the Stone Age to the Battle of 1066 and then of the Industrial Revolution.</p> <p>This unit is studied at this point in Y6 as both World Wars were significant turning points in British History. The level of understanding required to access the historical knowledge and to develop the use of historical concepts is appropriate at this point in Y6.</p> <p>Following this unit, pupils will also go on to study other aspects of British history beyond 1066: actions of individuals and movements throughout British history.</p>	<ul style="list-style-type: none"> <li>How WW1 began</li> <li>The role of the British Empire in WW1</li> <li>Who fought in WW1 - representing the soldiers that fought</li> <li>The role of women in WW1</li> <li>How WW1 ended and the lasting effects it had on soldiers and civilians</li> <li>Who Hitler was and how WW2 began</li> <li>Who was persecuted during WW2 - focusing on the Holocaust The impact of the war on Britain - Churchill, evacuation, local history study</li> <li>How Britain was rebuilt after WW2 - focusing on the reason for, the impact of and the later scandal of the Windrush generation.</li> <li>How countries maintain peace - League of Nations vs United Nations, reference to modern conflicts, how war is not inevitable</li> </ul>	<p>Through Historical enquiry pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>understand the past</li> <li>ask perceptive questions</li> <li>think critically</li> <li>analyse evidence</li> <li>examine arguments</li> <li>develop judgement</li> <li>make connections</li> <li>draw contrasts</li> <li>analyse trends</li> <li>understand and gain historical perspectives.</li> <li>acquire sufficient historical knowledge.</li> <li>communicate historical findings</li> <li>develop historical concepts: <ul style="list-style-type: none"> <li>using and analysing evidence</li> <li>interpretation</li> <li>cause and consequence</li> <li>change and continuity</li> <li>similarity and difference</li> <li>significance</li> <li>chronology</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Archduke Franz Ferdinand, the Austro-Hungarian heir, was killed on 28th June 1914 in Sarajevo.</b></li> <li>The Triple Entente was made up of the British, French and Russian Empires.</li> <li>The Triple Alliance was made up of the German, Austro-Hungarian and Italian Empires.</li> <li>Many soldiers from the British colonies were sent to fight in the First World War.</li> <li>In 1916, the Military Service Act introduced <b>conscription calling for every unmarried man aged between 18-41 to enlist for military service.</b></li> <li><b>The colonies of the British Empire supported the war effort by providing many soldiers.</b></li> <li><b>India, Canada, South Africa, Australia, New Zealand and the Caribbean</b> all contributed soldiers to support Britain on the Western Front and</li> </ul>	<ul style="list-style-type: none"> <li>adversities</li> <li>air raids</li> <li>alliance</li> <li>Allies</li> <li>ammunition</li> <li>annexed</li> <li>anti-Semitism</li> <li>appeasement</li> <li>armistice</li> <li>Artillery</li> <li>assassinate</li> <li>attrition</li> <li>Blitzkrieg</li> <li>bombardment</li> <li>Casualties</li> <li>catalyst</li> <li>cenotaph</li> <li>Central Powers</li> <li>Civil war</li> <li>civilians</li> <li>colonies</li> <li>Commonwealth</li> <li>conflict</li> <li>conscription</li> <li>counterattacked</li> <li>decisive</li> <li>Displaced</li> <li>empire</li> <li>evacuation</li> <li>evacuees</li> <li>expansion</li> <li>Front Line</li> <li>Führer</li> <li>gallantry</li> </ul>

				<ul style="list-style-type: none"> <li>beyond.</li> <li>Walter Tull was awarded the British War Medal and Victory Medal and he was recommended for a Military Cross.</li> <li>The Western Front stretched 400 or more miles through France and Belgium.</li> <li>There were 3 trenches, the front-line trench, the support trench and the reserve trench.</li> <li>No Man's Land was the area between the trenches that neither side controlled.</li> <li>Trenches protected soldiers but the conditions in them were terrible.</li> <li>The Battle of the Somme is known as the most devastating and costly battles of World War One.</li> <li>The government needed women to work in munition's factories as there were less men because they were fighting the war.</li> <li>Because of the war, women had the opportunity to do the jobs that were reserved for only men before the war,</li> <li>Up to one million women worked in munition's factories.</li> <li>Munition's factories were dangerous places to work.</li> </ul>	<ul style="list-style-type: none"> <li>Gestapo</li> <li>ideology</li> <li>Immigrant</li> <li>International peace</li> <li>liberated</li> <li>Luftwaffe</li> <li>morale</li> <li>munitions</li> <li>Nazi Party</li> <li>negotiations</li> <li>No Man's Land</li> <li>occupy</li> <li>persecuted</li> <li>Political freedom</li> <li>poverty</li> <li>prejudice</li> <li>propaganda</li> <li>radar technology</li> <li>rationing</li> <li>Refugee</li> <li>Reichstag</li> <li>reparations</li> <li>shells</li> <li>surrender</li> <li>territories</li> <li>The Blitz</li> <li>The Great Depression</li> <li>The Schutzstaffel (SS)</li> <li>Treaty of Versailles</li> <li>Trench</li> <li>Triple Alliance</li> <li>Triple Entente</li> <li>unemployment</li> <li>United Nations</li> <li>valiant</li> <li>Windrush generation'</li> </ul>
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				<ul style="list-style-type: none"><li>• <b>The Schutzstaffel (SS) removed any threat to Nazi power.</b></li><li>• Hitler and the Nazi's targeted the support of women and young people to create a greater Germany.</li><li>• <b>Hitler and the Nazi's spread their anti-Semitism through propaganda and persecuted the Jewish people.</b></li><li>• The Nazi's stereotyped the Jews and treated them as though they were a different and lower race. Hitler believed that Jews were 'non-Germans' and should be removed from society.</li><li>• From 1933-1945, Hitler removed rights of Jews and other people he saw as non-German.</li><li>• The camps were the final and worst persecution. During the war 6 million Jews were murdered.</li><li>• Between 1939 and 1940, Germany had invaded and occupied Belgium, Norway, the Netherlands, Denmark and most of France.</li><li>• The Dunkirk Evacuation saw the Royal Navy and the 'little ships' rescue over 300,00 troops.</li><li>• <b>The Battle of Britain, July - October of 1940, became a test between the strength of the</b></li></ul>	
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				<p>German and British air force.</p> <ul style="list-style-type: none"><li>• The Germans changed tactics and began bombing London and other cities. This became known as The Blitz.</li><li>• Children were evacuated from the cities to safer rural areas.</li><li>• On 8th May, Germany surrendered all their forces. This became known as 'VE Day', Victory in Europe Day.</li><li>• The war was completely over on 2nd September when Japan surrendered. This day is known as 'VJ Day' - Victory over Japan Day.</li><li>• After the war, there were labour shortages. Britain needed skilled labourers to help rebuild the country.</li><li>• The Windrush generation were people who came to Britain to fill the jobs in constructions and the service sector.</li><li>• In 1945, the United Nations (UN) was formed to maintain international peace and security.</li><li>• Many countries including China, France, the United States, the United Kingdom and the Soviet Union signed the UN charter and follow its terms.</li></ul>	
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Summer 1	N/A	N/A	N/A	N/A	N/A
<b>Summer 2</b> <b>Making our Mark</b>	<p><b>Scope</b> Pupils will study an aspect of British history to extend their chronological knowledge beyond 1066. Pupils will study a range of individuals and movements from across a time period, acquiring historical knowledge whilst developing their use of historical concepts to examine a key thread: peaceful protest.</p> <p><b>Sequence</b> Prior to this unit, pupils should already have a secure understanding of British history from the Stone Age to the Battle of 1066 and then of the Industrial Revolution and WW1 and WW2.</p> <p>This unit is placed at the end of Y6 as it encompasses a range of time periods that the pupils will have already encountered. For example, Conflict and Resolution already references The Suffragettes and The Windrush. Therefore, pupils can access this unit with context they have already acquired.</p>	<ul style="list-style-type: none"> <li>Types of protest, their impact and the people who have made their mark</li> <li>Examples may include: <ul style="list-style-type: none"> <li>The Emancipation of Slavery</li> <li>The Suffragettes</li> <li>Indigenous Tribes in Australia</li> <li>The Windrush</li> <li>The Civil Rights Movement</li> <li>Climate Change</li> <li>Black Lives Matter</li> </ul> </li> <li>Peaceful protest will also be a key thread that pupils examine throughout the unit.</li> </ul>	<p>Through Historical enquiry pupils will be given opportunities to develop their ability to:</p> <ul style="list-style-type: none"> <li>understand the past</li> <li>ask perceptive questions</li> <li>think critically</li> <li>analyse evidence</li> <li>examine arguments</li> <li>develop judgement</li> <li>make connections</li> <li>draw contrasts</li> <li>analyse trends</li> <li>understand and gain historical perspectives.</li> <li>acquire sufficient historical knowledge.</li> <li>communicate historical findings</li> <li>develop historical concepts: <ul style="list-style-type: none"> <li>using and analysing evidence</li> <li>interpretation</li> <li>cause and consequence</li> <li>change and continuity</li> <li>similarity and difference</li> <li>significance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A protest is an event or action where people gather with others to publicly express their opinions about something that is happening in society.</li> <li>People protest for a range of different reasons.</li> <li>Protests can take many forms.</li> <li>Non-violent resistance is a form of peaceful protest.</li> <li>Greta Thunberg was just 15 when she first decided to start a school strike.</li> <li>Greta's actions kickstarted the #FridaysforFuture global climate strike movement in 2018.</li> <li>March for Science began on Earth Day, 2017 to raise awareness of the importance of scientific research.</li> <li>Although many people use nonviolent resistance to protest about important issues such as climate change, sometimes it is stopped by the law.</li> </ul>	<ul style="list-style-type: none"> <li>activism</li> <li>boycott</li> <li>brutality</li> <li>catalyst</li> <li>change</li> <li>civil disobedience</li> <li>controversial</li> <li>cohesion</li> <li>colour bar</li> <li>dialogue</li> <li>disregarding</li> <li>dissented</li> <li>excluded</li> <li>facilitate</li> <li>fracking</li> <li>gay</li> <li>gender identity</li> <li>harassment</li> <li>immersive</li> <li>injustice</li> <li>justice</li> <li>legislation</li> <li>lobbying</li> <li>militant</li> <li>nonviolent resistance</li> <li>pioneer</li> <li>politics</li> <li>prejudice</li> <li>public nuisance</li> <li>racial discrimination</li> <li>racism</li> <li>safeguard</li> </ul>

			<ul style="list-style-type: none"> <li>○ chronology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Millicent Garrett Fawcett led the National Union of Women's Suffrage Societies in the UK.</b></li> <li>• Between 1870 and 1884 debates on women's suffrage took place almost every year in Parliament.</li> <li>• In 1903, <b>Emmeline Pankhurst founded the Women's Social and Political Union with the motto 'Deeds not words'.</b></li> <li>• <b>Pride Parades are a peaceful way to protest.</b> Pride was established to raise awareness of LGBTQ and campaign for the same freedoms for people to live their lives, with equal rights to all people.</li> <li>• <b>The civil rights movement was a struggle for social justice that took place mainly during the 1950s and 1960s.</b></li> <li>• The Bristol bus boycott fought against racial discrimination and helped to bring about the Race Relations Act.</li> <li>• <b>Through marches, demonstrations and social media,</b> the Black Lives Matter movement has successfully drawn global attention to racism and unfair treatment of Black people in the US and across the world.</li> </ul>	<ul style="list-style-type: none"> <li>• sexual orientation</li> <li>• sit-in</li> <li>• social justice</li> <li>• stereotyped</li> <li>• strike</li> </ul>
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